



**CAPITOL
COLLEGIATE**
compete ■ achieve ■ lead

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Operations Manual
2014-2015

*To prepare students in grades kindergarten through eight to compete, achieve,
and lead in high school, in college, and in life.*

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This manual reflects the hard work and ideas of the staff of Capitol Collegiate Academy, and a number of other organizations cited herein. We have benefited greatly from collaboration with these other organizations; similarly, we encourage you to learn from and build upon our work. Please attribute responsibly, as we have tried to do in this document.

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Contents to be revised on an annual basis

I. INTRODUCTION TO CAPITOL COLLEGIATE ACADEMY

Our Mission

The mission of Capitol Collegiate Academy is to **prepare students in grades kindergarten through eight to compete, achieve, and lead in high school, in college and in life.**

Capitol Collegiate Academy has three annual Big Goals to ensure long-term fulfillment of this lofty mission:

- **Capitol Collegiate students will make significant, measurable content and skill gains every year, demonstrating that they are unquestionably prepared academically for the next sequential grade level and on a track to be successful in high school, in college, and in their careers.**
- **Capitol Collegiate students will fulfill our PRIDE expectations during their tenure at Capitol Collegiate Academy: We will act and operation with Preparation, Respect, Integrity, Determination, and Enthusiasm.**
- **Capitol Collegiate students will read at or above grade level.**

In all that we do at Capitol Collegiate, we define success **quantitatively**. Therefore, Capitol Collegiate Academy has developed very specific, measurable metrics – for our current students and our graduates – as a means of holding ourselves and our students accountable for reaching these goals, and ultimately for fulfilling our school mission. These metrics are adjusted on an annual basis to reflect increasing levels of rigor as well as what is both ambitious and feasible for students.

Our History

Capitol Collegiate Academy was developed (a) to offer a public, elementary school alternative in Sacramento, (b) to address the academic underperformance of students from these neighborhoods and (c) to serve traditionally underserved communities.

- Prior to the establishment of Capitol Collegiate, Sacramento had very limited public, elementary school options. In Sacramento City Unified School District, for example, most charter schools are centered in the Oak Park community, many of which do not have a college-preparatory focus.
- The CST scores in this region indicate severe under-performance compared to state averages. On the 2009 3rd grade CST, for example, fewer than 30 percent of students from South Sacramento scored in the Proficient/Advanced categories, compared to the state average, which was well above 50%.
- Hispanic, African-American, Southeast Asian and low-income youth, who are traditionally underserved, comprise a large percentage of the student population in South Sacramento. In South Sacramento, there is a relatively equal distribution of students from diverse racial backgrounds, with the vast majority of students qualifying for Free and Reduced Price Lunch. These groups of students have perennially underperformed every other ethnic group in terms of CST scores and college matriculation rates across the state. One of the reasons Capitol Collegiate Academy commenced was to address this achievement gap.

The effort to create Capitol Collegiate Academy began in the autumn of 2009. Here is a brief chronology of Capitol Collegiate's history:

Autumn of 2009: The founding group began planning for the creation of Capitol Collegiate Academy. After extensive market research (i.e. CST scores, socio-economics of various communities, etc.), the group decided

to focus on South Sacramento. Further research of these communities informed the development of the school mission and program. Penny Schwinn, one of the founding group members and Capitol Collegiate's Executive Director was accepted into the Building Excellent Schools (BES) Fellowship program, which served as a tremendous resource during the entire charter development process.

January of 2010: Capitol Collegiate Academy submits a charter to Sacramento City Unified School District (SCUSD).

May 6, 2010: Capitol Collegiate Academy receives a charter from Sacramento City Unified School District (SCUSD).

Spring of 2011: Capitol Collegiate Academy recruits its first students, hires its first teachers and secures a facility at 4500 Roosevelt Avenue.

Summer of 2011: Capitol Collegiate Academy began the curriculum development process in earnest and held a five-week all-staff orientation.

August 22, 2011: Capitol Collegiate Academy opens its doors to 60 kindergarten students.

June 22, 2012: Capitol Collegiate Academy completes its first full year of operations.

July 3, 2012: Capitol Collegiate re-locates to the Freeport Elementary facility at 2118 Meadowview Road

History of Charter Schools in California

Charter schools were introduced in California via the 1992 Bill (SB 1448, Hart), which authorized the creation of charter schools in California. Charter schools are independently managed public schools that operate under an up-to five-year charter granted by local school districts (which operate as authorizing agencies). Charter school operators may also appeal disapproval of charter petitions to the local County Board of Education and then to the State Board of Education. Parents, teachers, non-profit organizations, or community leaders, among others, may start charter schools. They have the freedom to organize around a core mission, curriculum, theme, or teaching method, and are allowed to control their own budgets and hire (and fire) teachers and staff. (Dependent charter schools are slightly different, in that they are still schools tied directly to the local districts and oftentimes must operate within the labor and operational policies of that district). In return for this freedom, a charter school must demonstrate strong academic results within five years or their charter will be revoked. Parents choose to send their children to charter schools; students are selected by lottery if, as in most cases, demand exceeds the number of seats available. Charter schools, in short, are public schools embodying freedom, choice, and accountability.

As of the start of the 2011-12 school year, over 600 charter schools operated in California, with over 225,000 students enrolled statewide. Thousands of students remain on charter school waiting lists. Legislation regarding the rights, responsibilities, and financing of charter schools continues to advance the place and role of charters in the state and the competition and division that charter schools can often create within the education community.

Capitol Collegiate Academy Family and Student Data

Capitol Collegiate Academy Charter School served 165 students grades TK – 2 during the 2013-14 school year. The following statistics describe our student population:

Geography: 92 percent of Capitol Collegiate Academy students live in Sacramento, 8 percent live in surrounding communities.

Socio-Economics: 98 percent of Capitol Collegiate Academy students come from low income households.

Gender: 43 percent of Capitol Collegiate Academy students are male and 57 percent are female

Special Needs: 12% percent of Capitol Collegiate Academy students receive Special Education services.

Language Needs: 22 percent of Capitol Collegiate Academy students are classified as speaking a *first* language other than English (i.e. English is not the language spoken regularly at home).

Race: 29 percent of Capitol Collegiate Academy students are Latino, 6 percent are White, 46 percent are African American, 2 percent are Asian, 3 percent are American Indian, and 14% are multi-racial.

Charter School Accountability

The school's charter traditionally lasts for five years at a time. Our current charter lasts through June of 2015. Renewal is primarily determined by the answer to three questions:

- Is the school program an academic success?
- Is the school a viable organization?
- Is the school faithful to the terms of its charter?

Charter renewal includes a submittal of the school's renewal application followed by a meeting and public review conducted by the SCUSD School Board.

Additionally, all charter schools must submit an Annual Report by August 1st of each year that chronicles every aspect of the school from curriculum to governance.

The school is governed by a Board of Directors, who officially holds the charter to the school and is ultimately responsible for the success and viability of the school program. There is an opportunity for staff members to meet with members of our Board and discuss school-related matters during a Board/Staff event, generally held at the school in mid-October.

II. THE DAILY SCHEDULE

Capitol Collegiate has a longer school day, allowing for almost twice the instructional minutes than traditional elementary school schedules. Our building is open from 7:00am to 6:00pm. The instructional day begins at 7:30am and runs through 3:30pm. Our Afterschool program (1st grade and up) is available from 3:30pm to 6:00pm.

The TK – 3rd grade daily schedule can be found in the Appendix of this manual.

III. CAPITOL COLLEGIATE ACADEMY FACILITY

Overview

Capitol Collegiate rents our school facility from the Sacramento City Unified School District (SCUSD). We share the campus with a health center and a preschool, both located in the south corner of the campus, behind the multi-purpose room.

We have access to only the building space we rent:

- Classroom space for our 9 classes, TK through 3rd grade
- Office spaces
- Library
- Multi-purpose room
- Intervention room
- DCI office

Classrooms

Simply stated, a Capitol Collegiate Academy classroom is a vibrant place of learning. Every feature of the classroom should contribute to one simple but grand objective: providing students with a safe, structured environment in which learning can take place most effectively.

The following is a list of features that all Capitol Collegiate Academy classrooms share. Note that some of these features become more or less prominent in our upper elementary as the school year progresses, thus fostering greater independence and responsibility.

A classroom environment checklist is located in the Appendix to this manual.

Daily Classroom Schedule: Capitol Collegiate Academy has clear expectations for student achievement. As such, there is a lot of material that we work to fit into any given school day. A schedule that lists time and content / subject for the day is posted in every classroom.

Student Expectations Posters: Teachers receive several professionally-made signs to post in their classrooms that reinforce our school culture. These send important messages to our students, and create a culture of consistency from classroom to classroom. They include:

- School mission
- Calendar
- Daily Schedule
- 100s Chart
- Guided Reading Group Rotation Chart
- Alphabet
- Number line
- STEP Mountain
- STAR poster
- Scholar Signals
- HALL poster
- School wide Expectations
- Consequences chart (grade-level specific)
- Mistakes Happen poster
- Lunch Expectations
- Recess Expectations
- Calm Down posters
- One School, One Vision
- Our Road to College
- Inside of Desk 'Map'

- BEST at Computers
- Left Hand, Right Hand (K)
- Penmanship Strokes (K)
- DEAR (Drop Everything and Read) Procedures (2nd grade and up)

In addition to the above, each classroom must have:

College Paraphernalia: Each Capitol Collegiate Academy classroom is named after a college – we progressively build classroom names to instruct students on different options available to them. The progression includes colleges by coast, public universities, private schools, liberal arts schools, and finally international schools in 8th grade. By explicitly thinking about classroom names and creating purpose around them, we provide the space to explicitly teach students about their options and what might fit best for them. The classroom names further allow students to rally around a particular theme in addition to serving as a constant reminder of the long-term educational ambitions we hold for all Capitol Collegiate Academy students. Often, a quick phone call or brief letter to a college can yield free merchandise that can be shown off within your homeroom.

TK & Kindergarten: Close to Home

1. Sacramento State
2. UC Davis
3. UOP

First Grade: In My State (Northern California)

1. UC Berkeley
2. Santa Clara

Second Grade: In My State (Southern California)

1. UCLA
2. UC San Diego

Third Grade: In My State (Private Schools)

1. Stanford
2. USC

Fourth Grade: In My Region (Pacific)

1. University of Oregon
2. University of Washington

Fifth Grade: In My Country (Public Schools)

1. University of Texas (Austin)
2. University of Wisconsin

Sixth Grade: In My Country (Private Schools)

1. Harvard University
2. Notre Dame University

Seventh Grade: In My Country (Liberal Arts Colleges)

1. Wellesley College
2. Claremont McKenna

Eighth Grade: In My World

1. Oxford

2. Sorbonne

Classroom Job List: All members of the Capitol Collegiate Academy community are responsible for maintaining a clean school. Such maintenance requires the active involvement of a few students on a daily basis. In each classroom, teachers post a list of classroom jobs, including jobs that are essential to ensuring the classroom is in good condition at the end of the school day and that classroom tasks can be completed efficiently. All classrooms are required to have jobs surrounding: sharpening pencils, turning computers on and off, putting away materials, and cleaning off desks. Many classrooms have also found it beneficial to have the following jobs assigned: retrieving and returning materials to the office; cleaning the whiteboard; song leader; and line leader. Students selected for jobs should be those who have earned their teachers' complete confidence to complete the tasks in a professional manner and who do not need oversight on maintaining their school work.

Student Mailboxes: Teachers assign each student a mailbox at the beginning of the year, and label the respective box appropriately. Students will use these boxes to hold their Collegiate Work, announcements, and all documents that must be sent home. They will have access to the box at the end of the day during the 'End of Day' time block. Students hang their backpacks and jackets up on labeled hooks in the classroom which they access to only to retrieve coats and jackets for recess.

Hallway Passes: During school hours, students should never be in the hallway without a pass from their classroom. Each classroom has a set of specific, color-coded passes for students who need to enter the hallway to go to various school building locations. These passes, distributed to teachers during summer professional development, are to be posted in a uniform, labeled, and aesthetically pleasing way just inside the classroom door. Passes should be kept in good repair. Passes exist for students going to the following places:

- Bathroom (1st grade and up): 1 laminated pink pass
- Office/Errand: 1 laminated yellow pass
- Sick / Nurse: 1 laminated blue pass

A student is found in the hallway without a pass is considered a significant safety concern, and should be re-directed to class immediately. The staff member should follow the student to class, and communicate to the classroom teacher to issue a consequence.

Emergency Procedures and Evacuation Instructions: This document will be distributed during summer professional development and should be posted in every classroom, along with a clipboard with a green/red laminated sheet to account for present and missing students, and emergency phone numbers.

Word Wall: Each classroom will have a wall dedicated to words listed alphabetically. Words posted should include sight words that students have been explicitly taught. Each word will be large enough to see from any student desk. Students will be taught to use this board independently as a reference tool used during reading or writing.

Classroom Binders: Every student will receive a binder at the beginning of the year for use in the classroom. This binder is kept in their desk at all times. Students are expected to keep the binder in good repair and are not permitted to write, draw on or affix stickers to the binders. Teachers provide a cover sheet with classroom name and student name to be inserted in the clear plastic pocket on the cover of the binder. The classroom binder has 3 labeled tabs:

- Smart Work
- Math Meeting
- Independent Work.

Collegiate Work (Homework) Binder / Folder: 1st – 3rd grade students receive a binder at the beginning of the year for homework. Collegiate Work binders are organized as follows (from front to back of the binder):

- Notices to go home (3-hole punched)
- Behavior report (3-hole punched)
- Red folder for ELA work
- Blue folder for math work

Teachers provide explicit directions and training on setting up, organizing and maintaining the binder for their class.

As we place a high value on families receiving communication from the school, teachers must have a procedure to ensure notices to go home are always in the front, followed by the behavior report. Only Collegiate Work goes in the respective red (ELA) and blue (math) folders.

TK and kindergarten students receive a Collegiate Work folder for the same purpose which is organized and labeled as follows:

- Left side: Notices, behavior report (do not need to be hole punched)
- Right side: Collegiate Work

Students are not permitted to write or draw on their binders/ folders or affix stickers to the binders. See the School Discipline and Culture Manual for more information on consequences related to writing, drawing or otherwise defacing school materials. The procedure for replacing school supplies, including binders, is covered later in this manual.

Classroom Wall Space:

In order to ensure compliance with fire code, and to maintain a professional look and feel in classrooms, we follow the guidelines below when posting materials on classroom walls:

- Maintain one foot of empty wall space around door frames in all directions.
- Posters placed on walls should be laminated and should be fastened neatly to the walls on all corners.
- Please do not post papers on the walls that are loose from the wall on some edges. Loose papers may be posted on bulletin boards only.

Capitol Collegiate Academy students pride themselves on what they learn during the course of an academic year. Capitol Collegiate teachers should post only superior work inside classrooms. Many classrooms make use of a large bulletin board as a “great work” board for showcasing student achievements. Additionally, all subject teachers are encouraged to use classroom wall space with resources to supplement their curriculum, following the guidelines above.

Daily Lesson Plan Access: Teachers should ensure that lesson plan binders are professionally labeled in an easily accessible place for administrators, colleagues and visitors to gauge what is being taught during an observation.

In and Out Boxes: Teachers have an in and out box directly on the classroom door. This allows for the Office Administrator to easily pick-up materials such as the daily attendance and Collegiate Work trackers. It is also the place teacher will collect materials to be distributed to the class (e.g. school wide notices to go home).

Hallways and Common Spaces

We are a small, team-oriented school community. The smooth running of the school depends on policies being enforced consistently. It also depends on a shared responsibility for community space. Please think of the hallways and public spaces as extensions of all of our classrooms. Keep these points in mind:

- If you see students that you don't teach but who are clearly violating school expectations, respond to them immediately. **We must all agree to see and follow through on misbehavior in our classrooms, hallways, bathrooms, on our lunch breaks, and in the parking lot.** A system such as ours is only as good as its weakest link.
- All staff members should know all students.
- If you don't recognize someone wandering the halls without a visitor badge, please make sure they're in the right place or contact an administrator immediately.
- Items may not be posted in hallways at any time.
- If you leave the building any time during school day hours (7:00am – 3:30pm) or after 6:00pm, please lock the side gate to the staff parking lot behind you. This gate may only stay unlocked during Afterschool hours.
- Teachers are responsible for ensuring that classroom doors are locked when they leave for the day, regardless of time.
- So that we maintain a secure office, all office spaces – including staff lounge and staff work room - are locked at 6:00pm daily.

Displaying Student Work: Capitol Collegiate Academy shared spaces should breathe our mission. Students, families, and visitors should sense the seriousness of what we do on a daily basis when they walk into offices or the multi-purpose room. Students love to be recognized when they have accomplished something great, and they deserve to have such accomplishments showcased for all to see. Celebrating accomplishment inspires great work. As a largely outdoor-access campus, we maintain this recognition through posted bulletin boards in the multi-purpose room.

It is the responsibility of the staff members below to update their respective multi-purpose room board space monthly. **Please do not post and celebrate mediocre work, even if a student has shown significant improvement relative to a prior assignment.** Such improvement can be recognized publicly during community time or at Community Circle. *It is unacceptable to display work that is below the general expectation for that grade level at that point in the year.*

<i>Bulletin Board</i>	<i>Staff Member Responsible</i>
Grade-level boards	Grade-level chairs
Afterschool board	Operations Manager
Family board	Operations Manager
Community board	DCI
Lunch Table Points	DCI

School Maintenance, Cleanliness & Security

Access to Campus

Campus is open each day at 6:15am and closes at 7:00pm. All teachers are issued keys to their classroom and a gate key. As the building is alarmed, staff members may only be on campus when the facility is open.

Campus is open to staff for nearly 13 hours per day. We expect staff will maximize their planning and prep time accordingly for work that requires them to be on campus (e.g. copies, text selection, team collaboration, classroom environment work etc.). The campus is not open on weekends with the exception of two designate weekends (Sundays) during Summer PD.

Custodial Services

Capitol Collegiate contracts with the Sacramento City Unified School district (SCUSD) for custodial services. Our custodian works Monday through Friday from 10:30am – 7:00pm. These services include deep cleaning of bathrooms, and vacuuming, mopping and disinfecting classrooms and other spaces.

Student and Staff Expectations

While custodial staff plays an important role in maintaining the campus, having a clean, orderly school environment is a responsibility shared by all.

Classrooms and common areas, such as multi-purpose room, library, office space, lobby, hallways and staff lounge area, should be kept clean and orderly. In addition to being unattractive, messy common spaces can be hazardous and can prevent students and staff members from being able to move through the school quickly during busy times of the day.

Staff should follow the procedures listed later in this manual to ensure that common staff areas (e.g. staff lounge and staff work room) continue to be safe, healthy and inviting spaces.

The following expectations will ensure our classrooms continue to be safe, healthy and inviting spaces:

- **Require students to clean any classroom or workspace before they line up and are dismissed.**
- Direct students to complete regular classroom clean-up and organization sessions.
- Hold students accountable for the organization/cleanliness of their mailboxes, desks and the area around their desks.
- Maintain a classroom environment that meets expectations per the Room Environment checklist. This includes:
 - Guided Reading table is completely clear when not in use *except for*: GR Bin (all contents inside the bin) teacher computer, teacher beverage (with secure lid), teacher action plan, writing utensil.
 - All papers have a labeled, organized space to be in! (e.g. papers to grade, papers to file, lesson plans, Collegiate Work). At no time should there be stacks of loose papers in a classroom.

The Principal and DCI actively monitor classroom environments using the Room Environment checklist. The Operations Manager monitors the condition of common areas throughout the year.

