



Home of the Panthers



2024-2025

Guide/Staff Handbook

**Dr. Reneta Johnson | Head of School
LaShundra D. Richmond | K-8 Principal**



Leader's Pledge

**I care about each and every person in this school.
I promise to do my best to provide the most positive
and caring school environment possible so that our
guides can teach, and our scholars can fulfill their
potential for academic and personal growth.**

Head of School

K-8 Principal

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Mission, Vision, Mantra

This Staff Handbook has been developed to help you become familiar with the various rules, policies, procedures and information necessary for the smooth and efficient operation of our school. It is hoped that the contents will provide the answers to many of your questions and that it will serve as a guide for you throughout the school year. It is felt that no one can become too familiar with the administrative policies of the organization; therefore, you should look through this handbook often and gauge your behavior and actions in regard to what is expected. The policies set forth herein are to be adhered to by each of you. Please keep your copy in your room so that it may be available as the need arises.

Shared Mission

Legacy Prep's mission is to educate and empower our scholars to embrace their identity, lead lives of choice and opportunity, and impact their communities as the next generation of socially-conscious leaders.

Shared Vision

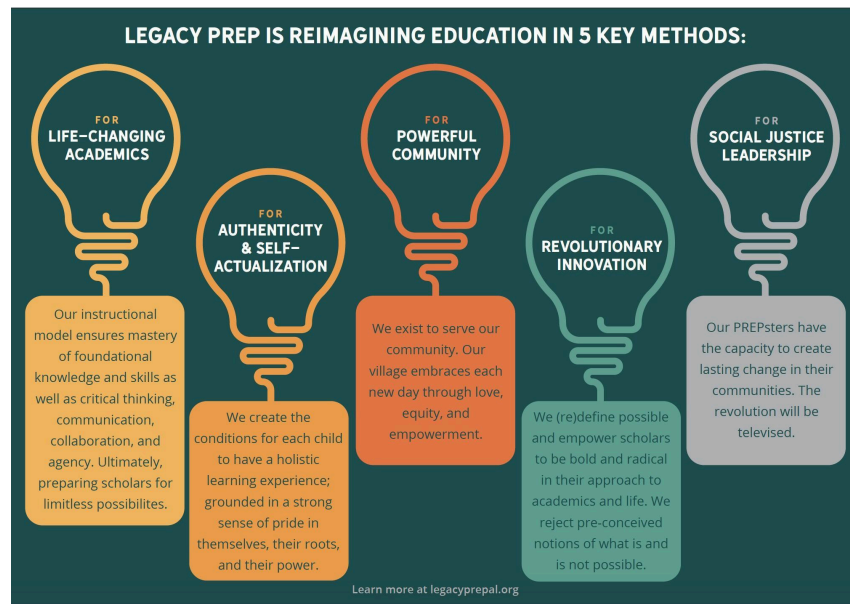
We envision an exceptional educational experience in our scholars' lives that readies them to establish their legacy, and prepares and inspires them to create a life full of opportunity, choice, connection and meaning.

We believe that every child should graduate from high school equipped with the skills, knowledge, and habits to lead a fulfilled life; one that is led with freedom, choice, financial independence, community engagement, strong relationships, and health. We believe that for adults to thrive and live such a life, they need to have a Sense of Purpose, which involves self-knowledge, the ability to set and meet goals, and the critical skill of persisting in the face of inevitable challenges.

We believe that scholars from all backgrounds, nationalities, ethnicities, races, and sexes have the same potential for success. We also believe in, and celebrate, the individual differences young people bring to an educational environment; learners vary in the pace at which they learn, in the subjects and topics they find interesting, and in the types of materials that they find engaging. We believe in the principles of restorative justice as a way to build a community and an academic culture. We believe that education can be the most powerful mechanism of social change.

We also hold a set of beliefs around key partners in the educational process; namely, guides and families. We believe that we must position guides for success with sufficient support, time, tools, and learning opportunities. We believe that parents and guardians are critical partners in ensuring each scholar's success.

Educational Model Pillars



Core Values

Legacy Prep firmly anchors its beliefs in the following values:

- Love
- Excellence
- Boldness
- Perseverance
- Wonder

Impact Drivers

- Unapologetically believing in the brilliance of all children by placing them at the center of our model and every decision we make.
- Diversity, Equity, and Inclusiveness guide and inform our thinking on every aspect of our school.
- Culturally responsive pedagogy ensures we honor our children and community for who they are.
- Aspiring to be a community catalyst= through social justice and service.
- Recognizing that literacy is a revolutionary idea for many of our children and that we will settle for nothing less.

- Employing quality guides who drive exceptional results.
- Building our school culture on love, joy, support, and excellence.
- Using data to guide and inform the most impactful instructional decisions we make.
- Using innovation as a means to reimagine the scholar learning experience.
- Developing and expecting a growth mindset in our community.

Legacy Prep Mantra

**At Legacy Prep we are bold.
We are who we say we are: Educators, innovators, trendsetters, and champions.
We are disruptors
Who are intentionally making a difference
In changing the status quo.
We were created to pave the way to excellence
Through unity, strength, and hope. This place, this time, and the people here
Deserve this because we are the ones
The world was waiting on.
We are a village
that's humble but ready to embrace
Each new day through love, equity, and empowerment.
We are the change we need to see.
Failure is not an option.
We can and we will.
The revolution will be televised.**

Policies and Procedures



Accident Reports/Worker's Compensation

All employees are provided this benefit. You are covered only while on the job. If you are injured at work, a First Report of Injury form must be prepared by you and signed by the principal within 24 hours of the injury. If medical attention is needed, only certain physicians handle Workmen's Compensation cases..

Announcements

School announcements—written and verbal—must be approved by the principal or designated representative. Use the announcement form to request that an announcement be made. (See Appendix) To keep classroom interruptions to a minimum, announcements will be made at designated times in the morning and afternoon.

- Announcements are made each morning at 8:00 am promptly. Afternoon announcements will be made at 2:45 pm.
- Announcements to be read should be approved by an administrator and placed in the front office.
- It is required by law that all faculty members and scholars respect the “Moment of Silence” (board policy/state law) during the morning announcements.
- Scholars must be in their classroom during am/pm announcements.
- Guides and scholars are required to listen to announcements.

Appointments

Personal appointments should be arranged after school hours. **No appointments should be arranged on Wednesdays or during state-mandated testing.** Check the school calendars to alleviate conflicts in scheduling.

Assemblies

- Scholars will enter and exit the gym/cafeteria in an orderly fashion.
- Guides must remain with their class during programs.
- All faculty members are required to attend assemblies.
- Guides should model attentive behavior (i.e. no grading papers, eating, talking, etc).
- No child may miss any special event without permission of an administrator.

Attendance (Scholar)

Scholar absences must be recorded daily. The homeroom guide must sign the register indicating that the information recorded is accurate and current. Scholars are considered absent if they are not in attendance the first full half of the school day—8:00 am to 11:30 am. A note from a child's parent is required upon returning after an absence. If a child is absent for more than three consecutive days, the guide is required to contact the parent and make any necessary referrals to the counselor. Scholars are to be given an opportunity to make up work missed during their absence.

Attendance (Staff)

Daily

- Staff hours are Monday, Tuesday, Thursday and Friday 7:25 am-3:30 pm,
- 7:25 am-4:45 pm on Wednesdays. (Expect those with morning duties or assigned times.)
- Part-time employees and shared part-time employees will work with the principal to determine their schedules. The final decision will be based on the needs of the school.
- Wednesdays are designated for administrative scheduled meetings, in-services, curriculum planning sessions, etc. **Do not schedule parent conferences or other meetings on Wednesdays after school.**
- **Attendance is required.**
- A leave form must be completed and placed in the principal's mailbox anytime a staff member is absent, cannot work the above schedule, or cannot attend scheduled meetings. (See Appendix)
- Substitutes can only be hired by the day or half day. Sub folders, provided for all guides, must be completed and updated regularly. This folder should be kept in a visible place.
- Detailed daily lesson plans must be left on your desk for the following day's lessons. Plans will not be taken over the telephone for substitutes.
- Faculty members leaving during the working day must complete a leave form and submit it immediately to the principal or designee. No one should leave the building without notifying the principal or designee in person. You will be required to sign in and out if leaving early. Only in the event of an emergency will a sub be arranged for you.
- It is the responsibility of each staff member to secure his/her own sub. In the event of an emergency, call on the morning of an absence. When you return to school a leave form must be completed for time missed.
- Personal days may not be taken the day before or after a holiday.
- Guides must call parents to cancel conferences, and must have someone cover their tutoring sessions or clubs if they must be absent or leave early on the day of the event.
- You must be at school during standardized testing.
- Long-term leave requests and disability forms must be completed at least one month in advance, unless an emergency.
- Guides requesting leave for religious holidays **MUST** fill out a "Leave for Religious Holidays" form in addition to the Legacy leave form. This form is to be filled out 20 days prior to the leave date and **MUST** include details on dates/times documenting when these hours will be made up. These forms are mandated by the Head of School and signed off on by the principal and the employee. The form explains that no more than 3 days per fiscal year may be taken as religious leave.
- The two weather days may become required school work days.

