

Esperanza STAFF HANDBOOK

2019-2020

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Esperanza Vision and Mission

VISION

Students engage in rigorous, high quality, biliterate academics which prepare them for college and career. Esperanza students and families take responsibility for their learning which allows them to be academically strong in two languages. With a growth mindset, they are unique individuals, who critically think and are determined to succeed. Students show respect for themselves, others and the environment.

MISSION

Through PLC's teacher are able to plan for mindful and purposeful instruction. Teachers collaborate to implement rigorous instruction, which meets the needs of all students. Teachers engage in peer observations to receive and give constructive feedback. Teachers use data to drive instruction and make clear plans for corrective instruction. We engage the family and community in quarterly meetings to review growth and set goals.

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District Procedures

Teacher Absences

Each teacher must get a personal identification number (PIN) from the district sub office. This PIN is used when teachers log in to report an absence. Please note: Teachers may update their profiles if grade levels/information changes. Teachers may go online to SMARTFIND EXPRESS to request a substitute and give any special instructions, including choice of substitutes.

All teachers should have a SMARTFIND EXPRESS log-in code by August 13, 2018. If you are having trouble logging in to SMARTFIND EXPRESS, please contact the Substitute Office.

Teachers are entitled to ten days of sick leave and five days of personal leave each year, which can be carried over if unused. **Personal leave days** are to be requested and approved in advance. **Teacher personal days may not be taken consecutively, nor immediately before/after a holiday.** Please note that unused personal leave days are converted to sick leave the next year. Any absence over five days will require a doctor's note. All teachers are responsible for creating a set of emergency sub plans, which will be filed in the office and used as needed. Once you have **requested** a sub due to an illness please notify **Ms. Arnold** so we can make sure to get your class covered.

Signing In

Our official school hours are 8:00-2:45. **All staff members are required to sign in upon their arrival at school and sign out when leaving.**

At the end of each month, be sure the sign-in sheet is complete with signature and hours. Also, check the Site Time report for accuracy as this is the report that goes to the Payroll office. It is each employee's responsibility for keeping up with required paperwork.

Parent Contact

Beginning of Year

Teachers are encouraged to begin the year on a welcoming note with a personal call or note to each student's family. As a Positive Behavior Interventions and Supports (PBIS) school, each teacher is expected to make 3 positive phone calls home a week.

Parent Conferences

OUSD policy is that teachers conduct at least two parent conferences each year. Teachers are **required** to devote two hours each month to parent contact.

Student Retention

First, teachers who are considering retention **must** do the following:

- Send a ***Concern about Academic Progress*** letter home with the first report card. Please submit to Principal a copy of the letter and report card.
- **Complete a Coordination of Services Team (COST) referral form and submit to Ms. Chuong. COST Referrals will be available ELECTRONICALLY and can be accessed via the following link. [Electronic COST Referral](#)**

Next, the COST team must do the following:

- Meet about referral and the teacher will be notified via email of a decision to schedule an SST (Student Success Team) meeting.

Next, Mariana Herrera Dominguez will do the following:

- Schedule an initial SST with Ms. Mariana, the referring teacher, and any support staff needed. **During the meeting, possibility of retention must be discussed with parents and noted in SST notes. SST meetings regarding retention MUST be held before January.** A parent/guardian must sign an "agreement of possible retention" before the end of January. *This signature does not denote agreement to retain; rather that the parent/guardian has been informed of potential retention.*

After the initial SST meeting, the teacher must do the following:

- By January, teacher must fill out the [Lights Retention Scale](#) and turn into Ms. Arnold
- Include a **Concern about Academic Progress** in the second report card in March. Please submit a copy with report card to Principal.
- Meet with parent/guardian during parent-teacher conferences during each subsequent report card period. *When a parent conference has been arranged, please make a note of it on the student's report card. If the parent/guardian does not attend, write "no show".
- Send a **Notice of Retention letter** home by May 1st.

Ultimately, a parent has the right to decide whether or not a student is retained.

Teacher Contractual Requirements

Refer to the OEA teacher contract for information ([Download the OUSD/OEA tentative agreement here](#)) on contractual agreements. This contract is adjusted annually. Of particular interest to teachers are the sections on leave policies, work hours, working conditions, and salary.

- Oakland elementary teachers have a 6 $\frac{3}{4}$ hour required workday, which includes a half-hour duty-free lunch.
- In addition to the required workday, teachers are required to attend a 1-hour staff meeting.
- Each month, teachers are required to work an additional 5 hours beyond the required workday. Two of these hours are to be focused on parent/teacher contact. The remaining hours can be dedicated to professional development meetings or specific school projects.
- Teachers are also contractually obligated to attend two evening meetings a year. These are Back to School Night in the fall and Open House in the Spring.

Staff Meeting/ Professional Development

Staff meetings are held the 2nd working Monday of each month from 3:00-4:00. If there is a holiday the first Monday, staff meetings will be held on the 3rd Monday. Teachers

are contractually obligated to attend all staff meetings. Please DO NOT schedule SST meetings, parent meetings, medical appointments, etc. during this time.

Professional Development (PD) is held every Wednesday from 2:30-3:30. Teachers are contractually obligated to attend all PDs. Please DO NOT schedule SST meetings, parent meetings, medical appointments, etc. during this time.

During 2018-2019, an additional half hour of collaboration is added to most PD session, which means PD and collaboration will run from 2:30-4:00.

OUSD schedules two professional learning days (“Buy-Back” or “Inservice”) during the school year. Teachers are contractually obligated to attend both days.

Forms of Communication

A week a a glance newsletter is sent out every Friday with important dates and information. We also communicate at PDs and during meetings, but sometimes due to time and schedule, we rely on email to relay important/urgent information. At Esperanza, we often communicate via email, and we request that all teachers and staff answer emails within **24 hours** so that we know the information has been received. We just ask that we keep up with our emails and respond in a timely manner.

