Olinda Elementary
Faculty & Staff Handbook

Welcome Olinda Team Members!

This Faculty & Staff Handbook is intended to support Olinda team members so that we may all have a knowledgeable and smooth school year! This digital handbook is a living document, intended to be updated and revised by the team as resources and information change over time. It will support the coordination of expectations throughout the school environment and house the practical information needed for a fulfilling school year.

We hope that this tool will support us in making strides to achieve our school vision at Olinda this school year!

Olinda's mission statement provides the framework for the goals and objectives we seek to strive for daily.

SCHOOL VISION

Students will acquire the appropriate social and academic skills and development that will support their engagement in learning, mastery of core content and standards, and preparation for global competencies.

SCHOOL MISSION STATEMENT

Olinda provides a safe and supportive environment where all students can develop to their fullest potential academically, emotionally, and socially. Our goal is to partner with parents and the community to ensure that all students are college and career-ready, to be productive and successful citizens.

Theory of Action 2024-2025

If we foster a culture of learning together by providing teachers with opportunities to share resources and ongoing cross-grade level collaboration, then we will see the quality of our instruction improve, and we will build the confidence of our teachers to provide consistent, differentiated, rigorous instruction, which will promote student engagement and achievement.

If we provide multiple, positive opportunities to engage with our families through both social and academic events, then we will see improved home-school relationships that will support our students' social and emotional well-being.

If we build a community that promotes college and career readiness through a variety of ongoing learning opportunities, then we will model and encourage a growth mindset that will resonate with students as they continue their journey of being lifelong learners.

Olinda Racial Equity Stance

We are committed to the work of building a truly Anti-Racist school community, which requires continuous self-reflection and intentional action. We commit to:

- Actively examine and disrupt how we uphold white supremacy culture

- Courageously call out racist practices and dismantle harmful policies

- Partnering with our families when engaging in decision-making

- Center our practices around lifting student voices, particularly those of colo*r*

- Creating authentic relationships with our students and families, encouraging them to shine in their whole selves

- Creating a learning environment in which all of our students can and will thrive!

This work is ongoing and unending. We strive to build an Anti-Racist school community in which we lift each other, learn from each other, and hold ourselves accountable to these commitments.

General Logistics

School Day

The school day begins at 8:20 AM for all students. On regular days dismissal for grades TK-K is 1:00 PM, grades 1-3 is 2:20 PM, and grades 4-8 is 2:45 PM. Grades TK-K are dismissed at 1:00 PM, grades 1-3 are dismissed at 1:10 PM, and grades 4-6 at 1:15 PM on Wednesdays and other minimum days. Students will walk directly to their classrooms at the 8:15 AM bell. TK & K will meet in the TK/Kindergarten yard and walk to class at the 8:30 AM bell. Teachers should meet students at the classroom door and welcome and greet them as they enter the classroom. Teachers should walk out with their classes at dismissal and supervise when they leave. Grades TK-K are dismissed from the TK/K yard. Students in grades 1-6 are dismissed from the back gate off the field, the ramp gate, or the front of the school. Teachers should communicate their dismissal expectations with families. Students in Y-Care report directly to the Y-Care portable after dismissal. Teachers' contracted day is from 8:15 AM to 2:55 PM. Teachers can arrive as early as 7 AM and can stay until 9 PM. Custodians open the building and clear the alarms.

More information about the school year calendar and minimum days can be found here: WCCUSD School Calendar

Google Drive

All necessary documents can be found in Olinda 24–25 SY
Please add this folder to your Google Drive and familiarize yourself with the contents.

Communication

- Emails: Faculty & staff should check email every day and respond to any requests in a timely manner.

- Google Hangouts (chat) - individual & group

- Weekly Bulletins (going out on Fridays for the upcoming week)

- Google Calendar

- Parent Square: main form of communication with the community (classes & school)

Timeliness

As a professional learning community, Olinda values and honors the time of each of our staff members. We ask that all faculty & staff commit to arriving on time to all meetings, training, professional development, lunch, recess, school events, etc. Please make sure you sign in and out when coming to campus and leaving. The signature binder is located in the records room adjacent to the main office.

