

The New Standard Academy Employee Procedural Handbook



Mission Statement:

"Serving the city of Flint with a higher standard in educational excellence and community wellness."

Vision Statement:

"The teachers and staff at New Standard Academy are dedicated to enriching the mind, body, and spirit of every child with principles of excellence and self-worth. New Standard students learn the art of success every day."

Volume 3; 2021-2022

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The New Standard Academy Administration

Titles

Principal	Correy Black
Office Manager	Latrece Sublett
Administrative Assistant	April Nunley
Academic Dean Young 5's-2nd Grade	Shawn Merriweather
Academic Dean 3rd-6th Grade	Katherine Nowakowski
Academic Dean 7th-12th Grade	Natalie Perry
Dean of Culture and Climate Y5-8th Grade	Eddie Fair
Dean of Culture and Climate 9th-12th Grade	Dolph Ireland
MTSS Coordinator and Testing Director	Erin Lins-Saelens
Student Success Coordinator	Jazmine Durham
Community Director	Brandi Fisher
District Food Service Director	Yvonne Royster
Director of Transportation	Adelaida Laly
Social Worker	Q. Smith
Athletic Director	Omar Dasuqi

Principal

Registrar

Enrollment/Re-enrollment
PowerSchool
Attendance
Purchase Orders
Main Office Manager
Staff HR
Keys

Administrative Assistant

Laminator
Staff Mailboxes
Monthly Newsletter
Activity Photos

Community Director

Enrollment Drives
Community Engagement
Advertising
Parent Engagement
GSRP

Dean of Culture & Climate

Academic Education Plans(AEPs)
Discipline
Mentoring
Behavior Plans

Academic Dean

Lesson Plans
Rigor Walks
Instructional Design
Staff Calendar
Illuminate
Professional Development
Professional Learning Communities
One-On-Ones
Observations
Curriculum Design

Student Success Coordinator

Senior Class transition
College Visits
Scholarships
Credit Analysis
Senior Activities (Prom, Homecoming)
Dual Enrollment/GCI

MTSS Coordinator

MTSS service schedule
Child Study Team
NWEA, M-Step, SAT

Athletic Director

After School activities
Student-Athlete academic concerns
Field Day

Special Program Director

Residential facilities

Social Worker

Truancy issues
MDHHS alerts

Staff Tidbits

- Software & Systems
 - o *Illuminate*: 30 day assessment platform
 - o *PowerSchool*: Grading and attendance
 - <https://powerschool.newstandardflint.org/teachers>
 - o *Staff Email*
 - Combination of first/last name @newstandardflint.org
 - Through Google Mail platform
 - o *Google Drive*
 - A shared platform that contains many resources for use and reference.
 - GE Tracker, NWEA score sheets, TNS Master Schedule, Bathroom Schedules, TNS Teacher Folder, etc. can be found in TNS' shared Google Drive.
 - o *GE Tracker via Google Docs*
 - 30 Day assessment data/scores and standards to be re taught through MTSS block time.
 - Inputted by classroom teacher via “GE Tracker” (Google Drive) every month
 - o *TRG Lesson Plan Creator*
 - <http://lessonplans.therominegroup.com>
 - o *Staff Wifi Password*
 - TNS-Staff
 - Password: N5A@9m1n
 - o *NWEA*
 - teach.mapnwea.org
 - o *TLAC Resource*
 - therominegroup.com
 - Login: TRGEmp
 - Password: highst@nd@rd
 - O *Online Resources*
 - *Pearson Realize*
 - o Pearson Realize and Envision Math online resources
 - o www.pearsonrealize.com
 - Istation

- Online computer software to enhance math and reading in grades K-5.
 - <https://www.istation.com/>
 - *IXL*
 - *BrainPop & BrainPop Jr.*
 - *Edgenuity*
 - *Reading A-Z*
- Testing
 - *NWEA*: 3 times a year (Fall, Winter and Spring to measure student growth, obtain standards to teach/reteach via MTSS, data, grade level, etc.).
 - *Illuminate*: Test given every month to ensure mastery of monthly standards.
 - *KRA (Kindergarten Readiness Assessment)*: To observe student readiness via Literacy, Mathematics, Physical and Behavioral Standards (Fall).
 - *MStep*: State of Michigan Standardized Test (Spring).
 - *PSAT/ACT*: Standardized test for high school students.

The New Standard Academy School Calendar 2021-2022

August 2021						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

September 2021						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October 2021						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

November 2021						
S	M	T	W	T	F	S
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7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

December 2021						
S	M	T	W	T	F	S
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5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

January 2022						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Report Card Distribution	
Marking Period #1	Nov. 10
Marking Period #2	Jan. 25
Marking Period #3	Apr. 6
Marking Period #4	Jun. 10

**2040 W. Carpenter Road
Flint, Michigan 48505
(810)787-3330**

Important Dates

Aug. 23-27	Professional Development Days
Aug. 30	First Day of School for Students
Sept. 6	Labor Day
Oct. 6	Count Day
Oct. 14	Parent/Teacher Conferences
Nov. 5	End of Marking Period #1
Nov. 24-26	Thanksgiving Vacation
Dec. 15	Parent/Teacher Conferences
Dec. 20-31	Winter Break
Jan. 3	Classes Resume
Jan. 21	End of MP #2/Semester #1
Jan. 27	Semester 1 Honor's Assembly
Feb. 9	Spring Count Day
Feb. 23	Parent/Teacher Conferences
Mar. 25	End of Marking Period #3
Mar. 28-Apr. 1	Spring Break
Apr. 4	Classes Resume
May 4	Parent/Teacher Conferences
May 13	Prom
Jun. 3	Senior's Last Day
Jun. 3	End of MP #4/Semester #2
Jun. 6	Eighth Grade Breakfast Celebration
Jun. 7	Kindergarten Graduation
Jun. 8	Senior Graduation
Jun. 9	Semester 2 Honor's Assembly
Jun. 10	Student's Last Day/Field Day
Jul. 5	Summer Programming

Time Schedules

Middle School & High School (7th-12th)	
Full Day.....	7:15 am - 2:46 pm
Half Day.....	7:15 am - 11:03 am

Elementary (Y5-6th)

Full Day.....	8:15 am - 3:46 pm
Half Day.....	8:15 am - 12:15 pm



February 2022						
S	M	T	W	T	F	S
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20	21	22	23	24	25	26
27	28					

March 2022						
S	M	T	W	T	F	S
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27	28	29	30	31		

April 2022						
S	M	T	W	T	F	S
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17	18	19	20	21	22	23
24	25	26	27	28	29	30

May 2022						
S	M	T	W	T	F	S
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June 2022						
S	M	T	W	T	F	S
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19	20	21	22	23	24	25
26	27	28	29	30		

July 2022						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

HS and MS Only (1/2 Days)	
Jan. 18, 19, 20.....	Final Exams (1st Sem.)
May 31, Jun. 1, 2.....	Final Exams (2nd Sem.)

- Start/End Dates of School Year
- Progress Reports Distributed
- School Closed
- 1/2 Day of School for Students/PD for Staff
- △ End of Marking Period
- 1/2 Day of School & Parent/Teacher Conferences 2pm-7pm
- 1/2 Day for Students & Staff

Professional Responsibilities

Teacher Building report time and end time.

All teachers are expected to arrive promptly for work. In the event you will be late, you must contact your immediate supervisor and the Front Office (Office Manager).

Middle School/High School

Report Time-6:30 A.M. Report to Duty-6:45

Day Ends-2:46 P.M. Teachers are to remain until buses leave

Elementary

Report Time- 7:30 A.M. Report to Duty-7:45

Day Ends-3:46 P.M. Teachers are to remain until buses leave

Late pick ups- (Elementary) In the event a student is not picked up by 4:00 p.m. The student is taken to the front office where the Administrative Assistant will attempt to phone the parent/guardian. The teacher is free to leave after the student is taken to the front office. If the situation becomes a consistent habitual late pick up, an in person conference will be held with the Parent/Guardian Teacher and Dean.

Professional responsibilities are outlined in your Evaluation Tool Domain 4. As professionals, expectations should be practiced and adhered to at all times. If you are unclear and need to discuss expectations please schedule an 03 (One on One) with your Dean of Academics or MTSS Supervisor.

Building Expectations

Bathroom Policy

Teachers are expected to instruct students as part of their beginning of the year procedures on how to properly utilize the bathroom facilities while on classroom bathroom break/while they are independently utilizing the facilities. Teachers will teach protocol on how to properly utilize all the facilities, disposing of trash and properly washing their hands. Teachers will model the protocols for younger students.

A school issued hall pass will be created for each classroom. One student at a time is allowed out of the classroom for an emergency bathroom break with the school issued

pass. K-8 will use an allotted class bathroom break time at an assigned bathroom.

A bathroom schedule and specific locations will be used for K-6th grade students.

A class bathroom break SHOULD NOT exceed 10 minutes. Please refrain from sending students to the restroom the last 15 minutes of the school day.

Middle and High School students will not be able to access the bathroom in the first 15 minutes of each hour.

Hallway Expectations

Hallway transitions are one of the MOST important procedures to be set into place throughout the learning culture at The New Standard Academy. Our goal is to create order and a transition that will not disrupt the instructional learning of other classrooms. All students should:

- Be supervised by a teacher. Teachers should walk in the middle of the line to ensure the entire line is following procedures. A hallway monitor may also be used to help monitor students.
- Form a single file line on the right side of the hallway.
(Younger students) should have their hands/arms crossed, on hips or in pockets to eliminate touching items on the walls, lockers, other students, etc.
- Maintain a voice level of zero—which means zero talking, noise making, etc.
- Have a visible pass if in the hallway without supervision (running errand, office visit, etc.),
- Be walking to ensure safety.
- Be facing forward in line.
- The elevator should only be used by TNS staff members. Students should not use the elevator unless a physical disability deems it necessary or the student has a doctor's note stating injury, to which they cannot use stairs. An "Elevator Pass" will be given to student for usage.