Student Supervision

Esperanza staff is required to supervise students from 8:00 am to the end of the school day. This has two major ramifications: there must be yard duty supervision, **and** students may not be left in the classroom unsupervised at any time. This also means that when you leave your classroom the door must be closed and locked to ensure no student has access to the classroom. In an emergency situation, you may ask your neighbor or a member of the support staff to help. However, remember that each one of us have our own obligations and schedules. We have budgeted for noon supervisors and support staff to handle morning and lunchtime supervision. Teachers must pick up students **on time** in the morning and from each recess. **This means being outside with your students when the second bell rings.**

Report Cards

Report cards are completed three times a year for Elementary: November, March and June. The principal reviews report cards prior to being sent home. Here are the dates when report cards will be sent out according to the [OUSD Calendar 19-20](#)

Report cards reflect Common Core State Standards in grades TK-5. Students are evaluated on their progress meeting the benchmarks in all academic areas. For elementary **there is a scale of 1-5**: 5 denotes above benchmark, 4 is at benchmark, 3 is approaching benchmark, 2 is below benchmark, and 1 far below benchmark. Report cards are distributed at the end of each trimester to all students after the principal reviews them. Student grades must correlate with district assessment scores and need to be consistent across grade levels. Click [here](#) for Esperanza's report card guidance document. Comments made on the report cards should provide suggestions on how students can improve academically and or socially. Report cards must be completed the by the due date (each trimester will have a due date TBD) before distribution and turned in to the principal for review

Healthy Food Policy

Esperanza has a strict no junk food policy which is in compliance with the district wide food guidelines. Students are not allowed to bring sugary food and drink to school for snack time or lunch. All parents were given a copy of the food guidelines during registration. It is the teacher's responsibility to help explain this policy to families. Teachers must not distribute unhealthy snacks during the school day. Please read the [district guidelines](#) carefully.

School-Wide Practices

General Procedures

First Day Of School

All staff and students meet behind the cafeteria at 8:25. We welcome families and students as well as introduce all staff members. Teachers take students back to class where families are able to be welcomed and given a brief overview of the school year. Please take this opportunity with your families to introduce yourself and share important school and district policies:

- School day 8:30-2:45 & minimum days are on Wednesday 8:30-1:40
- Free breakfast for all 8:00-8:15 in the cafeteria before students go out to play, but breakfast is served after the bell as well for late students.
- Homework & your after school detention (if applicable)
- Behavior policy and chart (please share the following Esperanza Behavioral Flowchart, Calm Corner, PBIS Norms, and Buddy Classrooms) **new teachers will be given this information at orientation
- Ms. Chuong's Study Hours from 8-8:25 in C-4 (this room will be for students and families to read and get some homework support)
- Your office hours (when and how parents can contact you)

Student pick up from recess/lunch

In the morning there is a bell that rings at 8:25 to signal to staff and students it is time to line up. At this time, teachers need to make their way outside to pick up students. Teachers MUST be outside picking up their students before the second bell at 8:30 rings. This is a safety issue and when most injuries/accidents happen. To ensure the safety of our students it is imperative students are properly supervised.

At lunch, there is a 2 minute warning bell that signals to both students and teachers it is time to line up and pick up students.

At recess, there is no warning bell.

Student drop off and pick up

Students are not allowed to be dropped off before 8:00 as there is no supervision during this time. Esperanza has a safety patrol coordinated by a parent which helps with student drop off. The safety patrol helps students cross the street and open car doors.

Breakfast/supper

All students are offered a free breakfast. Breakfast begins at 8:00 and ends at 8:30. However, breakfast will continued to be offered if students arrive late. We also have a supper program that is not only offered to the students but community members 18 years of age or under. Supper is served at 2:45. The community can have supper after students have been served. Let's encourage both students and families to take advantage of this opportunity.

Hall Passes

Students **MUST** carry a hall pass when outside of their classroom. We have a hall pass for the restroom, library, and office. The yard duty/noon supervisors and the Positive Play Recess Coach will have a pass that students will need to leave the yard for any reason. If a students is sent to the office or library, for example, without a pass the student will be asked to go back to class. Hall passes will be printed for new teachers; veteran teachers please ask Ms. Chuong for copies if you need new ones.

PBIS

Esperanza is in the 4th year of PBIS implementation. All teachers will teach the lesson plan expectations for the different areas of the school. During the first weeks of school, behavior expectations for two areas of the school will be taught each week. At the end of September there will be a school wide rotation of stations where students review expectations. Here is the link to the 2019-20 PBIS station [rotation schedule](#) so that you can plan ahead for that last week of September.

Esperanza has adopted the following norms as a set of schoolwide behavior expectations:

*****Show Respect**

*****Make Good Decisions**

*****Solve Problems**

Esperanza students will be held accountable for their behavior through the use of positive incentives in the classroom and throughout the school. Students will earn Esperanza Eaglet tickets in class, during recess, lunch and school wide events. Each teacher will be given a baggy with pre-cut tickets for the first week of school and a link to your hard-copy will sent to you the first week of school. All teachers will monitor student behavior through the use of OUSD and Esperanza's school wide referral form. Teachers are expected to follow the agreed upon procedures for redirection and reflection and sending students out of the classroom. Students who do not meet the behavior expectations at Esperanza will be recommended for extra support through the COST/SST referral procedure or to be provided other services as identified through the COST and SST referral process.

Here is the link to the [COST/SST referral process powerpoint](#) for your reference. The process will be covered in PD/Retreat as well.

NEWCOMER INTAKE PROCESS: please use the [flowchart](#) below to help our newcomer students and families feel welcomed and at ease as they navigate the new systems at our school. We all work as a team to help support our newcomer students and families.