Activities

All staff members are expected to participate in evening responsibilities. Attendance at some of the evening activities is required. Others are optional. Staff will be given a list of evening activities via the school calendar.

Attire

All staff members are expected to maintain professional standards in their dress when representing Legacy Prep School at special events, field trips, and school-related functions. Proper dress is expected of all staff. Therefore, if **you** question the appropriateness of your outfit it may not be the outfit to wear to school. You may also ask an administrator if unsure of appropriate dress.

We should always dress in professional attire at any time we are meeting with parents including registration, parent/guide conferences, IEP meetings, SST, etc. Think about the image you project through the eyes of a parent. Professional attire must be worn even on Fridays in the above situations.

Outline of Attire:

Monday, Tuesdays & Thursdays | LP Branded Gear (polos, cardigan, etc.)

Wednesdays- "Work It Out" Business Casual Attire

Fridays- School Spirit Day

Guidelines relating to staff attire:

- ✓ Pants that cling to your legs such as spandex or leggings are not appropriate and should not be worn at school. Capri pants that come mid-way between your knee and ankle are acceptable.
- ✓ Women should avoid wearing tops that show any cleavage at any time.
- ✓ Flip-flop shoes (rubber shoes with a strap that connects between two toes) and shoes that make a lot of noise when walking should not be worn.
- ✓ Make sure that your midriff is covered at all times, including when you raise your arms or lean over.
- ✓ All undergarments should be covered at all times, including when you move your arms or lean over.

Modeling the appropriate attire is important; scholars are watching everything we do and wear. Please be sure that you are dressed in a professional and appropriate manner at all times.

School Spirit Day Attire

- ★ Each Friday is designated as a School Spirit Day,
- ★ A school spirit shirt, social awareness, or an educational shirt may be worn.
- ★ School spirit day dress will include field trips and other types of field activity days.
- ★ No tight hip-hugger jeans are to be worn.

Audiovisual Materials

All instructional materials must be previewed before use with any class. Only those materials that are on the approved list should be used unless individually approved by an administrator. All videos should relate to the lesson being taught with identified objectives. This information must be included in the lesson plan. The showing of any video, other than curriculum videos, must be approved by the media specialist or an administrator.

Before and After School Activities (Clubs, Chorus, Tutoring, etc.)

- Prior written permission must be obtained.
- Keep a weekly roll.
- When announcements are complete, wait for dismissal to be announced before allowing scholars to leave for their afternoon activity.
- Please adhere to time schedules.
- Make sure that the parents know where their child is to be picked up.
- If a scholar is going home with someone other than their parent, or the person that normally picks them up, a note must accompany the child on that day.
- After two late pick-ups, a scholar will be dismissed from the activity.
- It is the guide's responsibility to attend and remain during their own scheduled club and/or tutoring session. If a staff member misses or leaves during their scheduled club/tutoring time, a leave form must be submitted.
- Guides must wait until all scholars have gone home before leaving.

Bulletin Boards, Cork Strips, and Designated Areas

A part of our responsibility is to provide an environment conducive to teaching and learning. The physical environment is important to instill a sense of pride and promote increased achievement among scholars and staff. In our, there are fifteen bulletin boards, which will be used for grade level team displays of scholar work, and school information. It is expected that each grade level team will collaborate to design bi-monthly displays aligned with the school-wide themes. Additionally, cork strips and wall space in the corridors outside each classroom door should be used to display scholar work samples.

Corridor displays of scholar learning should...

- Be relevant to teaching and learning and based on the standards
- Identify the grade level, content area, and the essential question/standard.
- Feature the rubric used to assess the assignment (or the grading guidelines).
- Be timely. Featured assignments should have been completed within one month of the time posted, i.e. work samples posted in December should have a date no earlier than November.
- Be visually appealing and easy to understand. All word-processed. No handwritten material, display title, headings, etc.
- Should be scholars' best work.
- Please refrain from using mostly commercial items.

Classroom/Corridor Bulletin Board Schedule

Displays outside your classroom/office should be changed bi-monthly unless a unit of study is being featured which takes longer than one month. (In this situation, assignments should be added periodically to reflect progress in the unit.)

Cafeteria Expectations/Procedures

- Please have two table washers and two sweepers assigned every day to assist with cleaning the scholars' table area.
- Please share with your scholars the expectations listed below.

- Please sit with your scholars for the first few weeks & provide appropriate modeling and monitoring of good behavior.
- **Please pay for all food prior to leaving the cafeteria. Meals should be prepaid by guides.**

It is expected that scholars will:

Be Responsible - Keep their table areas clean.

Be Respectful - Speak to the other scholars at their table in a low, "inside" voice.

Be Respectful - Raise their hands if they need assistance. (Monitors will assist scholars with items such as forgotten utensils, ketchup, etc.)

Be Respectful - Use their best table manners.

Good manners consist of the following:

1. Use utensils when eating.
2. Use fingers for "finger foods" such as fruit, apples, bananas, pears, etc.
3. Put utensils on the tray when not using them for eating, not for chewing on them.
4. Do not play with your food.
5. Stay in your seat.
6. Keep your area of the table and floor clean.
7. Use an inside voice; only speak with those sitting to the right, left, or directly in front of you.
8. Keep your hands on your own tray and food.
9. There is no talking while waiting in line for your guide, as we are getting ready for silence in the hallways.

Be Cooperative - Remain seated at their table, sitting properly in their chairs until directed to stand.

Lunch Procedures:

Guides will arrive with their scholars at the entrance of the cafeteria at the start of their scholars' lunch period. Arriving at the appropriate time is vital to the smooth, continuous flow of meal service. Please note that all start times are on a small break mark. Please be sure your time is in accordance with the school's time.

- Guides should remain with their class for the duration of their scheduled lunch.
- Scholars should remain at a voice level 1 while in line in the cafeteria and in the service area.
- With the exception of Kindergarten, scholars will be responsible for plating their own lunch trays. Each scholar should place at least 3 of the 5 components (milk, fruit, vegetable, grain, meat) on their tray at lunch.
- After the cashier has accounted for the scholars' meals, they may proceed to their designated dining area.
- The first and last five minutes of lunch should be at a voice level 0.
- All scholars should remain seated until the guide begins dismissing.
Guideline for lunch room dismissal:
-On 1, scholars put trash on trays
-On 2, scholars stand up with trays and face designated trash can
-On 3, guides dismiss one row at a time to trash out, and line up
- All classes are responsible for cleaning their table with the spray bottle and towels. All trash on tables and under tables must be thrown away to leave a clean space for the next class.

- Place all shared items on the rolling cart.
- To dismiss from the Cafeteria, guides should line up their class at either exit door on a voice level zero and single-file line.

Please note the following:

Buying Adult Lunches

- ✓ Adults must prepay for their meals

Charging Lunch

- ✓ **Adults and visitors are not permitted to charge meals.**
- ✓ Scholars are offered one reimbursable meal for breakfast, lunch, and snack (when applicable) at no charge through our election of the CEP program. Scholars may not charge second meals or a la carte items.

Special Cafeteria Projects

Please consult senior leadership in advance if you would like to do any instructional activities involving the cafeteria or kitchen.

Staff Use of Microwave

Staff may use the microwave in the cafeteria. Please be considerate of those that follow you and wipe out the microwave when you are finished. The microwave is not for scholar use.

Safety Considerations in the Cafeteria

Never leave scholars unsupervised. Instruct scholars to walk slowly since the floor is slippery. Scholars are not allowed in the kitchen. Guides should not ask scholars to bring them ice, beverages or knives from the cafeteria.

Calling/Classroom Phones

Each classroom has a classroom phone. Classrooms are automatically identified when the phone is used. **Remember that this phone is to be used for emergencies only!** An **emergency** is any time a scholar is hurt or threatening to seriously hurt someone else or any time there is immediate danger.

Calendar

The System's calendar and the local school calendar are on google drive. It is the responsibility of each staff member and guide to schedule personal appointments at times when they will not conflict with school functions.

The master calendar will be maintained in the front office. If you would like to add things to the master calendar please submit a form requesting that an event be added to the master calendar to your grade level to discuss at weekly meetings and for the item to be approved by the administrator.