Recess

Time to play! Recess is encouraged and supported within the following guidelines:

1. Recess is limited to 20 minutes a day. Include this time in your Daily Master Schedule found in "TNS Master Schedule" via Google Drive. Recess is once a day.
2. Students at recess should not be near classroom windows to limit disruptions.
3. Students are not to enter or exit the building without supervision.
4. Teachers are to be present and supervising students at all times. Teachers are to be actively monitoring students on the playground. Teachers should not be congregated together, rather spread out and supervising students.
6. Keep our school clean! Make sure that all belongings and garbage are picked up before you leave the playground.
7. During testing times, students should not be on the playground. Please take students to alternate outside locations or adjust recess time so as to not interfere with testing. Inform the front office of your adjustment.
8. Respect playground equipment and use it properly. Teach these expectations BEFORE students are allowed onto playground equipment (basketball courts are used for basketball, do not climb up slides, no throwing of wood chips, etc.)
9. Inform the office of your location (as you exit the building for recess) and return time to the classroom, IF the recess time is different than what is documented within the TNS Master Schedule.

Cafeteria.

1. All students are to be brought to the cafeteria and picked up from the cafeteria ON TIME. Follow the Master Schedule for times. Students are not to be brought to the cafeteria early. This interferes with other classes and scheduled times.
2. Please enter and leave the cafeteria through assigned doors.
3. Once class is seated at an assigned table, or in line for lunch, the teacher will be released to take their lunch break.
4. If select students are to remain with a teacher during lunch, the teacher MUST walk these students down, wait for them to receive their lunches, and then walk them back to the room. Students must be kept the entire lunch time and

cannot be sent back to the cafeteria.

5. Please be sure to have students take care of any restroom needs before they receive their lunch.
6. Students will get in line and receive lunch, regardless if they plan to eat lunch or not.
7. Students will go to their assigned tables in the cafeteria to eat their lunch.
8. Students are to remain in their seats during the entire lunch hour.
9. Students are to clean up their eating area and make sure trash is discarded once instructed to do so.
10. Absolutely no throwing of food.
11. Students will be prohibited from leaving the cafeteria for ANY reason. This includes the buying of snacks from various teachers.

Drills

TNS has mandated fire, tornado, and lockdown drills.

Floor Plans

It is expected that the floor plan for fire and tornado drills are posted by the classroom door with the TNS mission/vision statement.

Expectations

Teachers are expected to instruct and practice drills with students as part of their First Days of School, such as practice procedures on how to react and behave during all drills. *Zero noise is expected during all drills.* Students who do not meet expectations during drills will receive classroom consequences as set aside by that teacher. Teachers are expected to help during fire and tornado drills, regardless of planning periods and lunch periods.

Media

Neither student nor staff will speak to the media regarding emergencies. The official spokesperson to the media will be the Principal. Direct all questions or inquiries from the media to the Principal.

Fire Drill Protocol

- In an orderly fashion, exit the building, staying low to avoid smoke inhalation and quickly proceed to your designated area.
 - *If the normal route is too dangerous, follow alternate route.*
- The last person to exit a classroom or office, should close the door and turn off all lights, reducing the fire's spread and damage.
- After exiting, meet in the designated area assigned to your classroom.
- Once your classroom has reached the designated area of safety, the teacher is to use the emergency roster to take attendance.
- Make your respective Dean aware of **any unaccounted student** by immediately texting the student's first and last name to your Dean. Only send a text message IF a student is missing.
- Obtain the "Emergency Clipart/Bag" to follow protocols of specific drill.

The designated safe zone for all classes if any fire evacuation is given by administration, will be Northwestern's parking lot. Classes will proceed there orderly with administration's directive. After arriving at the designated safe zone, the teacher will take attendance again.

Under no circumstances should you or any students re-enter our building until you have been cleared by administration. Administration will notify students and staff of termination of emergency and resumption of normal operations.

Tornado Drill (Severe Storm) Protocol

- In an orderly fashion, exit the classroom (if required), and quickly proceed to your designated area.
 - *If the normal route is too dangerous, follow an alternate route.*
- The last person to exit a classroom or office should close the door and turn off all lights.
- After exiting, meet in the designated area assigned to your classroom for the severe storm shelter area.
- Instruct students to take drop and cover procedures.
- Once your classroom is safely at the designated shelter area, the teacher is to use an emergency roster (found in emergency bag) to take attendance.

- Make the Academic Dean aware of **any unaccounted student** by immediately texting the student's first and last name and grade to the appropriate Dean. Only send a text message IF a student is missing.
- Obtain the "Emergency Clipart/Bag" to follow protocols of specific drill.

Hard Lock-down Drill Protocol

Lock-down procedures may be implemented in situations involving dangerous intruders or other incidents that may result in harm to persons inside the school building. Administration will issue lock-down notification by announcing a warning over the P.A. system.

- Teachers will immediately lock classroom doors and cover windows of classrooms, including the window in the door.
- Teachers will direct students to move to the safest position in the classroom, away from windows and doors so students are not seen
- Make the Principal aware of **any unaccounted student** by immediately texting the student's first and last name. Only send a text message IF a student is missing.
- Teachers will allow no one outside of the classroom to enter until the Principal gives an all clear over the P.A. system.
- Obtain the "Emergency Clipart/Bag" to follow protocols of specific drill.

If students are in the cafeteria during a lockdown drill, they will be escorted to the auditorium.

Soft Lock-down Drill Protocol

- Teachers will immediately lock classroom doors and cover windows of classrooms, including the window in the door.
- Make the Principal aware of **any unaccounted student** by immediately texting the student's first and last name. Only send a text message IF a student is missing.
- **Students are to remain in their seats and continue working quietly.**
- Teachers will allow no one outside of the classroom to enter until the Principal gives an all clear over the P.A. system.
- Obtain the "Emergency Clipart/Bag" to follow protocols of specific drill.

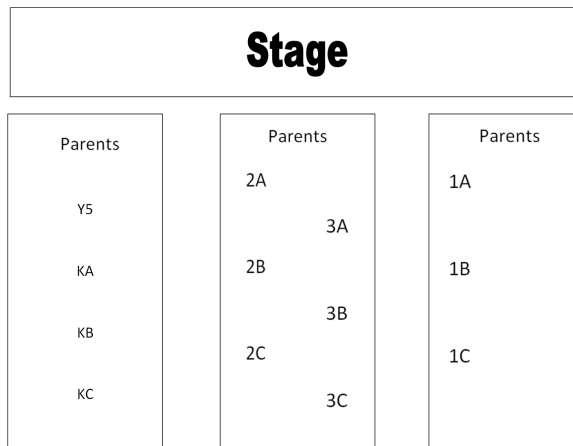
Assemblies

Auditorium

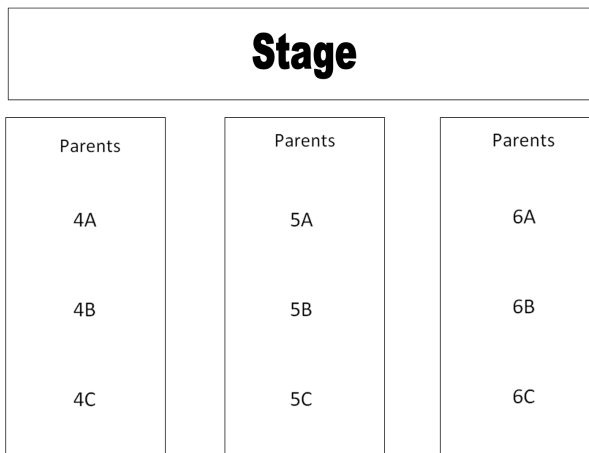
- Establish auditorium expectations before entering for assembly. This includes walking to seat, seating expectations, voice level expectations, procedures for dismissal of classes, applause protocols, etc.
- Please leave the first 3 rows of the left, center and right sides for parents to be seated. This provides them with the best view and ability to take pictures of their children.
- Your class should be seated 5 minutes before the official start time of the program.
- Teachers are to manage their classroom throughout the entirety of the program.
- Teachers are expected to sit with their respective classrooms.
- Dismissal of classes will start from the back of the auditorium, making way to the front of the auditorium (near stage).
- If an assembly is during a teacher's planning time, it is expected that the teacher remains with their class during the program.
- Have students use the restroom prior to assembly start time.

Assigned Seating

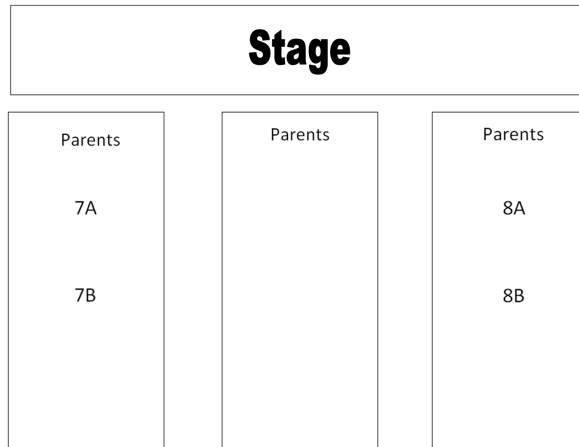
Y5-3rd Grade



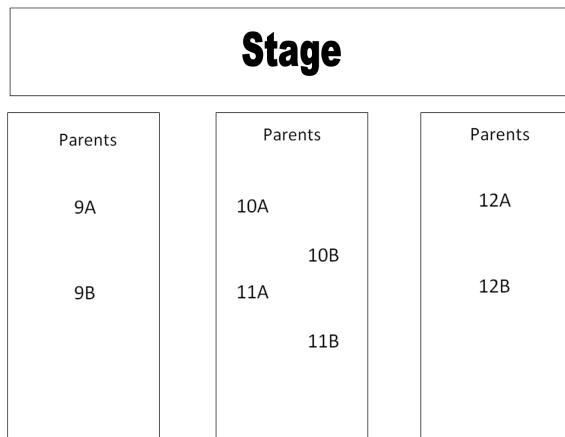
4th-6th Grade



Middle School



High School



Gymnasium

- Establish gymnasium expectations before entering for assembly. This includes walking to seat around the outer edges of gym floor, seating expectations, voice level expectations, procedures for dismissal of class, applause protocols, etc.
- Please leave the first row of all the sections for parents to be seated. This provides them with the best view and ability to take pictures of their children.
- Enter the gymnasium, 5-10 minutes before start time.
- Prohibit students from sitting in the aisleways of the bleachers.
- Monitor students throughout entirety of program, sitting with your class.

- If an assembly is during a teacher’s planning time, it is expected that the teacher remains with their class during the program.
- Have students use the restroom prior to assembly start time.