Maintenance Requests

If there is a specific issue with a part of the facility, the staff member should send an email to the Operations Manager and cc the Principal. The subject line of that email should state the following: Maintenance Request: [insert area of facility here]. The email should specifically state the problem, the date and time this was observed, and the desired outcome. The OM will follow-up with the staff member, as needed.

Note all maintenance requests must be in writing in email. Telling the OM verbally is not sufficient.

IV. DAILY PROCEDURES

A. Procedures & Routines Overview

Clear, structured routines and procedures are the foundation of an efficient school operation and effective classrooms. Routines and procedures prevent challenging student behaviors by making clear *exactly* what we expect students to do and holding them accountable for it, 100% of the time. At Capitol Collegiate we develop routines and procedures ahead of time; rehearse them; and plan for the materials they may require so that we

can put our full focus and attention on instruction. In order to protect valuable learning time, teachers do not expend mental energy making decisions about procedures that could and should have been planned earlier.

The vast majority of our routines and procedures are consistent across every classroom and the school as a whole. Common procedures reduce confusion as to how things are done in class; there is basically one way to do things. Classes will not need to spend a lot of academic time learning and relearning four different ways to do a simple logistical operation. Consistency allows students to feel safe in their environment, build trusting relationships with adults, and reduce the potential for their frustration.

Again, *consistency is the key*. Procedures are only as good as we make them. Having a procedure and not using it is worse than not having one at all (you said you were going to do something and now you are not). We strive for clarity around what a procedure should look like; feel that they are useful; and agree to use the procedures in all classes or else the consistency of school wide procedures loses its value.

B. Teaching and Reinforcing Procedures

As with any type of learning, school routines and procedures must be explicitly explained, modeled, practiced, reinforced, and at times re-taught. We invest heavily in teaching and practicing strong routines in the beginning of the year so that teaching and learning can happen every minute of every day. Below is one way to do this. We will be using these best practices on the first day of school to teach school wide and classroom-specific procedures.

Investing Students. In order to get students to embrace class procedures (‘pulling them in’ rather than ‘pushing them to comply’) we explain how procedures will allow the class to eliminate wasted time and increase opportunities for learning. Students generally buy into the idea that great procedures and behavior will allow them to learn more and engage in more exciting projects and learning activities. Also, investing students in the idea that “this is how we do things” can be helpful. Teachers have also been successful with the approach, “Because so much learning has to happen this year, I don’t want us to waste time on things that don’t help you to read on a higher level or allow you to solve more challenging math problems. Imagine how terrible it would be if we wasted 15 minutes every morning just trying to...”. We also use competition in some cases. “Let’s see how fast we can do this,” “Can we do it even faster?” or “Let’s show [insert name of teacher, administrator, class] how fast we can do this!”

Methods for Teaching Procedures. Procedures should be mini-objectives. For example, *Students will be able to (SWBAT) silently transition between literacy groups to the correct station in under 25 seconds*. The goal for the class is for everyone to know what to do AND to demonstrate that knowledge so that they can reasonably be held accountable for the procedure.

Procedures are taught with an “I Do”, “We Do” and “You Do” format. :

I Do:

- Verbally explain one procedure in clear, step-wise instructions and have these steps clearly spelled out and displayed for all to see.
- Model the procedure, highlighting how you are following each of the steps.
 - It helps here to use common language and say what you are doing in the same way you explained the step.
 - While modeling, you can point out what it is you are NOT doing (for example, other ways a student might generally enter class) and how that would NOT be following the procedures.
- Ask a student to explain to you what you (as the person modeling) should do next.
- Ask a student to repeat back the steps from memory.

- Quiz students, what do you do after X?

We Do:

- Ask a student to model the procedure.
 - Make sure they do it perfectly, having them repeat it with your corrections. (Do It Again)
 - Tell the student you are looking for perfection, set the tone right from the beginning.
 - If the student doesn't quite get it, start again from step 3, using the "Sorry class, looks like I didn't explain the procedure correctly. We can do this, let's take a step back" approach.
- Have groups of students try to follow the procedure, narrating and correcting them.
- Have groups try to follow the procedure and instead of correcting them yourself, have other students point out what they did well or did wrong.

You Do:

- Give all students the opportunity to practice the procedure without guidance

Remember that young students are still learning how to follow multi-step directions – you may have to be more clear, slow and deliberate than you think.

Reinforcing and Re-teaching. Regardless of how well you teach a procedure, it will quickly become whatever you (and your fellow teachers) enforce it to be. For example, students will quickly realize if Mr. Jones allows talking in line or allows students to go into their desk at any time during the day. As a result, teachers who follow procedures may seem as if they are 'trying to get the student in trouble' and teachers who do not will be seen as having lower standards. This erodes our culture of 100% across the school and creates 'pockets' of strong culture, rather than consistently strong culture in every classroom. Students may respect and respond to one teacher more than another, or come to feel they don't have to listen to a particular teacher.

Students will generally do what is expected of them, so we need to expect the best. Again, anytime a single student does not follow a procedure he is accountable for, you should correct, re-explain the procedure, and give him an opportunity to do it the right way. While students typically learn and show mastery of procedures quickly, they must be practiced, used correctly, and reinforced regularly in order for students to maintain 100%. If many students do not follow the procedure (at the same time or over the course of a class or week) you should re-teach it step by step just as you taught it in the beginning of the year.

Teachers are expected to formally re-teach key procedures step-by step for 4-5 days following Thanksgiving break, winter break, and spring break, in addition to 'as needed' throughout the year.

C. Morning Procedures

Even before instruction begins, it is critical that teachers and students alike do everything possible to prepare for the ensuing school day. All of us have a role in ensuring a smooth and positive start to the day.

Staff Arrival

The Principal or designated staff member opens campus (unlocks side gate, deactivates alarm, opens front office) at 6:15am. The gate remains unlocked from 6:15am to 7:00am, and is locked again at 7:00am by the Sac State lead teacher. For the safety of our students and school community, the side gate (with access to the staff parking lot) is to remain locked from 7:00am until 3:45pm daily.

Teachers should be in their classrooms with the door open at 7:00 each day. Prior to entering their classroom, teachers must collect materials from their mailboxes.

Teacher Preparation for Class

Time in the classroom with students is our most valuable resource, which is why we have such high standards for teacher preparation. When students are in the room, our teachers, simply, teach. All preparation of materials and lesson delivery is done well before the day lessons are given.

Rehearsed Lesson Plans

Teachers are expected to rehearse each daily lesson before coming to class. These lessons should be rehearsed to the extent that lesson plans are not needed. However, teachers should bring lesson plans to class to briefly review before each block of the day.

Guided Reading Binder and Bins

During Summer PD, teachers will be given Guided Reading Binders that will allow them to easily differentiate instruction. These binders should be organized as teachers best see fit, but must include data, observation sheets, and the prompting guide. Guided Reading bins should also include copies of the books to be read, a white board and dry erase markers, and all other materials students and teachers need for Guided Reading.

A Stopwatch

In addition to being used at various times throughout the day (e.g., returning from Community Circle, Threshold, and Transitions), a stopwatch sends all students a message: we mean business.

School Wide Behavior Tracker.

In order to effectively document behaviors across all settings teachers carry and use a behavior tracker clipboard to track consequences while in non-classroom settings (e.g. hallways, multi-purpose room). Teachers carry their behavior tracker clipboard at all times including breakfast, school wide community and all transitions to track consequences.

Lesson Materials

It may seem obvious, but please ensure you have all handouts (e.g., Do Nows, Independent Practice, Collegiate Work Assignments) and other lesson materials before arriving in your classroom. These materials should be filed in the appropriate labeled space (E.g. folder, bin) until they are needed.

Student Arrival

Students may arrive at Capitol Collegiate as early as 7:00am each day. Because teachers and administrators are on duty at 7:00am, they are not available to address parent needs or concerns at this time. The front office opens at 7:00am, at which time the Office Administrator is available to provide customer service to families.

Parents may not drop students off earlier than 7:00am since the doors will be locked and there will be no staff member available to supervise students. If a student consistently arrives before 7:00am, his/her family will be contacted and a mutually agreeable solution will be found.

Student arrival and greeting takes place in two distinct places on campus between 7:00 and 7:30am. In each space a designated administrator is stationed to greet students warmly by name with a handshake and do a uniform check. The administrator logs all student uniform discrepancies to be followed up with by the OA.

- ***TK-2 Arrival:*** Students enter through the main front doors of the building. Parents will drive through the bus drop-off circle and the student will exit the car. Parents may choose to park in the main parking

lot (in front of the big yard, on Meadowview Road) and walk their child along the front of the school to the main doors. **Parents may not park in the drop-off circle or the side / staff parking lot.**

- **3-5 Arrival:** Students enter through the main parking lot and into the big yard (Zone 3 recess area; adjacent to play structure). Students greet an administrator at the threshold between the big yard and the hallway (adjacent to girls bathroom).

To ensure an efficient, safe drop-off for all students, the younger siblings of 3rd graders should be dropped off with their 3rd grade sibling per the 3-5 arrival procedures.

Parents choosing to walk their child into the building must leave their child at the threshold where the child greets an administrator. Parents may not accompany their child into the hallways and to class.

Classroom SMART Work Routine

Students proceed to their classrooms, where they remove their Collegiate Work folders or binders, hang up their backpacks and jackets and show completed Collegiate Work. Teachers check and record completion of Collegiate Work daily upon student arrival, regardless of whether it is being physically turned in. The teacher must indicate on the Collegiate Work that they've seen and checked it (e.g. a check mark). After the teacher reviews and records completion, TK / K students store their CW folders in a designated, labeled bin. 1st – 3rd graders put their CW binders immediately back into their backpack.

Students will proceed to their desks. From 7:00am until 7:30am, students complete Smart Work. Smart Work is a STEP-aligned review work packet that is designed to be done independently. The packets are pre-created and copied by Operations staff for the Trimester. (Each teacher receives a box with a Smart Work packet for each student for each month at the beginning of a new trimester).

Teachers should do a quick sweep of quality (handwriting, accuracy) once per week, and give a new packet to the student to be inserted into their binder each month (or as needed).

2nd and 3rd grade teachers may choose to have students complete DEAR (Drop Everything And Read) (independent, silent reading) during this time.

SMART Work and DEAR are silent work times.

Breakfast

Capitol Collegiate provides breakfast for every student. Breakfast is served from 7:30am – 7:45am. Students who arrive late between 7:41 and 8:00am are offered 'late breakfast' in the **DCI office** to be served and monitored by the Operations Manager. Breakfast is not provided after 8:00am.

- Multi-purpose Room Breakfast (K and 1st)

The Operations Manager sets out breakfast from 7:00 – 7:15am at each student's assigned seat. All classes are to be seated in the multi-purpose room at 7:31am. Breakfast ends promptly at 7:45 am. Between 7:30 am and 7:45 am, students are expected to meet breakfast expectations:

- Use whisper voices with no reminders
- Fully seated ("bottoms flat")
- Open / eat over napkin
- Use silent signal when done
- Sit in STAR when done

Use of the bathroom is permitted and encouraged during breakfast (and all other non-instructional times). All students should use the UC Davis bathroom, located directly across from the multi-purpose room. At no time should a student in the multi-purpose room, regardless of grade, walk down and use the big yard bathroom. Even when in the multi-purpose room, students must use the bathroom signal, get permission, and get a pass to use the bathroom.

At 7:45 am, after breakfast, students will either be directed to return to their classrooms or to transition to the Community Circle space (see the weekly schedule for Community in this manual). The administrator will direct the transition using the school wide non-verbal signal (1-2-3-4).

On days when a grade-level is *not* scheduled to be in grade-level or school wide Community, students are dismissed to transition back to their classroom. Students transition silently from the multi-purpose room back to their classrooms in a designated order by class to promote efficiency and prevent hallway congestion.

The hallways are a silent zone. While moving or standing in line, students and staff members alike should operate with voices off. Staff members use non-verbal directives almost exclusively, and issue the appropriate correction or consequence for students not meeting HALL expectations.

Morning Threshold

Upon arriving at the entrance to their classroom the teacher execute a full threshold per below.

1. Students form a line in the designated space either outside (1st grade) or inside (K) the classroom.
2. Students are individually greeted at the door by their teacher and invited into the classroom. Teachers stand with one foot in and one foot out of the classroom and regulate the flow of students into their classrooms to prevent congestion and talking.
3. Teacher continually monitor behavior both in and outside of the classroom.
4. Students follow classroom expectations for entering the room, supported by clear instructions provided by the teacher, as appropriate.
5. Students should not socialize or sit idly during this time.
6. In order to ensure the proper tone is set for the day, the above procedures must be executed silently.
7. Students must have all materials they need for the day (e.g. pencils) already inside of their desks to prevent any issues around supplies or materials.

The teacher times the threshold and ensures the process takes 1 minute and 30 seconds or less from start to finish.

o Classroom Breakfast (2nd and 3rd)

The Operations Manager brings breakfast items to each classroom at 7:15am. Teachers, typically with the help of a student helper, set the breakfast up 'buffet style' in a designated area of the classroom. Teachers create and follow a detailed procedure for in-classroom breakfast. The procedure must ensure that all students are offered breakfast. To maintain a positive, productive classroom climate, students are expected to:

- Use whisper voices
- Stay in a seat (when done getting breakfast)
- Open / eat over napkin
- Use silent signal when done

All breakfast items that were not eaten should be put on the cart and wheeled to the door no later than 7:45am. The Operations Manager picks up the breakfast cart between 7:45 and 7:50am.

Tardies

Students should arrive at Capitol Collegiate everyday by 7:30am. **Any student who is not inside his/her classroom by 7:30am is considered tardy. No exceptions.**

If a student enters the building after 7:30am, he/she must enter with a parent who signs them in tardy. The student checks in briefly with Office Administrator who checks the student's uniform, and ensure his/her parent has signed him/her in tardy.

Students arriving between 7:30 and 7:40 proceed directly to their grade-level's breakfast space. Per our breakfast policy, students arriving between 7:40 and 8:00 who would like to eat breakfast do so with the OM in the **DCI office**

On designated school wide or grade-level Community days, a student arriving after 7:45 reports to the **DCI office** until Community has ended so as not to disrupt the activity.

Grade-level / School wide Community

Community Circle, a grade-level or school wide assembly, provides the opportunity to: (a) reinforce the school's mission, (b) set specific and tangible goals for the coming day, (c) unite, celebrate, and promote the Capitol Collegiate culture and community, (d) recognize students publicly for superior accomplishments, and (e) reinforce and discuss Capitol Collegiate values.

Community Schedule 2014-15			
	Sept - Oct	Nov – Jan	Feb - June
Mon			
Tues	Grade 3	2/3	School wide
Wed	Grade 2	K/1	K/1
Thurs	Grade 1	2/3	2/3
Fri	K	K/1	School wide

We maintain high expectations for participation for all staff and students.

- o Student Expectations
 - Transition silently to assigned seating area
 - STAR
 - Use a college voice and complete sentence when speaking (e.g. responding to a question)
 - Participate 100% of the way (e.g. enthusiastically, 'loud and proud' when singing or chanting)

Community Circle has a no tolerance policy for any form of disrespect. Students who choose not to follow expectations will be non-verbally redirected once. If the redirection is not successful, the student will be prompted to leave the multi-purpose room immediately. Each teacher should make this decision for his/her self, not waiting for another teacher or administrator. They are all our students – if you see it, respond to it. Students sent out of Community go directly to the **DCI office** and must complete **xxxxxx**. A student who is sent out of Community also receives a morning recess detention.

- o Teacher Expectations

It is essential that we as a staff work together to ensure absolute and unblinking logistical execution of Community Circle due to its short length and importance in setting the right tone for the day. Specifically, teachers:

 - Sit on the floor with students (placing themselves strategically between / next to students most in need of support).

- Actively and closely monitor student behavior. Teachers are scanning *students* constantly, not the facilitator.
- Issue non-verbal corrections and/or dismiss a student from Community as necessary
- Model enthusiastic participation

Lyrics to Capitol Collegiate songs and chants that are sung at Community are included in the Appendix.

Attendance and Collegiate Work Tracking

Taking accurate daily attendance is a crucial part of a teacher's job. The teacher on duty for each class during student arrival is responsible for taking and accurately recording both attendance and Collegiate Work completion.

The attendance roster for the week is in the teacher's mailbox in the office on Monday morning when he/she arrives. Using the codes on the bottom of the form, the teacher completes attendance as students arrive to class. He/she puts the completed form in the classroom Outbox **by 8:00am**. **The teacher must sign the top of the attendance form every week.** At the end of the school day (Monday through Thursday) the OA returns the attendance form to the classroom Inbox, where the teacher retrieves it the following morning to take attendance.

The Office Administrator picks up attendance daily at 8:00am. It is critical she be able to move through the building efficiently and return promptly to the office. Also important is that she not interrupt instruction to ask a teacher for attendance.

Similarly, each classroom has a Collegiate Work tracker. Between 7:00 and 7:30am the teacher records Collegiate Work completion for each student using the code on the bottom of the tracker.

Students who arrive *after 7:30am* get their Collegiate Work checked at morning recess. Teachers should not interrupt Community, instruction or breakfast to check Collegiate Work of late students.

Teachers should have a labeled location and clear procedure for late arriving students to put their Collegiate Work binder / folder to be checked at morning recess. All CW trackers are put into the classroom outbox by **10:50am**. The OA collects and makes automated calls as necessary.

D. Hallway Procedures

Having fluent transitions is often the difference between getting through an exciting lesson and running out of time, an outcome that means failing to complete critical summative activities like recapping and reviewing the lesson. Messy transitions are also an invitation to disruptions and conflicts that continue to undercut the classroom environment even after the class has started. Specifics related to classroom procedures can be found in *Habits of the Classroom & School: Routines and Procedures*, in the Appendix. What follows is specific to classrooms transitioning in hallways between common areas.

As we do for all classroom transitions, we have very clear, high expectations for hallway transitions.

- **H** Hands are at sides
- **A** All eyes are facing forward
- **L** Lips are closed
- **L** Legs are walking safely and urgently

Staff members are expected to model the silence we expect of students. Teachers must be very thoughtful about teaching and reinforcing hallway procedures to minimize the need for verbal corrections or directions of any kind. All corrections should be made non-verbally. If a verbal correction is absolutely necessary it should be made in a ‘stage whisper’ volume.

Teachers must build the following into their transition to / hallway routine:

- A uniform check. Teachers must have a system by which to ensure 100% of uniform shirts are tucked in before leaving the classroom.
- Designate a student line leader. Include a procedure for how the line leader takes his/her place at the front of the line.
- Designate a door holder. This student ensures the lights are off and door is pulled close after the last student files out. He/she then takes his/her place at the end of the line.
- Set and teach clear stopping points along all routes. Line leaders should know and heed all stopping points without reminders.
- Smart Positioning. The teacher should be positioned so they are consistently at or near the mid-point of the line in order to ‘manage both sides’ and prevent challenges. If a teacher is at the front ‘leading’ the line students near the middle and back may see it is an opportunity to misbehave. Similarly, if a teacher walks with the back of the line, he/she cannot prevent challenges in the front very easily.

If students are transitioning to morning recess the routine also must include students getting hand sanitizer and a procedure for getting snacks brought from home.

Similarly, when students transition to lunch, they must get hand sanitizer prior to leaving the classroom.

E. Recess Procedures

Mid-morning all students have a half hour break. This time is allocated for students to do three things: eat a snack, use the restroom, and play outside.

Though this is a time for students to rest, play and be largely self-directed it is a **structured time with clear guidelines** students are taught and expected to follow.