Staff members are expected to check the master calendar regularly; updates are posted frequently. Reminders of important deadlines will be featured in the weekly staff newsletter, which is published each Thursday. School and non-school events that are scheduled to take place in the school must be approved by the leadership team, and placed on the master calendar.

Certification

Each staff member is responsible for maintaining valid certification for the position for which she is hired. Each guide should provide the principal with a copy of the valid certificate.

Cell Phone Use

Use of cellular telephones for personal calls is not permitted during the instructional day. Avoid having your Bluetooth headphones (or similar earpieces) on during the day and please refrain from allowing your cell phones to have audible rings during the instructional day. Instead, check your voicemail during your planning or lunchtime when scholars are not present and return phone calls during times when you are not disturbing your scholars' instructional focus. This becomes an interruption to the instruction as well as the scholars' focus. Phone calls during instructional time should be accepted only in the case of emergencies.

Child Abuse Reporting Requirements

All school personnel will receive training in the identification and reporting of child abuse/neglect. In the event that a guide or other staff member suspects abuse, the scholar's name is to be given immediately to the counselor.

Reports (by staff, scholar, or parent) of a staff member mishandling (*shoving, pushing, grabbing, striking, etc.*) a child will be treated as **suspected child abuse**. Use your classroom phone to notify an administrator as soon as you can and allow the administrator to deal with the scholar.

Do not use physical punishments such as requiring scholars to *touch their toes, hold stacks of books, or do deep knee bends*. Not only is this considered to be **cruel and unusual punishment** but this could also result in a charge of **physical abuse**.

Staff members are reminded that at no time are they to touch a child in a threatening or angry manner! Refrain from threatening scholars with such items as rulers.

Classroom Management

Each guide is expected to maintain a safe, orderly, and disciplined environment in the classroom, on the playground, and during a school activity (at school or away from school). Failure to do so is an indication of poor communication of guide expectations. The principal/leadership team will be happy to discuss guide concerns regarding classroom discipline and expectations, but the guide is expected to affect whatever change is necessary. When the guide confers with the principal, bring documentation to show what has been done to correct the situation. Be sure to follow progressive discipline.

1. **No child shall be placed in the hall as a disciplinary measure**, be left in the room to finish work without adult supervision, or be indiscriminately sent to the office as a disciplinary action. *Note: Scholars should not be kept from one class to serve a consequence assigned in another guide's class.*

2. Negative consequences imposed on an entire group for the misbehavior of a few are counterproductive and inappropriate.

3. The cleanliness, temperature, ventilation, and general appearance of a classroom directly affect discipline. Guide posture, decorum, dress, and attention to scholars, also contribute to classroom management.

Classroom Cleanliness

- All staff members are expected to maintain clean, orderly, and attractive classrooms.
- No permanent changes may be made to your room without consulting the principal.
- No masking tape may be on the carpet/floor..
- Materials must be placed in the cabinet, not on the floor.
- Chairs are to be stacked and rotated each day.
- Floors must be clear of paper, pencils, paper clips, etc. at the end of each day.
- The cafeteria or outside area is to be used for special treats that are to be consumed during scheduled lunch times or recess time.
- Food in refrigerators must be in plastic containers.
- Repairs are to be requested in writing only. Please send an email to the operations manager and principal.
- Do not cover the windows on your classroom door.
- Classroom doors must remain open during instruction.

Classroom Observations (PARENTS)

Parents may **not** observe in the classroom at any time. Parents may **not** speak with the guide or scholars during instruction time. If a conference is desired, an appointment must be made through the office or directly with the classroom teacher.

Clinic/School Nurse

- Each scholar should have health information on file (filled out during registration).
- Guide fills the clinic pass and sends the child to the clinic.
- Temperature is taken when deemed necessary.
- If there is a fever or a serious concern, the parent is contacted. Guides should send a copy of the clinic pass/incident report to the parents.
- Guides are to retain a copy of the notification for their records.
- A list of children taking medication on a daily basis is kept on file in the clinic.
- Guides are responsible for sending scholars to the clinic to take their medication.
- For scholars who take medication daily, please copy and laminate one pass for him/her.
- A signed medication form must be on file if medication is administered.
- All medication needed by the school is to be transported by the parent/guardian. Medication must be placed in the clinic in original containers.
- When the nurse is not here, one of the front office staff will help the child. On days when the nurse is not in the clinic, it would be greatly appreciated if minor health issues are treated with TLC in the classroom.
- A letter will be kept on file for a child with any kind of medical condition such as asthma or epilepsy. Specific instructions will also be kept for the treatment of that child.

- It is extremely important to remind parents of the necessity of providing a current daytime telephone number in case of an emergency.
- Medication forms must be completed by parents and kept on file in the clinic.
- Information in emergency/substitute folders should identify scholars with medical alerts/specific medication instructions.
- AIDS precautions (such as the use of gloves) should be implemented when dealing with body fluids.
- If a child appears to have a serious injury (broken bone, etc), call for assistance and DO NOT move the scholar. If you are outside, have another adult report the incident.
- Peanut Allergy: In the event that you have a scholar with peanut allergies, please obtain and follow the administrative procedure from the clinic.
- Asthma Rule: A scholar who has asthma may possess and is permitted to self-administer, at his/her discretion, asthma medication prescribed for him/her by his/her physician. The scholar will be allowed to self-administer asthma medication while at school; at a school-sponsored activity; or while under the supervision of school personnel; or during before-school or after-school care on school-operated property.
- The following conditions apply in order for a scholar to possess and self-administer asthma medication:
 1. The parent or legal guardian must notify the school in writing that the scholar has asthma and will possess and self-administer asthma medication.
 2. The school must be notified in writing by the scholar's physician. The school will accept this notification in the form of a letter signed by the physician on the physician's stationery, the physician's prescription pad paper, or the signature of the physician on the Asthma Action Plan.
 3. Any time a scholar is injured, an incident report must be filled out. Forms can be found in the clinic.
- **Do not call 911 without contacting the Principal/Head of School first.**

Code of Ethics

The Code of Ethics of the Education Profession sets certain standards for the educator regarding his/her commitments. [NOTE: A "*Code of Ethics*" in-service is held during preplanning.]

Communication

Conferences

Effective communication with parents is essential to a strong school/home partnership. Conferences with individual parents can be scheduled as frequently as needed. All parent requests for conferences should be honored and scheduled in a timely manner.

Occasionally guides have to make special conference arrangements to accommodate working parents. Conferences may not be scheduled during instructional time, even when someone is present to supervise the scholars. Conferences may be scheduled during planning times if this is the only time a parent is available.

Suggestions for successful conferences are available from colleagues and from administrators. Guide preparedness is essential to successful conferences. Stay on schedule by allocating sufficient time and

managing the conference. If you need an administrator, special education guide, special area guide, or counselor to attend a conference, please schedule this in advance.

Guides must use great care when discussing the need for tutoring, psychological testing, counseling, or medication. Care should also be given when discussing possible special education needs. A specific program cannot be named until the eligibility has been determined. Placement cannot be made until the staffing had been held with the parents. Parents want and deserve our honest professional opinions. Depending upon the nature of the conversation, however, the school system may be held liable for such services. Guides should never indicate that the success of the scholar or their willingness to work with the scholar is contingent upon the parent obtaining such services. As with other delicate issues, choose your words carefully and consult an administrator for advice, not doing so can be costly.

Guides must not diagnose medical conditions, such as ADHD. You may discuss observations of behaviors and indicate concerns and recommendations for improvement. Guides must **never** indicate the child's success or their willingness to work with the child is contingent upon the use of medication or participation in special programs. Consult an administrator for assistance. Even when asked, do not give your opinion about whether a child should or should not take any medication. Inform parents that decisions regarding medication should be discussed between them and their child's doctor.

Confidentiality

All staff should maintain the confidentiality of scholars and scholar records as well as any information regarding scholars or family members that have been obtained in the course of professional service unless disclosure is required by law or is necessary for the personal safety of scholars or others. Avoid discussing a situation in a public area such as the hallway or guide workroom. Avoid emailing confidential information regarding a scholar. Mail sent from your computer can be found even though you may have deleted it. Computers can be confiscated in due process cases. Email is not confidential.

Correspondence

It is extremely important for guides to keep a file of all correspondence to and from parents for documentation purposes. A section of this year's Staff Binder is devoted to parent contact; use it to keep copies of any correspondence you receive or send in the file for future reference. Be sure all correspondence is dated. This also includes a log of parent communication via telephone. Make an effort to call or write parents to praise observed improvements as well as to provide other forms of positive feedback. NCR forms are available in the mailroom for notes home to parents.

E-mail

Please check your email daily. Most information will be relayed via email. Staff members are advised to check email upon arrival, during planning/lunchtime, and before leaving for the day. **Email is intended for professional use only.** Please refrain from sending emails out to the entire staff. **Messages intended for the entire staff should be placed in the newsletter or sent via school leaders.** Be reminded that email messages are not confidential. Your support is appreciated.