Assigned Seating

- The gymnasium is organized into sections. These sections will be labeled near the top of the bleachers.

Grade	Section	Row
Y5	A	2-3
KA	A	4-5
1A	A	6-7
2A	A	8-9
KB	B	2-3
1B	B	4-5
2B	B	6-7
6B	B	8-9
KC	C	2-3
1C	C	4-5
2C	C	6-7
6A	C	8-9
6C	C	10-11
3A	D	2-3
3B	D	4-5
3C	D	6-7
5A	D	8-9
4A	E	2-3
4B	E	4-5
4C	E	6-7

5B	E	8-9
5C	E	10-11
7A	F	2-3
7B	F	4-5
Additional 7th or 8th Grade Class	F	6-7
8A	F	8-9
8B	F	10-11
9	G	2-4
10	G	5-7
11	G	8-9
12	G	10-11

Bus Expectations

- Teachers will walk students to the door of their assigned bus.
- Teachers must ensure all students are loaded onto buses and should not leave until buses pull off.
- Students are not to be left unattended at any point in time during dismissal.

Main Office

The Main Office is a place of business, in which we must uphold professionalism and productivity.

- Congregation and volume should be limited and monitored.
- Discussion of students, personal issues, etc. should NOT be discussed within the office or in front of parents/students.
- Parents will be addressed/assisted prior to a staff member. Please step aside and allow our parents to be assisted first.
- Office Etiquette
 - Here at The New Standard Academy, a warm and inviting environment is a priority throughout the building.
 - Greet, welcome or ask parents if they need assistance

- Smile and say Hello and greet visitors, offering assistance if needed.

Building Safety

Building Safety is of the utmost importance to The New Standard Academy. In order to maintain a safe and orderly environment for our students to learn and instructors to educate, we must all contribute and follow the building safety protocols.

Building Doors

- Keep all outside doors closed, with bars intact, at all times. Doors should not be propped open with the lock bars or any other object.
- Do not open the door for any visitors. Visitors will ring into the Main Office for entrance.
- Students should not open any door for any visitor, including staff or employees (Students may assume a visitor is an employee, but not be accurate).
- If exiting the building for dismissal or recess, make it a priority for the last student to shut all outside doors.

Phones

- Classroom phones should be connected and available for calling.
- “Do Not Disturb” can be used on classroom phones during testing ONLY.
- Student cell phones should be collected and turned off during instructional hours. See “Student Cell Phone Usage” under Technology Usage section.

Drills

- Have drill locations posted near classroom door.
- Ensure staff and students understand the procedure and know the protocols that accompany each one. Practice procedures during the first weeks of school and periodically during the school year.
- Use window coverings (if applicable) during lock down drills.
- Take attendance once relocation is concluded, ensuring all students are accounted for.
 - If a student is missing, contact the Main Office IMMEDIATELY.
- If a student was out of the classroom and pulled into another teacher’s classroom during drill, the alternate teacher should text the student's homeroom teacher immediately, informing them of their student’s location.

Dismissal

- Escort students to their preferred and preapproved source of pick up.

- Parent Pick Ups---will be escorted to gym corridor by MTSS staff, awaiting pick up from Parent Pick Up Loop. Placards should be placed on the right side of the front window of car and clearly displayed for pickup.
- Bus Riders--will be escorted by a classroom teacher to assigned bus.
- Students are not to go in between buses into the Parking Lot.

Disciplinary Codes and Procedures

This code will allow parents and students to know in advance the consequences of specific acts of misconduct. The Code divides violations into three categories according to their severity. Level III violations of school rules as well as violations of state and federal laws and city ordinances can result in reassignment hearing and/or dismissal. In regard to Level III violations, TNS administration has the right to contact authorities at their own discretion when applicable.

Level I Violations:

- *Eating in class, displaying food/drink in class*
- *Sitting on top of tables*
- *Use of inappropriate language outside of class (i.e. in hallway, restroom, on field trips)*
- *Unapproved use of headphones in class*
- *Sleeping in class*
- *Refusing to do class work*
- *Throwing objects in class at other students*
- *Accessing unauthorized computer internet sites of a non-offensive nature*
- *Unapproved use of cell phone/electronic device*
- *Disrupting class instruction*
- *Unapproved use of the elevators*
- *Exhibiting inappropriate noise level(above conversation level) on campus, including but not limited to upon exiting through the building lobby*
- *Cheating on exam or quiz(subject to receiving zero on assignment, at instructors discretion)*
- *Plagiarism*
- *Leaving class without permission/cutting class(repeat offense becomes Level II/III at discretion of Administration.*

Level II Violations:

- *Repeated instances of level I violations (4 or more)*
- *Destruction of School Property*
- *Smoking on campus during school hours(Cigarettes, Vap Pins of non cannabis variety)*
- *Blatant disrespect to staff and/or repeated disregard of staff's directives*
- *Blatant disrespect to peer(s)*
- *Verbal/Physical contact with another student of a non-violent/non sexual nature(horseplay)*

- *Disruptive behavior during emergency drills*
- *Truancy*
- *Unapproved leaving and re-entering during school hours*
- *Gambling(participating in) or in the presence(spectating) of gambling*
- *Possession of drug paraphernalia(classification of items that could be utilized as drug paraphernalia is up to discretion of TNS administrators)*
- *Accessing unauthorized computer internet sites of an offensive nature*

Level III Violations:

- *Repeated instances of level II violations (4 or more)*
- *Sexual harassment of student or staff*
- *Indecent exposure*
- *Forgery of a school document or other official document*
- *Interfering with any Disciplinary action*
- *Refusing or avoiding to be searched*
- *Possession, use, sale, distribution or under the influence of alcohol, illegal/illicit drugs, unapproved prescription medication, or over-the counter medication*
- *Causing or threatening staff/student with bodily or emotional harm*
- *Possession, use, sale distribution of weapon*
- *Theft of school, staff or student property*
- *Real or false terrorist or bomb threats, fire threats, pulling fire alarms, or causing or inciting panic in the school*
- *Bullying(repeated harassing, intimidating and/or causing emotional harm to another student or staff)*
- *Gang activity*
- *Using a cell phone or other recording device to record and/or upload photos or video of activities at the school without staff permission*
- *Accessing unauthorized areas of the school*

****Any infraction not described by outlined Disciplinary Code will be subject to reprimand based upon Administrator discretion.***

<u>First Offense</u>	Verbal Warning	Administrator/Parent Conference	OSS/ISS (3-10 days)
<u>Second Offense</u>	Written warning, detention and/or staff phone call to parent	OSS/ISS Suspension(1-3 day)	Administrative Hearing to implement CAPA (OSS 10 days)
<u>Third Offense</u>	Verbal & written warning/Administrator phone call to parent	OSS (3-5 days)	Board Hearing to determine continued enrollment and/or Expulsion
<u>Fourth Offense</u>	Administrative Conference to implement CAPA	Administrative Conference to implement CAPA(5 day minimum OSS)	

Dress Code

Students

Uniforms are to be worn at the Academy by all students in grades Y5's-8th, except on announced "Dress Down" days.

New Standard uniforms consist of attire that has our school name or logo printing on it. Possible clothing pieces include:

- Standard/Spartans sweatshirts
- T-Shirts
- Uniform shirts.

Students are required to wear the following uniform pants:

Blue or black jeans with no rips or tears

Blue, black, navy, or khaki uniform pants and/or skirt

Leggings, jeggings, biker shorts, bandanas or bonnets **ARE NOT PERMITTED! Students that come in this attire will be sent home!** Bonnets and bandanas will be taken and held at the school office until the school day has ended.

Participation in Dress Down Day is a privilege that can be revoked to any student by school administration for any length of time deemed necessary.

Dress code policy will be enforced for all students.

Y5's-8th Grade Uniform Violations:

Students will be given a uniform shirt to wear which must be returned that day. Refusal will result in further discipline, which may include losing the ability to participate in spirit day/dress down days or possible Out of School Suspension.

New Standard Logo Uniform shirts must be purchased at the school (the cost is between \$10.00 and \$12.00) from the main office during school hours. Logos are available to be embroidered for 5.00 dollars at The Great Put On. Pants, skirts and sweaters can be purchased at any store; however, they must meet the requirements stated below.

General attire for GIRLS:

1. Skirts/jumpers/skorts: khaki, navy or black (polyester/cotton) dress apparel. No shorter than two inches above the knee.
2. Pants/capris: khaki, navy or black (polyester/cotton) dress pants. No cargo pants, corduroy, skinny jeans or skinny uniform pants.
3. Shorts: navy or black (polyester/cotton) dress shorts. No shorter than two inches above the

knee.

4. Cardigan Sweater: navy or black. Solid colors only, New Standard logo polo must be worn underneath.
5. Tights: navy, black, or white solid color only.
6. Belts: (navy or black) must be worn with any apparel containing belt loops .
7. Long sleeve shirts may be worn under short sleeve uniform shirt but must be a solid color of the uniform shirts. Hooded shirts are not permitted underneath uniform shirt.
8. A reasonable number of earrings are permitted.
9. A reasonable amount of makeup is permitted but may not be a distraction.

General attire for BOYS:

1. Pants: khaki, navy or black (polyester/cotton) dress pants. No cargo pants, corduroy, or skinny jeans. No sagging.
2. Shorts: khaki, navy or black (polyester/cotton) dress shorts. No shorter than two inches above the knee. May only be worn in 70 degrees or above weather.
3. Cardigan Sweater: navy or black. Solid colors only, New Standard logo polo must be worn underneath.
4. Belts: navy or black, must be worn with any apparel containing belt loops.
5. Long sleeve shirts may be worn under short sleeve uniform shirt but must be a solid color of the uniform shirts. Hooded shirts are not permitted underneath uniform shirt.

Staff

Staff dress code is business casual. Business casual is not as formal as traditional business attire but still conveys a professional picture to students and stakeholders. Teachers should look neat and professional, refraining from any clothing that has tears, ragged or jeans with rips and holes.

Wednesdays and Fridays will be Spirit days - wear your TNS gear, jeans are permitted but refrain from wearing jeans with holes, rips or tears.