On-Duty Staff Members’ Responsibilities

Actively monitoring student behavior and conversations is the primary responsibility of all staff members on recess. **Always assume the role of manager. You are 100% responsible for the safety and behavior of every student under your care.** While we may also find opportunities to build rapport and relationships with students, this should never come at the expense of their safety or our standards for school culture. There are legal reasons for why we need to be active managers of the space during breaks, but as importantly, this time is incredibly important for school culture. During breaks, students are in a safe, protected space. If we let our guard down during this time, things can occur on our watch that undermine our strong culture, specifically positive peer-to-peer interactions and teamwork.

Effective monitoring is accomplished through:

- *Smart Positioning* (e.g., in a place where you can see 100% of students): Be seen looking!
- *Continuous Movement:* At no time should an on-duty staff member sit down. On duty-staff must walk around at a brisk pace, circulating through all areas of the play yard. By simply being a presence, you will prevent many undesirable behaviors.
 - Pay special attention to areas that students can hide behind. Particularly on the playground, staff members should constantly walk around the structure to ensure he/she can see all students.

- *Radar*: Scan the entire play area constantly, keeping eyes and ears open to all student activity and conversations. While speaking to individual students, make sure to monitor the entire student population under your care and interrupt your conversation to enforce expectations.
 - In general, keep conversations brief so as to maintain attention to the entire area. Avoid allowing students to latch onto you so as to give you the ability to quickly move to the needed area.
 - Do not use cell phones or engage in any other distracting activities.

K-2 Morning Recess <i>10:15 - 10:45</i>	
Admin: Fiorelli	
Staff Member	Yard / Role
UC Davis Team Teacher	K Yard
Sac State Team Teacher	K Yard (Lead)
Santa Clara Team Teacher	Big Yard (1st grade lead)
Cal Team Teacher	Big Yard (Zone 2)
OC	Big Yard (Zone 1)
2nd Team Teacher	Big Yard (2nd grade lead)
OM	Big Yard (Zone 3)

3-5 Morning Recess <i>10:45 - 11:15</i>	
Admin: Ferreira	
Staff Member	Yard
3rd Team Teacher	Big Yard (3rd grade lead)
DCI	Support

Kindergarten (K Yard) (10:15 – 10:45am)

Our UC Davis and Sac State kindergarten classes have morning recess in the playground directly behind their classrooms.

- Classroom teacher facilitates lining up procedure to exit the classroom.
 - In the cooler weather this must include a clear and structured system for students to go to coat hooks and retrieve / put on jackets.
 - Students will not be permitted to re-enter classroom to get jackets. It is the teacher’s responsibility to check that all students are wearing a jacket in cooler weather before they enter the play yard.
- All students must have hand sanitizer before exiting the classroom for the yard.
- Students on the designated “bathroom first” list stay inside the classroom and line up for bathroom *before* coming outside for snack. The classroom teacher monitors this list and manages the ‘bathroom first’ process.
- Classroom teacher reminds students all students that their job is to use the bathroom during recess.
- Students walk in line following the tape around the snack area and sit down on their bottom. Students must stay in their snack spot for the entirety of snack – they may not get up and find another place to sit.
 - If at any time a student is standing or kneeling in the snack area they should be prompted to sit flat on their bottom.

- On-duty lead and on-duty teacher each pass out snack to their assigned class when they are seated in the snack area. Students may take the snack that is offered to them or say “no, thank you.”
- Students do not get choice of school snack. If they do not prefer what is being offered to them, they should be prompted to say “no, thank you.”
 - Without this midmorning snack, students will have a difficult time concentrating until lunchtime. Students who refuse a snack should be prompted, “Now is your only chance for snack, are you sure? You should try it.”
- Even if a student is not choosing to eat snack, he/she must be seated with the group in the snack area until recess officially opens.
- *Students may NOT come into the yard and go immediately to the play areas.*
- Students speak at regular volume in the snack area. Any student who shouting, playing, singing loudly or otherwise not following the expectations in the snack area should be prompted to go back inside their classroom and eat snack at their desk.
- All students – even those who choose not to eat snack - must sit with their class, on the tape, in the snack area for 7 minutes.
- While students are eating the on-duty teacher gets recess equipment from the closet and puts it out.
- On-duty lead begins dismissing students from snack after 7 minutes.
- Students – even those who have not eaten – must use the signal for “I am done” (hand on head) and wait to be dismissed by the on-duty lead. Students are dismissed only when they:
 - Are sitting flat on their bottom
 - Using the signal for “I am done”
 - Are done chewing their food
 - Have looked around their area and collected all their trash
 Students throw their trash away in the outdoor trash can and can begin playing.
- The snack area closes at 10:15am. By 10:13 am the on-duty lead calls for “last bites” in the snack area and prompts remaining students to collect their trash, throw it out, and begin playing.

Recess

There are 2 distinct ‘zones’ on the kindergarten yard. The play structure & ‘far’ blacktop; and the snack area / bathrooms. Each staff member on duty is assigned to one of these areas.

1. Snack Area & Bathrooms (On-duty lead):

The on-duty lead positions herself in the blacktop area (snack area) closest to the classrooms once recess begins. He/she monitors:

- All snack trash is picked up
- Students at the table are sitting (not standing, jumping)
- Students are entering classrooms only with permission
- Students in bathrooms are being safe and appropriate

The on-duty lead must have Band-Aids on hand. Students should not be sent to the office for simple scrapes and cuts during recess.

All students must use the school wide signals for bathroom or water to request permission from the on-duty lead to enter the classroom.

2. Play Structure & ‘Far’ Blacktop:

The on-duty-teacher monitors the play structure and the large blacktop area. He/she is monitoring specifically for students following kindergarten recess rules.

Ending Recess:

- At 10:26 the on-duty support collects all equipment (e.g. balls, jump ropes, chalk etc.) and returns to the equipment closet.
- At 10:28 the on-duty lead blows the whistle. Every on-duty lead must have and use a whistle to signal the end of recess.
- Students must follow the procedure for ending recess when they hear the whistle:
 1. We freeze when we hear the whistle
 2. We walk silently to line when our group is called
 3. We stay silent on line
 4. We check that our shirt is tucked in

The on-duty lead calls students to line up by group, in no particular order: Sac State girls, Sac State boys, UC Davis girls, UC Davis boys.

1st & 2nd Grades (Big Yard) (10:15 – 10:45)

To maintain a safe, organized recess culture in which staff can be highly accountable for students in their care, we divide the big yard into three distinct ‘zones.’

A grade-level has recess in the same zone for an entire week, and per a set schedule then rotates the following week. There is an on-duty lead stationed in each zone. This staff member does not rotate. He/she becomes the ‘expert’ in this zone and remains there even as different grade-levels come and go by week on a rotation schedule.

The Operations Coordinator (OC) sets out a specific set of materials in each zone before recess begins.

Zone Number	Area	Equipment
1	Blacktop	Basketballs, hoops and ropes
2	Grass	Soccer, football, tag, frisbee
3	Play Structure	Bouncy balls

Transition to Recess

Classroom teacher facilitates lining up procedure in the classroom.

- In the cooler weather this must include a clear and structured system for students to go to coat hooks and retrieve / put on jackets.
- *Students will not be permitted to re-enter classroom to get jackets.* It is the teacher’s responsibility to check that all students are wearing a jacket in cooler weather before they enter the play yard.
- All students must have hand sanitizer before exiting the classroom for the yard.

Classes proceed in a silent line down to the play yard, stopping at the designated stopping points. The teacher must transition the students directly to the on duty lead. Students may not enter the play yard ‘on their own.’ They must be greeted by either their grade-level on-duty lead or the on-duty lead for their zone.

All first grade students must use the bathroom BEFORE entering the yard for snack. 2nd grade students will use on their own as necessary during recess.

1st grade Lead:

- The 1st grade on-duty lead directs first grade boys to walk in HALL and stand along the outside bathroom wall and wait to use the restroom.
- Girls walk in HALL to the wall against the bathroom and wait.
- When all students are waiting against wall, the on-duty lead prompts the first three boys and the first three girls in line to go into the restroom.
- Students are sent in only as a student comes out, so there are only 3 students in each restroom at any given time.
- At no time should there be more than 3 students using the restroom at a time.
- The 1st grade lead positions him/herself outside the bathroom, *walking back and forth*, remaining highly visible and mobile between both girls and boys bathroom entrances. He/she is:
 - Monitoring students standing on line outside bathroom. (Students may talk quietly, but must remain against the wall with hands to self)
 - Listening to students inside bathroom
 - Ensuring 100% of students come out with shirts tucked in and having washed hands.
 - Students must be stopped immediately and *sent back into the bathroom* to tuck in shirts.

All second graders proceed directly to their zone's designated snack area.

Snack

- Students must sit with their class on their designated numbered line.
- Once students are seated the on-duty staff member distributes snack.
- If they do not prefer what is being offered to them, they should be prompted to say “no, thank you.”
 - Without this midmorning snack, students will have a difficult time concentrating until lunchtime. Students who refuse a snack should be prompted, “Now is your only chance for snack, are you sure? You should try it.”
- Students must stay in their snack spot for the entirety of snack – they may not get up and find another place to sit.
 - If at any time a student is standing, walking around or kneeling in the snack area they should be prompted to sit flat on their bottom.
- Students speak at regular volume in the snack area. Any student who shouting, playing, singing loudly or otherwise not following the expectations in the snack area should be prompted to
- All students – even those who choose not to eat snack - must sit with their class, on the line, in the snack area for 6-7 minutes. *Students may NOT come into the yard and go immediately to the play areas.*
- On-duty lead may begin dismissing students from snack 6 minutes after it began.
 - 1st graders are expected to eat snack immediately following bathroom, and should not be dismissed until ~ 10:10.
- Students – even those who have not eaten – must use the signal for “I am done” (hand on head) and wait to be dismissed. Students are dismissed only when they:
 - Are sitting flat on their bottom
 - Using the signal for “I am done”
 - Done chewing their food
 - Have looked around their area and collected all their trash
- Students who are not doing the above should be prompted to do so before being dismissed.
- Students WALK to throw their trash away in the outdoor trash can and can begin playing.
- The grade-level lead ‘closes’ the snack area at 10:15am. By 10:13 am the grade-level lead calls for “last bites” in the snack area and prompts remaining students to collect their trash, throw it out, and begin playing.

Recess

- The ‘zone’ lead and the grade-level lead work together to supervise all activities happening in the zone. This requires strong communication and collaboration.
- Per the best practices for all staff on duty, both staff members are highly mobile and maintain excellent radar throughout.

Ending Recess:

- Before the school year begins, each grade-level team develops and practices a procedure for ending recess.
- **Teachers are responsible for returning to the yard at 10:27am and leading the line-up and dismissal back to class procedure.**
- The procedure must:
 1. Have and teach students clear expectations for how to end recess and line up. This includes designating a clear place for students to line up in each of the 3 zones.
 2. Ensure 100% of students have their shirts tucked prior to leaving the yard
 3. Ensure 100% of students are silent on line and as they proceed into the hallway
 4. Hold students accountable for meeting expectations

3rd – 5th Grades (10:45 – 11:15am)

Upper elementary students follow the same recess procedures as second grade above.

Rainy Day Morning Recess

Being indoors from up to 10 hours a day can be very challenging for students. It is the responsibility of on-duty teachers - with support and guidance from classroom teachers – to have a plan and create a structured ‘down time’ experience for scholars on rainy days.

We cannot emphasize enough the need to plan ahead for your designated recess space on a given day. When scholars are outside little planning is necessary given the space and open-ended nature of recess. This is NOT the case indoors. Failing to plan activity stations, a group game etc. leaves children unclear about what to do and opens the door wide for behavioral challenges that we could have prevented. Be creative. Plan ahead. Use very clear directions. Hold students accountable to meeting your expectations, just as you would any other time. (Though indoor recess is more unstructured than class time, it *should not* be a chaotic free-for-all).

Our ability to facilitate a smooth, appropriate, creative and fun indoor recess has significant implications for students’ ability to be successful for the rest of the school day.

- A snack bin for each classroom will be delivered to the classroom 15 minutes prior to the start of recess
- Teachers should create a bright line and begin recess on time as scheduled as soon as ‘on duty’ staff member arrives. The *on-duty staff member* should HAVE A PLAN and set clear expectations for indoor recess activities that allows this to be structured ‘down time’ for students. If the on-duty staff member needs materials or ideas he/she should ask the teacher in advance.

Morning Snack Recess	
<i>Classroom</i>	<i>On-duty Staff Member</i>
UOP	UOP team teacher
Sac State	Sac State team teacher
UC Davis	UC Davis team teacher

CAL	CAL team teacher
Santa Clara	Santa Clara team teacher
UCLA	OC
UC San Diego	2 nd grade team teacher

Stanford	3 rd grade team teacher
USC	DCI

- On rainy days *very clear* expectations and management are critical! Be sure to communicate your plan very briefly with the classroom teacher if there are things he/she does not want happening or materials not to be used.
- Options include but are not limited to:
 - Group games (See the Appendix for a list of rainy day group games)
 - Drawing / coloring
 - Free choice use of math tools
 - Independent reading
 - Optional read-aloud at carpet (students can opt-in, or choose to stay at their desks with another activity)
 - Group exercise (teacher led; could be done to music)
 - Centers (E.g. Computers, board game, math manipulatives, coloring)
- On-duty staff should coordinate with the classroom teacher to ensure that materials being used are used safely, appropriately and returned to their place at the end of recess.

F. Lunch Procedures

Lunch Service

Capitol Collegiate takes part in the National School Lunch Program (NSLP) and the vast majority of our students receive free or reduced-price lunch. In order to receive full reimbursement from the Department of Education, Capitol Collegiate must monitor and record which students receive and eat a complete school lunch each day.

Our lunch service procedures ensure lunch is served in an efficient and orderly way **and** that the necessary lunch records are fully completed. Making this procedure work effectively requires the cooperation of all staff members involved in lunch.

The Operations Manager (OM) and Operations Coordinator (OC) follow specific protocols to ensure all school lunches are properly delivered, heated, and set out to students before they arrive to the multi-purpose room. It also ensures lunches from home are set out in advance at the student's assigned seat. No students should carry their lunch to the multi-purpose room.

Teachers Lunch Service Expectations

While the majority of the lunch service responsibility falls to the OC and OM, there are a few teacher-specific responsibilities that must happen consistently.

- Ensure all students put their lunch from home in a designated, labeled bin upon arrival to class in the morning. Note this bin should ONLY have lunch. (Snacks should be stored separately so students can access them easily at snack recess). The OC picks up lunches from home at 9:30am daily and sets them at the student's assigned lunch seat.

- Ensure all lunches from home are labeled with the students' name. This ensures the OC puts the correct student lunch at his/her assigned seat.
- Maintain up-to-date multi-purpose room seating chart. Any time a teacher makes changes to the seating chart for any reason, the updates must be submitted to the OM so a revised seating chart can be made and posted.

Transition to Lunch

- Teachers are responsible for transitioning their students to the multi-purpose room and ensuring 100% of students are seated and meeting expectations before leaving for their own break / planning.
- We have 3 distinct lunch blocks: TK, lower elementary and upper elementary. In order to get classes seated most efficiently we stagger lunch start times, even within the same lunch block. It is critical that teachers arrive on time at their designated start time.

- TK: 11:30am
- 2nd grade: 11:55am
- 1st grade: 11:57am
- Kindergarten: 12:00pm
- 3rd grade: 12:45pm

Student Lunch Expectations

To maximize the time students have to eat a healthy lunch, use the restroom and play outdoors – and to promote a respectful atmosphere - Capitol Collegiate has clear expectations for student behavior at lunch time.

- We use whisper voices
- We stay seated on our bottom
- We keep food on our tray
- We transition to recess in HALL

All students have a pre-assigned seat at one of the two assigned tables for their class. Teachers are responsible for creating and maintaining an up-to-date seating chart. On duty lunch staff should communicate to the lead teacher proposed changes based on student behavior or issues that may arise.

Table Points

A table points system allows us to positively reinforce the lunch expectations and create a fun, friendly competition among classes.

Tables that follow lunch expectations earn a table point for that day. Per the chart below, when a table earns the goal number of table points, the award goes to that table’s classroom where it remains until another classroom earns it.

While on-duty staff reinforce and support students to meet all lunch expectations, points are awarded based on the expectations outlined below.

<i>Time Period</i>	<i>Points Goal</i>	<i>Expectations</i>
Trimester 1	6 points	We use whisper voices We stay seated on our bottom
Trimester 2	8points	We use whisper voices We keep all food and wrappers on our tray
Trimester 3	10 points	We are silent

		We keep all food and wrappers on our tray We transition in HALL
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Student Lunch Leaders (2nd grade only)

Beginning in October, second grade teachers designate a lunch leader for each table. This highly preferred job should be reserved for students who consistently meet or exceed expectations, and/or used to invest a student who needs additional support or an opportunity to show success.

Student lunch leaders are trained to support lunch clean-up by helping to collect and discard their peers' trays.

On-duty Staff Lunch Expectations

Each on-duty staff member takes full responsibility for supervising a particular class during lunch. The staff member uses radar, smart positioning, positive framing, and precise praise to ensure 100% of students meet lunch expectations.

Specifically, on duty-staff:

1. Ensure students meet expectations at all times:
 - Remain seated on their bottom
 - Whisper
 - Keep all food and wrappers on their tray
2. Ensure students open and eat some component of their lunch
 - For home lunches, ensure healthy option is eaten first (e.g. sandwich or yogurt, before chips)
3. Addresses issues with lunch quality or incomplete lunch for students at their tables
4. Fully clear student trays (TK – 2nd only)
5. Ensure students transition in HALL to recess line
6. Manage student lunch detention list

This requires on-duty staff to walk briskly around the table, use radar, and be attuned to even the smallest detail. On duty staff should limit long conversations with students.

As school lunch is the only option for many of our students, it is also on-duty staff responsibility to ensure that students do not make negative comments about the lunch. Students who do make negative comments (i.e. “That looks gross” or “I can’t believe you’re eating that.”) should be privately addressed immediately.

Capitol Collegiate contracts with Revolution Foods, who have consistently provided a good product. However, there is always a possibility that a student will find something questionable in his/her lunch. In this situation, the following procedure should be followed:

- The student must show the meal to their on-duty staff member
- If the teacher agrees that the quality of the lunch is questionable, he/she should replace the lunch and keep the questionable lunch aside – do not throw it away!
- The teacher should take the problematic lunch to the Office Administrator (OA) as soon as lunch is complete and share the student’s name and a description of the issue.
- If the Office Administrator decides this is a legitimate concern, she will take a picture of the lunch and call our meal provider immediately (to investigate the cause, prevent it from happening again, and get compensation for that meal) and log the issue.

K-2 Lunch & Lunch Recess <i>12:15 - 12:45</i>		
Admin: Fiorelli		
Staff Member	MP Room Tables	Yard
UC Davis Team Teacher	UC Davis	K Yard
Sac State Team Teacher	Sac State	K Yard (Lead)
Santa Clara Team Teacher	Santa Clara	1st grade zone (Lead)
Cal Team Teacher	CAL	1st grade zone
OM	UCLA	2nd grade zone
2nd Team Teacher	UCSD	2nd grade zone (Lead)

3-5 Lunch & Lunch Recess <i>12:45 - 1:15</i>		
Admin: Ferreira		
Staff Member	MP Room Tables	Yard
3rd Team Teacher	USC	3rd grade zone (Lead)
OC	Stanford	3rd grade zone

Lunch Recess

All students must participate in lunch for a minimum of 15-minutes. At the 13-minute mark, the administrator signals on-duty staff to announce and record which tables have earned their point, and to begin dismissing students. The staff on-duty for recess takes the grade-level to their assigned play area

As with morning snack recess, the **classroom or team teacher who leads the instructional block immediately following recess is responsible for leading the end of recess transition procedure.**

- The procedure must:
 - Have and teach students clear expectations for how to end recess and line up. This includes designating a clear place for students to line up in each of the 3 zones
 - Ensure 100% of students have their shirts tucked prior to leaving the yard
 - Ensure 100% of students are silent on line and as they proceed into the hallway
 - Hold students accountable for meeting expectations

Rainy Day Lunch Recess

On rainy days, students return to their classroom for indoor recess activities. Because students have a relatively short time to play following lunch, on-duty staff should have and use a shortened activity plan for indoor lunch recess.