Printing & Copying

The copy machine in the small room is for the office staff to make bulk copies. Teachers may print a master copy to the copier in the small room and then make class sets from the copier in the faculty lounge or Parent's Room. Teachers will receive one reem of paper a month.

Dress Code

Olinda teachers are encouraged to model professionalism for their students and dress in comfortable and professional attire. Refrain from wearing hats indoors or clothing with political or religious messaging.

Absences

Teachers and staff who are absent must enter their absence into eSchool. Additionally, staff should please send an email to admin (arandhawa@wccusd.net) and office staff (kimberly.boteo@wccusd.net) to inform them of their absence. Teachers are expected to have substitute plans created for planned absences, and 3 days of emergency sub plans in this Emergency Sub Plans & Lessons in the case of an unplanned absence. For absences, it is ideal that they are entered as early as possible and that you prearrange your substitute. Out of respect for subs, we kindly ask that plans be very detailed and that we communicate with our subs using their preferred method of communication and at reasonable times. When possible, teachers should refrain from taking Mondays or Fridays off, particularly before or after a break. Teachers have two family illness days that can be used, personal illness days, or personal necessity days that require prior approval from admin.

Recess Supervision

Teachers and staff should report to duty on time and be vigilant and attentive to students during play. Please make sure walkies and yard duty pouches are taken to the yard. If a student sustains an injury during recess, supervising staff should complete the incident report from K-12.

Yard Duty Schedule

Playground Supervision Guide

K-12 Incident Report

Rainy Day Recess

In the event of a rainy day, an all-call announcement will be made to inform staff that we will be following rainy-day procedures. During rainy day recess and lunch, students will stay in their assigned classrooms with classified staff supporting them in the hallways and portables and moving between different rooms. Students should only be permitted to leave the classroom to use the restroom, one student at a time. During rainy day lunch, students will eat in the cafeteria like on regular days, but the playtime will be in the classroom. Please make sure students are aware of the class' rainy day expectations and procedures.

Curriculum & Instruction

Literacy

This year we will implement Core Knowledge as our ELA curriculum for grades 1-6 and Heggerty as phonics instruction for K-2. Teachers may continue to use TCRWP as the writing curriculum.

Literacy assessment will include ESGI for TK and I-Ready for K-6.

[Collaborative Classroom Website](#) for SIPPS support and tools for intervention.

Math

My Math for grades TK-5 and Desmos for grade 6.
Zearn implementation will be expected in all grades with a minimum of 3 lessons a week (90 minutes of instruction).

Planning resources:
- [Zearn for Teachers 1 2 3](#)
- [Math Website (Expected practices, curr guides, other pacing guides, Zearn alignment)](#)

Science

Our school is currently working to increase science instruction across all grade levels. Science is a core subject and ALL students at Olinda should receive Science instruction. Classroom teachers should provide weekly lessons with additional in-class science instruction.
Science instruction for grades TK-5 is TWIG Science, Amplify Science for grades 6, and PLTW for teachers trained. [WCCUSD Science Curriculum](#)

ELD

Designated ELD instruction will consist of 30 minutes for grades TK & K and 45 minutes for grades 1-6. Benchmark Advance is the district's adopted curriculum.

Assessment Calendar

[WCCUSD Assessment Calendar](#)

Homework

We will engage in the encouragement of literacy, Zearn, and reading at home as part of our homework. While we believe that learning happens at school, we understand the importance of additional practice at home and the connection between home and school. We will incentivize homework completion, and never punish students nor withhold play time as a result of homework.

Classroom Displays & Board Configurations

Classrooms should be clean, orderly, and engaging with developmentally appropriate decorations and anchor charts. All classrooms should include the following:
- Daily Agenda posted

- Learning objective(s) and CCSS posted and updated daily.
- Current student work displayed in the classroom/bulletin boards
- Classroom expectations clearly posted
- Anchor charts and/or resources for students to reference aligned with current units
- Calming Corners

Many teachers also choose to visually track student growth and pertinent mastery of skills in the classroom.

Bulletin Boards

Bulletin boards throughout the school are used to highlight and celebrate student work and growth. Bulletin boards outside of classrooms should display student work and be refreshed and updated monthly.