Arrival and Dismissal of Students

Middle School and High School Arrival

- Students will begin to enter the building at 6:45 am.
- Students who arrive via bus, will enter through the Gym Corridor Entrance.
- Students who are self-driven to school or are dropped off via adult, will enter the building through the Alarm Door Entrance.
- Students will disinfect as they enter the cafeteria.
- High School students will proceed down the back hallway (through triple blue doors to the Gross Motor Room). Middle School Students will remain in the Cafeteria.
- Students will sit at their designated table, supervised by their teacher.
- The students will gather at their table and consume breakfast from 6:45-7:10 am.
- At 7:10 am, the class will line up and proceed to their first hour class.
- All students will exit out of the triple blue doors near the back of the cafeteria.

- High school students will walk along the office hallway and proceed up the front stairwell, while middle school students will proceed up the back stairwell to their first hour class.

Middle School and High School Dismissal

- Teachers will dismiss and supervise their students to their lockers to retrieve their personal items.
- Please allow allotted time before dismissal for students to retrieve personal items.
- Teacher will then supervise and walk their last period class down the appropriate hallway to assigned exit.
- Students will exit the building via Gym Corridor doors.
- Students will transition quietly, following all school routines/expectations while exiting the building.
- Students are expected to exit the building and immediately load their assigned bus or personal transportation.
- Teachers are expected to walk their students out of the building, monitoring them as they load their busses--ensuring they are placed on the correct bus in an orderly fashion.
- Students are not to exit the building before 2:46 pm.
- ALL students will exit the building as a class, even pick up students.
- Once outside, bus riders will load their assigned bus and parent pick up will transition to their parents car
- Parent pick up students will exit the building with their class.
- NO MIDDLE OR HIGH SCHOOL STUDENTS ARE ALLOWED TO STAY ON SCHOOL PREMISES AFTER THEIR DISMISSAL TIME, AWAITING YOUNGER SIBLINGS.

Elementary School Arrival

- Students will begin to enter the building at 7:45 am.
- Students who arrive via bus, will enter through the Gym Corridor Entrance.
- Students who are dropped off via adult, will enter the building through the Alarm Door Entrance.
- Grades Y5-2nd grade will walk through the back triple blue doors to the Gross Motor Room.
- Grades 3rd-6th will remain in the cafeteria at their designated table.
- Students will gather and consume their breakfast from 7:45-8:10 am.
- At 8:10 am, classes will begin to line up and exit the cafeteria/gross motor room in order. The order for the Gross Motor Room will resume as: Y5, K, 1st and 2nd.
- The order for the cafeteria will resume as: 6th, 4th, 3rd, 5th.

Elementary School Dismissal

- Teachers will dismiss and supervise their students to their lockers to retrieve their personal items.
- Please allow allotted time before dismissal for students to retrieve personal items.
- An MTSS staff will pick up Car riders and escort them to the cafeteria where they will await their parents for pick up. Students will be called by a designated number and then escorted to the car with an identical number.
- The teacher will then supervise and walk the remainder of their class (bus riders) down the appropriate hallway to the exit doors assigned.
- The busses will be parked along the Fire Line in front of TNS.
- Students will transition quietly, following all school routines/expectations while exiting the building.
- Students are expected to exit the building and immediately load their assigned bus or board personal transportation.
- Teachers are expected to walk their students out of the building, monitoring them as they load their busses--ensuring they enter their transportation effectively and efficiently.
- Students are not to exit the building before 3:46 pm.

First Weeks of School

The first two weeks of school can make or break your school year. In order to ensure a good start to the beginning of the year and throughout the year, please plan for and practice the following procedures and routines:

1. Schedule a time to practice hallway expectations
2. Schedule a time to practice lunchroom expectations for both lunch and breakfast
3. Schedule a time to practice restroom procedures
4. Model behaviors and practice expectations in the lunchroom
5. Model behaviors and practice expectations in the gym and auditorium during assemblies
6. Review rules, procedures and expectations for your classroom
7. Practice arrival and dismissal procedures (such as how to use lockers, where to line up after items are put away/retrieved, the doors that will be used to exit school building, walking to buses, car rider expectation, etc.)
8. Practice the drills The New Standard Academy uses, for safety.

Practice schedules will be collected by your respective supervisors.

Routines must be practiced monthly as it is part of maintaining a conducive learning environment for all, building wide. Incorporate a monthly, specified time written in lesson plans, to practice all protocols, procedures and drills. Inspect what you EXPECT!

Data Walls

Data walls are an integral part of an educator's classroom. These walls should be used to display information, particularly data, to the instructor, students, administration and any stakeholders who enter the classroom.

A Data Wall should be an **interactive** display that is used to physically track a student's progress and achievement with their grade level standards.

These walls should be used to drive instruction, allowing all stakeholders to determine which areas of content need to be a priority in learning.

Data Wall Expectations:

- Current monthly data from Illuminate test scores
- Advanced, Proficient, Basic or Far Below Basic Circle with Standard Data from Illuminate
- Monthly Illuminate “Assessment Matrix Report” (pictured below)
 - Interactive way to create groups based upon student assessment
 - Found in the “Reports Tab” on the left hand side of Illuminate Home Page

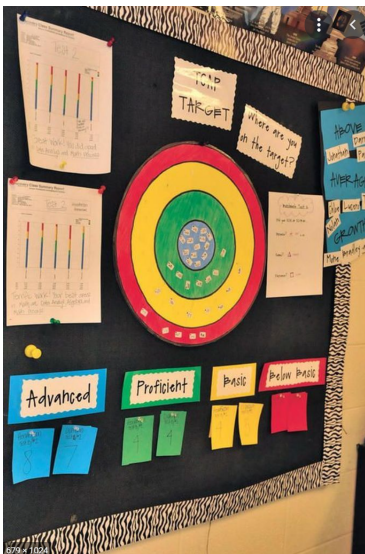
Assessment Matrix Report: Math Benchmark 1

Question	1	2	3	4	5	6	7	8	9	10
Class Percent Correct	78.5%	82%	76%	100%	82%	71%	52%	71%	71%	82%
Grade	3	4	5	6	7	8	9	10	11	12
Multiple Choice	7	8	9	10	11	12	13	14	15	16
Open-Ended Answer	17	18	19	20	21	22	23	24	25	26
Student Name	Grade	Score	Level	Score	Level	Score	Level	Score	Level	Score
Bridgman, Justin A.	3	100%	A	100%	A	100%	A	100%	A	100%
Chapman, Lyndi J.	3	100%	A	100%	A	100%	A	100%	A	100%
Charles, Noah C.	3	100%	A	100%	A	100%	A	100%	A	100%
Coker, Dexter J.	3	100%	A	100%	A	100%	A	100%	A	100%
Garcia, Alexa R.	3	100%	A	100%	A	100%	A	100%	A	100%
Quinn, Anthony, Morgan A.	3	100%	A	100%	A	100%	A	100%	A	100%
Combs, Julian J.	3	100%	A	100%	A	100%	A	100%	A	100%
Harris, Journey A.	3	100%	A	100%	A	100%	A	100%	A	100%
Jaco, Jacob G.	3	100%	A	100%	A	100%	A	100%	A	100%
Kesler, Kyra A.	3	100%	A	100%	A	100%	A	100%	A	100%
Martinez, Anthony M.	3	100%	A	100%	A	100%	A	100%	A	100%
Martinez, Roy M.	3	100%	A	100%	A	100%	A	100%	A	100%
Mohr, Alex M.	3	100%	A	100%	A	100%	A	100%	A	100%
Palmak, Kayleene J.	3	100%	A	100%	A	100%	A	100%	A	100%
Rosenfeld, Kayla M.	3	100%	A	100%	A	100%	A	100%	A	100%
Serrano, Tyler C.	3	100%	A	100%	A	100%	A	100%	A	100%
Tucker, Annabelle R.	3	100%	A	100%	A	100%	A	100%	A	100%

- Current NWEA test scores with RIT Goals displayed
 - Some type of movement for students to interact with upon completion of each NWEA test.

A Few Suggestions:

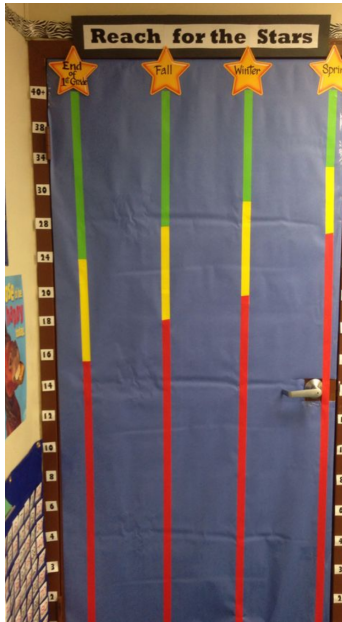
- Make it interactive---if a student can see their card/cut-out/etc. moving towards a goal or mastering a standard--it will provide a sense of accomplishment and motivation.
- Number students (rather than display names) to keep confidentiality.
- Acknowledge those who make progress monthly.
- Create a time once a month, as a class, to update the Data Wall. As time is limited in our learning environments, it can be easy to neglect this piece of information. However, if time is specifically designated to this task, it will be accomplished, students will take an interest in it while also learning how to read their own data.



Student	Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6	Standard 7	Standard 8	Standard 9	Standard 10
1	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met
2	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met
3	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met
4	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met
5	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met
6	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met
7	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met
8	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met
9	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met
10	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met
11	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met
12	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met
13	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met
14	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met
15	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met
16	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met
17	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met
18	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met
19	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met
20	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met



More Data Wall Examples



“I Can” Statements

- “I Can” statements are explanations for students to identify what information/material and knowledge they will be engaged in within a lesson.
 - This builds a concrete foundation and purpose to student learning that relates to the objectives being taught.
- An established area within the classroom should be devoted to “I Can” statements, preferably, next to the “White Board Configuration” set up.
- “I Can” statements should be updated as frequently as needed depending on the Standard you are working with.
- **“I Can” statements should state the terminology of the standard via The Romine Group Pacing Guide but rewritten in student friendly language to express the expectation of what the student will master.**
- An educator should identify the I can statement at the beginning of a lesson, during the lesson and when bringing closure to a lesson.