Below are links to PBIS resources:

[Esperanza Community Behavior Expectations](#)

[Behavioral Matrix](#)

[Lesson plans](#)

[Esperanza Norms \(English/Spanish\)](#)

[Voice Volume Chart](#)

[Color-coded Behavior Chart](#)

ESPERANZA BEHAVIOR CHART

Color coded Behavior Chart

<p>BLUE EXCELLENT <i>POSITIVE PHONE CALL HOME</i></p>	<p>"I am making excellent DECISIONS FOR MYSELF."</p>
<p>GREEN GOOD <i>Verbal Reminder</i></p>	<p>"I am making GOOD DECISIONS."</p>
<p>YELLOW OK</p> <p>STUDENT CHOICE TO DO THE FOLLOWING:</p> <ul style="list-style-type: none"> • MOVE SEATS • "CALM CORNER" • STAND OUTSIDE CLASSROOM DOOR (STUDENT DECIDES WHEN TO COME BACK; WHEN THEY FEEL READY) 	<p>"I need to STOP, THINK, and remind myself HOW TO make BETTER DECISIONS."</p>
<p>ORANGE RETHINK and try Again</p> <p>REFLECTION SHEET: <i>COMPLETED IN BUDDY CLASSROOMS (GRADES 1-5); RETURN TO CLASS WITHIN 15 MINUTES</i></p>	<p>"I need to reTHINK HOW I can make BETTER DECISIONS BY OBSERVING my PEERS IN OTHER CLASSES and try again in my OWN CLASS."</p>
<p>RED</p>	<p>"I DON'T KNOW HOW I GOT HERE, BUT I need GUIDANCE and</p>

<p>GUIDANCE and SUPPORT</p> <p>OFFICE</p>	<p>SUPPORT FROM MY PRINCIPAL, PARENTS, AND TEACHERS TO GET BACK ON TRACK."</p>
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Please note that once students return from their Buddy Class with their reflection sheet and they continue to misbehave, in order for you to send student to the office, you must fill out a Universal Referral Form so that administration can fully understand the situation and best support you and the child. However, in an emergency situation, please call the office for Ms. Arnold, Ms. Chuong or Ms. Segura for support (aggressive behavior/class elopement) Please refer to this [matrix](#) for examples of office referrals.

Cell Phone Policy

We recognize that cell phones are a common tool for communication. However, cell phones can be a major distraction to the learning environment and are vulnerable to theft. Please ensure that your cell phone is on silent during class time.

CELL PHONES ON CAMPUS

Students are asked **not to bring cell phones** unless absolutely necessary. Cell phones must be off and stored in a backpack while on campus. Cell phones can not be brought out to recess. The school is not held responsible for lost or stolen electronic devices. All phones are brought on campus at your own risk.

Occurrences

In the event that a staff member sees a student’s cell phone, the following consequences will occur:

- **1st occurrence** students will have their cell phone taken and locked up in the office until a parent can come to school to retrieve it.

- **2nd occurrence-** students will no longer be allowed to bring a cell phone to school until a parent conference is held with the principal to determine a cell phone contract.

Copy Machines

Esperanza is currently equipped with one copy machine for teacher use. All classrooms will receive one case of paper from the office at the beginning of the year. Teachers are responsible for bringing their own copy paper to and from the copy machine. When a copy machine is not working, notify Mr. Anderson immediately as to ensure it getting fixed promptly. If the machine gets jammed please do your best to unjam the machine. Please keep the copy machine area tidy and clean up after yourself. Copies should not be made during instructional time. It is advised that grade levels team up to make copies.

School Committees:

All staff members actively participate in one of the following school-site committees:

Reading Committee

Culture and /climate

Fundraising 5th grade only

Kinder to College Kinder only

School-wide Culture and Climate (responsible for coming up with ideas that will help foster school culture and climate such as staff gatherings and celebrations, birthdays recognition, school-wide spirit week, etc.)

Fundraising (mainly for 5th grade teachers planning out events to raise money for 5th grade camping trip and activities, but other teachers can join and plan fundraising for school-wide events as well)

Culture of Readers (responsible for planning school-wide events that will help foster literacy at school and at home--making that school-home connection)

Kinder to College

Parent/Teacher Groups

School Site Council (SSC)

SSC is the decision making group for the school budget, and develops the School's Academic and Safety Plan. They meet the 2nd Friday of each month at 8:30 pm.

Room Parents

Each classroom teacher will have at least 1 room parent. Please engage with your parents to see who might want to be a room parent. Room parents can help you level classroom library books, organize classroom libraries, update bulletin boards, help students change out their silent reading books etc... Ms. Arnold and Ms. Chuong will also help you acquire a room parent. We will hold volunteer trainings to ensure all adults that work with our students understand the Esperanza norms and our PBIS structure. Teachers should work with parents to help in the classroom and with other tasks. Volunteers can not be left alone with students.

Welcome Letter to Parents

All teachers are required to submit a welcome letter to parents the first week of school. Please see the [example](#) from Ms. Segura.

Yard Duty

Teachers are legally responsible and liable for student safety. Furthermore, student behavior in the classroom is often influenced by what happens on the yard. In order to maintain a calm and safe environment, the yard duty policy must be followed:

- Go out to the yard on time. If you know you have yard duty, plan to go out on the yard with your students right when recess starts. If you need to use the restroom, make arrangements for someone to cover your station.

- Yard duty is an active job. Teachers need to be at their assigned posts making sure that students are playing appropriately and safely. Teachers should refrain from using their cell phone during their yard duty time.
- All teachers need to be on the yard by the time the bell rings ending recess. Many problems start when classes lineup or are waiting on the yard unsupervised. Also, it makes it easier for all teachers to maintain an orderly line when every class is supervised.

Here is the link to the [2018-19 Yard Duty Schedule](#). Please note that TK/K teachers am recess is considered instructional minutes and so during that block teachers are expected to teach their students how to play safely and appropriately with one another. Ms. Chuong will be outside during this time to provide brief bathroom breaks if needed.

Student Playground Procedures

We have school-wide playground rules to keep students safe during recess:

1. Follow directions from adults and Student Coaches.
2. Freeze whistle- Freeze and take a knee when the bell rings. When the long whistle blows, students walk, not run, to line. Students wait for their teacher in a straight line and walk back to class at level zero.
3. Play safety: **Play fighting and wrestling are NOT allowed. Esperanza has a strict hands to yourself policy.**
4. Students are expected to use the bathroom and drink water during recess.
5. Students may not play and eat at the same time. Only healthy snacks may be eaten.
6. Students must clean up after themselves. No trash or food waste is to be left on the playground. It is the yard duties teachers duty to ensure trash is picked up.
7. Students are to stay out of the tree area by the basketball courts
8. Students are allowed on the back field when a noon supervisor is on duty with them.