Guidelines:

- Guides have 48 hours to answer an email from a parent.
- Confidential information is not to be shared via email.
- Guides will use the same standards as a written note to parents.

- Unique circumstances should be directed to the administration.
- Remember your email is considered an open record. Note: Deleting information from your computer does not delete it from the system.

Mail & Messages

- Mailboxes are provided for each k-3 staff member in the Collab Tank and 4-6 staff member in the upper school annex. Please check daily
- Messages will be communicated through memos or email, or in mailboxes.
- Any personal information concerning staff and/or peers (death in family, personal tragedy) should go to the office staff/ administration before being sent to the staff.
- Check your mailbox each morning and after school.
- Faculty members are required to return parent telephone and email messages in a timely manner (within 48 hours).

Newsletters

Each grade level is expected to publish a newsletter to communicate with parents regarding information about the content and curriculum being worked on, special projects coming up, and things parents can do at home to support scholar success. Please be sure that you communicate to parents that you teach and have a plan that ensures every child has the opportunity to master it. All classes for grades K through seven should publish a newsletter weekly. Provide a copy to your grade level administrator to approve prior to copying.

Parent Communication

Timely communication with parents is a priority at Legacy Prep and can greatly enhance parent support for your efforts. Make every effort to respond to parents as soon as you can. Be sure that any telephone message, email, or written note receives a response within 48 hours. For whole class, grade level, or mass intended information that you communicate to parents, you must receive administrative approval prior to sending information home. *Please provide at least 24-hour administrative approval for these requests.*

Check scholars' weekly reports, progress reports, and agenda planners carefully to determine if a response is requested. Keep copies of correspondence with parents. If a scholar is not a reliable messenger, you may need to use U.S. mail or telephone. See the office staff for assistance with U.S. mail.

Telephone Access/Messages

Personal/professional telephone messages will be left in your mailbox or sent through email.

Each guide may decide whether to publish a home phone number; however, email addresses are public information and are encouraged as a form of parent communication. Please keep notes regarding phone calls as documentation of agreements reached or commitments made in your Staff Binder, Parent Contact Log section. *Please be reminded that email messages are not confidential.*

Thursday Folders

All guides should send home a weekly report discussing academic progress, behavioral concerns or improvements, and other news, such as forthcoming assignments or tests; we encourage a standard format used by the entire grade level. Graded work should be attached. Request that parents sign off on the weekly report to indicate that they have reviewed the information. *Thursday Folders* will go home each Thursday. All weekly reports, school notices, and PTA/community information will be sent home each week in the

Thursday Folder. Parents know to expect this packet of information each Thursday. The front office will work to have *Thursday Folder* items in the mailboxes by Thursday by 1:00 pm. Be sure to include all items distributed school-wide in the *Thursday Folder*, even when they are delivered late. Consistency in the contents of the *Thursday Folder* from class to class is important. Thanks in advance for your cooperation and support.

Computer/Internet Use

Computer and internet services should be used for professional purposes only.

Copying/Photocopying

Guides are expected to plan their scholars' practice and independent work very carefully. Workstations used to reinforce concepts or skills are encouraged, while the use of multiple dittos is highly discouraged. Guides are to be very selective when choosing printed matter to be used with scholars.

The administration of Legacy Prep fully supports the Alabama Department of Education mandate that each Alabama school comply with the federal copyright law. If there is any doubt as to whether something should be copied or not, see the media specialist or school leadership.

Materials that are not state-approved or Legacy Prep purchased and approved, may not be used without prior approval from the administration. Copyright guidelines, age appropriateness, reason for deviation from the curriculum, and use of instructional time will be of primary importance when approving or rejecting a request.

Counselor

Scholars may be referred to the counselor if they have and/or experience any of the following: *family crisis, peer problems, substance abuse, motivational problems, child abuse, test anxiety, poor study habits, school phobia, sexual involvement, poor self-esteem* and *test-taking problems*. When making referrals, guides should complete the appropriate counselor referral forms.

Custodial Staff

The custodial staff is under the supervision of the school leaders. Do not **send scholars to the custodians**. All requests for their services should be put on a maintenance request form or via email so that it will be possible to schedule their work time. The staff is responsible for reporting any repairs or unacceptable cleaning of the classroom. Report all emergencies to the front office and they will immediately contact the custodial staff to assist you.

Daily Schedule

7:15 am	Faculty and staff report
7:35 a.m.	Scholar Dismissed to Classes (7:35-7:45 All Staff Morning Duty)
7:55 a.m.	Morning Announcements
8:05 a.m.	Scholars marked tardy
10:30 a.m.	Lunch rotation begins
1:05 p.m.	Lunch rotation ends
2:50 p.m.	Closing Circle/Scholars prepare for dismissal

3:00 p.m.	Bus/Van/Car riders dismissed
3:30 p.m.	Faculty and staff are dismissed (Wednesday- 4:45 p.m.)

Discipline Plan/Classroom Management

Proper discipline is a must for two reasons: (1) Discipline teaches the child self-direction, and (2) Discipline is essential for teaching and learning to take place.

Sometimes it is not discipline that is needed but a little love and attention. Not all children come from ideal home situations. You and the classroom environment that you provide may be the best support a child has. Take time to praise, compliment, and just make a child feel good whenever possible. Many times this will solve discipline problems.

The real goal of discipline should be self-control for the individual scholar and the class. Some suggestions that may help in attaining this goal of self-control are:

- Learn the names of scholars quickly.
- Be sure the classroom is in order before beginning class work.
- Provide an attractive learning environment.
- Make sure lessons are engaging
- Remember that favoritism has no place in the classroom.
- Build personable relationships with each scholar
- Remember that threats cause trouble.
- Strive to speak in a pleasing moderate voice.
- Begin class promptly and enthusiastically.

Always remember that a sense of humor and a smile are very important.

Classroom Management

Parent(s) or Guardian(s) must be informed immediately of disciplinary problems. Communicating with parents is an essential key. Please do not hesitate to use the telephone to call parents to report problems or to schedule conferences. **The Progressive Discipline Plan is required for all scholars prior to a discipline referral.** Please send home the **Behavior Action Plan** to keep parents informed of behavior infractions. In the comment section please **do not** write the names of other scholars involved. Write “another scholar”, “male scholar”, or “female scholar”. Teach scholars to write their actions and not the actions of others.

- When disciplining scholars, guides will refrain from touching them.
- Children should never be left in the hall as a form of punishment. There must be adult supervision at all times.
- Constructive writing, as long as it is reasonable, can be assigned for disciplinary measures. Repetitive writing is not acceptable.
- Guides have several actions and strategies that can be used before referring a child to the office. Be sure to consistently implement progressive discipline. Communication with parents is still the **best tool!**

Guides will follow the steps outlined on their Classroom Discipline Plan that is submitted to parents and the designated administrator at the beginning of the school year.

- If it becomes necessary to refer a discipline problem to the office, complete the Office Referral form. **Once a child has been referred to the office, the method of discipline will be decided there.** The administrative action taken will be noted and the guide will be notified.
- **Do not** send scholars to the office or to the opportunity room to do work. Work with colleagues to assign these scholars to another classroom if possible. **If the homeroom guide chooses to keep a child out of specials to complete an assignment, the scholar must remain with the homeroom guide unless an administrator has given this as a consequence for an office referral.**
- Each guide is expected to develop a Classroom Management Plan that outlines the expectations for the classroom and the consequences that will be attached to the infraction. This plan should be posted in the classroom and a copy of the plan, as well as any parent communication explaining it, should be submitted to School Leadership.
- See Appendix for school-wide discipline plan and incentive plan and the district's discipline policy. Please remember that our goal is to redirect scholar behavior; not to punish. Appropriate consequences should begin with the use of each guide's classroom management plan.

Emergency Procedures

General Information

- Phones are provided for emergency use.
- A class roster is to be posted to the emergency bag. The guide is responsible to ensure that the roster is kept updated with new entries and withdrawals. A new roster can be printed at any time from PowerTeacher. In the event of any emergency, the procedures in the emergency folder should be followed. The folder should accompany the guide for any declared emergency or drill.
- During any emergency situation, you will be provided as much information as possible on an as-needed basis. Do not contact the front office or ask for details.
- When answering scholar questions about current events or emergency situations, answer them in general terms and tell them to speak with their parents about specifics.
- Scholars **should not** be watching local/national news on television during the school day unless approved by the administration.
- All visitors should be wearing a sticker or ID. If you see someone without this form of ID, immediately stop them and ask them to go to the front office. Then call the front office to inform the office staff/administration of this person's presence.
- Scholars should remain with you at all times. If we are under an alert, scholars may not leave for any reason. At all times scholars must be supervised!