This relates the learned concepts back to a main point or summary that

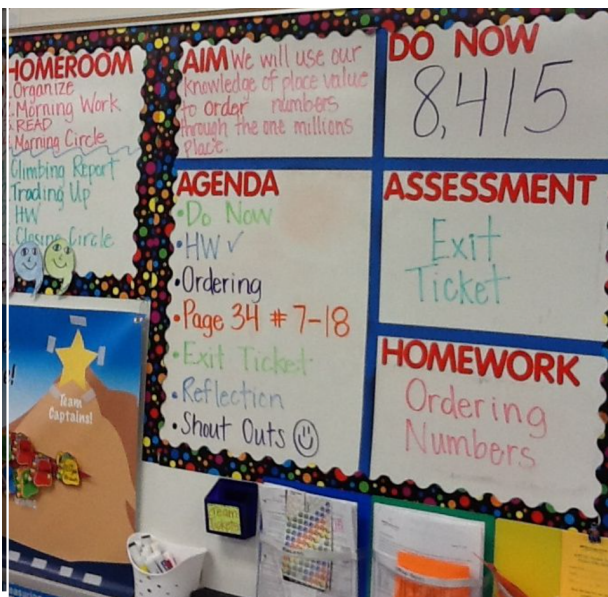
students can recall at a later time.

- “I Can” statements will be premade for each grade level with individualized standards via Dean of Academics. Personal “I Can” statements can be used, however, these act as a resource available to all educators.

White Board Configurations

To keep boards consistent and structured, “White Board Configurations” must include the following concepts/information:

- o Date
- o Daily Schedule/Agenda
- o Do Now Assignment
- o “I Can” Statements
 - Task & Target
- o Homework Assignment (If Applicable)
 - If an educator does not assign homework—please use this section as an “End of the Day Review”. Concepts can be reviewed, revisited and summarized as an exit ticket strategy to ensure material/knowledge was learned.



Door Configuration

- Post “Tornado Drill” and “Fire Drill” Instructions near door entrance inside of classroom. Ensure they are visible and can be read quickly in a time of emergency.
- Place window covering (if door has a window) near entrance for quick placement during Lock Down drills. Window coverings should block all visibility into the classroom from the outside environment.
- The New Standard Academy Mission and Vision statements should also be hung near door for easy visibility.

Parent Communication

Communication Platforms:

- Y5-6th Grade will implement **ClassDojo** for Parent Communication Platform.
- 7th-12th Grade will implement **Remind** for Parent Communication Platform.

Advantages to Communicate with Communication Tool:

- Quick, effective way of communicating to parents without disrupting instructional time.
- Documentation of conversation that can be printed, saved and logged for future reference.
- Disregards sending notes home that can be easily lost/misplaced by student.

What to Communicate:

- Weekly standards/concepts being taught in every subject area.
 - Teachers are required to send 1 whole class message per week.
 - **Message Send Outs: MONDAYS before 5 p.m.!**
 - Be mindful of the time to which the message is being sent out.
- Upcoming important dates such as: half days, no school, end of marking period, report cards, honor’s assemblies, project deadlines, etc.
- Progress of student success.

- **Positive Notes Home**

- Positive phone calls home or positive notes home are a productive and effective way to communicate with parents. It creates a constructive and compassionate connection with the parents of TNS students.
- Positive phone calls/notes home also encourage parents to respect the relationship between the home setting and school setting.
- It is encouraged to send home a positive note for at least 2 students per week.

IF Using the School Phone for Communication Purposes:

- Include your name, school name, date, time of call, student name, purpose of call, and that Parent Communication tool will be used or a return call will be made after dismissal.
 - Please inform parents that all calls received during instructional time, will be forwarded to the teacher's voicemail and returned at the end of the instructional day.

Classroom Instruction

- Classroom instruction is expected to be conducted throughout the majority of the day and with a “bell-to-bell” mentality.
- Students should be engaged in educational and academic activities throughout the day.
- Excluding recess time (20 minutes), brain breaks (1-5 minutes), specials, lunch and pre planned activities earned/rewarded, students should be working on their academics within the classroom environment. This concludes students should not be playing on cell phones/technology, sleeping, running extended errands, etc. No instructional time should be in jeopardy due to distractions, ill-prepared lessons, non-engagement, etc.
- K-6th Grade Time Frames Per Subject Area:
 - 90 minutes for ELA
 - 90 minutes for Math
 - 45 minutes for Science
 - 45 minutes for Social Studies
 - Small Group instruction during grade level MTSS time frame
 - 30 Minutes for Math; 30 Minutes for ELA
- Programs such as Istation, IXL, RazzKids, etc. should not exceed 1 hour per day.
- Classroom instruction should include the following components to ensure rigorous engagement are achieved:
 - Reading of “I Can” statement(s)

- Introductory teachings by instructor; student-led exploration by students/peers
- Modeling of task or activity
- Rigorous activities developed around Marzano’s “Analyzing” and “Utilizing” components
- Hands-on activities--more performance tasks, less worksheets
- Collaborative work with peers
- Students presenting their findings/learnings
- Students reteaching concepts
- Marzano’s Taxonomy questioning should be used throughout the lesson.
- Differentiated questions based upon a student's academic abilities.

Small Group Instruction/MTSS

- Small group instruction is expected to take place EVERYDAY, regardless of circumstances.
 - If an MTSS staff member is absent, small groups are still expected to be accomplished.
- Small group instruction consists of students being placed into smaller, more intimate groups based upon academic need.
 - These areas of reteaching can be determined from NWEA reports or 30 day assessment standard weaknesses.
 - Groups can be established weekly or monthly depending upon how the needs/concepts change upon different groups.
- A firm procedure should be put into place, so all students know how this time will be conducted:
 - Do not interrupt teacher during a small group unless an emergency.
 - When you hear the bell go off (end of station time), you are rotating to your next station without noise.
 - Assigned roles per group---leader, time keeper, secretary, etc.
 - All materials are in place and ready for participants.
 - Board timer on display so students know the remaining time left to work.
 - Station rotations on display so students know the next station they will be attending.
 - A quick introduction of stations to be used throughout the time should be completed BEFORE MTSS time. Run through each station's expectations prior to Small Group Instruction.
 - Istation/Technological resources are a GREAT station to use during this time!

These procedures will take time, effort and practice to master. Within the first few weeks of school, introduce the rotations/stations, practice how it will work, material placement and keep expectations high!

An example of rotations via SmartBoard (this is a convenient way to display and quickly change if necessarily).



Lesson Plans

- Lesson Plans are the fundamental building blocks to instructionally engaging and successful lessons. It allows an educator, Academic Dean and the Administration to plan, understand and acknowledge the concepts being taught throughout a period of time.
- Lesson Plans should pertain to the monthly standards listed in The Romine Group's Pacing Guide.
- The Pacing Guide and TRG Lesson Plan Creator can be accessed via:
<https://lessonplans.therominegroup.com/Account/Login>
- Lesson Plans are a non-negotiable item for The New Standard Academy.
Lesson Plan completion will be checked on Friday afternoons by 4 pm via Academic Dean.
- Any educator who does not complete the publication of all four core subject lesson plans (or specified subjects for High School) before 4 pm Friday afternoon, will be sent an email to acknowledge the shortcoming. If the issue continues, further action will be taken to ensure that this non-negotiable process is completed.
- Marzano's taxonomy should be used throughout the creation of Lesson Plans to ensure rigorous activities and discussions are incorporated into plans.

Marzano Higher Ordered Thinking Verbs

<i>Marzano's Taxonomy – Useful Verbs</i>	
Recognize • recognize (from a list) • select (from a list) • identify (from a list) • determine (true / false)	Retrieval
Recall • name • list • describe • state • identify who, where, or when • describe what	
Executing • use • demonstrate • show • make • draft • complete	
Integrating • summarize • paraphrase • describe the key parts of • describe the relationship between • Explain the ways in which • describe how or why • describe the effects	Comprehension
Symbolizing • use models • symbolize • depict • represent • draw • illustrate • show • diagram • chart	
Matching • compare and contrast • categorize • sort • differentiate • discriminate • distinguish • create an analogy or metaphor	Analysis
Classifying • classify • organize • sort • identify different types or categories • Identify a broader category	
Analyzing Errors • edit • revise • identify errors or problems • evaluate • identify issues or misunderstandings • assess • critique • diagnose	
Generalizing • form conclusions • Create a principle, generalization, or rule • trace the development of • generalize • what conclusions can drawn • what inferences can be made	
Specifying • make & defend • predict • what would have to happen • develop an argument for • judge • under what conditions • deduce	
Decision-Making • select the best among the following alternatives • which of the following would best • what is the best way • decide • which of these is most suitable	Knowledge Utilization
Problem-Solving • solve • adapt • develop a strategy • figure out a way • how would you overcome • how will you reach your goal under these conditions	
Experimenting • experiment • generate & test • test the idea that • what would happen if • how would you test that • how can this be explained • how would you determine if • based on the experiment, what can be predicted	
Investigating • investigate • research • find out about • take a position on • how & why did this happen • what would happen if • what are differing features of	

Rigor Walks

Throughout the year, Administration will be conducting Rigor Walks. . These “Rigor Walks” are a tool to provide reflection, perception and growth in areas needed including instruction and planning. Administration will enter the classroom for 20-30 minutes, observing a number of components. Teachers will be informed as to what components are being observed prior to rigor walks.

Each area will receive a 1 (Strongly Disagree), 2 (Disagree), 3 (Agree), or 4 (Strongly Agree). These marks are determined as a group by multiple Administration based upon what was observed during the observation. These marks should be used as a reflective growth tool to continually enhance each instructional environment.

If the same low marks/needs improvement areas are continuously being obtained during Rigor Walks, an O3 (One on One) meeting will be scheduled with Administration to determine a “Growth Plan” to increase these specific areas.

Rigor Walks are based upon each teacher’s master schedule within the Google Drive document entitled “TNS Master Schedule”. All daily schedules should be updated and kept accurate throughout the year. While Administration understands that at times schedules may shift, the expectation is that you are following the master schedule to the best of your ability.

The following form will be completed by Administration and given to the teacher. The highlighted areas are the ones that will be observed. Descriptions to each area are listed below for reference. If a teacher would like further explanation, suggestions or to discuss the Rigor Walk, an O3 (One-On-One) will need to be scheduled with your Dean.