Play Structure:

- Do not run on the play structure.
- One person on the slide at a time.
- Go DOWN - do not climb up the slide.
- No eating on the play structure.
- Do not stop on or play on the slide.

For minor infractions, students will receive a warning and bench time. For fighting or repeated infractions, students will be referred to the office. If a teacher or noon supervisor is sending a student to the office, the student must have a referral.

Playground Tour

Teachers should explicitly teach the yard and line up behavior expectations and take their students on a tour of the playground during the first weeks of school. Here are the things that should be covered:

- The boundaries of the yard. (ex: no playing behind the trees or the portable ramps)
- The location of the restrooms.
- The monkey bars – one direction from the portables towards the end of the playground, one person at a time, the next person waits off of the mat.
- The play structure – no running at any time or under monkey bars, no pushing or pulling off of the structure, one person on the slides and poles going down only.
- No inappropriate games including such as, wrestling and flipping.
- Practice the freeze bell and whistle, and walking to the line several times.
- Equipment should stay in the assigned area on the yard
- Please use the equipment that is available on the yard. No personal equipment on the yard
- Please do not bring backpacks during recess or lunch on the yard

Cafeteria/Lunch Process

Teachers must walk the students to the cafeteria. Teachers must be in the front of the line and ensure students are lined up quietly to enter the cafeteria.

1. bathroom before entering cafeteria
2. quietly wait in line **NO TOUCHING**
3. **walk down the side not through the middle**
4. say hello, please and thank you to cafeteria staff
5. take tray, napkin, and utensils
6. walk directly to your table and take a seat
7. focus on eating your food first
8. monitor your tables noise level, keep your colored cup/cone on green
9. raise your hand for any needs
10. tables are dismissed one at a time
11. form 2 lines to dump trash, recycle, compost and tray
12. walk calmly out

Emergency Lesson Plans

When teachers are absent, substitute teachers are difficult to obtain. When there is a substitute to cover an absence, there should be a lesson plan folder available in the front office that includes: a bell schedule, a class list, a partner teacher's name and room number where students can be sent, and a plan for the day. Please turn in your emergency lesson plan folder on August 23rd to Mr. Anderson.

When there is no substitute, the lesson plans we normally leave for subs to use with our classes become obsolete. In this case, students are split up and placed in other classrooms.

- These are stored in a file cabinet in the office.
- Two days of emergency lesson plans need to be turned into the office by the end of the second full week of school.
- Plans can be created by the grade level
- Turn in 1 complete packet to last the entire day and the office will make the copies as needed.

- **They need to be replenished after they are used.**
- **Office staff will make a split class master list and ensure that students go to the correct classroom**

Student Attendance

Attendance is taken on-line using Aeries. Attendance should be taken by 9:00AM. **No student should be admitted to the classroom after 8:35AM without a tardy slip. Attendance should be taken on the first day of school.**

Please direct parents to the office to complete an “absence verification” form when students are absent.

You will be notified from the office staff is you will receive a new student. Both teachers will be notified by office staff. Please ensure your new students have a uniform shirt.

Student Attendance Review Team (SART)

Our School Attendance Review Team (SART) is designed to help students who are experiencing attendance/tardiness problems. The team works with the student, parent/caregiver, school staff and local community resources to find solutions to the student’s attendance/tardiness problems. It is extremely important that the parent/caregiver attend the scheduled SART meeting. If the student’s problem cannot be resolved at the school site, or if the student and parent/caregiver are not cooperative, the matter will be referred to the **Oakland Unified School District School Attendance Review Board (SARB)** for a hearing. If the problems are still not resolved, the case is taken to the Alameda County District Attorney’s office and charges can be brought against the parent/caregiver.

Once a student has 3 unexcused absences a district-generated letter is sent to the parent/caregiver, and to the school. The Esperanza Attendance Team (AP, Attendance Clerk, OUSD Truancy Officer) then schedules a SART meeting.

School Uniforms

Esperanza requires ALL students to wear uniforms. Esperanza is committed to creating a culture of academic rigor. A uniform dress code encourages this atmosphere. Implementation of this policy will reduce distractions and disruptions caused by clothing and make economic disparities between students less obvious. If a student is out of uniform, the student should receive a “loaner” shirt from the classroom teacher. The classroom teacher should call home or speak to a parent before or after school to ensure the family understands the uniform policy. If the infraction continues to occur a phone call home will be made from the office.

Health Services

Currently, Esperanza has a school nurse 3 days a week. All major medical emergencies can be sent to the office. All classrooms are supplied with first aid kits, and teachers are expected to take care of small scrapes and abrasions. These supplies need to be replenished through the office. **Teachers know their students best, and can determine if the situation is an emergency that requires office intervention.**

Students who require inhalers for asthma or other medication must register them with the office before they can be dispensed. Students returning from hospitalization need to bring a medical release from their doctor. **All Students that come to the office for Medical Attention need to have a pass from a teacher or staff member.**

Library

Library – for Parents

- All parents are allowed to check out books
- Books are checked out for 2 weeks
- Parents can check out 5 books at a time
- Parents with more than one child can check out up to 10 books
- We do not charge for overdue books, but we do charge if books are lost or damaged

Library Hours

Monday: 8:00 a.m.- 4:00 p.m.

Tuesday: 8:00 a.m. – 4:00 p.m.

Wednesday: 8:00 a.m. – 1:30 p.m.

Thursday: 8:00 a. m. – 4:00 p. m.

Friday: 8:00 a.m. – 4:00 p.m.

Library for Teachers

A library schedule will be provided by Ms. Lara, our librarian. We will send that out as soon as it is ready.

The Stonehurst (Esperanza) School Library is open five days a week and teachers will receive a scheduled time to bring their class. The librarian will provide teachers and students with the policies and regulations surrounding checking out materials.

Auditorium

Teachers that would like to practice with their class for upcoming student performances on stage need to reserve stage-time in advance. Please use the signup sheet on the auditorium door.

Emergency Procedures

Earthquake

If an earthquake occurs, remain where you are. During earthquakes, most injuries occur as people are entering or leaving buildings (from falling walls, electric wires, etc.).