Rainy Day Lunch Recess	
<i>Classroom</i>	<i>On-duty Staff Member</i>
Sac State	Sac State team teacher
UC Davis	UC Davis team teacher
CAL	CAL team teacher

Santa Clara	Santa Clara team teacher
UCLA	OC
UC San Diego	2 nd grade team teacher

Stanford	3 rd grade team teacher
USC	DCI

G. End of Day Procedures

End of Day Routine

All classes have an ‘end of day’ block built into their classroom schedule. This 10-15 minute time has three goals.

1. **Ensure all necessary things go home with student.** Prepare for an organized dismissal in Collegiate Work, notices home, and jackets / coats all must go home with students every day – and this must take place through an organized, consistent procedure.
2. **Leave classroom and student desks neat and organized.** The routine builds in time for students to clean / organize their desk, area, and the classroom as a whole.
3. **Create a calm, quiet time amidst a busy afternoon.** The routine build in a short, quiet “down time” that students need near the end of a highly-directed and academically rigorous school day.

All teachers must create a multi-step routine to structure this important time. This routine is to be posted on an anchor chart and visible in the classroom. In the past teachers have found it successful to turn out the lights and give students a choice of individual silent activities (Drawing, writing, independent reading, an assigned class job) to engage in as they wait to be called to get their backpack, binder / folder and Collegiate Work. Teachers must set expectations for behavior and noise level as indicated on the posted routine. Though this is a break from instruction, it should have some structure. At no time should the afternoon break be chaotic, noisy or a “free for all” for students.

The following guidelines apply to all end of day routines:

- Unless a student is doing an assigned class job, or called to get his/her belongings, students should remain in their seat.
- All students should be called to pack up their backpacks and bring them to their seats.

If time remains it should be used for culture-building and reflection, which may include the following:

- Reflecting on successes or challenges of the day
- Goal-setting
- Students cheers or scholar hollers
- Reviewing upcoming events (tests, birthdays, trips)
- Previewing the next day

Dismissal

Even in non-instructional times, it is crucial to maintain a structured environment in which students are held to the highest expectations. **Dismissal should reflect the tone we set for how students behave at other times in school.** End-of-day dismissal is often the busiest time of any day; consequently, staff members must stay on schedule to ensure a smooth and on time dismissal. Given the increased temptation for misbehavior at dismissal, our strong procedures are of utmost importance.

Getting students out of the classroom prior on time is crucial – it ensures every student makes it onto the bus, maximizes teacher planning time, moves families through the process faster, and ensures a successful start to the Afterschool program. The hallways should be cleared of all students and **dismissal complete by 3:34pm** (or 2:04 on Wednesdays).

As all classrooms have a block of time for end of day routine students should have their backpacks, with Collegiate Work binder / folder inside, and coats *at their seats* when dismissal begins. Similarly, all students are held accountable for their individual space and the classroom as a whole being neat and clean. Expectations should be clear and time built into the end of day procedure for this to happen. All cleaning and organizing must take place before dismissal. *Teachers should not allow students to stay in the rooms after school for any reason, including cleaning.*

Once the teacher has determined that the room meets CCA cleanliness standards, the teacher:

- Directs bus riders to line up silently, row-by-row, on the designated ‘bus rider’ line.
- Directs Afterschool / regular dismissal students to line up on their designated line.

The hallways remain a silent zone at dismissal. Students may begin talking once they reach the bus loading area, their parent, or enter their Afterschool space.

Administrators actively monitor dismissal to ensure students are following expectations and that families are following proper pick-up procedures.

1. Bus Dismissal

- The OM manages the permanent afternoon bus list. Per our policy it cannot be changed by families on a daily basis. If a parent does not want their student to take the bus on any given day, they must be at school before school is over and the bus leaves. We will not hold students for them until they arrive.
 - The only reason a bus rider can attend Afterschool for a single day is if a parent/guardian has a conference with their student’s teacher and/or there is a special event at the school (e.g. Book Fair, Back to School Night, scheduled parent conference etc.) that the parent has communicated they are coming to attend.
- Each student may change his or her bus status once per trimester. The OM will update the bus list accordingly and give a copy to teachers.
- Teachers should post the bus list in their classroom and line up all bus riders unless otherwise noted by the OM.
- Teachers should NOT make changes to the bus list, or take a student’s word that he/she is not on the bus for a given day. Changes to bus status must go through the OM.

- Bus riders are the first group of students dismissed at 3:27pm (1:57 on Wednesdays).
- Students may not go back to classrooms to get something they left behind. It is up to the student to remember all of their materials to bring home. By allowing students to return to classrooms, it risks a student missing the bus and/or makes the bus late for its route (which costs money and headache for families).
- Students stand in the area designated for their grade level in the bus zone (breezeway between UC Davis and the Office building).
- The bus lead lines students up according to their assigned bus seating, with the OM supporting as necessary.
- The bus lead leads the bus line out the gate and supports their boarding the bus and sitting in their assigned seats.
- OM closes and locks the gate once all students have been safely boarded onto the bus.

2. TK and Kindergarten Dismissal

- TK and kindergarten students are not eligible to participate in the Afterschool program. All non-bus riders must be picked up **on time at regular dismissal**.
- After bus riders are picked up - all bus riders exit through the gate between the offices and kindergarten rooms – this zone becomes the ‘kinder pick up area.’
- TK and kindergarten teachers lead their students to this ‘kinder pick up area’ where there is a designated spot for each class to sit / stand and await their family member. A designated kindergarten dismissal lead (teacher) will stay with the group until 6 minutes after dismissal. At the 7 minute mark all kindergarten students who have not been picked up are transitioned by this teacher to the front office. The OA logs all late pick-ups and makes calls home.

3. 1st – 3rd grade Dismissal (Afterschool or Dismissal to Family)

- Those students not riding the bus - either attending Afterschool or being picked up at dismissal – are led by their teacher out of class as a group.
- This group is the last to leave the classroom. *Teachers must wait until bus riders have been picked up to begin this transition.*
- The teacher leads this group, per the chart below, to the Afterschool location and staff member receiving them and **gives a completed Afterschool attendance sheet to him / her**.
- Both for student safety and compliance we must have an accurate count of students in Afterschool at all times.
- Students may not go to the bathroom or any other space on their own during the dismissal process – they must transfer directly from the teacher and be received by the designated Afterschool staff member.

Afterschool Transition		
Classroom	Transition (Per Afterschool Schedule)	Afterschool Staff Member <i>Receiving</i>
CAL and Santa Clara	Big Yard (Zone 3)	OC
UCLA and UC San Diego	MP Room	UC Davis and Santa Clara team teachers
USC and Stanford	Big Yard (Zone 1)	IA (Barnette)

- Families who pick up their child at regular dismissal can wait either in the common area in front of the multi-purpose room and office, or on benches along the hallway.
- **Teachers must keep their classroom doors closed in the 15-minutes prior to dismissal.** This ensures an interruption-free process.
- Families may NOT enter classrooms just prior to or at dismissal. Rather, they wait until the classroom door opens, signaling that dismissal has begun.
- For this reason, the expectation is that all classes dismiss on time. As with all transitions, teachers should manage their time and the process well to maintain high expectation for student behavior
- To ensure the safety of our students during the busy dismissal time, students being picked up at dismissal may leave the line heading to Afterschool when they see their family member. The student

must make eye contact with their teacher and say good-bye. **The teacher must visually see the family member who is picking up.** It is critical that teachers reinforce this with students.

Dismissal Entrances and Exits

Families enter through the Front Office to pick up until 15-minutes after dismissal. **The office closes 15 minutes after dismissal and parents are expected to enter through the side parking lot gate.** The side gate, which remains locked throughout the day, is opened by the Office Administrator when the office closes.

H. Afterschool Procedures

Capitol Collegiate receives grant monies from California Department of Education (CDE) to provide a safe, enriching and comprehensive Afterschool program for students in grades 1 and up.

Management & Staff

The Afterschool program operates separately from the CCA school program. The Operations Manager (OM) coordinates, plans, and ensures the safety of students in the program. He/she also ensures the program meets or exceeds all compliance standards set forth by the state. The OM, with support from CCA administration, facilitates professional development 4-6 times per year for Afterschool staff.

Our team teachers, OC and Instructional Assistants (IAs) staff the Afterschool program. Team teachers are the lead primarily for the homework (Collegiate Work) component of the program.

Schedule & Program

The Afterschool program begins the week following the first week of school (typically, the Tuesday after Labor Day). It runs from 3:30 – 6:00 pm all days except Wednesday, when it runs from 2:00 – 6:00pm.

The schedule includes the following components consistently:

- Homework
- Outdoor free play & snack
- DEAR (2nd and up)
- Enrichment or theme activities and optional clubs

See the full Afterschool schedule in the Appendix to this document.

Behavior and Safety

The Operations Manager is the lead for any safety or behavior issues that arise in the Afterschool program. She works with program staff to document all concerns and communicate proactively with families. If a child appears to be sick or injured at any time during the program, the OM notifies the family immediately and determines if the child needs to be picked up. The program is not equipped to care for sick or hurt students.

The nature of any Afterschool program, including ours, is there are fewer staff members and more open-ended opportunities for students. We know not all children are successful in a less structured environment. Students must follow program expectations for behavior. All incidents of challenging behavior are logged and communicated to families. If a student fails to consistently meet expectations he or she may be disenrolled from the Afterschool program. We do not use behavior plans or make modifications for students in this program.

We take safety of the students very seriously and hold high expectations for program staff in their supervision. Afterschool staff receives ongoing training and direct support in all areas of supervision, including:

- ***Smart Positioning*** (e.g., in a place where you can see 100% of students): Be seen looking!

- ***Continuous Movement:*** At no time should an on-duty staff member sit down. On duty-staff must walk around at a brisk pace, circulating through all areas of the play yard. By simply being a presence, you will prevent many undesirable behaviors.
 - Pay special attention to areas that students can hide behind. Particularly on the playground, staff members should constantly walk around the structure to ensure he/she can see all students.
- ***Radar:*** Scan the entire play area constantly, keeping eyes and ears open to all student activity and conversations. While speaking to individual students, make sure to monitor the entire student population under your care and interrupt your conversation to enforce expectations.
 - In general, keep conversations brief so as to maintain attention to the entire area. Avoid allowing students to latch onto you so as to give you the ability to quickly move to the needed area.
 - Do not use cell phones or engage in any other distracting activities.

For safety and legal reasons, all persons picking up a student from Afterschool must:

- Come inside campus to pick-up (e.g. cannot wait in the parking lot)
- Be on the approved pick-up list
- Have picture identification
- Sign the student out with signature, printed last name, and time.

Family Communication & Expectations

All communication around the Afterschool program is directed to the Operations Manager who leads the program. When families enroll their child they receive a program handbook outlining the expectations for Afterschool.

I. Instructional Procedures

Independent Work Time Guidelines

Students have independent work time at various points throughout the day or week. Different than the ‘independent practice’ component of a lesson, Independent Work is a block of time in which students are working on their own while the teacher is directly teaching another group of students. This could be during an intervention block, or if a teacher or team teacher is out, for example.

Teachers explicitly teach and positively reinforce what an ‘independent worker’ looks and sounds like.

- Teachers must develop and post on an anchor chart the procedure for Independent Work. This should include guidelines for volume, where and how to work, expectation for work completion and quality, and how to solve problems or get questions answered independently.

Students are developing the skill of concentrating on one assignment for a sustained period of time, and teachers should be consistent in not interrupting their own small group instruction to answer independent worker non-urgent requests.

- Independent work is not a time when students can “work together.” It is important that each student completes his or her work independently in order to learn as much as possible from the task – and to maintain a highly focused and distraction-free environment. However, student-to-student interactions should be limited to specific questions, not working together to complete assignments.

Student Questions & Requests for Help

We expect and encourage students to ask questions during our instruction. As we strive to build critical thinking, problem-solving and independence in our students, we put guidelines in place to this end.

- First, determine whether the student has been using his or her resources. Do NOT offer help to a student who has not made an attempt to use his materials to find the answer himself. Example: A student asks you a question about how to solve a math problem, yet you can see the manipulatives have not been moved and nothing is written on the paper. Best practices for responding to such a student: “Kelly, can you show me what resources you are using to help you solve this problem?” “James, I want you to use your Social Studies notes to answer that question. If you still can’t find the answer, ask your neighbor first. Then you may raise your hand and I will come back to you.”
- If a student has appropriately used resources, but still has a question, use guiding questions to prompt the student. For example, “What is the next step in _____? What makes you think that? How do you know?”
- In the case that a student asks for specific information that you cannot answer, direct the student to ask a classmate. This should be a 1-minute or less conversation.

Collegiate Work

Capitol Collegiate scholars have both ELA and math homework assigned to them every night, including weekends, holidays and summer break. We know the consistent review of and practice with academic material is an important part of our students’ success.

ELA packets must be aligned to the student’s reading level (STEP / F&P).

Missed Collegiate Work Assignments

Students are held accountable for completing homework assignments that they failed to turn in, on the due date, regardless of the reason. A make-up homework procedure also affords students an opportunity to show initiative to collect information and resources they may have missed due to an absence. The policy strives to minimize the burden of additional work on teachers.

- *Short Term Absence (1-2 days of school):* Any student who is absent for one or two full days of school will have their homework placed inside of their mailbox.
- *Extended Absence (3 or more days):* Students receive an individual plan (cover sheet) from teacher that gives the student a “due by” date. Teachers must track when extended absence packets are due back and are responsible for personally following up with the family if they are not submitted by the due date.

Any student who is absent due to suspension is expected to complete all classwork and homework and return it on the day of readmit.

Oftentimes when students are going to be absent, families will come to the school to request a homework pick-up. Parents may pick-up homework after 12:30pm, if they call before lunch. Otherwise, families will be able to pick-up homework between 3:30pm and 3:45pm, as long as they call to give one hour notice. A message will be given to the classroom teacher, who should deliver the homework to the Office Administrator.

Intervention

Capitol Collegiate Academy holds its students to very high academic standards. Some students need additional support to be able to meet these standards. Through looking at weekly data teachers will identify students of concern who are in need of intervention in a given subject or on a specific standard.

Teachers are first and foremost responsible for maximizing re-teach and intervention blocks that are already built into the daily schedule to provide this intervention. Teachers are encouraged as necessary to also utilize small group or on-on-one sessions during recess, PE, or independent work time.

Guided Reading Library Check-Out

Our leveled guided reading library is a resource that is routinely shared by all teaching staff. So that all of our students can have access to books at their level – and Guided Reading plans can be most aligned to student needs – we must know where the books are at all times.

Insert procedure here xxxxxxxx

V. COMMUNICATION

At a school with tight procedures and high expectations, communication is essential to ensuring that each and every staff member understands where to find, provide, and look for information.

A. Communicating with Families

We want all of our families to be well informed of their child's behavior, academic progress, and social wellbeing. This is why we have several structures in place to communicate regularly with parents. Daily behavior logs, weekly CAL reports, and proactive monthly calls by the teacher provide plenty of communication for most families. There will, however, be several families who would like more information about their child. Our goal is to keep all families well informed, *while ensuring that teacher's limited time is respected.*

- Parents contact teachers by leaving a message with the front office or by email. Phone messages will be emailed to the teacher immediately as they are received. Teachers are expected to return these phone calls by close of business the following day. Whether a parent calls at 8:00am, 1:00pm or 3:00pm, a teacher must return the call by 5:00pm the next day.

If a parent leaves a message (via voicemail) after the office closes (after 3:45pm), the email message will be sent the following morning by 8:00am. Teachers should treat this note as though it was received that morning. For example, if a parent calls at 8:00pm on Monday, the email will be sent to the teacher by 8:00am on Tuesday. The teacher should return the call by 5pm on Wednesday.

- **We highly recommend that teachers do NOT provide their personal phone numbers to families.** It makes it difficult to establish boundaries and oftentimes prevents clear and/or professional communication. The school does not take responsibility for call received on personal phones.

If a teacher chooses to give a parent his/her personal cell phone number, the teacher, acting first and only as an employee of the school must follow guidelines for communication, including:

- Call and return calls only from 7:00am through no later than 7:30pm
- **Calls should not be made or returned to a family – even if they invite it – on weekends or after 7:30pm during the week.**
- **Teachers may not text message with families.** Though this is a convenient, efficient and widely used way to communicate, it inherently creates an overly informal and less professional relationship.
- The expectation on returning the call remains the same and families should be given the school's contact information for future reference. If a family member uses a teacher's personal number to text message, the teacher should respond *via phone call* between 7:00am and 7:00pm.

The teacher should directly clarify that the best and only ways to reach them are by phone call or email.

- Emails should be treated like phone calls. Replies should be sent by close of business they day after they are received.
- If a family member's unsolicited contact becomes excessive (e.g. two or more times per week for several weeks in a row), the teacher should have a kind, but firm discussion with this person. If this conversation is unproductive, work with an administrator to resolve this issue. Except in extreme circumstances, it is the responsibility of the each staff member to make sure that communication with parents is productive, respectful and not overbearing.

At Capitol Collegiate we place a very high value on respect. We respect each other as staff members and parents as members of our community. We expect that family members interacting with our staff abide by this same principle. At times we may need to share academic or behavioral challenges a student is having and problem-solve together with a family. We always approach these conversations with respect, an open mind, and a commitment to working with the family for the best outcome for the student.

If a parent ever speaks to a staff member in a rude or unprofessional manner, the staff member should immediately bring the conversation to a close and walk away or hang up the phone. In no circumstances should a staff member engage this parent. Politely say that you or a member of the administration would be happy to speak with the parent when he/she has calmed down and immediately exit the conversation. Teachers should contact the Principal if there is ever a situation where a staff member is made to feel uncomfortable or disrespected.

- Though email may be an effective way to communicate with some of our families, it is not appropriate to share a significant challenge with a student through email to his or her family. Communication around challenging issues should take place by phone or in person.
- Building and maintaining relationships with families is an important part of our job. It is an expectation that teachers know and use the name of every parent and other significant family member who has regular interaction with the school (e.g. grandparent, step-parent, parent's significant other) for students in their class.

Administrators and Operations staff will know and use the names of every Capitol Collegiate family.

- To maintain student-focused relationships and professional boundaries while employed at Capitol Collegiate Academy staff members may not:
 - Be hired by families for or volunteer to do any outside work (i.e. braiding hair, babysitting etc.)
 - Accept enrolled families as 'friends' on Facebook or other online social networks
 - Accept invitations to socialize with families outside of school (i.e. a jewelry party, listening to a band, exercising together, having brunch).

Some forms of outside communication and interaction can be both appropriate and beneficial, (i.e. home visits, accepting an invitation to a student's birthday party). It is up to you to use your professional judgment in these cases.

Custody Issues

It is the family’s responsibility to inform the office of which family members have custody of each child. We are responsible for following whatever legal documentation we receive regarding child custody. At times this may include biological parents who may not have contact with their child or the school, or who can only pick up on certain days and at certain times.

These issues come directly through the main office and are communicated out by the OA to relevant staff, including the teacher.

If a family member does not have custody of the child, teachers should reach out to the OA, who manages student files, to determine whom they may talk to regarding issues about the child.