Study Trips

Study trips are designed to enhance students' learning experience and should be aligned with learning outcomes. Teachers are expected to plan at least one study trip in the year preferably as a grade level. Study trips should encourage student curiosity, and experiential learning, enhance curriculum, develop active engagement, and expose our students to a variety of experiences. Teachers or teacher teams should collaborate and plan where a study trip will enhance student's learning. Study trip approval forms must be completed and turned in to the office staff at least 2 months in advance.

Professional Development & Collaboration

Olinda dedicates Wednesday afternoons to staff Professional Development & Collaboration. All Wednesdays are minimum days and all students are dismissed between 1 and 1:15 PM. Staff meet in the designated meeting room 19 from 1:30 pm - 3:00 pm every Wednesday, except the first Wednesday of the month designated as a faculty meeting. The PD calendar is developed at the beginning of the year with the input of the ILT.

Olinda Monthly Activities 24-25

24-25 Professional Development Calendar

Olinda PD Calendar 24-25

School-Wide Positive Behavior Interventions and Supports (SW-PBIS)

SW-PBIS is a multi-tiered prevention framework guiding the implementation and sustainability of evidence-based interventions to meet the academic, behavioral, and socio-emotional needs of all students. Schools implementing PBIS Tier I support for all students prevent the development and/or exacerbation of behavior challenges, increase the occurrence of pro-social skills, and enhance the overall school culture. The use of school-wide, targeted group, and individual student outcome and fidelity data is used for decision-making and action planning.

School-wide PBIS is a preventive and inclusive approach to equitable education for all students. Since we believe that all students can develop the social and academic skills needed to be successful, it is then our responsibility to create equitable and inclusive environments where all students can practice

and become fluent with the necessary social and academic skills for a successful transition into their adult lives.

Classroom Management

Each teacher is encouraged to collaborate with their grade level team to determine a grade-level culture plan to support a positive classroom culture and climate for all students. This includes having strategies to build relationships with students during the first few weeks of school as well as throughout the year and having clear classroom procedures (bathroom, water, entrance/exit, etc.) and a plan to teach to students. This culture and climate plan should also identify classroom consequences and incentives to support positive behavior choices. Each grade level should keep a copy of its culture plan in its grade-level folder in Google Drive.

Office Referrals & Positive Referrals

- Office Discipline Referrals (ODR) are utilized to document major "office managed" behaviors such as major physical aggression, bullying, sexual harassment, fighting, and possession or use of illegal substances. When writing an ODR, please send the student with the referral and a reflection sheet to the front office so that the Admin team can support and follow up with the student. It is important to be objective and professional when describing behavior, as this document will be shared with families and included in the student's file. Please do not name students in the comment except for the student who is receiving the referral. If more than one student is involved in the incident, please write a separate referral for each student.
- Positive teacher or principal referrals are a great way to celebrate our students exhibiting our behavior expectations. Positive reinforcement is such a powerful tool and motivates students to continue to develop their pro-social skills. What we focus on and give attention to is what grows. Use Positive Referrals to reinforce the behaviors we want to see in our students. Each staff member should aim to give out 3 positive referrals weekly!

Peace Path

Please utilize the Peace Path in the courtyard near room 4 as a school-wide structure for resolving student conflicts. For students to grasp and develop the language of resolving conflicts, and learn to take responsibility for their part in a problem, we have to give them tools that are easy to use and comprehend.

Transitions

Transitions inside the classroom and to and from lunch/recess/PE/etc. should be quick, safe, and calm. Teachers should teach and practice transition expectations regularly to ensure that students can meet these expectations. Teachers should use the "quiet coyote" signal in the hallways and ask students to use calm bodies. Students are not expected to be silent but should use quiet voice level 1, walking feet, and keep their hands to themselves at all times.

Student Success Team (SST)

Olinda structures and facilitates a high-functioning process to support integrated service planning and develops school-wide procedures to ensure the identification of students requiring additional

intervention. All SST members share their knowledge of the student. This allows us to quickly create a student profile, assess the student's most immediate needs, and determine the most appropriate intervention for the student. Completed SST referral forms provide us with the information the team needs to do their job. Please take the time to fill out the referral form and record all interventions that you have already taken. SST referrals are made when a student has not demonstrated positive response, growth, or progress when provided with teacher-initiated interventions and the teacher is seeing additional support to assist student needs.