Teacher

Observer

Date

Conditions for Learning		Strongly Disagree	Disagree	Agree	Strongly Agree
		1	2	3	4
1.	The classroom is welcoming and inviting: <i>Classroom is visibly welcoming to students. Classroom is clean and educational posters are intentionally displayed. Classroom is centered and focused on student learning.</i>				
2.	School wide rules and procedures operating effectively: <i>Teachers and students demonstrate school wide procedures and policies effectively, as found in The New Standard Academy handbook. Procedures can include: hallway transitions, arrival/dismissal procedures, breakfast/lunch expectations, etc. Teacher also exhibits and follows the academic and behavior procedures of the Academy.</i>				
3.	Teachers display with-it-ness: <i>Teacher is well-prepared for the lesson. There is evidence of planning prior to the lesson. All materials are readily available with procedures in place for students to obtain needed items. Multiple methods of learning are pre-established using various instruments/tools to aid in instruction. <u>Teacher moves at appropriate pace and can quickly pull students back from independent activities to continue progressing toward established daily goal.</u> Teacher demonstrates flexibility and can easily adjust content as necessary.</i>				
4.	Teachers are aware of non-engagement : <i>Teacher utilizes proximity and other non-verbal cues to consistently check for students who are not focused on the task at hand. Teacher allows little to no time to be wasted on "things" that do not promote the advancement of the lesson. Teacher assesses the detachment and quickly reroutes the attention of the student in an effective manner.</i>				
5.	Teachers use a variety of cognitive engagement strategies: <i>Teacher utilizes various methods which include, visualisation, association, mnemonics, using clues in reading comprehension, underlining key words, scanning and self-testing and monitoring.</i>				
6.	Students are cognitively engaged in the lesson: <i>Students are actively engaged in the lesson. Students are observed tracking the speaker, asking and answering questions, or taking notes. Students demonstrate ownership of their learning. Students are participating and adding content to the discussion.</i>				
7.	Lessons are rigorous: <i>Students are engaged. The teacher is acting as a facilitator not a lecturer. Teacher utilizes questioning that relies on higher order thinking (Bloom's). The teacher conveys high expectations of the students.</i>				

8	Students are working harder than their teachers: <i>Students lead the classroom conversations while teachers facilitate learning. Teachers are not involved in a "sit and get" approach but instead are cognitively engaged in peer-to-peer discussions regarding the topic.</i>				
9.	Teachers have a created a distraction free environment: <i>Teachers are strong stewards of protecting instructional time. Teachers have developed procedures and policies that prohibit disruption to the learning environment. This includes structured use of passes, cell phone lock boxes, firm redirection of students who are causing disruptions.</i>				
10.	Teacher is referring to posted target: <i>The learning target is clearly posted. The teacher refers to the target during the lesson to tie learning to the target. Students can articulate the learning target and relate it to their classwork.</i>				
11.	Instructional practices are meaningful and intentional: <i>Teacher has strategically "thought out" processes that are designed to lead students through a series of specific educational exposures that result in a desired outcome, designed upon each student's educational needs and learning styles.</i>				

Teacher is Monitoring in a Rigorous Classroom (formative assessment)		Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
1.	All students are monitored <i>Every student within the classroom is monitored and supervised to ensure they are demonstrating engagement of lesson, the learning of content and mastery within the standard. Assessment monitoring is used to proceed or reteach content within the lesson.</i>				
2.	Teacher uses a variety of monitoring techniques: <i>Teacher uses multiple techniques to monitor student learning. For example, circulating around the room to view student responses, non-verbal checks, asking students questions and responding to student questions and observations.</i>				
3.	All students' response techniques (white boards, response cards, electronic, i.e. google docs): <i>Teacher has response tools in place and checks for understanding often as they move through a lesson. Teacher has incorporated "stop, think, and share out" spots in the lesson.</i>				
4.	Teacher actively circulates and interacts with students using guiding, not telling techniques: <i>Teacher is continually moving throughout the room checking in with students. Teacher leads students in a conversation about their thinking. The Teacher is the facilitator of the conversation asking questions that sculpt the learning experience to reach the desired learning outcome.</i>				
5.	Takes immediate action to make adaptations/differentiation after monitoring:				

	<i>After checking for understanding, the teacher immediately conferences with <u>student</u> to help them reach mastery and develop a firm understanding of the targeted learning objective.</i>				
6.	Monitors written tasks-i.e. summarizing, drawing conclusions comparing/contrasting, models: <i>Teacher implements written tasks within each lesson and supervises students as they actively work. Guidance, prompting, discussion and clearing up misconceptions should be evident.</i>				
7.	Individual student response methods : <i>Teacher utilizes random response techniques such as cold-calling, (popsicle sticks, etc) white boards.</i>				
8.	Evidence of TLaC Strategies: <i>Teacher utilizes various Teach Like a Champion techniques such as show call, cold-calling, no opt out, checking for understanding, 100%, Right is Right, SLANT, Format Matters, Stretching, and Positive Framing. It is ingrained in the culture of the class.</i>				

Overall Instructional Expectations		Strongly Disagree	Disagree	Agree	Strongly Agree
		1	2	3	4
<input type="checkbox"/>	Aligned to posted target: <i>Lesson is clearly aligned to posted learning target. Outcome of lesson will aid in progress monitoring or demonstration of mastery of said target. Posted target should align with current Pacing Guide standards.</i>				
2.	Grade level and subject appropriate: <i>Instruction is rigorous, intentional and aligned to grade level standards.</i>				
3.	Designed to demonstrate mastery of target: Intentionality in planning				
4.	Students revise work: <i>Students are given appropriate time to reflect over their work and revise on their own with subtle prompts from the teacher to produce high quality and grade appropriate work, progressing from previous submissions.</i>				
5.	Assignments aligned to target and promote thought: <i>Teacher has deliberately chosen assignments that refer to different levels of Blooms. Meta-cognition and DOK.</i>				
6.	Student autonomy: <i>Teacher establishes a learning path goal for each student, creates a routine for students to self-assess their goals, <u>allow</u> students to generate or contribute to the content of lessons, develops student accountability and prompts students to independently solve and work through concepts.</i>				

Comments:

iObservation

The professional tool that the Administration will use for formal evaluations is a program entitled “iObservation”.

Within this program, Administration will conduct a formal observation using the “Charlotte Danielson Framework for Teaching”. Once the observation is complete, the evaluation will be published for teacher viewing. Each domain will be ranked as “Unsatisfactory”, “Basic”, “Proficient” and “Distinguished”.

How to view completed evaluation/observation:

- 1.) Visit <https://login.effectiveeducators.com/idp/Authn/UserPassword>
- 2.) Input username (email) and password
- 3.) Under the section entitled, “Alerts”, an observation will be available to view.

Areas that will be formally evaluated:

Domain 1: Planning and Preparation	Domain 3: Instruction	Domain 2: Classroom Environment	Domain 4: Professional Responsibilities
1. Component 1a. Demonstrating Knowledge of Content and Pedagogy	16. Component 3a. Communication with Students	9. Component 2a. Creating an Environment of Respect and Rapport	23. Component 4a. Reflecting on Teaching
2. Component 1b. Demonstrating Knowledge of Students	17. Component 3b. Using Questioning and Discussion Techniques	10. Component 2b. Establishing a Culture for Learning	24. Component 4b. Maintaining Accurate Records
3. Component 1c. Setting Instructional Outcomes	18. Component 3c. Engaging Students in Learning	11. Component 2c. Managing Classroom Procedures	25. Component 4c. Communicating with Families
4. Component 1d. Demonstrating Knowledge of Resources	19. Component 3d. Using Assessment in Instruction	12. Component 2d. Managing Student Behavior	26. Component 4d. Participating in a Professional Learning Community
5. Component 1e. Designing Coherent Instruction	20. Component 3e. Demonstrating Flexibility and Responsiveness	13. Component 2e. Organizing Physical Space	27. Component 4e. Growing and Developing Professionally
6. Component 1f. Designing Student Assessments	21. Strengths	14. Strengths	28. Component 4f. Showing Professionalism
7. Strengths	22. Areas for Improvement	15. Areas for Improvement	29. Strengths
8. Areas for Improvement			30. Areas for Improvement

To study what each area consists of and how it will be ranked, an educator can view each domain component details in iObservation:

- 1.) Visit <https://login.effectiveeducators.com/idp/Authn/UserPassword>
- 2.) Input username (email) and password
- 3.) Select the “Observations” drop down tab
- 4.) Scroll down to “Preview Forms”
- 5.) Select “The Romine Group Danielson Framework for Teaching”
- 6.) Select any domain to obtain additional details, elements Administration will be evaluating upon and how each domain element will be ranked according to what is observed.

Charlotte Danielson Framework

Charlotte Danielson's FRAMEWORK FOR TEACHING

<p>DOMAIN 1: Planning and Preparation</p> <p>1a Demonstrating Knowledge of Content and Pedagogy • Content knowledge • Prerequisite relationships • Content pedagogy</p> <p>1b Demonstrating Knowledge of Students • Child development • Learning process • Special needs • Student skills, knowledge, and proficiency • Interests and cultural heritage</p> <p>1c Setting Instructional Outcomes • Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners</p> <p>1d Demonstrating Knowledge of Resources • For classroom • To extend content knowledge • For students</p> <p>1e Designing Coherent Instruction • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure</p> <p>1f Designing Student Assessments • Congruence with outcomes • Criteria and standards • Formative assessments • Use for planning</p>	<p>DOMAIN 2: The Classroom Environment</p> <p>2a Creating an Environment of Respect and Rapport • Teacher interaction with students • Student interaction with students</p> <p>2b Establishing a Culture for Learning • Importance of content • Expectations for learning and achievement • Student pride in work</p> <p>2c Managing Classroom Procedures • Instructional groups • Transitions • Materials and supplies • Non-instructional duties • Supervision of volunteers and paraprofessionals</p> <p>2d Managing Student Behavior • Expectations • Monitoring behavior • Response to misbehavior</p> <p>2e Organizing Physical Space • Safety and accessibility • Arrangement of furniture and resources</p>
<p>DOMAIN 4: Professional Responsibilities</p> <p>4a Reflecting on Teaching • Accuracy • Use in future teaching</p> <p>4b Maintaining Accurate Records • Student completion of assignments • Student progress in learning • Non-instructional records</p> <p>4c Communicating with Families • About instructional program • About individual students • Engagement of families in instructional program</p> <p>4d Participating in a Professional Community • Relationships with colleagues • Participation in school projects • Involvement in culture of professional inquiry • Service to school</p> <p>4e Growing and Developing Professionally • Enhancement of content knowledge and pedagogical skill • Receptivity to feedback from colleagues • Service to the profession</p> <p>4f Showing Professionalism • Integrity/ethical conduct • Service to students • Advocacy • Decision-making • Compliance with school/district regulations</p>	<p>DOMAIN 3: Instruction</p> <p>3a Communicating With Students • Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language</p> <p>3b Using Questioning and Discussion Techniques • Quality of questions • Discussion techniques • Student participation</p> <p>3c Engaging Students in Learning • Activities and assignments • Student groups • Instructional materials and resources • Structure and pacing</p> <p>3d Using Assessment in Instruction • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring</p> <p>3e Demonstrating Flexibility and Responsiveness • Lesson adjustment • Response to students • Persistence</p>

www.danielsongroup.org

PowerSchool-Grading & Attendance

Grading Expectations


Grading is the process by which teachers assess student learning and progress towards mastering the standards. Reporting is the process by which teachers communicate information to parents and administration about student mastery of taught subject matter and skills.