Emergency Folder Location

A plastic folder is provided near the door of each Classroom. It should contain the following: a current class roster, evacuation maps, dry-erase marker, and a two-sided laminated card (red and green).

Safety Procedures

To maintain a safe environment, all guides are expected to review the procedures to be used in the event of fire, tornado, or emergency building evacuation. Evacuation maps detailing emergency exit procedures should be posted by each classroom door. The Emergency Information should be kept in the plastic hanging folder inside each classroom door, and be readily available to paraprofessionals and/or substitutes.

Play Area and Recess Supervision/ Safety

The playground and recess area is the most dangerous area of the school. Guides are **LIABLE FOR Scholar SAFETY AND FOR REASONABLE SUPERVISION**. Each guide is responsible for supervising his/her own group while on the playground or at recess.

Guides should have all scholars in clear view at all times. **Please do not be engaged in conversation or be positioned so you cannot actively supervise scholars.** Guides are responsible for reviewing and enforcing playground safety rules with their scholars.

Encourage scholars to take pride in their building and grounds by picking up debris on the playground. Avoid activities that produce litter outside.

Games

- Basketball and Football Toss (no touch or tackle) may be played if the scholars are well supervised and if the adult in charge stops aggressive play.
- Baseball and Red Rover are not allowed.
- Supervise team sports carefully; injuries or fights may result from these activities.
- Stop aggressive play.

Heat Advisory

Be cautious with yourself and your scholars and watch for signs of heat exhaustion. The signs and symptoms include:

- Muscle cramps
- Weakness
- Dizziness
- Rapid pulse
- Nausea
- Pale, clammy skin

Call for the school nurse or the front office.

Safety/Security

General safety measures require that guides wear badges daily and that all parents, visitors, and volunteers wear appropriate identification tags at all times. Guides should be alert to the presence of unauthorized adults in the building and request that they return immediately to the front office to sign in and provide identification. Guides must never open a locked door during the school day to admit non-staff members to the school, even those they know. Doors must never be propped open while classes are in the building.

In the event of an emergency – either someone in the building or some other type of situation where we need to communicate – we will do one of the following:

We will send an **E-MAIL/Slack** and announce to everyone to check your e-mail. If this message ever comes over the intercom- please check it immediately.

We might also need to go into a lock-down of the building. IF this is the case, we will not use a code. We will state, “**Lockdown: Locks, Lights, Out of Sight**” repeatedly over the intercom. **Please secure all scholars and lock your classrooms. If you hear this message, close and lock your doors, move your children to an area away from the door, cover the window, and sit tight.**

- **DO NOT** call the front office.
- Send an e-mail to SLT indicating any scholars you have out of your room and where they should be in the subject line.
- We will let you know when we locate them.
- **DO NOT OPEN THE DOOR FOR ANYONE.** Authorized personnel will have a key and enter your room to clear your room.

Evaluation

- The Leadership team will be in classrooms often to observe instruction and provide support to staff members.
- All personnel will be evaluated formally and observed informally.
- Formal evaluations are confidential and should not be shared with other employees.

Field Trips

The purpose of a field trip is to supplement, enrich and correlate to an instructional unit. They should be planned to meet specific instructional objectives. Scholars should be provided opportunities to experience events they might not normally be exposed to. Appropriate introductory information should be presented to scholars prior to the field trip to prepare them for the experience. Follow-up activities should serve to summarize and extend the field trip experience. Coordination of field trips between grade levels is necessary to prevent duplication of experiences for children. Field trips should be previewed and evaluated prior to the scheduling of a visit by at least one member of the grade level. Also, your grade level needs to decide what weather conditions will prevent the field trip from happening and work with any individual scholars in advance if their behavior may prevent them from attending.

Field Trip Coordinator

Each grade level should decide on a field trip coordinator. Specific information will be given as to the process of requesting field trips as well as information regarding the cost of the use of buses.

Assessing each scholar his/her portion of the actual cost of the trip will pay for school bus transportation. Chaperones should be prepared to pay their portion of the cost of the trip.*

All guides must turn in collected field trip money to Accounting daily. ***Money may not be kept overnight in classrooms.***

The guide should make arrangements for scholars with financial difficulty by notifying the counselor of this concern. Parents may donate additional funds to provide field trip opportunities for scholars unable to afford the cost. There needs to be written documentation for scholars receiving funds.

The form should be completed by the designated guide and sent for approval to the School Leader who then gives it to Operations.

- Field trip requests must be submitted on a Field Trip/Activity Request Form. The request must get to Operation a minimum of 30 days prior to departure.
- Get approval for the date of the field trip first.
- Once the field trip has been approved, the parent letter may be sent home and the lunch manager should be notified regarding lunch arrangements. Please have the parent letter approved prior to sending it home.
- A cell phone must be taken on every field trip. Be sure the phone number of the phone taken is left with the office.

Food and Beverages

All food and beverages should be consumed in the lounge area, classrooms, and lunchroom. Please be sure that all hot drinks are in a cup with a lid.. Guides shall not consume food in the presence of scholars unless they too are eating (i.e. during lunch, classroom snack time). All other times are prohibited (i.e. during assemblies, while on duty, etc.).

Grade Reporting

Parents or guardians should be kept informed concerning the progress of their child. A four-week Progress Report shall be emailed or sent home every nine weeks. Parent–Teacher conferences are encouraged and may be requested by parents, guardians, or guides. If the progress of a pupil is unsatisfactory in a subject, a parent-guide conference is expected. The guide should explain the reasons for difficulties and develop a plan for remediation, which, if followed, would enhance the probability for the scholar to succeed. In classes where the scholar’s difficulties are of a serious nature or where the utilization of school and community support services is indicated, the scholar’s counselor/school leader should be involved in the conference.

Guides shall prepare an Academic Contract for each scholar making unsatisfactory progress. The Academic Contract should be completed and signed by a parent.

Parents, counselors/social workers, and School Leadership should be notified as soon as it becomes apparent to a guide that the scholar is making unsatisfactory progress. Such prompt involvement of parents will greatly reduce the possibility of scholars failing a course.

Conferences should be held immediately when requested. The week following progress reports, all guides must keep their schedules clear for such conferences. Conferences can be held in the morning before classes begin, during the guide’s planning period, and after school.

Scholars with an Individualized Educational Plan (IEP) will be graded in collaboration with the special education guide in the content areas included in the IEP.

Classroom guides and the resource guide will work closely to coordinate the grading responsibilities for specific content areas. Various strategies should be used to assess scholar mastery of the AKS. Implementation of multiple assessment strategies ensures that each scholar has several opportunities to demonstrate their learning. Achievement grades can be determined from daily assignments, homework, tests, quizzes, long-term projects, class participation, and other activities. Guides are required to record

grades in the electronic grade book in a timely manner, and the electronic grade book must be available for administrative review at any time. Upon request, scholars' grades should also be available for parents to review. Mid-term and end-of-quarter progress reports will be generated by the school. Professional learning sessions will be offered, designed to help guides learn how to use PowerSchool and generate mid-term progress reports, as well as learn more about authentic assessment and experiment with new ways to assess and measure scholar progress.

The guide is responsible for evaluating the conduct of each scholar in the class and assigning the conduct grade to each scholar. The scholar's academic grade should not be influenced by the conduct grade. Guides are responsible for communicating the criteria for conducting grades in each class.

Harassment (employee)

If you believe that you are being mistreated by school employees on the basis of your race, color, religion, gender, age, national origin, or handicap, you have a complaint and a remedy. Please tell any school employee in whom you have confidence that you have a complaint about the manner in which you are being treated and why. Your first point of contact is the School Leader or the school principal.

Instructional Supplies

Please see the Instructional Operations Manager if you need instructional supplies. This includes additional textbooks, guide resource materials, or manipulatives. If you need other supplies, please submit a supply request.

Keys/Name Badge

Each guide will receive classroom/file cabinet keys, a name badge, and a card key for the door. Staff should wear name badges at all times while in the building, or participating in school- activities. Please carefully monitor your keys at all times. **Replacement costs are as follows:**

Classroom/File Cabinet Keys	\$5	Card Key	\$10
Name Badge	\$5		

Leave

If you leave the campus during school hours you must obtain permission and sign out.

Legal Issues

- When dealing with custody issues, attorneys, or completing scholar recommendation forms, you must consult School Leadership before making any comments.
- School emails are not the place to discuss personal or scholar information, make snide remarks or send jokes.
- Scholar bullying and harassment are to be addressed by a school administrator immediately.
- When providing scholar information to an outside entity, please consult a School Leader

Lesson Plans

Guides are required to prepare written daily lesson plans. Written plans are intended as a daily guide for instruction and as a plan for substitutes when necessary.