Family Concerns, Conflicts or Grievances

Academic / Behavioral Concerns

- Families should bring any academic or behavioral concern they have directly, respectfully, in a timely manner to the teacher. Although conflict may be uncomfortable, it often produces positive results when handled well— better results than if the conflict were ignored or avoided.
- If a family brings an academic or behavioral concern about their child to another staff member (e.g. Office Administrator, Principal, DCI, Operations Coordinator), that staff member should first ask, “Have you spoken with your child’s teacher about this?” While it is important for families to feel ‘heard’ - and our intent is to have good customer service – we should consistently and professionally redirect families to their child’s teacher with academic / behavioral concerns.
- If through direct communication with the teacher an issue is not resolved, families can bring their concern to the relevant administrator.

Concerns with a Staff Member

At times families may have a concern with a particular staff member. This is often an uncomfortable situation for the staff member as well as the family member. If a family brings a concern about a staff member, those concerns should be directed to the Principal. The family member’s concerns will be heard and investigated, as necessary. In most situations, the family wants to be heard and understood. Staff members will be informed about these issues as they are relevant.

Home – School Communication Matrix	
<i>Issue</i>	<i>Who Responds?</i>
Student Behavior	Teacher
Student Academic Issue	Teacher
Issue with IEP	Special Ed Teacher
Collegiate Work	Teacher
Field trips - parent chaperone-specific details	Teacher
Field trips - logistics	OM
Celebrating student birthdays	OA
Changes to contact or emergency information	OA
Bus list	OM
Food, allergy concerns	OM
Medicine	OA
Uniform	OA
School calendar questions	OA
Facility, parking or safety issues	OM
Afterschool	OM

(Any and all issues, including behavior in Afterschool)	
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B. Communicating with Staff

Communication is what we do, every day, all day in our work. Our effectiveness as educators is directly correlated with our ability to communicate and communicate well. Think first. We are on the move, working at a very quick pace, making hundreds of big and small decisions throughout the course of the day. It is your responsibility – even in this context – to communicate clearly and professionally with your colleagues and Administrator. *Think critically about what form this communication takes and when it takes place.*

It is critical that you ask yourself often, “Is my communication – *including my body language and tone* - with my colleagues reflecting our shared school values and my respect for their efforts?”

Many of us may develop strong personal relationships and friendships over time with the people we work with every day. In our school setting – especially when working through challenges or shared decision-making – they are colleagues first and should be treated as such.

If any staff member has a policy question or clarification, that staff member should go to their direct supervisor (in-person, at the next check-in, or via email) and request a clarification on the policy or procedure.

Closed Doors: Offices and Meeting Rooms

Capitol Collegiate highly values environments rich with collaboration and transparency. Teachers and staff members are encouraged to communicate clearly and often, which is why office and meeting room and office doors remain open as a standard practice. Staff members will close these doors only for very specific reasons. If a door is closed, the people inside should only be interrupted if there is an emergency with a student.

Staff Mailboxes / Inboxes (In Office)

Every staff member has a mailbox in the office. This box should be checked each day when you arrive, immediately before starting your shift.

Administrators, the OA and OM have inboxes on their door or desk (in lieu of a mailbox in the staff lounge). papers or materials that need to be left for a staff member should be placed in these inboxes. Nothing should be left out on a staff member’s desk or other surfaces in the office. This will help to keep the office area neat and well organized.

Classroom Inbox / Outbox

The time that teachers spend with students is the most precious resource we have, which is why our systems seek to avoid classroom disruptions if at all possible. Even a staff member entering the classroom to deliver a note during the day is an unnecessary disruption. This is why each classroom will have two trays hung on the outside the door.

- *Inboxes:* Notices to go home and other immediate messages that cannot efficiently be sent via email are delivered to the classroom inbox. Teachers should check their inbox on all prep and planning times to ensure important notices to go home can be emptied and distributed to students per the classroom procedure at end of day routine. The inbox should be emptied completely by 5:00pm each day.
- *Outboxes:* Teachers should place materials that need to be returned to the office in their classroom outbox. Examples include attendance, student permission forms, excused absence documentation etc. Only materials that are pertinent to the office and OA should be put in the Outbox. Confidential information, including special education forms, should not be put in the Outbox.

Intercom Announcements

Capitol Collegiate recognizes how disruptive intercom announcements can be, which is why they will be kept to an absolute minimum. The intercom will only be used for student dismissals outside of normal dismissal times, immediate school-wide changes to the schedule, and emergency situations (see the Safety Manual for details).

Principal Weekly Email

Each week, the Principal will send an email previewing the week ahead. This email will provide general announcements, events, and deliverables. It will also highlight the instructional and content areas of focus for the week as well as clear goals and expectations around specific student actions. This email should be read by 7:30am on Monday morning.

Weekly Operations Email

The weekly operations email is sent out by the close of business on Wednesdays to all staff. It includes calendar and due date reminders; schedule changes or updates; and any other pertinent information to ensure every staff member has clear and up-to-date information for the week. This email should be read by 7:30am on Thursday morning.

Monthly Program Calendars

At the beginning of the school year and again immediately following spring break, staff receive a set of monthly program calendars that include program, testing and special event information for the school, including:

- Staff birthdays
- Field trips
- School wide special events
- Grade-level special events
- STEP and other testing

Staff members are expected to put this information into their own calendars to keep a comprehensive and detailed overview of the year.

Frequently Used Forms

Staff will find blank copies of the most frequently used forms for quick accessibility and ease of use (i.e. forms that need to be submitted in the office are available in the same space to reduce back and forth communication) next to the staff mailboxes.

Mail Delivery

Mail delivered to the school will be placed directly into staff mailboxes. No additional notification will occur, as staff members are expected to check mailboxes daily. Packages that do not fit in the mailbox will be held at the front office. The Office Administrator will send an email to the staff member indicating that a package should be picked-up some time that day. Mail is placed in staff mailboxes by Office Administrator. Packages will be kept in office, an email sent to staff member for same-day pickup.

Concerns, Conflicts or Grievances

We expect that all adults in the Capitol Collegiate community work through any conflicts or grievances in a respectful and productive manner. Just as we expect of families, staff members have a responsibility to bring concerns directly to the person involved. Though we want to have positive working relationships with our colleagues, *it is our job to put student's interests first and uphold the culture and values of Capitol Collegiate*

It is not acceptable to avoid a hard conversation because it may be uncomfortable. If the situation is not resolved after speaking directly with a colleague, bring your concern to an administrator.

VI. OTHER OPERATIONAL POLICIES & PROCEDURES

A. Uniform Procedures

School uniforms must be worn at all times. Uniforms are meant to stress the fundamental equality of all students and to remove clothing-related distractions. Uniform checks take place by an administrator at arrival and by the OA or OM for late-arriving students.

If a student arrives without all components of the correct uniform, it is documented and submitted to the OA who makes a phone call and completes a reminder note to be sent home.

A student who has an egregious uniform violation – non-uniform shirt or pants - will not be permitted to go to class until the correct uniform has arrived.

Uniform Components:

- **Shirt:** Shirts must be polo shirts in white, green, or grey. Shirts are available in short or long sleeve. The only shirt that can be under the uniform shirt is a white, green, or grey shirt. All shirts must be tucked in.
- **Pants:** Standard khaki pants may be worn. Pants may be either zipper or pull-on. The pants need to fit correctly (no baggy style).
- **Belt:** If you choose to wear a belt, it must be solid black or grey in color. Please make sure your child can easily take on and off the belt without assistance.
- **Shoes:** Solid neutral-colored (black, white, gray, brown, etc.) shoes without any embellishments (e.g. colored shoe laces, lights). Shoes may have minimal color. Boots with heels, sandals, moccasins, clogs, and bowling shoes are not permitted.
- **Socks and/or Tights:** Solid neutral-colored (black, white, grey, brown, etc.) socks or tights may be worn.
- **Jumper:** Girls may wear khaki jumpers with the school logo. A polo must be worn underneath the jumper. Girls should wear tights or shorts underneath the jumper. Jumpers are permitted in kindergarten and first grades only.
- **Skirts:** Girls may wear khaki skirts (with tights or shorts underneath) or skorts to school.

Optional:

- **Sweater:** Solid (may not have patterns or writing on it) color black, white, green, or grey sweaters with logo patches only. Uniform shirt must be worn underneath.
- **Fleece:** Solid (may not have patterns or writing on it) color black, white, green, or grey sweaters with logo patches only. Uniform shirt must be worn underneath.
- **Jackets and Coats:** **Jackets or coats may be worn to school, but are not permitted to be worn in the classroom (no exceptions) even if a patch is affixed to them.**

The only outwear students are permitted to wear in class is a fleece, sweatshirt or sweater in white, green or grey that has a Capitol Collegiate patch on it.

Lost and Found

To prevent confusion, parents should write the scholar's name in permanent marker on the tags of all clothing.

All clothing items that are left in common spaces (play yard, multi-purpose room etc.) will be put in the designated Lost and Found bins for families to retrieve. Lost and Found bins are emptied every other Friday and all unclaimed items are donated to Goodwill at the end of each month.

Backpacks

All scholars must bring a backpack to school. All bags must be backpacks that can and should be worn over two shoulders. Over the shoulder messenger bags and roller bags are not permitted.

Extra Clothing

- All kindergarten and first grade scholars must bring an extra change of clothes in the event of an accident or spill.
- Clothes are stored in a labeled bag in the front office and the process is managed centrally by the OA. All extra clothing must be stored centrally in the front office to ensure clear communication with families and prevent the need to interrupt class in the event of a bathroom accident.
- In the event that a scholar must change into the extra set of clothes, parents are asked to send a clean set of clothing the next day.
- Spare clothes do not need to be uniform clothing; however, jeans, shorts, or name-brand clothes are not permitted.

B. Bathroom Procedures

Young students need to use the restroom rather frequently. While we fully accommodate all students who need to use the restroom, we also structure our bathroom policies so that students limit their time away from instruction.

Structured Bathroom Breaks

There are multiple opportunities during the school day in which students are encouraged and expected to use the restroom.

- SMART Work & Breakfast
- Morning Recess
- Lunch & Recess
- PE
- End of Day Routine

All students are encouraged and expected to use the restroom during the above times when they freely have the opportunity to do so. **Teachers should proactively remind the class as a whole that it is their job to use the bathroom when learning is not happening.** Typically a group reminder can be given as students are lined up and before physically transitioning to breakfast, recess, lunch or PE. Teachers are strongly encouraged to give brief, private individual reminders where possible to those few students who typically have accidents and/or ask to use the bathroom multiple times.

Bathroom During Class (Kindergarten)

Each kindergarten classroom is equipped with a boy's bathroom stall and a girl's bathroom stall. At the beginning of the year, students may use the restroom at any time, but should always be reminded that when they are in the bathroom, they are missing out on valuable learning time. Per above, students should be taught, reinforced for, and proactively reminded that it is their job to use the restroom during non-instructional times.

As the year progresses, teachers begin to restrict the times in which they allow students to use the restroom.

<i>Time Period</i>	<i>Bathroom Policy</i>	<i>Consequence</i>
August and September	Use bathroom anytime (Use during direct instruction is discouraged)	None
October – Winter Break	May NOT use bathroom for 30 minutes after morning recess, lunch or PE.	Lose half of their next recess / break / PE

The most effective way to keep students from missing out on learning time is to keep students motivated to succeed and invested in engaging lessons.

“Bathroom First” List

All bathroom accidents that require a student to come to office for a change of clothes are tracked. Kindergarten students who have had bathroom accidents in the past month are put on a ‘Bathroom First’ list that is updated weekly. Kindergarten teachers post the updated list weekly near the recess exit and build a step in their recess dismissal procedure to ensure these students try to use the restroom – whether they request to or not – before exiting to the yard.

Bathroom During Class (1st – 3rd grades)

Every student in grades one and up gets one opportunity to use the bathroom during instructional time. The student must:

- Give the school wide bathroom signal (hand raised with index and middle finger crossed)
- Wait for acknowledgement and permission from teacher
- Use the classroom procedure to track that they are utilizing their one bathroom opportunity
- Take a pass

Teachers should check the tracker on their breaks to ensure that students are correctly tracking use of their bathroom ‘pass.’

ONLY 1 student may be excused to use the bathroom during class at a time. At no time should two students from the same class be out of class and in the restroom (even if they are using restrooms for different genders).

With six opportunities to use the restroom over the course of the day, it is possible that students requesting additional bathroom visits are looking for an alternative activity. If a student chooses to use the restroom an additional time after he/she has used his/her one bathroom pass a detention will be administered.

It is essential that teachers have and use a procedure in which additional bathroom passes are tracked – and that teachers check it at several key points throughout the day, specifically before recess, lunch and PE.

The effectiveness of the system rests in using it consistently. Every time a student uses the bathroom and does not have a pass, he/she MUST be issued a consequence.

If a student has an accident as a result of not asking to use the bathroom – either because he/she does not want to use his/her 1 pass, or he/she has already used the pass - he/she will STILL receive a detention.

If a student has a documented medical issue that has been shared with the school the OM will communicate that information to the teacher and an accommodation will be made.

C. Office Procedures

Reasons for Office Visit

The front office is a very busy and public work space. For this reason, it is a space students should ONLY be for one of the few reasons below:

- Illness
- Being administered medicine
- Early dismissal (and their parent has arrived, signed them out, and is waiting for them)
- Bringing a message to the OA, OM or an administrator

Students should not be sent or brought into the office by a teacher for challenging behavior. See the [Discipline and Culture Manual](#) for more information on how we address challenging behaviors that require administrator support.

Entering the Office

As we do for all common spaces, we have high expectations and clear procedures for how a student enters the office.

- In all cases the student must have a pass (unless accompanied by a staff member, or coming directly from recess or PE)
- The student must have his/her shirt tucked in
- The student walks to and stands on the blue tape in front of the OA desk.
- He/she interrupts politely, saying, “Excuse me [OA name]”

Students who arrive to the office without a pass or unprepared (e.g. shirt untucked) will be prompted to ‘get prepared’ before entering the swinging door that separates the lobby from the front office space.

D. Sick Procedures

Students will get sick throughout the year, especially in lower elementary school. These illnesses will range in severity, but most typically include colds, flu, other viruses, pink eye, and allergies. As a general best practice, we want to ensure that students who are too ill to be at school are not spreading illness to other students; we also want to be practical and smart about deciphering between being sick and wanting to do something besides classwork.

To visit the office due to illness, students must ask and receive permission from their teacher. Teachers should indicate their permission by giving students the blue “health” pass. Students may not take the health pass and leave the room without asking, even during breaks and lunch. Teachers have the final say and should use their discretion when giving permission to students to use the pass. **Teachers should think critically about whether a student is actually ill or whether they are looking for an alternative activity.**

Students generally should not ask to/should not be allowed to go to the office during direct instruction. In the rare case of an emergency, there are exceptions to this policy.

Reasons to send a student to the office for an illness include:

- Student throwing up
- Student with suspected fever
- Student who looks visibly ill
- Student grabbing at stomach due to cramping
- Suspected lice
- Suspected pink eye
- An injury with visible swelling that requires an ice pack

Students should not be sent to the office for health reasons if:

- They say they don't feel well but look fine (or were fine during another class or able to go to recess)
- They have a headache
- They have a runny nose or cold
- They need a Band-Aid
- They have allergies
- They are tired

The office typically only makes calls home for illness for vomiting, fever or physical injury that requires medical care beyond a Band-Aid.

Suggestions and best practices for determining whether to send a student to the nurse during class include:

- Look at the student and make your best judgment about whether the student appears to be sick. A student who truly has an emergency need to leave the classroom will usually look somewhat distressed, rather than simply tired.
- Ask the student, "What's wrong?" If the student says his toe hurts, that is probably a complaint that can wait until break or lunch. If the student says she feels like she is about to throw up, that may be a more urgent reason to send her to the office (especially if she looks sick).
- Ask the student if he or she can wait to see the office until break/lunch. This is especially effective when giving the student the amount of time, as in: "There is only 20 minutes until break. Can you wait until break?" Depending on the situation, it may be appropriate to respond to a request with a firmer line: "You need to wait until lunch to go to the office."
- Know your students. Some students have health concerns that provide legitimate reasons for needing health related attention, or in some cases, unscheduled times. The Office Administrator will communicate with teachers if a particular student should be granted a privilege to go to the office during class.
- Consider whether the student frequently says they are sick, especially during class. You may want to give students who rarely indicate illness more leniency when or if they indicate they are not feeling well.
- If a particular student frequently says they are sick to a degree that is disruptive or problematic, bring this concern to the Grade Level Team meeting to determine next steps. You also should communicate with the OA, who manages student records, to determine if a larger health issues may be involved.

E. Medicine Procedures

All medicine that we intake and administer at the school, including inhalers, must be stored in the front office. Families are required by law to complete certain paperwork authorizing the school to dispense medicine. Given the legal and safety implications involved, the OA, OM or an administrator are the only staff members who can intake and process medicine brought to school.

If a student needs regular daily medicine administered to him or her, the OA will communicate directly with the classroom teacher regarding schedule. In grades 1st and higher it will be up to the teacher to send the student to the office - with the health pass - at the regular designated time. (TK and kindergarten students will be picked up by the OA). The OA will communicate this schedule to teachers as soon as she received it, and will keep them informed of changes or additions to this schedule as they arise.

On field trip days the OA will prepare a medicine bag and log, and communicate all details for administering the medicine to the teacher in writing.

F. Early Dismissal Procedure

At times families will need to pick their child up prior to the regular dismissal time. To minimize disruptions to both the classroom and office staff we ask that families inform the office of early dismissals in advance with as much notice as possible.

All classrooms have a small white board hanging just inside the door. The OA will list early dismissals there each day, including the child's name and time. It is the teacher's responsibility to note this board and send the student to the office with all of their belongings, including their Collegiate Work and daily behavior report.

G. Student Phone Procedures

Students are not permitted to make phone calls home during the school day. The only times at which that would be appropriate is if a) it is pre-scheduled and approved with the teacher and office (e.g. as a reward for meeting behavior plan goals) or b) there is a clear emergency. Approved student calls should be placed on the main office or administrator's phone, never from a staff member's personal cell phone.

Students may not ask to use the phone of teachers or staff members and should not touch the school phones without permission.

H. Classroom & School Supplies Procedures

Capitol Collegiate, as all schools in California, has extremely limited fiscal resources. It demands that our Executive Director and administrators plan the school budget down to the dime. The vast majority of our resources are allocated to areas that have a direct impact on student achievement. While there are many materials and supplies on the market that are fun or nice for teachers and classrooms, we prioritize those that have a clear and necessary purpose in our particular program.

All classrooms receive the following student supplies for student use at the beginning of the school year:

- Student white boards and dry erase markers
- Pencils
- Pencil box (1 per student)
- Classroom Binder (1 per student)
- Collegiate Work Binder (1st grade and up) or Folder (TK, K)
- Crayons

The school coordinates for families to donate a set of supplies at the beginning of the school year toward the school's stock of *communal* student school supplies. These are stored and managed in the office and distributed as requested per the materials request process.

As individual student supplies cause distractions and have the potential to cause conflict, **students may not bring additional supplies to school.** This includes supplies that they would like to keep in their backpack.

Teachers also receive:

- Basic teacher supplies (e.g. scotch tape, scissors, stapler, pens, clipboards)
- Chart paper
- Copier paper (see ‘Copier Procedures’)
- Student nameplates (for desks)

We expect all staff members to be conscientious about use of school supplies and to teach their students to do the same.

Replacing / Re-ordering Supplies

Teachers must follow the Materials Request procedure outlined in this manual for requesting additional supplies at any point throughout the school year.

Students should be explicitly taught how to treat and respect their school supplies. They may not write on, draw on, affix stickers to, or otherwise deface backpacks, binders, books, homework folders and other materials.