1. If you are indoors:

- Drop to the floor immediately
- Crawl to the nearest shelter (desk, table, or chair).
- Cover your head and neck
- Stay in place until the ALL CLEAR

2. If you are outdoors:

- Stay away from overhead electric wires, poles, or anything that might shake loose and fall (such as corners of tall buildings)
- Report to your room class line up spot

Fire Drill

If the fire alarm sounds, students must proceed to the pre-designated exit and walk silently. Teachers should bring emergency rolling cart or backpack and student accountability cards (red/green) to the yard with them. Administrators conduct a sweep of the building and then exit to the yard to check all classes before dismissing students to class.

Lockdown and Lockout Procedures

In the case of a school wide lockdown the following announcement will be made over the intercom: “ This is a lockdown” or “This is a lockout.” Upon hearing this announcement teachers need to lock and close their classroom door, shut their windows and blinds and take an immediate count of their students. The administrative team and support staff will make an immediate sweep of the building and ensure all

students and staff are safe. An announcement will be made when the lockdown is lifted.

Supplies

Teachers can request supplies using a supply request sheet sign up in the office. You will receive your supplies within 24 hours.

You will receive a “Welcome to School” supply box the Friday before students arrive. Some of the items will include: pencils, grade-level paper & crayons, erasers, sentence strips, etc. See Mrs. Mili.

Curriculum and Instruction

Esperanza Elementary is a dual language school that prepares students to be college and career ready. Through 50/50 instruction all students engage in rigorous standards based instruction that leads to biliteracy. We believe our students are capable of reaching high levels of achievement through high expectations, support, and care from the community.

We use a balanced literacy approach within our dual language context in order to provide high quality reading instruction. Balanced Literacy includes Reader's and Writer's Workshop in both Spanish and English. We support our English Language Learners by using a variety of support systems such as GLAD, Transferability, and Integrated ELD. Teachers at Esperanza also have created thematic units that are aligned to the Common Core State Standards. We use the authentic literacy template to plan close reads of complex texts.

We use the Common Core Standards aligned *Math Expressions* program and the district's math performance tasks as the foundation of our math program. We supplement our curriculum with researched based teaching practices and strategies, including Number Talks, "3 Reads", and academic discussions to support our students in building strong conceptual understanding in each mathematical strand.

DATA DRIVEN INSTRUCTION

At Esperanza we use data driven instruction to inform and guide our teaching. We engage in cycles of inquiry quarterly to continue to grow teachers' practice and focus on data in order to track students progress as well as strengthen teacher practice. After data is gathered, we analyze and reflect and plan collaboratively to create a corrective action plan in order to ensure student achievement and acceleration.

CREATING LIFE-LONG READERS

We firmly believe that reading is a critical component to student achievement. We try to instill a love for reading to all our students in both languages on a daily basis. We use Accelerated Reader (AR) in Spanish and English which is an online computerized reading comprehension assessment program. AR supports students to be accountable and track their own growth.

In order to encourage reading we have reading assemblies twice every trimester where we celebrate students' reading progress. We have different reading clubs to mark different word goals that are met. We also have a schoolwide reading goal where we challenge all students to read 100,000,000 words in the school year.

HOMEWORK AND READING LOG

Homework is critical expectation to ensure students are making academic gains on a daily basis. Homework is a tool to help students strengthen skills and teaches responsibility and independence. Families serve a key role in supporting students in completing their homework on a daily basis.

Reading is expected to happen at home on a daily basis for a minimum of 20 minutes in lower grades and 30 minutes in upper grades. In grades 2-5 students are expected to complete a reading log on their book. This is an integral part of the students homework. Families can support their children by reading with them, having their children read to them, or asking them questions about their books. Families should support their students reading by reading to them on a daily basis for students in Kindergarten and First grade. With that being said, please do not over assign homework or depend on homework completion for expecting students to learn new content.

It is important that all teachers create a homework policy that will help students learn the importance of responsibility. **However, please do not keep students in for recess or send them to the office when they do not turn in their homework.** As a PEP grant

recipient we are not allowed to “bench” students.” Also, the office staff cannot keep track of all the students at once.

Daily Agenda with content and language objectives

Daily Schedule

Each classroom should have the current day’s agenda posted in a visible location to help establish curricular routines and expectations. Daily agendas should include times, content areas, and kid friendly Common Core Standards aligned content and language objectives.

Weekly Schedule

All teachers will adhere to the weekly schedule created by ILT and your grade level team. This schedule will be kept on file. It is imperative that any changes to this schedule are approved by the administration and updated in the drive.

Lesson Plans

Lesson plans are to be kept by grade level on the drive. Plans must be complete by Friday afternoon for the following week. Some PLC time will be provided to collaborate on lesson plans by grade level. It is the classroom teacher’s responsibility to plan for language and content specific lessons.

Classroom Organization

Classrooms should reflect the following criteria:

As a dual language program, to help students learn by having consistency across the grade level, the partner teachers should set up their classrooms similarly with white board configuration, library, posted norms and core values etc.

Anchor charts are neatly written and posted throughout the room in a manner in which students can access the information.

The room is safe. All walkways are unobstructed. All furniture is stable. All electrical cords and wires are secured and safe. The floor is free of debris.

The room is attractive. The room is conducive to learning. There should be regular displays of student work. Desks are arranged in way that allows students to easily attend to the lesson. The arrangement should also encourage **cooperative learning**. Learning stations and materials are neatly arranged, labeled, and easily accessible to students.

There MUST be a classroom library in every classroom with leveled books.

Common Core Standards

The [CCSS](#) are a national set of expectations for student knowledge and skills that students need to master to succeed in college and career. They were designed by the Council of Chief State School Officers and the National Governors Association for Best Practices. The CA State Board of Education adopted the CCSS on August 2, 2010.

The CCSS moves towards a greater focus and coherence of student learning. They define what students should understand and be able to do in their study of Mathematics and English Language Arts.