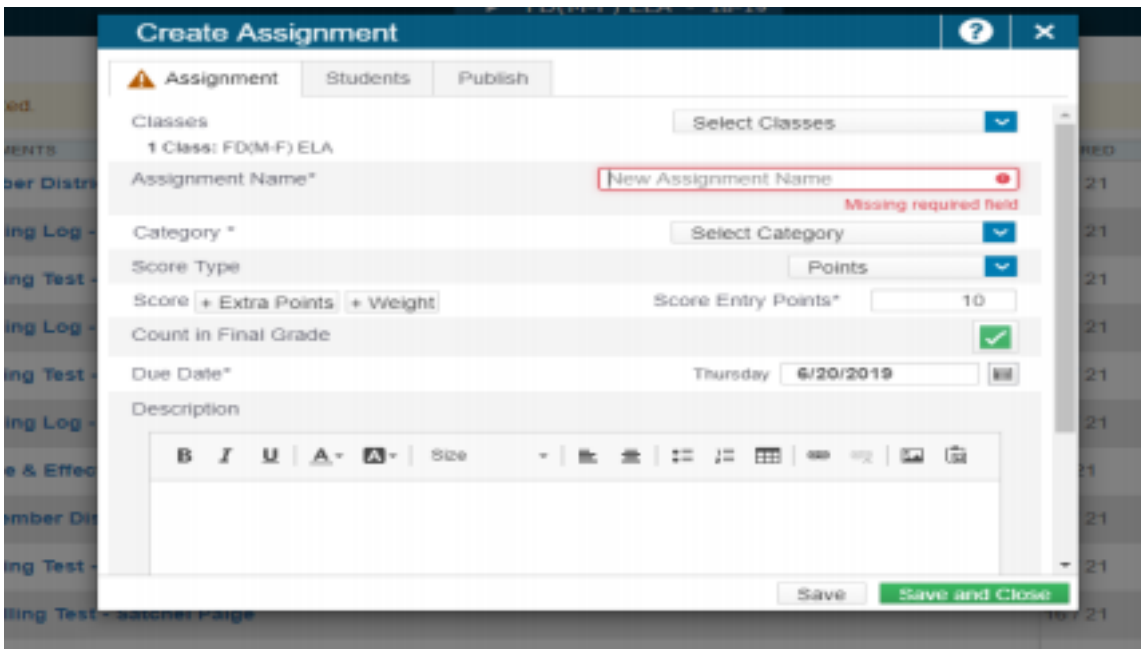
The New Standard expectation for teachers is to publish in PowerSchool two grades per week for all content areas. Grades shall not be recorded on introductory skills. Grades are to be an evaluation of content mastery. Grades have to match a standard from the pacing guide and lesson plan. One weekly grade should be from an independent classroom assignment or any assessment that shows the child's progress to that standard. The second weekly grade can be from class assignments, assessments, homework, participation, group work, projects, etc. The first week of

school, NWEA and M-Step testing weeks are allowable exceptions for inputting two grades per week for all content areas. Our grading policy will allow a student a reasonable opportunity to make up or redo a class assignment or examination for which the student received a failing grade.

This grading expectation of publishing two grades a week benefits students, parents and teachers in several ways. Teachers can assess the strength of their instruction by evaluating grading data before district testing. Students and parents can view academic progress and missing assignments from their PowerSchool accounts.

Grading Utilizing PowerSchool-Grading

effectively requires using PowerSchool correctly. There are several different ways to complete a task in PowerSchool, find the way that is easiest for you. One example of how to input a grade in PowerSchool is to use the  button, which will drop down a menu for assignments or categories.



Select the assignment tab and complete the information with accuracy and detail.

CATEGORY	ASSIGNMENTS	SCORED	DUE DATE	SCORE TYPE	EDIT
Test	1.October District Assessment	17 / 21	11/1/2018	Points (pts: 100)	[Edit]
Homework	2.Reading Log - Homework Packet	13 / 21	10/24/2018	Points (pts: 100)	[Edit]
Test	3.Spelling Test - Midnight Ride of Paul Revere	15 / 21	10/22/2018	Points (pts: 100)	[Edit]
Homework	4.Reading Log - Homework Packet	10 / 21	10/17/2018	Points (pts: 10)	[Edit]
Test	5.Spelling Test - The Ch-Lin Purse	16 / 21	10/16/2018	Points (pts: 100)	[Edit]
Homework	6.Reading Log - Homework Packet	10 / 21	10/10/2018	Points (pts: 100)	[Edit]

It is expected that the description box also be completed. The description box will include pertinent information for any student, parent, or admin to be able to discern all information needed to complete the assignment. This will include textbook pages, problems assigned, etc.

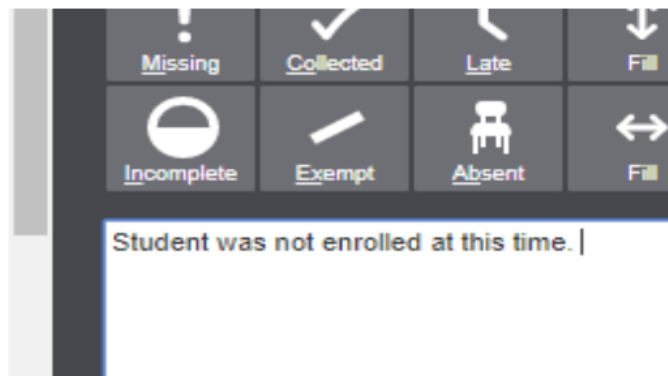
STUDENTS (21)	COURSE GRADE	LESSON 6-4 (10/22/2018)	ORDER OF (10/25/2018)	OCTOBER (11/1/2018)
1. Allen Jr., Eddie	B 84% 838/1000	100	100	93
2. Brewster, Ar'Moni	B 84% 840/1000	100	90	93
3. Davis-Paxton, Deonte	A 95% 858/900		100	93
4. Fleming, Savanna	-- -- --			
5. Gordon, Aki	-- -- --			
6. Harris, Aiden	C 76% 764/1000	67	90	75
7. Isaacs Jr., Patrick	C+ 79% 708/900		100	100
8. Johnson, Za'Nariah	B+ 88% 706/800	100		93
9. Jones, DeReon	C 75% 753/1000	100	90	56
10. Jones, Key'Tavius	E 58% 350/600		90	62
11. Jones, Sincer	B- 83% 666/800	100		87
12. Love, Amira	B 84% 841/1000	100	100	100
13. McNeal, Zariah	B- 83% 748/900		100	100
14. Moore, Zaniya	B- 80% 638/800	100		
15. Redmond Jr, Kuwaun	B- 80% 796/1000	83	100	93
16. Smith Jr., Markee	B- 81% 814/1000	83	100	93
17. Spence, Sa'Niyah	B- 83% 748/900	100	90	93
18. Taylor, Rekiya	B- 83% 829/1000	100	100	93

In order to maintain accurate records, teachers will only enter a “zero” for assignments which the students turned in and earned the grade of zero. Teachers will use the “missing” classification for assignments not turned in by a student. Teachers will use the “absent” classification for assignments on which the student was not in attendance for the assignment. Students that have several zeros, missing, or absent assignments are in need of a documented intervention that should take place with the teacher, parent, and then if it continues with the instructional coach. Utilize the late and incomplete classification markers for explanation for a low grade.

Teachers shall provide all modifications and accommodations outlined in a student’s

IEP and 504 Plans. Those accommodations and modifications are to be documented in the PowerSchool assignment comment section in order to reflect that the grade was achieved through the use of an accommodation or modification.

The PowerSchool assignment comment section will also be utilized to document information that the student, parent and teacher will need in order for the student to be successful in that assignment. This will benefit all stakeholders during conferences.



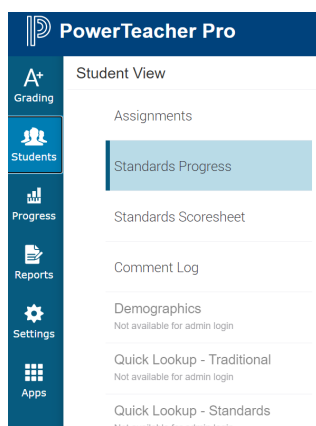
Citizenship and Comments for Report Cards

All teachers (elective and subject area) are expected to complete citizenship and comments for every student. A presentation on how to input comments, as well as scaling the numbers is available in the shared Google Drive within our school platform. It is entitled, "Citizenship Input". The citizenship scale has the following key;

- 4 - exceeds expectations
- 3 - meets expectations
- 2 - approaching expectations
- 1 - below expectations

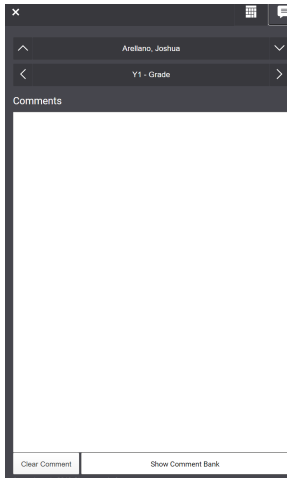
Finding Citizenship Location

- 1.) Select the "Student" tab in PowerTeacher Pro
- 2.) Select "Standards Progress"
- 3.) Find current Marking Period/Semester and rank student based upon 1-4 scale (listed above) in each standard category.