***Please note that the first step in supporting students after interventions have been tried should always be to complete an SST referral. When in doubt, please don't hesitate to contact an SST member. And, as a reminder, you don't need to refer to SST to have a parent meeting :-)**

Teacher/Staff/Caregiver/Student identifies the student s/he has concerns about.
Academic concerns may include:
- Memory difficulties
- Fine or gross motor difficulties, poor handwriting
- Poor classroom performance
- Low assessment results
- Does not complete assignments
- Speech and language concerns

Social Emotional and Behavioral Concerns may include:
- Inattention
- Difficulty with peer interactions
- Anger management (irritable, low frustration tolerance)
- Does not/cannot follow directions
- Engages in dangerous behavior
- Internalized behaviors

Health concerns may include:
- Hygiene
- Dental
- Physical health need
- Fatigue, asthma, headaches, earaches, stomachaches, etc

Ecological concerns may include:
- Housing
- Food access

***Please note that this is NOT an exhaustive list of reasons for referral. If you have a concern that is not listed here, please make a referral**

An online SST referral is completed in detail – please ensure that you provide evidence of data with your SST referral. Please email the principal the completed SST form. Forms will be reviewed and a meeting will be scheduled with a calendar invite sent. Teachers will send the invitation to families and confirm their attendance. The general education teacher is expected to bring student academic data for both ELA and math and sample student work.

SST MEETING: BASIC AGENDA (Initial Meeting)

- Teacher/Referrer presents the student referred: gives background, strengths and why the student was referred (about 5 minutes).
- Parent feedback is requested and documented (about 5 minutes)
- The team asks questions of the teacher/referrer and discusses possible interventions (about 10 min)
- At the SST meeting, the team agrees on intervention goals and ongoing progress, as well as an 8-week check-in, follows. (about 10 minutes).
- Members create measurable goals by which progress will be monitored and reviewed within the next 6-8 weeks (about 5 minutes)

PLEASE NOTE: At any time, a request initiated by a parent or other holder of educational rights may initiate a response for special education referral, as described in the Individuals with Disabilities Education Improvement Act. These requests should be directed to the School Psychologist.

Learning Center

Teachers and the SST team use data to determine which students would benefit from additional academic support through the Learning Center. Learning Center teachers, and our RSP teacher, support students through both push-in and pull-out services in ELA and math. Data is reviewed periodically to determine student progress and adjust Learning Center groups as necessary. Learning Center teachers collaborate with General Education teachers to ensure alignment.

IEP's & 504's

IEPs (Individualized Education Plan) is when a student has been tested and identified with a disability. The IEP team (family, admin, general education teacher, special education teacher, other interventionists as applicable - OT, SLP, counselor, etc.) meets annually to review progress toward IEP goals. The school psychologist and special education teacher complete assessments to review eligibility triennially. The IEP is designed for the Special Education teacher to support the student with their academic and/or behavioral discrepancies. 504 meetings are also held annually. The general education teacher is expected to bring student academic data for both ELA and math and sample student work.

IEP and 504 meetings are usually held after 3 PM and are time-carded. When submitting these you must attach the IEP or 504 meeting notice and use the following Special education timecard.

Important Links

- WCCUSD Timecard: *Use this InformedK12 form to submit timecard forms.*

- Reimbursement Form: *Use this page to find the appropriate form to submit reimbursement requests for items for classroom or learning not provided by the school. Please make sure to get preapproval for any purchases with your admin before making any purchases to ensure there is a budget for it!*

- Print Shop Information: *District page about print shop orders and contact information.*

- Print Shop Order Form: *Complete this form to request a print shop order by the district.*

- [Eschool Login (Subfinder)](#)

- [Study Trip Forms/How To](#)
  [General Timecard](#)
- [Special Education Timecard (IEP's)](#)
- [IS contract](#)
- [Eschool Login (Subfinder)](#)
- [ESS](#)
- [Request Oral Interpretation Services](#)
- [Facility Request Form](#)
- [Progress Report K-2](#)
- [Progress Report 3-5](#)
- [IT HelpDesk Ticket](#)