Newcomer Program

[Flowchart](#)

Esperanza Newcomer Placement

2018-2019

Newcomer Arrival: Enrollment and Registration
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At the time of enrollment, office staff will check the “Supplemental Student Data” screen in Aeries to see if the student is a newcomer. Newcomers will have a tag of N0, N1, N2, or N3 in Aeries. To be labeled as a newcomer by OUSD, students must meet the following criteria:

- US Entry Date (Grades TK-2) or US School Entry (Grades 3+) within the last three school years

- Home language other than English
- Place of birth outside the United States*

At the time of enrollment, office staff will class will assign grade level according to student’s chronological age. The homeroom teacher is assigned at registration on-site. Within one business day of registration at Esperanza or KDA, attendance clerk will notify Newcomer TSA of 2nd-5th grade newcomers. Within the first week of enrollment, Newcomer TSA will conduct assessments of these students, and determine the appropriate level of available newcomer supports.

TK, Kinder and 1st Grade Students

Newcomer TSA is not notified of TK-1 newcomer enrollment. Students in these grades do not receive pull out services by the Newcomer TSA. Push in services may take place on an occasional basis. Teachers of these students are encouraged to contact Newcomer TSA for guidance or curricular support.

2nd-5th Grade Students

Students in these grades receive newcomer services to address their transition into OUSD. They receive targeted English language instruction and academic support. These students will spend time daily with the **newcomer TSA** but will also spend time daily in their homeroom classrooms. Newcomer services are organized into two tiers, with placement criteria outlined below. These criteria may not designate students clearly into Tier 1 or Tier 2; the Newcomer TSA will make case-by-case decisions around placement.

Placement Criteria	Tier 1	Tier 2
Purpose of the Tier	Provide students with basic school readiness, early literacy, survival English skills, etc.	Prepare to mainstream fully and engage in homeroom core content instruction
Language Proficiency Testing	Novice (Beginning) / Early Intermediate	Early Intermediate / Intermediate
Level of Previous Education	Students with limited or interrupted formal education (SLIFE) will generally start in this cohort.	Students without large gaps in their education in their home country who may have some basic English proficiency may start in this cohort or move into this cohort more quickly than others.
Home Language	Homeroom does not include instruction in home language.	Spanish-speaking students at Esperanza are more likely to be placed here if they can participate in dual language classes.
Alphabetic Awareness	Students without knowledge of the Roman alphabet	Students with working knowledge of the Roman alphabet

* In some cases, students who should be newcomers were born in the United States but lived several years outside of the country. In these cases, sites may manually flag these students in Aeries using the same tag on the supplemental student data screen.

English Language Arts

The Oakland Unified School District has adopted a Balanced Approach to Literacy. We have adopted Advance and Adelante for both reading and writing. This approach to literacy is balanced by components which provide routines and rhythms within which a teacher plans out the exact teaching points based on the observational, formative, and standardized data she has gathered. Every day, there is a time for direct instruction of a specific skill or strategy, another time for guided practice, a time for formative assessment to see if the students have understood what was taught, and a time for independent practice. There is also specific times for whole group, small-group, and one-on-one personalized instruction.

-

At Esperanza, we have adopted the [Four-Square Writing Method](#).

English Language Development (ELD)

The Oakland Unified School District has created the following set of goals for the teaching and learning of ELL students:

Promote and support the integration of language and content instruction

Provide both Designated and Integrated English Language Development

Provide professional development on language instruction to teachers of all content areas

Design and finance differentiated supports for our diverse ELLs (newcomer, Long-term ELLs, SPED-ELLs, etc)

Invest in materials and PD for bilingual programs

Increase collaboration of ELLMA and Programs for Exceptional Children

Esperanza teachers will **integrate** best practices, as well as have **designated** ELD time in their daily instruction to support ELLs in their classroom.

Math Curriculum

The OUSD Core Curriculum with Math Expressions. In August, all teachers will receive the updated Mathematics Core Curriculum Guide, which will include a revised Scope and Sequence and the Core Curriculum units of study. These mathematics units are being revised to align Key Learning Experiences (Entry Task, Formative Task and/or Expert Task and Summative Tasks) with the full lesson series from *Math Expressions*, the newly-adopted textbook for math in district elementary schools.

Science Curriculum

The OUSD elementary science program centers around the FOSS curriculum. FOSS kits are provided to all elementary school sites on a rotational basis every trimester. Live organisms and consumable materials will also be fully supplied. All FOSS Kit materials need to be accounted for upon receiving and once sent back to the district. Any missing materials are billed to the school. The Foss kits are an excellent opportunity for students to experience science through hands-on activities. These kits also support cooperative learning. Foss kits can be explored further at the SMART Center located on the 2nd floor of the district warehouse. (900 High Street) Their phone number is 879-2315.

Assemblies and field trips can support your science curriculum as well. Several teachers have received special grants/donations to pay for trips. Some of the minimal expense trips include the Hall of Health in Berkeley, the Oakland Museum, and the Rotary Center at Lake Merritt.

Social Studies Curriculum

The Oakland Unified School District's History-Social Science Vision is as follows:

History teachers in OUSD prepare all students to grapple with meaningful and controversial questions from history, think like historians when examining evidence, and take informed action in the digital age.

Caring School Community

The Caring School Community (CSC) program is a [nationally recognized, research-based](#) program for grades K–6 that builds classroom and schoolwide community while developing students' social and emotional (SEL) skills and competencies.

CSC strengthens students' connectedness to school—an important element for increasing academic motivation and achievement and for reducing violence and delinquency.

Class Meetings, a cross-age buddies program, and Homeside Activities, and School-wide Community-Building Activities help students develop respect for each other and take ownership for their learning and behavior. [Download](#) the first eight weeks of Class Meetings to see how CSC can help you:

- Build relationships among students
- Address problematic playground behaviors
- Set classroom norms, and more

Field Trips

Field trips are planned and organized by individual classroom teachers. The trips support and enhance the instructional program. Field trips must be done by the end of May. Before scheduling a trip, teachers must check the school master calendar **and** determine funding and transportation requirements. **Forms must be completed 30 days in advance and turned into Mr. Anderson to be approved by the Principal.** If bag lunches are needed, or the class will be away from campus for lunch, teachers must fill out a *sack lunch request form and fax it to Nutritional Services*. Also, a Health Service Notification form must be filled out and given to the school nurse.