Please make sure lesson plans include:

Standards for each lesson taught include the standard number.

Recurring Standard

Learning Targets- I can statements:

Guided Practice- using the I DO: WE DO: THEY DO: YOU DO- Model

Work Stations/ Small Group Instruction

Procedures for Activity:

I DO-Guide models the activity, skill, or procedure

WE DO: Guide and scholars work together in a side-by-side teaching model

THEY DO: Guide observes scholar actions as they perform the desired task

YOU DO- Scholar has opportunities to practice.

- This model repeats until 80% of scholars have achieved mastery of the standard in spiral.

Assessment of Student Understanding /Differentiation- (see examples below)

- Screeners, Diagnostic, Formative, and Summative assessment
- Questioning
- Hand Signals
- Quizzes
- Student Reflection
- Journaling
- Exit Slips
- Response Cards
- Think-Pair-Share
- Peer Instruction

Note how you are assessing scholar understanding by what evidence you have in your plans that you are differentiating instruction for scholars. Identify instructional modifications for special education (including gifted) scholars and ESOL scholars. At risk scholars are to receive appropriate interventions in class and through MTSS/RTI to increase achievement. Guides also have the legal responsibility of ensuring that individualized education plans with classroom modifications are being met. Not following modifications specified in an individualized education plan will result in an exception noted in the personal files. It could also result in guide's termination, personal liability, or federal prosecution.

Alabama Multi-Tiered System of Support and RTI-MTSS (RTI)

MTSS (RTI), Multi-Tiered System of Supports (MTSS) is a framework that helps educators provide academic and behavioral strategies for ALL scholars with various needs. It grew out of the integration of two other intervention-based frameworks: Response to Intervention (RTI) and Positive Behavioral Intervention and Support (PBIS). Response to Instruction will continue to be implemented at Legacy Prep and will operate interchangeably using both names MTSS and RTI as directed by the State Department of Education. Each Local Education Agency was directed to develop its own MTSS (RTI) Plan based on the framework provided in the Response to Instruction: Alabama's Core Support for All Students and PBIS Rewards.

Minimum Requirements of MTSS (RTI)

Legacy Prep's problem-solving team is designed to address the unique and individual needs of our scholars. In addition to addressing the typical challenges faced by many scholars, these teams are also designed to address instruction for such issues as generalized or specific learning problems, characteristics of dyslexia, characteristics of ADHD, and generalized or specific behavior problems, etc. These teams meet at least once, every six weeks to review progress of ALL scholars in the school.

If a guide has concerns regarding a scholar's academic performance or behavior, they should provide and document interventions in the classroom. Data should be collected weekly to monitor progress during the interventions. You may consult with the Scholar Success team, interventionists, or academic coaches for suggestions on specific intervention strategies to address the targeted deficit. If the data documented during intervention shows that the scholar is still not making progress, the classroom guide should complete a PST Referral Form. A log of interventions and the data collected during the intervention period should be submitted with the referral form.

The guide should complete the PST Referral Form and submit it along with all other documentation (Intervention log and data) to the PST lead. Once the form is received and reviewed, an PST meeting will be scheduled to determine next steps.

Letters inviting guardians to the PST will be provided by the SST lead and should be sent home in the Thursday folder prior to the meeting.

PST meetings are approximately 30 minutes in length. Guides will share their concerns, bring evidence to document concerns, bring records of interventions used, and provide detail about what they would like to get from the SST meeting.

During the PST meeting responsibilities will be established for all tasks. Before the close of the PST meeting, a follow-up PST may be scheduled. The length of time between the first PST and the follow-up will depend on the intervention, screening measure, and the number of scholars in the PST process. The PST committee will agree upon the date of the follow-up SST. Data will be maintained on the effectiveness of the SST interventions during the year.

Response to Intervention (RTI)

Decision Making Along the Continuum of the Pyramid of Intervention

TIER 1

1. Universal screening and benchmarking is conducted at school level.
2. Evidence based curricula and strategies are in place for all scholars, and differentiation is documented by general education guides through the general education environment.
3. At risk scholars are identified in an area of instructional delay (language, academics, behavior).
4. Any scholar identified as at risk is monitored and instructed in the area of delay for at least a grading period with progress monitoring tool or CBM in order to determine instructional effectiveness.
5. Data is included and analyzed by classroom general education guide for decision making that indicates if Tier 1 universal interventions should be continued or if there is a need to proceed to the increased intensity of Tier 2 interventions.

TIER 2

1. Hearing and vision screenings are completed for each scholar requiring Tier 2 interventions.
2. Parents are notified that additional small group intense instruction may be needed for their scholar.
3. The parent is contacted through a conference, phone call, or letter sent home that includes written documentation of the strategies that will be attempted.
4. Small group instruction in addition to core curriculum is provided to the scholar for at least one grading period.
5. Progress Monitoring is administered at least every 1-3 weeks to determine if a change in delivery or strategy is required.
6. If data after 3 progress monitoring checks indicates regression or no progress, the problem solving team of general education should meet to determine if more intensity in the delivery time or instruction is required.

TIER 3

1. When the scholar remains at the lowest 25% of performance in the area(s) of deficit and additional interventions are deemed necessary by guides, parents, or others, the SST process is initiated with a referral to SST.

2. Baseline and progress monitoring data from Tier 2 are analyzed to create specific goal(s) to increase scholar achievement in the area(s) of delay.
3. The PST may determine the need for additional information on the scholar. This may include the use or administration of informal or formal measures to gather individual data on the area(s) of concern.
4. Members of PST collaborate to identify no more than 2 specific interventions to utilize with the scholar.
*The plan for implementation includes a timeline detailing how long the intervention will be implemented and dates for progress monitoring.
5. If the child is making progress using the PST interventions, the interventions are continued for a minimum of 12 weeks. If progress toward the goal is minimal, SST members will revise or change the intervention.
*The intervention plan should be implemented for at least 4 weeks before changes are made.
*If the intervention plan is successful, the PST will create a plan for reducing the level of support needed by the child to the Tier 2 level. This plan should include a realistic timeframe for accomplishing this goal.
6. The PST may make a referral to special education if the intervention plan and the revisions are not successful in helping the child meet the goals identified by the SST.
7. If a scholar is receiving support at the end of a school year, the support should be continued at the beginning of the next school year. Data from both school years should be used in determining if a referral to special education is required. The 12 weeks could occur over the course of two consecutive school years; however, the team must have data from the current school year to determine if delays are still evident.

Other items about Lesson Plans:

Plans should be complete and available for view in the Teaching & Learning drive in the specified grade level folder by Thursday at 3:30 p.m. for the upcoming week. The plan should reflect the subjects and times you teach each subject.

Classroom Instructional Schedules

The total instructional time for each school day in all schools and at all grade levels shall not be less than 6 hours or 360 minutes, exclusive of lunch periods, recess, or time used changing classes. (Code of Alabama 1975,* 16-1-1).

Classroom schedules should be printed and posted outside the classroom door. There is also a second copy posted inside the classroom. The instructional schedule should reflect accurate instructional minutes for each academic area.

Suggested Time Allotments for Grades 1-5.

Subject Area	Grades 1-3	Grades 4-5
Language Arts	150 minutes daily	120 minutes daily
Mathematics	60 minutes daily	60 minutes daily
Science	30 minutes daily	45 minutes daily
Social Studies	30 minutes daily	45 minutes daily
Physical Education	30 minutes daily	30 minutes daily
Arts Education	30-40 minutes daily	40 minutes art weekly

Established by the Alabama State Department of Education in accordance with Code of Alabama, 1975, § 16-40-1 ** Established by the Alabama State Department of Education in accordance with Code of Alabama, 1975, § 16-6B-2(h)

Kindergarten

In accordance with Alabama Administrative Code r 290-5-.01 (5) Minimum Standards for Organizing Kindergarten Programs in Alabama Schools, the daily time schedule of the kindergartens shall be the same as the schedule of the elementary schools in the systems of which they are a part since kindergartens in Alabama operate as full-day programs. There are no established time guidelines for individual subject areas for the kindergarten classroom. The emphasis is on large blocks of time that allow children the opportunity to explore all areas of the curriculum in an unhurried manner.

Homework Expectations

Homework is defined as the time scholars spend outside the classroom in assigned learning activities.

Rationale: The purpose of homework is to reinforce skills learned at school by providing practice at home.