It should be noted that normal “wear and tear” of these items must be anticipated. The Operations Manager will determine if the items need to be replaced as a result of normal “wear and tear” or negligence/defacement. On the first school day of each month, teachers will monitor the state of student binders and submit a materials request for replacements as needed. The following points outline the procedures that must be followed.

- Excellent Condition
Publicly praise students and offer small rewards, such as cheers or classroom jobs.
- Normal “wear and tear” (needs to be replaced):
If, due to normal “wear and tear,” a student needs a replacement item (most likely binder or folder), document the replacement on a materials request form. There will be no consequences for this replacement.
- Lost Items:
A student who has lost an item should tell their teacher. The teacher will contact the student’s family to replace the item. If the family cannot replace the item, the teacher will do so by submitting a materials request, and decide, based on the situation, whether to assign consequences.
- Purposeful Defacement –Benign:
If a teacher sees that a student has defaced school supplies/materials, including his/her personal backpack with benign doodles, etc. that can be erased or removed, the teacher should require the student to remove the unprofessional writing/drawings/stickers/etc. over their next recess or P.E. time. Teachers should handle matters of benign, removable graffiti in the classroom (i.e. an administrator referral is unnecessary).

If a student has *permanently* defaced school supplies/materials/property with benign damage (i.e. the writing/drawings/etc. cannot be removed), the student should be referred to an administrator. The administrator will replace the materials if possible and assign appropriate consequences.
- Purposeful Defacement –Severe/Questionable:
If a teacher sees that a student has defaced school supplies/materials, including his/her personal backpack, with non-benign marks (i.e. gang symbols; profanity; words/images showing disrespect to school, peer, or teacher) the student should be immediately given a referral.. The administrator will work with the student’s family to replace the materials and assign appropriate consequences.
- Replacement of Teacher-Issued Supplies/Materials:

If an item issued by a specific teacher (i.e. math manipulatives, monthly journals, bags for books) needs to be replaced, the teacher should use his/her discretion to determine whether the damage was the result of normal “wear and tear” or poor care/misuse/benign or severe defacement. If it is determined that the item needs to be replaced due to normal “wear and tear,” the teacher should replace the item without consequences. If it is determined that the item needs to be replaced because of severe defacement, the teacher should bring the issue to an administrator who will then work with the teacher to assign consequences and work with the student and his/her family to ensure the student is help accountable and the school is reimbursed for the item.

Instructional Materials

Instructional materials such as math manipulative are stored centrally in the Curriculum Room. To maintain all of our materials we put a ‘check-out’ system in place for these items.

Technology

Teachers are issued the technology needed to execute the instructional program. This includes a personal laptop computer and **insert more about technology xxxxxxx**

I. Materials Requests Procedure

We closely track supplies and materials both to be fiscally responsible, and as a way to determine use and ordering patterns. All staff members must submit a material request form if they are in need of any materials –from something as straightforward as pencils or tissues, to larger purchases like chart paper pads.

All materials request forms are submitted to the Office Administrator by Friday at 7:00am. Materials requests are logged and purchases made once per week (early Monday the following week).

It is essential that staff provide very clear and complete notes with their requests. This allows us to determine what the purchase will be used for, whether it is something we already have or could supplement etc. Clear and complete notes are the most efficient way to ensure your request is purchased *that week*. If your notes are incomplete we will need to follow up with you for clarification, delaying the process and thus your order.

For basic materials we have in stock (e.g. pencils, post-its etc.) the OA will typically fill the request within a day after receiving the form.

Note that a materials request form **MUST** be submitted for every item you request (even if it is something we have in stock).

Approval: If there are no questions with your order we will proceed with it. Orders typically arrive within 1 week. The OA will email you to let you know your order has arrived and can be picked up in the front office. We will not send confirmation that your item has been ordered – assume it has unless you hear from us.

If you do not receive your item within 1 week of the Monday after you submitted your request follow up with the OA directly.

Denial: In some instances a request may be denied. In these cases we will communicate with you via email by the close of business on Tuesday, the day after orders are placed.

J. Copier Procedures

There are two copiers located in the staff work room – a teacher-specific copier, and an administrative copier. These are two different machines, with different capacities and contracts.

- Teacher Copier: Teachers
- Office Copier: All administrative work (OA, OM, administrators, special education staff)

We know that copies are an important part of our supply budget, and allocate 2 reams *per week* (1000 pages) per lead classroom teacher. This equates to ~16 double-sided pages *per student* per day (for a 25 student class).

We issue 1 ream per week per team teacher.

This should be used for all classroom copying needs, including plans, independent work, STEP and other assessments, weekly CAL reports, etc. Teachers are given a paper supply *for the trimester* at the beginning of the trimester and can plan accordingly for copy needs.

Teachers should label and store their paper within their classroom. Each time you copy, bring and insert your own copy paper, remembering to take out an extra you did not use when you are through. Teacher-specific paper should not be stored in the staff work room.

Teachers should follow these additional best practices for maximizing our finite resources toward copies:

- All copies should be double-sided.
- Prioritize functionality over aesthetics – you don't need to re-copy if a graphic is slightly askew, or would prefer a slightly different format.
- Proofread and double check all documents before copying. As we must always model correct spelling, punctuation and grammar for students, we need to avoid having to re-copy a class set of something for these errors.
- Print each daily lesson only once.
- Print on ½ sheets where possible.

Teachers may request office support with copies by submitting a Copy Request form two weeks in advance of needing the copies. If you submit a copy request in advance, please also submit the paper it should be copied on.

While we want everyone to have what they need to do their jobs well, we also want to spend our public dollars most wisely and in ways that are most directly aligned to student achievement (e.g. additional teachers (team), ample planning time hours, technology etc.)

K. Staff Lounge Procedures

Capitol Collegiate has both a staff lounge and a staff work room. The lounge is for preparing meals, eating, socializing and collaborating. It is not meant for quiet, uninterrupted work.

We all share in the responsibility for keeping the staff lounge a clean place to make and eat food.

- **Refrigerator:** Staff members are welcome to store meals in the refrigerator. With over 25 staff members we ask that all food be cleared out at the end of day. All items from the fridge must be cleared by Friday at 5:00 pm. *The fridge is cleaned each weekend and items left will be discarded.*
The freezer may be used for personal meals. Please store no more than one week's worth (5 meals) in the freezer to ensure we have enough space for all staff members.

- **Microwave:** After you have heated your meal, beverage, etc. please look to see if there has been any splatter or spilling. If so, please use paper towel to clean your mess. We want everyone to be able to enjoy the microwave- we are responsible for keeping it clean!
- **Keurig (Coffee Machine):** We are privileged to have a Keurig coffee maker for brewing individual cups of coffee. Staff can bring and store mugs, K-cup coffee etc. Please label your mugs, coffee, creamer etc. with your individual name or ‘for all to share.’
- **Sink:** The sink area is for cleaning hands and rinsing / washing dishes. As this is a shared space, please do not leave dirty dishes in the sink or on the counter area adjacent to the sink.
- **Table:** The table is a shared space for eating. Thank you for cleaning up all food, cups etc. when you are finished. Nothing should be stored on this table.

The table in the staff lounge is not a work space. Please do not leave computers, books, papers etc. there.
- **Food Storage:** You may store food items or clean dishes on the shelving unit. We recommend labeling them with your name. Nothing should be stored on top of the refrigerator or on the counter adjacent to the sink.

L. Staff Work Room Procedures

The staff work room is a share space designed specifically for teaching staff use during their planning and prep time. This may include:

- Making copies
- Making parent phone calls
- Individual planning and data analysis

As this space is relatively small we recommend larger groups (e.g. an entire grade-level) use alternate space to collaborate, such as a classroom, or the library.

There is also an area for shared supplies, including three-hole punch and a paper cutter.

So that this space can continue to be shared by all, teaching staff should:

- Remove originals from the copy machines after you are done with them
- Place unwanted or additional papers in the scratch bin to be recycled or used for scratch paper
- Take all your materials with you when you leave – do not leave computers, books, papers or materials on the table or counter when you are not there.

M. Student Absence Procedures

Capitol Collegiate strives to maintain an average daily attendance of 96% or higher. This is crucial first and foremost for student achievement, and also has direct implications on our budget. To this end we put multiple initiatives in place to support and reinforce student attendance.

If a child *is* absent, parents are expected to call the school before 9:00am. If we do not receive a call, the OA places an automated call to the parent before 10am that day. If a student is absent for 3 days in a row without contact from the parent or guardian, the Office Administrator will make a personal call to inquire about the student. The OA will then email the classroom teacher with a brief status update. This will let teachers know which students have exceeded the three-day period and now require a make-up plan.

Students who are absent for three or more days significantly benefit from an individualized check-in with a teacher. The following procedure affords this opportunity while minimizing the burden on teachers:

Using a specific form for extended absences, the teachers creates a plan for making up tests or quizzes, and a separate plan that indicates the due dates for both in-class and homework assignments. The form should indicate what can be completed in class and what may require outside support.

N. Translation & Interpretation

Due to the significant percentage of Capitol Collegiate families for whom Spanish is their preferred or only language, the school strives to employ at least two non-teaching staff members and two teachers who are able to communicate in Spanish.

Capitol Collegiate Academy translates all school wide written materials (from the office) to families. Likewise, we provide oral interpretation at conferences and family events. Teachers wanting *classroom specific* communication (e.g. CAL report) should submit a written request to the Office Administrator two weeks in advance.

When necessary, Capitol Collegiate Academy will hire external translators. Interpretation for scheduled family conferences is planned centrally in the office. If you require a staff member interpreter for a parent call or other meeting, please contact the appropriate team member directly. If you require an external interpreter, please contact the Office Administrator.

O. Staff Member Absences

The overall operation of Capitol Collegiate Academy depends on the presence of all of our staff members. All staff members are expected to report to work on time, on all scheduled workdays, and during all regular work hours.

Every staff member's job is critical to the overall functioning of the school and the achievement of our students. That being said, we recognize that there are times throughout the year when employees must miss work. Per the Personnel Handbook, staff members are afforded 5 sick days per year. If a staff member is not able to be at work because of a sickness, or sickness to someone dependent on them (e.g. child, spouse, partner) he/she should call his/her direct manager's cell phone with as much advance notice as possible, and **no later than 6:00am on the day of the absence.** Leave a message and follow up by text message if there is no response. An email or text message alone is not sufficient. If you will be absent you must call and attempt to speak with your manager directly. While some teams may choose to call, email or text message their grade-level team as well, the manager should be contacted directly first.

Given our highly structured and very specific program Capitol Collegiate does not hire outside substitute teachers. If a teacher is out, the classroom or grade-level team teacher takes on the lead role for the day. If a team teacher is out, the lead proceeds with the daily program in his/her absence, noting that planning and prep time are

impacted (not otherwise covered). If another staff member is out (e.g. Operations, IAs) someone will be designated by a school leader to cover his/her essential duties for the day.

Per the above, staff absences will likely impact the planning time of multiple teachers and the schedules of multiple staff members. Just as your schedule will be impacted when another staff member is out, someone else will be covering for you should you be out. All teachers are expected to be organized enough to have an up to date plan for whomever is covering their class (likely the team teacher).

Please avoid absences in the first week, last week and STEP testing weeks where possible.

The manager will send an email to all affected staff members to communicate the absence and coverage plan.

P. Crisis Response Policies

Capitol Collegiate Academy has a detailed Crisis Response Manual. It is each staff member's responsibility to review this manual and know the school's crisis response procedures and designated evacuation paths. This manual and the full safety plan can be found in the Appendix.

APPENDIX A: Organization Chart

APPENDIX B: Staff Roster

APPENDIX C: Daily Schedule

APPENDIX D: Classroom Environment Checklist

APPENDIX E: CCA Songs and Chants

CAPITOL COLLEGIATE CORE VALUES

(Tune of "We Will, We Will Rock You")

(slap slap clap, slap slap clap, continued)

Capitol, Capitol, COLLEGIATE! COLLEGIATE!
Capitol, Capitol, COLLEGIATE! COLLEGIATE!

Teaches you RIGHT

Teaches you WRONG
Teaches RESPECT and makes you STRONG.
Fairness for you
Fairness for me!
Changing our world and community!

Capitol, Capitol, COLLEGIATE! COLLEGIATE!
Capitol, Capitol, COLLEGIATE! COLLEGIATE!

THIS IS THE WAY!

This is the way! Hey!
We start the day! Hey!
We get the knowledge! Hey!
To go to college! Hey!
But don't stop there! Hey!
Go anywhere! Hey!
This is the way! Hey!
We start the day! Hey!

This is the way! Hey!
Of CCA! Hey!
We sit in STAR! Hey!
We will go far! Hey!
And school's our guide! Hey!
To show our PRIDE! Hey!
This is the way! Hey!
Of CCA! Hey!

ONE SCHOOL, ONE VISION

(First time whisper quiet, second time in a speaking voice, third time loud, fourth time very loud with hands raised up high)

One school (clap)
One vision (clap clap)
Together we (clap clap)
Are on a mission! (clap clap)

DETERMINATION TIME

(To the tune of Celebration by Kool & the Gang)
Determination time – come on!

There's some trying going on right here
Determination to last throughout the year
So bring your effort, and some practice too
Capitol Collegiate is rooting for you!

It's time to just stick with it
You can do it - just don't quit it

Everyone around the school
Come on!

WE ARE THE SCHOLARS

We are the scholars
The mighty mighty scholars
Everywhere we go, people want to know
Who we are, where we're going
So we tell them

We are the scholars
The [insert class / college name] scholars
Every day we read, so we will succeed
We're going to college
We're readers with the knowledge

ROCKIN READERS

(To the tune of "Rockin' Robin")

Reading our books,
All day long.
Thinking as we're reading
So we don't get it wrong!
Problem and solution
And main idea!
Then we give EVIDENCE
To make it clear!
We love reading!
Dee-dee-dah-dee
We love reading!
Dee-dee-dah-dee

BOOKS

(To the tune of A Whole New World)

Books can show you the world
Shining, glittery, splendid.
Tell me classmates, now when did you last let your mind explore?

Books can open your eyes.
Take you wonder by wonder.
Other countries and places on a magic carpet ride.

A whole new world – a magic place for books and me,
I'm like a shooting star, I've come so far,
I'll never stop this reading.

A whole new world,
A dazzling place I never knew.
But when I'm reading here, it's crystal clear
That now I'm in a whole new world with books.

READ IT

(To the tune of Beat It)

They told me scholar, better come over here
And grab an awesome book before they disappear
We all love to learn, the books which we yearn,
So read it! Just read it!

I keep on learning each and every day,
The stories in these books, they take me far away.
I could look for ages through these beautiful pages,
So read it! Just read it!

Read it! Read it!
I just wanna keep on reading.
There's so much to learn – I just can't wait.
It doesn't matter, time, place, or date.
Just read it – just read it.
Just read it – just read it.

READ A BOOK

(To the tune 'Do-a-Dea')

Read a book,
Your favorite book
Find a book you'd like to read
Read a book from left to right
And treat it very carefully

Sound out words that you don't know
Look at pictures while you go
Asking questions while you read

That will help good readers grow, grow, grow, grow.

MONEY CHANT

Pennies (*snap*)
Nickels (*snap*)
Dimes
(*snap*)and
Quarters (*snap*)
REPEAT

A penny is one (*1 finger up*)
And a nickel is five (*5 fingers up*)
A dime is ten (*10 fingers up*)
And a quarter, twenty-five (*2 fingers on one hand and 5 on the other*)
Pennies (*snap*)
Nickels (*snap*)
Dimes
(*snap*) and
Quarters (*snap*)

MATH SAFARI

(To the tune of Surfin' Safari)

Let's do math right now,
Everybody's learning how,
Come on solve some problems with me. (Come on solve some problems with me)

It's time to add, subtract, multiply, and divide.
My teacher will just show me how,
I'm gonna count some money, do some word problems too,
I can't wait – let's start right now.

Come on classmates, math safari,
I want to go on a math safari,
I love to learn on a math safari,
I'll be a STAR on a math safari.

Let's do math right now, everybody's learning how,
Come on solve some problems with me!

SEVEN CONTINENTS

To learn the seven continents
Think of the letter "A"
And when you're down to only one
And "E" will save the day!
There's Africa, Antartica, Australia, Asia too!
The ocean runs between them with their waters deep and blue
There's also two Americas: North and South you see
Now we're coming to the end
Europe starts with "E"
E!

CHEERS *(Not an exhaustive list)*

- The Roller Coaster Cheer
- Hamburger Cheer
- Cheerleader Cheer
- Football Cheer
- Basketball Cheer

- Firecracker Cheer
- Strong Scholar Cheer
- Spiderman Cheer
- Thanksgiving Cheer
- Winter Cheer
- DJ Cheer
- Baby Cheer

Claps and Other Celebrations

Kiss Your Brain (Say “I’m so smart”)
 Good Job Me / Us
 Silent Excitement
 Round of Applause (clap hands up and around in a circle)
 Seal of Approval (Barking like a seal)
 Train Whistle
 Hip, Hip, Hooray (touch each hip and shout hooray!)
 Oreo (pretend to lick palms and stick them together)
 Saturday Night Fever (Ah, ah, ah, ah, we did a good job, we did a good job!)
 Snap, Crackle, Pop – (Snap, rub hands, clap)
 Rattlesnake (ssssss)
 Ketchup bottle (hit fist like it’s ketchup)
 WOW– (3,”o”, 3 w/ fingers & mouth)
 One Clap, Two Claps, Freeze Clap

APPENDIX E: Planning & Teaching Routines and Procedures Worksheet

Keys to Effective Transitions:

- Teacher location: The teacher is in a place where she can see and access all students
- Instructional materials are ready: On seats/table, underneath seats, or with students
- Designated Pathways: Students know where to walk during transition
- Economy of Language: The teacher uses minimal narration & precise signals
- Chants (optional): Students can be engaged in a quick, upbeat transition chant
- Immediate: Lesson begins immediately after the transition is complete

DESIGNING ROUTINES & PROCEDURES	
What are the steps of the routine, system or transition?	
What does it sound like?	

When will it take place?	
How long will it take?	
What is the signal for students to begin / use it?	
How long will it take to teach this system / routine / transition to students?	
What are some things we should not see?	
What will probably go wrong?	
What will happen when students don't meet the desired expectation?	

	Teacher:	Routine / Procedure:
Before Reading/Pre-Planning	OBJECTIVE(S)	
	GRAPHIC ORGANIZER(S)/Materials	
During Lesson	ORAL DRILL / DO NOW	
	HOOK and OPENING (Time: 1 minute)	
	MODELING (I DO) (3-4 minutes)	
	GUIDED PRACTICE (WE DO) (15 – 20 minutes)	

	CHECKS FOR UNDERSTANDING
Assessment	INDEPENDENT PRACTICE (YOU DO) (10-15minutes)
	CLOSING
REFLECTION	

APPENDIX G: Rainy Day Group Games

APPENDIX H: Afterschool Schedule

APPENDIX I: Safety Plan & Crisis Response Manual

OVERVIEW

I. Purpose of the Plan

This plan is intended to ensure the safety of all individuals at Capitol Collegiate Academy in the case of a fire or other emergency. This plan will outline descriptions of responsibilities during fires and emergency situations, procedures for dealing with fires and emergency situations (such as evacuations and shelter in-place scenarios), procedures for aiding persons with disabilities during fires or in emergency situations, and maps and routes for fires and other emergency situations.

II. Building Description

Capitol Collegiate is located at 2118 Meadowview Rd. The office space is located at the front of the building, facing the main street. The outdoor bathrooms are on the western side of the facility and the multipurpose room is located directly on the eastern side of the campus and has northern and western

facing doors. To the north of the multipurpose room is a pair of kindergarten classrooms (Rooms 30 and 40). To the west of the main office (and north of the multipurpose room) are the remainder of all classrooms. These classrooms have the playground and field space to the west. The doors to these classrooms face to the north and south and the windows to these classrooms face north, towards the street, and south, towards other classrooms. All classrooms have curtains covering all windows.