Some of the local resources Esperanza teachers have used for field trips are: Oakland Museum, Hall of Health in Berkeley, UC Berkeley Campus, tours of downtown Oakland and Chinatown, Oakland Zoo, Brookfield Library, and Lake Merritt. Permission slips and forms for the trip are on the OUSD Intranet.

Field trips are a privilege, and teachers should not take any student who has not exhibited appropriate self-control. Parents need to be informed of the decision not to take a student in advance of the field trips (at least 2 weeks and given the option to chaperone). Sometimes it is appropriate to require a student attend only if accompanied by a guardian. All students must have a signed permission slip to go. These forms must be signed by the teacher and the principal and sent home one week in advance. Students not going on the field trip including latecomers must be provided

a work packet similar to an Emergency Lesson Plan packet. Teachers are responsible for arranging classroom placements ahead of time.

Assessments

ELA

DRA/EDL, SRI SIPPS STAR english and Spanish

Math

IABs, CEOU Performance Tasks

Writing

From Advance and Adelante

Science

CST (Grade 5)

Physical Education

For the 2019-2020 school year we will have a part time PE teacher, Mr. Peake. He will provide your weekly prep time and a schedule will be provided to you at the retreat.

There is a spring test required of all fifth-grade students and consists of a mile run, modified sit ups, arm hangs, trunk stretches, and height and weight measurements. It is never too early to begin physical conditioning instruction in the primary grades.

IABs/SBAC

The Smarter Balanced Assessment Consortium is a multi-state, state-led consortium that developed next-generation assessments aligned to the Common Core State Standards in English language arts/literacy (ELA) and mathematics that accurately measure student progress toward college and career readiness. The Smarter Balanced

summative assessments are available in ELA and mathematics to students in grades three through eight and eleven. Each content area of the online test consists of a computer adaptive test (CAT) (also called a non-performance task [non-PT]) as well as a performance task.

This 2018-19 school year, classrooms will conduct IABs (Interims Assessment Blocks) to help better prepare students for the Summative end of year assessments (SBAC). Ms. Chuong and Ms. Segura will provide you with trainings and also team teach with you during this process.

Report Cards

Report cards are distributed at the end of each trimester to all students after the principal reviews them. Student grades must correlate with district assessment scores and need to be consistent across grade levels. Comments made on the report cards should provide suggestions on how students can improve academically and or socially. Report cards must be completed the Friday before distribution and turned in to the principal for review.

For Esperanza report card guidance click [here](#).

Parent/Caregiver - Teacher Conferences

At the end of each trimester, teachers, parents, and students meet to discuss the child's general academic progress. This is a time for teachers and parents to ask questions and listen. The goals of these conferences are to inform, and to establish/maintain a cooperative relationship with parents. (At least two must be held each year.)

Oratorical Festival

All teachers are encouraged to have the students participate in the annual Martin Luther King Jr. Oratorical Festival. The school site competition is generally in January, with the top performances moving on to the district competition. Students can perform individual, small group, or whole class pieces. It is advised that students begin to practice their pieces at least by November. The Assembly Committee will work on the logistics.

Computer Class

Computer Class will focus on basic computer and technology skills and literacy based on adapted technology standards from Long Beach Unified, learn about cyber safety, how to be a responsible cyber citizens, utilize appropriate learning programs and resources to aid in reading and writing. Ms. Chuong will support all classrooms in implementing online resources to support student learning across all grade levels by pushing in to classrooms weekly.

Behavior Management

PBIS

Esperanza is a PBIS (Positive Behavioral Interventions and Supports) school. Teachers commit to teaching students lessons from the Esperanza Culture Plan 19-20 so that students learn how to conduct themselves in different areas of the school and contribute to school-wide culture and climate. The links below are documents/lesson plans to help you teach to students what PBIS looks like at Esperanza.

[Matrix](#)

[Lesson plans](#)

[Normas](#)

Color-coded Behavior Management

All classrooms should have and use a Behavior Chart to support students in engaging in self reflection on their behaviors. When using this chart, it is important for students to understand when their behaviors are disrupting not only their learning, but their classmates' learning and why. Students should also have the opportunity to move up and the behavior chart.

ESPERANZA BEHAVIOR CHART

Blue EXCELLENT Positive phone call home	"I am making excellent DECISIONS FOR MYSELF."
green GOOD verbal reminder	"I am making GOOD DECISIONS."
YELLOW OK	"I need to STOP, THINK, and remind myself

<p>STUDENT CHOICE TO DO THE FOLLOWING:</p> <ul style="list-style-type: none"> • MOVE SEATS • "CALM CORNER" • STAND OUTSIDE CLASSROOM DOOR <p>(STUDENT DECIDES WHEN TO COME BACK WHEN THEY FEEL LIKE THEY ARE READY)</p>	<p>HOW TO MAKE BETTER DECISIONS."</p>
<p>orange RETHINK AND TRY AGAIN</p> <p>REFLECTION SHEET</p>	<p>"I NEED TO RETHINK HOW I CAN MAKE BETTER DECISIONS BY OBSERVING MY PEERS IN OTHER CLASSES AND TRY AGAIN IN MY OWN CLASS."</p>
<p>Red GUIDANCE AND SUPPORT</p> <p>BUDDY CLASSROOM</p>	<p>"I DON'T KNOW HOW I GOT HERE, BUT I NEED GUIDANCE AND SUPPORT FROM MY PRINCIPAL, PARENTS, AND TEACHERS TO GET BACK ON TRACK."</p>

Student Success Team (SST)/COST

The Student Success Team (SST) is designed to support students that exhibit academic and/or behavioral difficulties. Initial meetings are held to create intervention plans aimed to support student success. Follow up meetings gauge the success of the intervention and plan further support measures if necessary. Teachers interested in holding SST meetings must first complete the COST (Coordination of Services Team) referral form. The COST team will meet, review all referrals and match support services as needed. The team will also schedule SSTs. The COST team will consist of the Ms. Arnold, Ms. Chuong, speech teacher, RSP and counselor.