Grade Level	Math	Reading/Nightly Reading Log	Science/Social Justice Reading Application	
	Time Allotment in Minutes	Time Allotment in Minutes	Time Allotment in Minutes	Total Per Night
Kindergarten	10	15	10	35
First	10	15	10	35
Second	15	15	15	45
Third	15	15	15	45
Fourth	15	15	15	45
Fifth	15	15	15	45

Emergency Substitute Folders

Each folder should include:

- class roster
- list of class car numbers
- emergency contact list -scholar name, scholar emergency contact guardian name, guardian number only
- scholar list of any allergies or dietary restrictions

THREE days worth of emergency lesson plans in the **YELLOW** folder provided.

These plans should be self-explanatory and easily implemented by the substitute. If these plans require copies or worksheets for scholars, these copies should be included in the sub folder with answer keys if necessary. They should be used only when there is an **emergency** that prevents the guide from making current plans. Please store them on your desk so that they are easily visible. Once the Emergency Plans have been used, they need to be replaced so that there are always a minimum of three days of plans.

Media Center

The media center at Legacy Prep has been established to provide users with the information resources needed to promote lifelong learning and a love of reading.

Mission

The mission of the media center at Legacy Prep is to provide resources to meet academic needs, to promote enthusiasm and enjoyment of reading, and to support the curriculum through literature, research, and collaboration.

Student Circulation

Hours: 7:30 a.m. – 2:45 p.m.

Number of books: Kindergarten and first – one book for two weeks
Second through fifth – two books for two weeks

Book Return

Books can be returned at anytime to the bookdrop located in the circulation desk. It is helpful, however, if teachers collect books and send them to the media center at the beginning of the day

Book Overdues

Notices will be sent home on a regular basis. No overdue fines will be charged. However, students must return the overdue book (or pay a lost fee) before they are allowed to check out another book. All outstanding books must be returned or paid for by the end of the school year.

Independent study: 1 – 5 students may visit the library without supervision.

However, they should have a specific task to perform (research, book return, etc.) which can be communicated to the library staff. **Internet use is not allowed without a teacher present unless it has been previously arranged between the teacher and the media specialist.**

Student Cards: The students' library card number is the same as their lunchroom ID number. Older students are encouraged to memorize their student numbers.

Printers: Students must ask permission from the media specialist or their supervising teacher before using the media center resources.

Faculty Circulation

Hours: 7:15a.m. – 3:00p.m.

Number of books: 150 books for 1 month

Seasonal and other high-demand materials:

Many of these items are pulled by the media staff and placed in the reserve area of the media center.

Staff members are asked to be courteous to others and limit checkout of these items to 3-4 days maximum so that others will have an opportunity to use them.

After hours checkout:

List date, your name, title and barcode on the form located on the circulation desk.

Teachers may sign up for whole class time in the media center in a variety of ways:

Reserve a media specialist

Classes are available on a variety of media topics and/or research – simply consult with the media specialist ahead of time and sign up in an available time slot. Collaboration forms are available in the media center or you may simply correspond by email.

The media specialist is also available to read to classes on a regular basis. Simply sign up for an available time slot. We will be glad to select a book that would complement your current lesson.

Reserve a media area

Several areas can be reserved for class use: reference, non-fiction, everybody or computers – indicate preference on the sign up sheet.

Other Media Services

Reserve media materials:

Media staff will pull materials on a particular topic when requested.

Equipment:

The following can be checked out of the Media Center:

- Slide projector
- Camcorder
- Laser disc player
- CD player
- Digital Camera
- Teacher Video Camera
- Globes Map

See media personnel for checkout.

NOTE: GCPS safety regulations state that only ADULTS are allowed to transport equipment on rolling carts.

Equipment repairs:

Return the item to the media center and request a service repair form. The media staff will enter the service repair into the system. Often, we can give you a replacement during repairs.

Laminating:

Teachers are responsible for their own laminating. Due to the high cost of laminating film, use discretion in deciding which items to laminate. Teachers and paraprofessionals may laminate items intended for heavy student use. The laminator machine is located upstairs in the teacher work room.

Materials production:

Media staff will produce signs, banners, folder games, and binded books upon request. Staples for the long arm and heavy-duty staplers are provided by the media center. Combs for the bookbinder are provided.

Media Center Website:

A media center website is available as part of the school website. It will be a continuous work in progress. Please email the media specialist with ideas, suggestions, and requests for items to be included on this resource.

Consideration File: Requests for materials and books to be added to our collection

The media specialist welcomes suggestions for materials and/or books to be added to our collection. Forms are available in the media center or you may simply e-mail requests in a message entitled **CONSIDERATION FILE**. These will be kept on the computer and accessed if and when funds become available.

Copyright

The media specialist is responsible for providing copyright information and managing the established process for dealing with copyright questions and clearance. Books on copyright are available in the professional library. Any copyright updates will be passed along as they become available.

Text:

You may reproduce **single copies** of the following:

1. A chapter from a book.
2. An article from a periodical or newspaper.
3. A short story, essay or short poem.

You may reproduce **multiple copies** of the following:

1. A complete poem if less than 250 words.
2. An excerpt from a longer poem, if less than 250 words.
3. A complete story or article if less than 2500 words.
4. An excerpt if less than 10% of the whole.
5. One chart, graph, picture or cartoon except syndicated cartoon characters (which cannot be reproduced).

Multimedia:

Educators must include on the opening screen of their multimedia program and on any accompanying print material a notice that *“certain materials are included under fair use exemption of the U. S. Copyright law, prepared with fair use guidelines and are restricted from further use”*.

Portion limitations –

- Text materials – 10% or 1000 words
- Motion media – 10% or 3 minutes
- Poems – entire poem if less than 250 words/limit of 250 words from a longer poem – no more than 1 poem by any poet or 5 poems from an anthology
- Music – 10% or up to 30 seconds
- Illustrations and photographs – no more than 5 images per artist or photographer – entire picture may be used, except syndicated cartoon characters which cannot be reproduced without permission
- Illustrations from a published collective work (ex. Encyclopedia) – no more than 10% or 15 images, whichever is less

Internet

Materials may not be reproduced without permission or royalty payment.

Videos owned by the school or IRC are pre-approved, and may be used for instructional purposes. Videos may not be used for entertainment or as a reward.

Videos not owned by the school must be approved before they can be shown; forms are available in the media center. A file is kept of approved videos.

Videos taped from the satellite or cable TV must be used for instructional purposes within 10 days. The tape may be shown to a class once. However it can be kept for staff review for another 45 days, before it is erased. Nothing may be taped from pay-TV. Programs may not be altered from their original content (i.e. no teaching anthologies).

Important Events to Remember

- National Children's Book Week: November
- Dr. Seuss' Birthday: March 2/ Read Across America

Meetings

- Faculty members must attend all scheduled meetings unless otherwise notified.
- Attendance at scheduled meetings is mandatory. Exceptions will only be made when course schedules have been turned in at the beginning of each semester.
- Extra meetings may be called when necessary.
- If you will not be at a scheduled meeting, a leave form must be submitted to the School Leadership Team.
- Faculty members should not schedule parent conferences, appointments or other school or non-school activities on Wednesday afternoon or any other day until duties are completed (afternoon duty, car riders).
- Faculty members are required to be on time to all faculty meetings, grade level meetings, etc. Grade level minutes should be taken with members present noted.
- Attendance at grade level meetings is required by all members of that grade or other designee.
- If a staff member is not at a faculty meeting it is **their responsibility to obtain information covered.**

Money/Budget

- Money collected must be turned into the accountant by 10:00 am each day with a Monies Collected Receipt.
- Guides are responsible for any money collected.
- All money collected must be receipted and placed on a Monies Collected form.
- Checks issued by the school should be cashed within 30 days.
- No purchases are to be made without prior approval from the Head of School/CSFO.
- Only 1 person may use a receipt book.

Music in Classrooms

Classical music, or brain based may be played in classrooms as background music. Be sure that all music played in the class is a clean version.

Parking

Parking is available on the front of the building in the secured lot. Please reserve the front two spots of each side for visitors and admin.

Parties

Parents may provide snacks only (**no drinks, favors, balloons, etc.**) to celebrate their child's birthday. Snacks may be delivered to the classrooms where they will be kept until called for by the guide. **Encourage parents to read the scholar handbook for guidelines and suggested snacks.** Classes will have school wide parties hosted by the room parents.

Permanent Records

Permanent records should be filled out fully and kept up to date. They must be kept in the vault and signed "out" and "in". All records must be returned to the vault by the end of the day and never taken out of the building. Never ask parent volunteers to work on permanent records or return them to the vault. Parents may review records and/or request copies of the contents for their own child. For correct procedures, refer inquiring parents to As front office staff. See Appendix.

Personnel Policies

- Smoking is not allowed on school grounds.
- Consult District Personnel Handbook for policies and procedures.

Professional Learning/Staff Development

It is the duty and responsibility of each certified guide to complete a minimum of 20 staff development hours each school year. However, Carnes Optional Elementary prides itself in being a "Professional Learning Community" where staff development (professional learning) is a way of doing business throughout the year. Remember that 10 hours of staff development are required for recertification.