III. Definitions

Codes for Emergency Situations:

- **Code Red:** Active shooter, barricade/hostage, acts of terrorism, gang/cult related violence.
- **Code Black:** Any situation that involves a bomb threat or the discovery of explosive or incendiary devices (or what is thought to be this type of device), and evacuation of the building is the primary responsibility.
- **Code Green:** Applied to a situation that is returned to a level of normalcy and the danger or threat that existed has been abated.
- **Code Orange:** Any situation that involves technological hazards and severe weather conditions that pose a potential risk to life, health, or property.
- **Code Blue:** Indicates that a student is seriously injured and needs attention from trained staff.
- **Shelter in Place:** Teachers should follow a code red protocol to lockdown the classrooms, but continue teaching. This will be used for situations when there is a potential code red in the neighborhood, but no imminent threat to the school

IV. Applicability

This plan is applicable for all occupants of Capitol Collegiate Academy.

GENERAL CRISIS PROCEDURE

1. Notify emergency services – FIRE, POOLICE, and AMBULANCE. Dial 911 IMMEDIATELY!

If you call 911, it is important that you include the following information:

- Your name and location
- The exact nature of the emergency
- The location of the emergency
- The number and location of any injured people
- The number and description of any suspects and weapons (and names, if available)
- Designate the meeting point for arriving officer to find the Principal
- Stay on the line with the dispatcher for any additional information
- If the Principal is not available, contact the DCI then Operations Manager.

2. Confirm the safety of all students


3. Notify an administrator





4. Call other relevant emergency services and keep the designated phone line open for communications with emergency personnel
5. In certain emergency situations, an administrator, may notify faculty to do one or more of the following (please code matrix for specifics):
 - a. Full Evacuation: Teachers and staff will evacuate all students under their control to the on-site Designated Evacuation Area indicated by the administrator.
 - b. Partial Evacuation: Teachers and staff will evacuate all students under their control to the on-site Designated Evacuation Area IF the administrator indicates that their section of the school is to be evacuated.
 - c. Relocation: Teachers and staff will relocate all students under their control to another section of the school designated by the administrator.
 - d. Lockdown of Classrooms: Teachers and staff will close classroom and other doors. Maintain order and keep the students quiet and clear of doors and windows.

**In the event that an off-site evacuation is necessary, teachers and staff will evacuate all students under their control to the off-site Designated Evacuation Area (Richfield Park, Expedition Way, Sacramento, CA – walk ½ mile south on 19th Street).

6. Other important terms

EMERGENCY CODE MATRIX

Code	Definition	Procedure
Red 	Active shooter, barricade/hostage, acts of terrorism, gang/cult related violence.	<p>Teachers and staff should immediately lockdown the classroom and offices.</p> <ul style="list-style-type: none"> • Instruct students to drop to the floor and move against the north wall of the classroom. • Before any doors are closed, a fast peek into the hallways should be done to determine if there are any students or staff who need to be pulled into a safe space. • Teacher should close blinds and doors, then move close to the phone. • Immediately call the office and give an update. <ul style="list-style-type: none"> ○ Did you pull in any extra students or staff members from the hallway? ○ Are you missing any students or staff members? • Office staff member designated by Principal will check hallways, restrooms, non-classrooms for students when safe.

		<ul style="list-style-type: none"> Teachers will keep class in lockdown until they receive a call from the office with other instructions.
Shelter in Place	In the neighborhood , there is an active shooter, barricade/hostage, acts of terrorism, gang/cult related violence.	Teachers will follow the same procedure as Code Red, but continue to teach after they call the office. This is for cases where we do not want students outside of the buildings, but there is not an imminent threat to the campus.
Black 	Any situation that involves a bomb threat or the discovery of explosive or incendiary devices (or what is thought to be this type of device), and evacuation of the building is the primary responsibility.	If evacuation is called for due to a bomb threat or suspicious package, the method and extent of evacuation will be determined on a case-by-case basis. Principal or Operations Manager will notify staff verbally. <u>Use of fire alarms, radio and telephones for evacuation notification should be avoided.</u>
Green/Clear 	Applied to a situation that is returned to a level of normalcy and the danger or threat that existed has been abated.	
Orange 	Any situation that involves technological hazards and severe weather conditions that pose a potential risk to life, health, or property.	<ul style="list-style-type: none"> Principal will signal the staff of the threat Office staff will assemble in the Command Center (Office). Principal and Operations Manager assess the location and severity of the situation. Principal and Operations Manager will determine if it is more appropriate to go to the south side field or west side gate.
Blue 	Indicates that a student is seriously injured and needs attention from trained staff.	<ul style="list-style-type: none"> Two staff members should go to the location for assistance and one staff member must remain in the office. A teacher may be pulled for one of these purposes. This directive will be given over the phone and the location of the student will be provided.

EMERGENCY PREPARATION PROCEDURES

Before Start of the School Year:

1. Review the Crisis Response Manual and building emergency plan with all staff during Summer Professional Development.
 - a. Review the appropriateness and accuracy of the Crisis Response Manual, taking particular note of any changes which impact the plan and assess any information provided by utilizing the Manual during the prior year.
 - b. Identify the Chain of Command for the building. Update the list included in this section
 - c. Identify the person(s) who know First Aid/CPR
 - d. Review location of all building fire alarms and extinguishers
 - e. Review utility shut-off locations and procedures. Designated personnel should attach diagrams of floor plans and other necessary information to the back of their manuals.
 - f. Review signal system for announcing different crises and their termination.
 - g. With appropriate staff, review the operation of the emergency phone line to be kept open for communications with emergency personnel. This will be the fax line.

- h. Designate responsibilities for crisis situations, including search of premises and aid for persons with disabilities.
- 2. Maintain copies of Crisis Response Manual next to all secure telephones (i.e. fax lines)
- 3. Post signs in each room/area identifying proper exit in the case of fire. Designate building areas (i.e. multipurpose room) to be used in the case of severe weather or other emergency situations in which you do not leave the facility.
- 4. Identify the building's alternate site, the place students are taken when a building must be evacuated.
- 5. Set up schedule for testing building's emergency equipment on a regular basis (battery-operated phone and radio, flashlights, bullhorn, fire extinguishers, etc.) A log should be kept of all tests.
- 6. Keep an updated roster of students.
- 7. When students are in school: practice these crisis procedures with students as required by state law: Fire Drill, Evacuation Drill, and Earthquake Drill.
- 8. The Office Administrator should keep a record of all drills.

ANNUAL INSPECTIONS

The Principal and Operations Manager will conduct an annual inspection for situations that pose potential hazards. Of particular importance are proper storage of chemicals and correct labeling of all containers. Failure of one or more of the utilities (electricity, gas, water) constitutes a condition that must be dealt with on a situational basis. A walk-through inspection of each area of each building will be conducted using a checklist of the following:

- | | |
|---------------------|--------------------------|
| ✓ Classroom | ✓ Staff Lounge |
| ✓ Corridors | ✓ Restrooms |
| ✓ Labs | ✓ Custodian Space |
| ✓ Multipurpose Room | ✓ Boiler Room |
| ✓ Kitchen | ✓ Storage Room |
| ✓ Office | ✓ Playground and Fencing |
| ✓ Teacher Work Room | |

Where multiple rooms of the same type are inspected (ex. classrooms, offices) be sure to note the exact identification. Complete each section of the checklist. Provide a brief description of the problem in the section provided.

Appropriate measures will be taken to correct the problem at the direction of the Principal. When possible, personnel at the site will handle corrections or repairs and may provide an estimate of the necessary repairs and corrections. The custodian or other building and grounds personnel will advise school administration of problems that cannot be corrected by site staff.

As required, the school will also have the Fire Marshall inspect the facility.

ADMINISTRATIVE CONTACTS

Principal: Cristin Fiorelli

Operations Manager: Ana Franklin

BUILDING STAFF TRAINED IN FIRST AID/CPR

CPR and First Aid:

CPR Only:

LOCATION OF FIRST AID KITS

The First Aid Kits are stored in the Main Office and in classrooms. Emergency and first aid supplies are necessary when an emergency or injury occurs at the school. Emergency and first aid supplies should be kept in the school's central office and in individual classrooms as needed. At the beginning of each school year, each classroom will receive a classroom safety kit. Suggested items in case of emergency include:

- Bottled water
- Small pillow
- Flashlight
- Paper towels
- Batteries
- Sanitizing wipes

Suggested first aid items include:

- Hydrogen peroxide
- Iodine
- Alcohol
- Assorted Band-Aids
- Gauze
- Sterile water (for burns)
- Tape
- Scissors
- Tweezers
- Bandages
- Instant ice packs
- Ace bandages
- Package of sewing needles
- Slings
- Anti-bacterial salve
- Disposable gloves
- Face masks
- CPR (disposable mouthpieces)
- Current first aid book

DESIGNATED EVACUATION AREAS

Capitol Collegiate will use the western side of the playground as its On-site Designated Evacuation Area. Capitol Collegiate will use the Park on 19th Street as its Off-site Designated Evacuation Area.

RELEASE OF STUDENTS

If students are to be released due to a crisis situation, notify the Principal. Capitol Collegiate will seek to notify families that students are being released.

DO NOT release any child to an adult (parent, guardian, or neighbor) until a positive identification of the adult is made through a driver's license or other photo ID. Record both the child's and the adult's name.

Students Who Get Picked Up: Students who get picked up by a family member should remain with staff until families are contacted.

Students Who Ride the Bus: Students who ride the bus will be dropped off at their regular bus stop.

MEDIA PROCEDURE DURING A CRISIS/EMERGENCY SITUATION

Refer all media to the Principal. All public statements will be issued by the Principal. The media monitors 911 calls, and reporters often arrive on the scene as quickly as the emergency vehicles.

1. Endeavor to protect the privacy of any victim(s) or their families.
2. If possible, restrict cameras and "on the scene" interviews of students and staff. Refer all reporters to the Principal. Establish a Communication Center on-site, if necessary.

ABDUCTION

All persons checking out a student should check in at the main office and have a valid ID on record at the school.

If circumstances warrant and it is possible:

- Office Administrator checks records to determine if there is a legal custody issue. If an employee suspects that a noncustodial parent or guardian is attempting to take a child without proper authorization, the staff member should delay the child's departure until proper authorities have been contacted.
- As appropriate, call 911.
- Call the custodial parent/guardian.
- Relate where and when student was last seen, describe student and his/her clothing, and provide names of close friends and description of suspect or vehicle. If possible, provide a picture of the student and record the vehicle license number.
- If the abduction occurs while class is in session, attempt to persuade the abductor not to commit the act.
- If unsuccessful in persuading the adult not to carry out the abduction, do not place yourself or students in harm's way.
- Maintain control of students and wait for further instruction from an administrator.
- If your safety is not jeopardized, maintain visual contact and identify possible vehicle involved.

If a student is discovered to be missing, possible responses include:

- Administrators should be notified immediately
- Conduct a search of the school and school grounds. The extent of the search will depend upon the age, emotional stability, and past history of the student

- If the student is not found, call 911 and notify the student's custodial guardian
- Administrator should put the school on lockdown, in order to both maintain order among the other students and to make conducting the search easier
- Check if any of the student's belongings have been left behind, and if so, if there is any indication as to why the incident occurred.
- Interview students and friends for information.
- Provide assistance to the police.

BOMB THREAT OR BOMB DISCOVERY

In the Event a Bomb Threat is Received

- Immediately notify the administrator
- Notify police immediately and identify location of threat
- Decision to evacuate the school will be made by an administrator in consultation with fire and police departments as appropriate.
- DO NOT USE radios, the fire alarm system, or turn lights on or off. These actions as well as static electricity can activate a bomb.

If Threat is Received by Phone

- Alert administrator immediately and non-verbally that a threat is being received
- Remain calm. Keep the caller on the line to gain as much information as you can.
- Ask:
 - When is the bomb going to explode?
 - Where is it now?
 - What does it look like?
 - What will make it explode?
 - What kind of bomb is it?
 - Why this building?
 - What is your address?
 - What is your name?
- Write down the exact words of the threat.
 - Time of call
 - Caller's gender
 - Approximate age
 - Accent, speech characteristics
 - Background noises, if any
 - Length of call
 - Phone number called
- After the call, dial *69 immediately so that the number can be traced.

If Suspicious Package Received by Mail:

- Do not handle the envelope or package
- Leave the immediate area
- Notify administrator who will implement crisis procedure above
- Secure area to prevent re-entry.

If Suspicious Object is Discovered:

- Do not touch or move the object
- Leave the immediate area
- Notify administrator who will implement crisis procedure above
- Secure area to prevent re-entry

INTRUDER/TRESPASSES/DISRUPTIVE PERSON

Upon first discovery, treat all intruders as visitors who have failed to register at the office until informed otherwise. Do not confront the person in any hostile way. Identify the person and direct him or her to the office.

If Intruder Has No Explicable Business in School or Refuses to Comply

- Do not confront the person in any hostile way
- Do not get into an argument or attempt to challenge the intruder
- If appropriate, call 911
- If appropriate, declare a partial or full evacuation or lock down
- It is appropriate to allow the person to escape from the building
- Notify an administrator

If Intruder Has a Weapon

- Notify Principal immediately with a description and location of the armed person
- Do not threaten or attempt to intimidate or disarm the person
- Call 911 and implement the crisis procedure
- Use CODE RED
- Staff and students should remain as quietly as possible in rooms
- Stay away from windows
- Close classroom doors
- If students are involved as victims, attempt to keep them calm and minimize their involvement with the armed person. Try and keep students as quiet and calm as possible.
- Maintain in rooms until notified that CODE RED is ended or until emergency personnel arrive with further instructions.

If There is a Disturbance in the Neighborhood Involving an Armed Intruder

- Call 911
- Signal “Shelter in Place” and location of disturbance
- Staff and students should remain in rooms
- Stay away from windows
- Delay dismissal as necessary
- Maintain until notified that “Shelter in Place” has ended or until emergency personnel arrive with further instruction.

If There is a Disruptive Behavior or Assault (beyond your ability to contain) or a Hostage Situation

- Call 911
- Signal CODE RED and location
- Staff and students should remain in classrooms, avoiding doors and windows
- Stay calm and maintain control of students, avoiding reckless and/or imprudent actions
- Designate a staff member to meet arriving emergency personnel
- Stand by for further instructions from emergency personnel

If Shots Have Been Fired

- Notify an administrator
- Signal CODE RED. Instruct everyone to drop to the floor or ground.
- Implement crisis procedure
- If inside, remain in rooms. Turn off lights, stay away from doors and windows, and stay out of the line of sight. Try to keep the students quiet and calm.
- If outside, move behind some kind of cover.
- Maintain positions until notified that CODE RED has ended or until otherwise directed by emergency personnel.

FIRE ALARM ACTIVATION

When a fire alarm sounds, there should be a clear, coordinated effort to move the entire school population from their offices, rooms, or work areas to a safe area outside of the building as quickly as safety will allow. No one, unless specifically designated by an administrator, should be considered from the evacuation plan.

There should be no hesitation on anyone's part when the fire alarm sounds. Do not assume that it is a false alarm or a fire drill. Time is extremely critical. Fire alarm activations are always triggered by an event that the fire alarm system recognizes as a fire. Due to the size and layout of the school, it is nearly impossible to know immediately what caused a fire alarm to activate.

If there is a fire:

- Follow the Evacuation Plan posted in all rooms
- An administrator should call 911 right away, and do not tell Public Safety Dispatcher that is a false alarm unless you are ABSOLUTELY CERTAIN that is the case. Before leaving, a designated administrator should remove the school emergency contact cards so all telephone numbers and addresses are available if needed.

If a fire is discovered within the school:

- The fire alarm should be activated immediately in order to alert students and staff. This will start the evacuation process and also alert the fire department.
- Scan the area for injured or trapped people. If you can remove them safely, do so.
- If the fire is in a room or securable area, IMMEDIATELY close the door to that room or area. This will temporarily contain smoke and heat.

- Notify the Principal of the fire and make sure that someone has called 911. Give all available information about the location and behavior of the fire as well as any injuries that have occurred.
- Teachers should take a count of their students, and then follow evacuation plan.

HAZARDOUS MATERIALS LEAK OR SPILL

A spill or leak could occur anywhere inside or outside of the school. It could be caused by a container tipping over in a science area, a gas main rupturing outside of the school, or by custodians using a combination of cleaners and/or solvents together that inadvertently create a harmful result.

Actions Prior to the Incident

- Chemicals used and stored in labs, and solvents and cleaners used by custodians should be inventoried by quantity and type on an annual basis. There should be Material Data Sheets for these chemicals that are immediately available to the emergency personnel.
- A floor plan of the school should be available to emergency personnel showing the locations of chemicals stored in science areas, supply rooms, and closets.
- Quantities and types of chemicals should be listed.

In the Case that a Hazardous Material Leak or Spill Should Occur

- Notify administrator immediately, but do not use the intercom, phone, or cell phone in the room where the spill or leak occurred. Provide exact location of spill or leak, and what the chemical is if you have that knowledge. Do not guess.
- If leak or spill is INSIDE the building, activate the fire alarm. Activate a pull station to alert all other students and staff in the building. This will start the evacuation process as well as alerting the fire department.
- If leak or spill is OUTSIDE the building, do NOT activate fire alarm. The evacuation process might put the students exiting the building in the area of the leak or spill.
- Secure the room or area where the spill or leak occurred immediately by closing all doors leading in and out of the area. If doors can be locked, lock them but make sure the fire department has a key for entry.
- If doors cannot be locked, someone should be designated to assure that no entry is made by anyone before arrival of emergency personnel.
- DO NOT TURN THE LIGHTS ON OR OFF. The electrical arc caused by the switch could create ignition for a flammable chemical.
- Do not attempt to open windows if it cannot be done safely, but if they are open, leave them open.
- If it can be done safely without putting anyone in danger, an administrator should shut down all Heating/Ventilation/Air Conditioning (HVAC) systems to prevent the spread of hazardous fumes to unconstitutional areas of the building.
- The Material Safety Data Sheet should be made available for the first arriving emergency personnel officers.
- Everyone should evacuate the area.

VANDALISM

The following procedures should be used in the case of school vandalism:

1. Notify the Principal and Operations Manager
2. Notify the Office Administrator
3. The Principal / Operations Manager will assess the seriousness of the situation and determine the level of assistance needed, including local law enforcement
4. If possible, identify the parties involved.
5. Interview witnesses and obtain written statements.
6. Document the incident as soon as possible and give the incident report with any witness statements and photographs to the Principal or OM
7. Notify legal guardians
8. Determine what disciplinary measures are appropriate (if student is involved)
9. Determine any monetary restitution issues and amounts.

UTILITY OR POWER FAILURE

The following procedures should be used in the case of utility or power failures.

1. Staff and students should remain in classrooms until further notice.
2. Custodial and maintenance personnel should determine cause of incident and seek outside assistance if necessary.
3. Staff and students outside of a classroom at the time of the incident should report to the main office.
4. Building and grounds personnel report to utility company if necessary.
5. If situation requires long-term maintenance and repair and prevents class activities, the Principal may take measures to dismiss school for the day.
6. Where utility failure presents an emergency, evacuation procedures should be implemented immediately.

EARTHQUAKES

Earthquakes strike without warning and the major shock is usually followed by numerous aftershocks, which may last for weeks or months. An earthquake's effect on buildings will vary from building to building.