Student Referrals

OUSD has adopted a universal referral form. This form is used for behavior referrals. It must be filled out correctly and completely and please keep in mind most often before writing a referral there must have been three pre-intervention supports.

Students are not to be sent to the office because of misbehavior without a referral.

SPECIFIC BEHAVIORS

Abusive Language: Students are responsible for communicating openly, honestly, and without abusive language. We define abusive language as any words or gestures intended to insult, hurt feelings, or to show defiance.

Disrupting Class: Students will be held accountable if they disrupt the learning process of other students and teachers.

Inappropriate Physical Contact: We define inappropriate contact as intentional pushing, hitting, kicking, etc. Please keep in mind we have a firm hands to yourself policy.

Ms. Chuong will maintain a database for student referrals which will allow teachers to log on and view the results of the referrals. Students with repeated numbers of referrals will have individualized behavior plans developed and SSTs scheduled.

Partner/Buddy Teachers

Partner teachers are an excellent resource for managing behavior. Moreover, they serve as an alternative to simply sending behavior problems to the office. Teachers are advised to have two partner teachers. Your partner teachers cannot have the same recess/assembly schedule as you. For example, a 5th grade teacher might have a 1st and 2nd grade teacher as his/her partner teachers. A student should be sent to a partner teacher only after being given several warnings along with a time-out and a reflection sheet. Students must also have a reflection sheet to fill out and work to

complete in the partner teacher's classroom. The students should not be sent to a buddy classroom for more than 10 minutes. Students who have lost recess and/or assembly privileges are also to be sent to their partner teacher during recesses and assemblies.

When students are sent to a partner teacher during general instruction time, teachers must send work along with the student.

Teachers should not be using Partner Teacher for more than 15 minutes.

Students should not be left in the classroom longer than 15 minutes.

Positive Behavior Tickets

All staff members have the responsibility to give our positive behavior tickets when students display the school wide norms of: show respect, make good decisions and solve problems. Ms. Chuong will provide the tickets and have hard copies for all staff members.

Weekly PBIS Star Student Raffle

Every week on Friday before school ends, Ms. Chuong will ask teachers to nominate students for a weekly raffle in which students names will be drawn in the three categories Make Good Decisions, Solve Problems, and Show Respect. They will be called to the office to get a prize.

Core Values

At Esperanza, we also teach core values in addition to our school norms. Our norms are how we conduct ourselves, but our values teach students certain life-long values that we hope they will carry with them into the world.

- **RESPECT:** I treat others the way I want to be treated.
- **SCHOLARLINESS:** I strive for academic excellence.
- **EMPATHY:** I care for all people.
- **DETERMINATION:** I work hard to meet my goals.
- **DIVERSITY:** I value different languages, cultures and people.
- **SERVICE:** I make my community a better place.

There will be an assembly held each trimester to celebrate students who are recognized by their classroom teacher in each of these categories.

Special Programs

Esperanza University After School Program

BACR's Mission

Promote the healthy development of individuals and families, encourage service and volunteerism, and help build community.

Our After School Program at Esperanza Elementary School is managed by Bay Area Community Resources. BACR believes in providing a nurturing environment where students can improve their academic skills, explore new interests, and develop self-expression, personal growth, and youth voice. Our program helps youth develop their socio-emotional skills and strategies.

The after school programs are guided by Best Practices in youth development and offer structured academic support (literacy and math) and enrichment activities, Monday through Friday afternoons (2:45pm-6pm). With the funding from Oakland Fund for Children and Youth (OFCY) the program is free for accepted students. Parents of accepted students must sign a letter of commitment agreeing to follow the program's policies and procedures.

Our Standards of Practice

- § We persevere, are dependable and act with integrity.
- § We recognize the needs and strengths of children and support their development.
- § We are continuous learners - stretching, growing and innovating.
- § We build healthy relationships and are guided by a caring heart.
- § Our services are based on proven models and methods.
- § We work within communities and build alliances to meet community needs.

Our Core Values

Our core values form the foundation on which we perform our work and conduct ourselves. These values underlie our work, how we interact with each other, and which strategies we employ to fulfill our mission.

Building a Positive Community

BACR's After School Program encourages students to work together to learn new skills and explore core values that create a community. Students are taught respect for each other through active listening, group sharing, partnering in fair play and reflection.

Program Offerings

- § Academic Mentoring
- § Visual Arts with MOCHA
- § Performing Arts
- § Garden Program
- § Health and Wellness
- § Cultural Celebrations
- § Seasonal Sports and Physical Fitness with WELO
- § Techbridge, Science-focused Technology for 5th Grade Girls
- § Prescott Circus
- § Service and Leadership Team

Ivette Vallejo

BACR After School Program Coordinator

Esperanza Elementary

ivallejo@bacr.org

Counseling

Lincoln Child Center

Esperanza has an on site clinician that works with individual students, groups of students, and families. We also have classroom support options. If you have a student whom you feel needs to receive counseling support fill out a COST form. If there is an emergency situation that needs to be dealt with immediately please let the front office know and they will contact _____, clinician, and/or Ms. Mayra, intervention specialist. They will be on campus Monday-Friday from 8:00 to 5:00.
mayrahernandez@lincolnfamilies.org

Psychologist

Esperanza has a 1 day school psychologist available for referrals. To refer a student, fill out a COST referral form.

New Teacher Support

The district requires new teachers to participate in the state mandated new teacher support program (BTSA).

New teachers to Esperanza will also be partnered with experienced teachers on-site to provide on-going local support. Esperanza and KDA will provide additional new teacher support on topics such as Accelerated Reader, Illuminate, reading and writing workshop etc.... These opportunities will be provided in the beginning of the year weekly, and then subsequently monthly. All teachers are welcome to attend.

Please speak with Ms. Chuong for she will be the designated person who will guide you through your first year here at Esperanza, along with Ms. Segura. Do not hesitate to reach out.

Understanding the importance of staff professionalism and consistency, I have read the above sections of the Esperanza Handbook and will follow these agreements to the best of my ability.

Teacher Signature

Principal's Signature

Date