The Focus of Legacy Prep Staff Development

The focus of Legacy prep staff development is determined by the needs of the school community. The Local School Plan for Improvement goals are always a determining factor in planning staff development. A thorough review of all scholar achievement data reveals the need for content area staff development. Legacy Prep staff member surveys will also help determine the focus of staff development.

Available Staff Development

Staff development at Henry Partee Elementary is available for all and is expected of all staff. It can take the following forms:

- Staff development opportunities are often available at state and national venues. ***Funding to attend these staff development opportunities is dependent on the school budget, and approval for attendance and funding for substitutes must be approved in advance by Ms. Sanders.*
- Staff development is always available at MCS locations during the evening and during the summer. ***It is an expectation that staff members be prepared to redeliver staff development to their*

colleagues when they return to school from offsite staff development. If a staff member cannot attend a scheduled staff development, it is the staff member's responsibility to contact the facilitator and let them know prior to the scheduled date.

- Staff members should plan to attend staff development sessions planned during the 3 staff development days set aside on the MCS calendar. This is an expectation. Do not schedule other appointments on these staff development dates.
- Staff development is available on an ongoing basis throughout the school year on Mondays from 2:45 pm – 4:30 p.m. and planning (mandatory). Administrators and guides at Partee are very effective facilitators, staff members benefit greatly by learning from their colleagues.
- Staff development is available throughout the summer months. You will be contacted of staff development facilitated by Carnes and opportunities available through the district office.
- Staff development is earned for attending PLC each week where staff development is ongoing. The curriculum leader is responsible for keeping track of staff members' attendance and documentation for staff development credit.

Data Meetings

Data Meetings are held weekly to review data, evaluate surveys of staff requests for staff development/professional learning, and to plan staff development for the school year.

Procedures for Obtaining Staff Development Credit

Staff development credit can only be obtained when the staff development course has been approved by the MCS Coordinator. Ms. Lowe, our school's staff development coordinator, submits a proposal to the proposal to the MCS Staff Development Coordinator. One staff development unit is received for 10 hours of staff development (contact time). Hours can be accrued for reading a book if the staff development is for a book study and hours can be accrued for application of learning from a staff development. Remember that all staff development must be approved in advance.

Participants in staff development must initial on the staff development log that they were in attendance on dates approved in advanced for the staff development. A pre advisement form must be completed and signed for each staff development taken during a school year. All of this information must be completed and submitted to the GCPS Staff Development office before staff development credit is given to staff members.

Please Note

School-wide staff development (Professional learning) is mandatory. Credit for PLU/SDU earned through college courses taken are to be sent to HR and does not count towards credit for school-wide staff development.

Promotion/Retention Policy

Scholars who may possibly by retained must go through the RIT procedures

Recognition Staff

Staff will be recognized for their accomplishments.

Scholar

Scholars will be recognized for their accomplishments each quarter.

Schedules

The master schedule, EA schedule, and lunch and recess schedule are included in this section of the staff handbook. SLT is responsible for updating and maintaining all schedules. Permanent and long-term changes (i.e. a new rotation for specials classes for the next quarter) in the schedules will be updated in this folder. You will receive an email when permanent or long-term changes are made.

Periodically, a different schedule will be implemented, i.e. e-Learning days. When a temporary schedule change is being implemented, you may refer to the appendix; accompanied by instructions regarding the implementation of the schedule.

The following schedules are located in the Appendix:

- Master Schedule
- EA Schedule
- Lunch and Recess Schedule

School-wide Teams

All staff members are asked to participate on school-wide teams. Each staff member must participate on at least one team, but many chose to participate on several teams.

The following teams must have representation from each grade level:

- Media /Technology- Focus on technology use and technology integration.
- Literacy- Focus on literacy across the curriculum and increasing scholar achievement schoolwide. Reading Night
- Math- Focus on math skills and increasing scholar achievement school wide. Math Fair

Additional teams include:

- Kings Club/Queens Circle
- Clubs/Organizations Sponsors (Work or sponsor after school clubs)
- Field Day (Work with PE guides to plan field day)
- Holiday Drive (Work with team in planning collection of toys and food for those in need)

Staff Children

- Due to liability issues, children of staff members are not to be at school on workdays unless the children are employed by Legacy Prep. Exceptions to this should be addressed with the principal.
- Staff scholars attending Legacy Prep are to be in their parent's work area (classroom) before and after regular school hours. Be respectful of peers that are working, tutoring, planning, and/or conferencing with parents.

Scholar Arrival and Dismissal Procedures

Arrival Procedures

Scholars should not arrive before **7:15 a.m.** Once the arrival begins, scholars should proceed directly to the cafeteria. Car riders will be permitted to enter the building at 7:15 a.m. Breakfast begins at 7:15 a.m. Scholars should proceed directly to their homeroom after breakfast. Guides will come down to pick up scholars.

Dismissal Procedures

The procedures for afternoon dismissal are as follows:

- At 2:50 p.m. all classrooms are to prepare for dismissal.
- At 2:55 p.m. bus, stem van riders and after school programs are dismissed.
- At 3:00 p.m. scholars are released to go home.

Classroom guides will walk their class to the dismissal area and make sure their scholars are sitting in the designated area. Please be ready to leave your room promptly at 2:55 p.m. Be sure that scholars are prepared for dismissal; we need to get the cars loaded as quickly as possible.

Hallway Expectations

- Car Riders will be walked quietly to their designated staging areas.
- Scholars **will walk** in a single file in their lines as they are dismissed out of the building.
- Classroom guides and staff needs to be consistent in making sure scholars **walk** out of the building and reminding them to be aware of their surroundings when they exit the building.

Early Checkout Procedures

For the scholar to be dismissed early, the parent or guardian must send a note to the guide explaining the reason. The person picking up the child must come, in person, to the school office to sign the child out by 2:15 p.m. Scholars will be released only to the parent or to those persons listed as authorized pickup contacts. Children are released only from the office. **Please do not release any scholars to parents unless you have been notified by the office staff.**

Changes in Dismissal Arrangements

Guides should ask each morning if any scholar has a note regarding any change in plans for going home. **Any notes should be signed by the guide and sent to the front office to record in our log. The front office will initial the note and return it to the scholar.** Guides should discourage telephone calls home to clarify dismissal plans unless it is absolutely necessary. Guides are also encouraged to use Dojo to communicate with parents.

Supervision

- Guides should assign one scholar to answer the intercom if there is an emergency and you are not in the classroom.
- Quiet and orderly behavior is expected in the hallway.
- Scholars should move through the hallways in single file lines– no running.
- No running is allowed other than in the gym..
- Individual faculty members should be strategically located in the recess area. Please do not stand in groups. Please do not sit.
- No hands or feet should be on the interior or exterior walls.
- Notify the office of any schedule changes deviating from the master schedule (time or location).
- If a scholar is injured, do not move the child - send a message in slack or dial “0” on the classroom phone and communicate with the office. Do not send scholars.
- An incident report should be completed as soon as possible.
- Scholars can only be released through the front office.
- Transportation changes can only be approved with a written note from the parent.
- All exterior doors will remain locked.
- **Supervision Duty Roster-** All staff will participate in various duties for the safety and security of scholars. Morning and afternoon duty, morning and afternoon car rider duty, stem van duty, hallway duty, breakfast duty, etc. are areas that need to be covered. A duty roster will be given out during preplanning. Staff must be in their designated places on time each day.
- **Recess Supervision-** Recess is scheduled daily for the scholars. Guides are to accompany their class to the recess area and actively monitor and supervise scholars’ activities. Our scholars’ safety is a priority. When more than one class is outside, guides should not be standing or sitting together. In this case, guides should spread themselves around the area and direct their attention to the scholars and their activities. In the event of an accident or behavior issue, guides will be asked to document what you saw and where you were physically located when the incident happened.

Supplies

- All deliveries should be verified against purchase orders, signed and returned to the finance specialist.
- Requests for additional instructional supplies should be submitted using the supply request form found in the appendix at least 48 hours in advance.

Tutoring

- Guides may not offer private instruction on a fee basis to any scholar who is presently enrolled in his/her classes. It is incumbent upon a professional to assist scholars in their classes after school and whenever feasible.
- It is preferred that a tutor be a person who is not on the staff of the school in which a scholar is enrolled.
- Tutoring must be done in such a way as not to interfere with the orderly routine of the guide’s regular day and school responsibilities.
- Guides can provide tutoring for all scholars not performing on grade level.
- Guides are responsible to notify parents concerning their tutoring schedule, including times and dismissal procedure.

- Parents must have twenty-four hours notice if tutoring is canceled.