The major threat of injury during an earthquake is from falling objects and debris, and many injuries are sustained while entering or leaving buildings. Therefore, it is important to remain inside the building and quickly move away from windows, glass, partitions, and shelves. IN the case of an earthquake, the following procedure should be followed:

- Take cover under a sturdy desk or table, in a doorway, or against an inside wall until the shaking stops. Give DROP AND COVER command.
- After shaking stops, check for injuries and render first aid.
- If ordered by Principal evacuate.
- Do not return to building, if evacuated.
- Do not light fires.
- Keep a safe distance from any downed power lines.

- Check attendance whether or not evacuation takes place. Report any missing students to office.
- Stay alert for aftershocks.
- Beware that shaking may activate fire alarm or sprinkler systems.
- Elevators and stairways will need to be inspected for damage before they can be used.
- Administrators will issue further instructions, as needed.
- Should there be a major earthquake, children will remain under the supervision of school authorities until families or responsible adults can pick them up.

EXPLOSION WITH FIRE AND INJURIES

An explosion might occur anywhere either inside or outside of a school for any number of reasons, including a natural gas explosion, bomb, inadvertent mixture of chemicals, etc. If there are multiple injuries and fire or potential fire, it is essential that accurate information be forwarded to responding fire and police units.

The First Adult to Respond:

- Activate the fire alarm immediately. Activate a pull station to alert all other students and staff in the building. This will start the evacuation process and will also alert the fire department of the fire. Be aware that the explosion may have rendered the fire alarm system inoperative, so it might not function properly.
- Quickly scan the room or area for injured or trapped people. If you can easily remove them from the room or area safely, do so. If they are entangled in debris, be extremely aware that moving them could cause further structural collapse. Do not place yourself in harm's way.
- Notify the Principal of the fire and where the fire is, what is burning, and what efforts have been taken to confine or extinguish the fire. Notify if anyone is trapped or injured.
- Be observant for the odor of gas. If there is a smell of gas or propane, another explosion could be triggered.
- If the structure appears safe and there are multiple injuries, do your best to aid and comfort the injured.
- Students and staff are strongly discouraged from attempting to fight the fire. Unless the fire is very small, students and staff should simply focus on evaluating the building.
- If possible, an administrator should shut down all utilities to the affected area. However, this attempt should not be made if it would put anyone at risk.

Trained Medical Personnel:

- Start an immediate triage of victims. If there are numerous victims, do not spend valuable time with one victim. Assess injuries and provide immediate lifesaving first aid measures, as trained.
- Suggest all victims who can move to a Designated Evacuation Area. This will both help move victims into a safer location, and it will also eliminate some of the walking wounded that are not seriously injured.

Role of Teachers and Other Staff During Emergency

- Take a count of students to assure that each and every student is accounted for

- If there is a student who is in the bathroom, at the office, etc. someone must be assigned to locate that student and to assure his/her safe exit from the building.
- Follow the standard Evacuation Procedure.

MAJOR MEDICAL EVENT

A major medical event could happen at any time from any number of events including a roof collapse from water load, a shooting incident, a bleacher collapse, a bomb, or an aircraft crashing into the school or playground.

First Adult on the Scene

- Call 911
- Activate fire alarm immediately if the event has the potential to impact other parts of the building, such as a roof collapse with gas leaking or a plane crashing into the building. This will start the evacuation process and will also alert the fire department.
- Do not activate the fire alarm if the event is localized, such as a bleacher collapse. In this case, a combination of Partial Evacuation to a Designated Evacuation Area and Lockdown of Classrooms for those not in the area of the event would be the preferred protective actions.
- Alert the Principal to call 911 and announce CODE BLUE. Specify the location and the injury or injuries.
- Quickly scan the room for injured or trapped people. If you can remove or assist them safely, do so.
- Be observant – check for the smell of leaking gas or serious and potentially dangerous structural damage.
- Follow standard Evacuation Plan or the instructions of the administrator.
- Take emergency cards and possibly a yearbook to hospital to assist in identifying victims and contacting the proper emergency contacts.

In Case of Life-Threatening Injuries

- Call 911
- Administrator Basic Life Support (except in the case of a triage situation)
 - Survey the scene to make sure that it is safe.
 - Stay with the victim and initiate first aid within the scope of your abilities.
 - Do not move victim if you suspect a neck or back injury.
 - Check for breathing.
 - Check for pulse.
 - Control bleeding.
 - Begin CPR if necessary; administer Epi-Pen as trained.
 - Treat all bodily fluids as potentially infectious. Follow safety procedures during cleanup.
 - Call victim's emergency contact.
 - If it is necessary to send a person(s) to the hospital, one staff member should go along. The staff member should make no statement and release no information to the media, take the emergency card to the hospital, keep the school informed, and endeavor to protect the privacy of the victim and his/her family.

- Prepare an accident report regarding the incident.

In Case of Poisoning or Substance Overdose

- Call 911
- Keep the victim as awake or alert as possible
- Notify the Principal
- Utilize trained staff for first aid
- Call the emergency contact
- Call a poison control hotline – be sure to take the container or sample to the phone with you if possible.

SUICIDE THREAT

- Any threat should be taken seriously
- Notify an administrator immediately
- Notify family
- Notify the psychiatrist or therapist (if known)
- Don't send the student home alone

SEVERE WEATHER

If there is a severe weather watch, the school will remain alert but continue normal operations. When severe weather has been detected, TAKE COVER. Move to position of greatest safety (i.e. away from window). Maintain position of cover until the all-clear is announced.

CHILD ABUSE REPORTING

Child abuse shall be reported in compliance set forth by EdCode and California State law. Each staff member will be required to complete the mandatory reporter training and produce a printed certificate verifying she or he is aware of their legal responsibility. The reporting of suspected child abuse is mandatory. All employees of the school are committed to children. Professionals who work with or regularly come into contact with children have a crucial role in their protection. Mandated reporters are designated as such because they are in a position to receive information that a child is or may be at risk, and to pass this information on to the agencies that can intervene to protect the child.

When a teacher or other school staff suspects a case of child abuse, he or she should contact the appropriate child protective authorities immediately.

DEATH OF A STUDENT

By far, the worst crisis situation is the death of a student. When a student dies, emotional trauma is a natural occurrence for students, faculty, and staff. A student's death, which occurs on campus, particularly as a result of school violence or severe weather or hazard, is admittedly the most extreme case of trauma for family and the school community. There is no procedure that fits every scenario;

each case requires individual attention. Certainly, there is no prescribed method for dealing with such tragedy; however, the following are suggestions for a school's response to death, particularly death that occurs as a result of school violence.

1. After the initial response, administrators will meet immediately to review what has happened. Administrators will consult trained mental health professionals or counselors as necessary. Responding to the psychological needs of both staff and students as soon as possible is the best prevention for the development of post-traumatic stress.
2. Get as much information as possible from the family and ask their permission to share it with students, faculty, and staff. Ask if they have objections to school stakeholders attending the funeral.
3. Relay the information to the students in a factual way, careful to avoid breaching the student or family's privacy. The school might consider moving from room to room with a counselor to explain what happened. They should tell the truth, allow for expression of feelings, and affirm any expression or feelings expressed.

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EVACUATION PLAN

CAL. EDC. CODE § 32001 : California Code - Section 32001

Every public, private, or parochial school building having an occupant capacity of 50 or more pupils or students or more than one classroom shall be provided with a dependable and operative fire alarm system. Every person and public officer managing, controlling, or in charge of any public, private, or parochial school shall cause the fire alarm signal to be sounded upon the discovery of fire, unless the school is equipped with an automatic fire detection, and alarm system, which may include, but for the purposes of this section is not required to include, a sprinkler system, as described in Section 17074.52. Every person and public officer managing, controlling, or in charge of any public, private, or parochial school, other than a two-year community college, shall cause the fire alarm signal to be sounded not less than once every calendar month and shall conduct a fire drill at least once every calendar month at the elementary level and at least four times every school year at the intermediate levels.

EMERGENCY TEAM ROSTER

Position	Responsibilities	Designated Staff Member	Back-up Staff Member
Office Administrator	Coordinate emergency response efforts. Notify police, fire, and medical personnel as needed, remain in Command Center, has cell phone at all times	Maciel	Ferreira
Principal	Respond to emergency and control access to the area involving the emergency.	Fiorelli	Ferreira
Operations Manager	Meet emergency personnel and direct them to the scene of the emergency.	Franklin	Maciel
Teacher	Place call to 911, updates 911 on the status of the emergency situation; track all incoming/outgoing phone calls/information.	Jackson	Libin
Operations Manager	Turn off all ventilation units, check restrooms, hallways, non-classrooms for students/visitors and direct them to the nearest classroom.	Franklin	
Principal	Meet the media, assist in the preparation of news statements.	Fiorelli	
Staff	Responsible for parents who may come to the school, communicates to parents the status of their child, will coordinate emergency dismissal of students when appropriate.	Ferreira	

In case of emergency, crisis bags are located in each classroom. The contents of the bags are: food, water, a map of the surrounding area, a teacher and employee roster, and a class roster. First Aid supplies are located in the main office. Capitol Collegiate Academy has monthly drills to practice safe, speedy, and calm evacuations of the building in the case of an emergency. If you are in the building at the time of an emergency, please follow our fire Emergency Procedures.

OCCUPANT RESPONSIBILITIES

Prior to evacuation all occupants shall:

1. Familiarize themselves with the location of fire extinguishers and fire alarm manual pull stations.
2. Know the location of the exits.
3. Recognize the sound of the fire alarm.
4. Proceed directly to the designated exit whenever the fire alarm is heard.

What to do if you discover a fire:

1. Stay calm, crawl low in smoke, since the air is easier to breathe near the floor.
2. If trapped in a room:
 - Close all doors between you and the smoke.
 - Seal the cracks around the doors and vents.
 - Signal at the window to rescue personnel.
 - If there is a phone in the room, give the Fire Department your exact location, even if they are on the scene.

EVACUATION PROCEDURES

When alarm sounds, all staff members and students will stop what they are doing. Students will line up quickly and quietly. Teachers will quickly, but orderly, take their students to the designated area west of the playground.

Upon arrival, teachers will count their class. If there are missing students, teachers will hold up a red card with the number of missing students. If there are no missing students, teachers will hold up a green card with the total number of students. Administrators will make sure that there are no students in the bathrooms, office, or other common areas. Any students that are in the aforementioned areas will be accompanied by an administrator to the playground. That administrator will write down the number of students they have on a gold card. Once all classes are outside, an administrator will account for all students based on the numbers on the cards.

Students should be tracking teachers and maintaining HALL position to listen for new directions.

Teachers are responsible for making sure all students in their class evacuate the building in an orderly and quiet fashion. Administrators are responsible for ensuring that all offices and restrooms are cleared. Once the fire department arrives, the fire official in charge will assume command.

RE-ENTRY PROCEDURES

Once the emergency situation has been mitigated, an “ALL CLEAR” will be issued by the Principal and students and staff may return to the building. Students need to return to the building in a silent single file line under the supervision of their teacher and should return to the classroom they were in prior to the fire emergency.

At the end of the drill, one teacher from each classroom will rate their class’ performance on the Fire Drill Rubric. These rubrics should be given to the operations Administrator by the close of business that day. The Operations Administrator will lead a discussion on the efficacy of the fire drill procedure at the following staff meeting.

EMERGENCY EVACUTATION OF DISABLED PERSONS

In the event of a fire emergency or other emergency, Amber Ferreira, Director, will be in charge of assisting all persons with disabilities through our exiting procedures. A log is kept in the office of all persons requiring assistance during emergency situations. In the event that Amber Ferreira is unable to act in this capacity, Ana Franklin, Operations Manager, will be the alternate.

EVACUATION DIRECTOR RESPONSIBILITIES

The Evacuation Directors are the Principal and Director of Curriculum & Instruction. They should ensure that all staff and students are aware of the evacuation procedures, identify the person in each classroom or area responsible to lead children out of and away from the building and conduct regular drills to practice the skill. Each year, the directors will update the fire evacuation plan and verify the location of pull stations throughout the buildings, and that the plans are posted in a clean and visible space in every room.

TEACHER RESPONSIBILITIES

Teachers should be aware of the fire evacuation plan and routes from his or her location as well as the nearest fire alarm pull station. The teacher is also responsible for informing the children, staff, or other teachers in his/her location about the procedures to be followed during a fire evacuation.

OTHER STAFF OR VOLUNTEER RESPONSIBILITIES

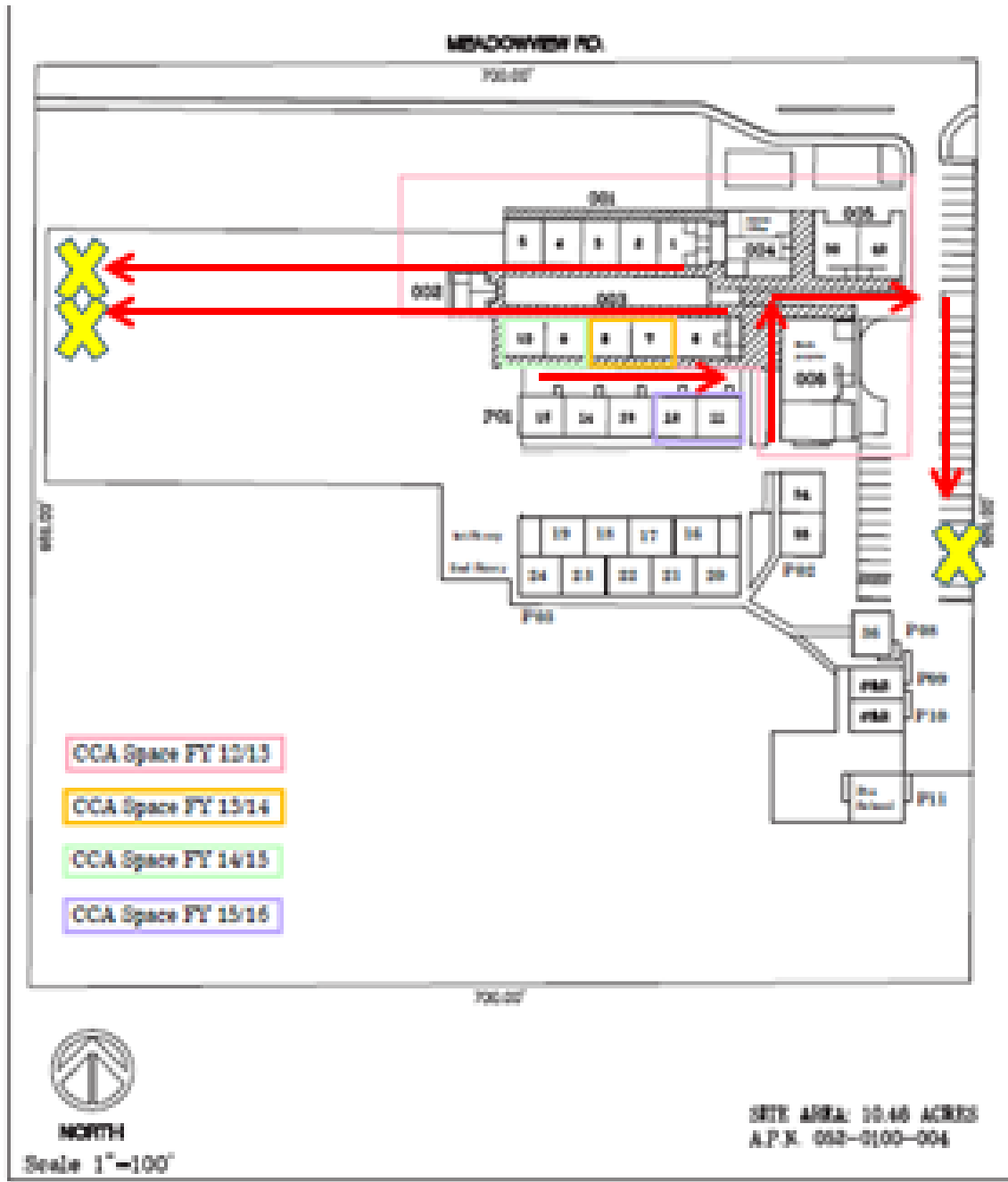
All other staff or volunteers should be aware of the fire evacuation plan and routes and where the nearest fire alarm pull station is located. They should also support teachers in safely evacuating students to the correct location.

FIRE DRILL RUBRIC

	Exit	Outside	Reentry
4	<ul style="list-style-type: none"> Students line up quickly and quietly within 2 minutes. 100% of students are tracking and listening to the teacher for directions. 100% of students maintain HALL throughout exit procedure. Teacher has fire drill clipboard. Completed in fewer than 5 minutes. Administrators clear office and restrooms in fewer than 5 minutes. 	<ul style="list-style-type: none"> 100% of students are tracking and listening to teachers for directions. 100% of students maintain HALL position. Using cards, teacher accounts for all students under her care in fewer than 2 minutes. Administrators accounts for all students in fewer than 5 minutes. 	<ul style="list-style-type: none"> 100% of students are tracking and listening to the teacher for directions. 100% of students maintain HALL throughout reentry procedure. Class is resumed in fewer than 5 minutes. Rubric is filled out and returned to Operations Administrator by 5pm.
3	<ul style="list-style-type: none"> Students line up quickly and quietly within 3 minutes. More than 90% of students are tracking and listening to the teacher for directions. More than 90% of students maintain HALL throughout exit procedure. Teacher has fire drill clipboard. Completed in fewer than 7 minutes. Administrators clear office and restrooms in fewer than 7 minutes. 	<ul style="list-style-type: none"> 90% of students are tracking and listening to teachers for directions. 90% of students maintain HALL position. Using cards, teacher accounts for all students under her care in fewer than 4 minutes. Administrators accounts for all students in fewer than 7 minutes. 	<ul style="list-style-type: none"> 90% of students are tracking and listening to the teacher for directions. 90% of students maintain HALL throughout reentry procedure. Class is resumed in fewer than 7 minutes after "All Clear" signal. Rubric is filled out and returned to Operations Administrator by 5pm.
2	<ul style="list-style-type: none"> Students line up quickly and quietly in more than 3 minutes. More than 80% of students are tracking and listening to the teacher for directions. Some students maintain HALL throughout exit procedure. Teacher has fire drill clipboard. Completed in fewer than 9 minutes. Administrators clear office and restrooms in fewer than 9 minutes. 	<ul style="list-style-type: none"> 80% of students are tracking and listening to teachers for directions. 80% of students maintain HALL position. Using cards, teacher accounts for all students under her care in fewer than 6 minutes. Administrators accounts for all students in fewer than 9 minutes. 	<ul style="list-style-type: none"> 80% of students are tracking and listening to the teacher for directions. 80% of students maintain HALL throughout reentry procedure. Class is resumed in fewer than 9 minutes after "All Clear" signal. Rubric is filled out and returned to Operations Administrator by 5pm.
1	<ul style="list-style-type: none"> Less than 80% of students line up quickly and quietly. Less than 80% of students are tracking and listening to the teacher for directions. Less than 80% of students maintain HALL throughout exit procedure. 	<ul style="list-style-type: none"> Less than 80% of students are tracking and listening to teachers for directions. Less than 80% of students maintain HALL position. Using cards, teacher accounts for all students under her care in more than 6 minutes. 	<ul style="list-style-type: none"> Less than 80% of students are tracking and listening to the teacher for directions. Less than 80% of students maintain HALL throughout reentry procedure. Class is resumed in more than 9 minutes after "All Clear".

	<ul style="list-style-type: none">• Teacher does not have fire drill clipboard.• Completed in more than 9 minutes.• Administrators clear office and restrooms in more than 9 minutes.	<ul style="list-style-type: none">• Administrators accounts for all students in more than 9 minutes.	<ul style="list-style-type: none">• Rubric is not filled out and returned to Operations Administrator by 5pm.
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EVACUATION MAP



Freepoint Elementary School (114)
 2118 Meadowview Road
 SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

EXISTING SITE DIAGRAM