Finding Comment Location

- 1.) Select the “Grading” tab in PowerTeacher Pro
- 2.) Select “Comment Verification”
- 3.) Click on a student’s “Comment” section.
- 4.) A section will appear to the computer user’s right hand side.
- 5.) Select the small comment bubble in the right hand corner.



- 6.) Insert personal comment for each student--discussed academic progress, behavior, truancy, data, etc.

Grading Timeline

1st Marking Period *Progress Report* Grades Pulled: [October 8, 2021](#)

1st Marking Period Report Card Grades Pulled & comments/citizenship completed:
[November 5, 2021](#)

2nd Marking Period *Progress Report* Grades Pulled: [December 14, 2021](#)

2nd Marking Period Report Card Grades Pulled & comments/citizenship completed:
[January 21, 2022](#)

3rd Marking Period *Progress Report* Grades Pulled: [February 22, 2022](#)

3rd Marking Period Report Card Grades Pulled & comments/citizenship completed:
[March 25, 2022](#)

4th Marking Period *Progress Report* Grades Pulled: [May 3, 2022](#)

4th Marking Period Report Card Grades Pulled & comments/citizenship completed:
June 3, 2022

The office administrator will pull from Powerschool **at 4 pm on the day of the deadline** listed above.

Grading Utilizing PowerSchool-Attendance

PowerSchool is also the platform used to take attendance. Once logged in, multiple classes will appear. For elementary teachers, only “Homeroom” attendance will be taken---the top “Homeroom” is AM attendance and the bottom “Homework” icon is for PM attendance. High School will take attendance depending on which class is being presented during that period. Click on the “chair” icon to be redirected to your class roster.

Current Classes

HRA(M-F)	Homeroom PowerTeacher Pro							
FD(M-F)	Math PowerTeacher Pro							
FD(M-F)	ELA PowerTeacher Pro							
FD(M-F)	Social Studies PowerTeacher Pro							
FD(M-F)	Science PowerTeacher Pro							
HRP(M-F)	Homeroom PowerTeacher Pro							

Attendance Labels

- Present—Leave black
 - First Day Present---E (Document the first day of attendance or the first day that student was in your class. This may be the 1st day of school, or a few weeks later---please still place an E for the FIRST DAY ONLY.
- Absent---U (Unexcused Absence—if needed, the office will excuse absences with proof of doctor’s note, etc.

- Tardy (Unexcused)---T (A small dialogue box will appear to the right of the T. It is beneficial to document what time the student arrived to class for supportive explanations needed later).
- Tardy (Excused)---TE

Attendance for K-6th Grade: Should be taken at 10 am for “Morning Attendance” and 1 p for “Afternoon Attendance”.

Attendance for 7-10th Grade: Should be taken every hour.

- Any student who arrives 15 minutes late to class will be marked “Absent” for that period.

**Any student who arrives after 8:15 am will need to receive a pass from the office in order to enter the classroom.

Retention Guidelines

K-8

Students that should have a consideration for possible retention are:

1. Failing 3 out of their 4 core subjects (ELA, Math, Social Studies, or Science)
2. Failing several Illuminate 30 Day District assessments in Reading and Math
3. Scoring in the bottom 25th percentile on NWEA

OR

Meet the requirements of the “MDE Read by Grade Three Law”

Begin keeping a folder for each student that you have concerns about

This folder is our documentation and should include the following:

1. Student work samples (copies of graded work and assessments, writing samples, etc)
2. Proof of parent communication regarding failing grades (print the AEP tab for parent communication or your electronic source)
3. Illuminate and NWEA scores - TNS data sheet
4. IRIPs (K-3)
5. Retention plan*

Truancy will be noted for discussion but the documentation for truancy and steps for reporting it need to be followed. Please see the truancy plan so that the steps are followed precisely.

Attending summer school is not an option for determining promotion to the next grade. Students that are retained will be encouraged to attend but will not be promoted off of summer school attendance only.

Please keep in mind that withholding a student's promotion to the next grade may affect their self esteem and if continued may eventually place them in jeopardy of aging out of a regular high school experience. Weigh the consequences early and optimize the TNS learning experience (individualized learning times, accommodations/modifications, MTSS, child study team, parent interventions, etc.) so that the absolute last resort is retention.

**Retention Plan*

The current teacher must create an academic plan for the student to be successful in the next school year. Obviously, the current year's academic plan for the student was not successful and needs to be realigned for all stakeholders. This plan will include an individualized educational reform plan with academic strengths and weaknesses, strategies to address deficiencies, individualized deadlines to evaluate for growth, modifications and accommodations that were tried the current school year and why they were not successful, attendance plan, etc.

Important 2021-2022 Dates for Retention Guidelines

November 5th - teleconferences with parents of students that are meeting retention guidelines with AEP documentation regarding what guidelines were met and what suggestions were given to the parent to absolve failures.

Week of December 6th - speak with parents of students who are meeting retention guidelines to schedule meeting times for Parent Teacher Conferences that are held on 12/15/21 from 2pm-7pm and document conversation and appointment time in AEP. The Retention Notification letter template will be shared with you. Insert the students information, print the copy and share the letter with your Academic Dean.

December 15th - Parent Teacher Conference with parents of students who are meeting retention guidelines. Distribute written suggestions that will help the student avoid retention and retention notification letters. Document details of the conference in AEP. If the parent does not attend the scheduled conference, direct mail the documents and hold a telephone conference.

Week of February 14th - speak with parents of students who are meeting retention guidelines to schedule meeting times for Parent Teacher Conferences that are held on 2/23/22 from 2pm-7pm and document conversation and appointment time in AEP. The Retention Notification letter template will be shared with you. Insert the students information, print the copy and share the letter with your Academic Dean. Have IRIPs completed to distribute at conferences.

February 23rd - Parent Teacher Conference with parents of students who are meeting retention guidelines. Distribute written suggestions that will help the student avoid retention, retention notification letters, and IRIPs for the appropriate grade levels. Create a copy of the signed IRIP and give to MTSS Coordinator. Document details of the conference in AEP. If the parent does not attend the scheduled conference, direct mail the documents and hold a telephone conference.

Week of April 25th - speak with parents of students who are meeting retention guidelines to schedule meeting times for Parent Teacher Conferences that are held on 5/4/22 from 2pm-7pm and document

conversation and appointment time in AEP. The Retention Notification letter template will be shared with you. Insert the students information, print the copy and share the letter with your Academic Dean. Have IRIPs updated to distribute at conferences.

May 4th - Parent Teacher Conference with parents of students who are meeting retention guidelines. Tell parents that attending summer school will be beneficial towards deleting summer loss. Distribute written suggestions that will help the student avoid retention, retention notification letters, and updated IRIPs for the appropriate grade levels. Create a copy of the updated signed IRIP and give to MTSS Coordinator. Document details of the conference in AEP and share the AEP with the Academic Dean. If the parent does not attend the scheduled conference, direct mail the documents and hold a telephone conference.

June 3rd - Academic Deans will notify teachers of students who have been approved for retention and email the statement to include with the final report card comments.

Final report cards will be retention stamped by the Academic Dean.

Failure Guidelines for High School

The goal of the TNS instructor is to teach until mastery is achieved. Students who present with learning difficulties may need personalized instruction or additional support and we need to try all those avenues before a failing grade is issued for that course. Some students may need extra motivation and encouragement. These issues should be communicated with the Deans and Student Success Coordinator so that an all encompassing solution can be implemented. Therefore we have set a timeline for the process.

First Semester

October 14th - Parent Teacher Conferences.

For the parents of students who are currently failing or hold a D average (69%-60%) in the course complete the additional requirements during conferences.

Distribute written suggestions that will help the student avoid failure which may include a list of ways to study for the content, summary of weekly agenda for parent to understand how the course is set up, upcoming test dates, a list of missing/incomplete assignments, how to access PowerSchool grades and how to access what has been completed/graded in Google Classroom and review them with the parent and student.

If the parent does not attend the scheduled conference, direct mail the documents and hold a telephone conference reviewing the information.

Document details of the conference in the AEP. Share the AEP with Deans and Student Success Coordinator.

November 5th - Half Day of School (Midpoint of Semester)

Hold individual conferences with all students. Praise those successful students. Construct an agreement with students who are currently failing or hold a D average on what they can do to become academically successful in the class. This may include a list of missing/incomplete assignments and new deadlines, suggestion for peer mentor, suggestion for tutoring, suggestion of additional resource practice (IXL, Khan Academy, etc), study skill suggestions, etc. Have the student sign that agreement and send it to the parent using Remind.

Week of December 6th - speak with parents of students who are currently failing or hold a D average to schedule meeting times for Parent Teacher Conferences that are held on 12/15/21 from 2pm-7pm and document conversation and appointment time in AEP. The Credit Recovery Notification letter template will be

shared with you. Insert the students information, print the copy and share the letter with your Academic Dean. Prepare materials for conferences.

December 15th - Parent Teacher Conferences

For the parents of students who are currently failing or hold a D average (69%-60%) in the course complete the additional requirements during conferences.

Review the suggestions from previous parent conferences (10-14-21) and the student agreement from student conferences (11-5-21) and have a discussion about what further can be done by the student to become academically successful.

Discuss the importance of final exams that will take place the week of January 18th and how the student should prepare for them. Document the details of this conference in the AEP and share with Deans & SSC.

Second Semester

February 23rd - Parent Teacher Conferences.

For the parents of students who are currently failing or hold a D average (69%-60%) in the course complete the additional requirements during conferences.

Distribute written suggestions that will help the student avoid failure which may include a list of ways to study for the content, summary of weekly agenda for parent to understand how the course is set up, upcoming test dates, a list of missing/incomplete assignments, how to access PowerSchool grades and how to access what has been completed/graded in Google Classroom and review them with the parent and student.

If the parent does not attend the scheduled conference, direct mail the documents and hold a telephone conference reviewing the information.

Document details of the conference in the AEP. Share the AEP with Deans and Student Success Coordinator.

March 25th - Half Day of School (Midpoint of Semester)

Hold individual conferences with all students. Praise those successful students. Construct an agreement with students who are currently failing or hold a D average on what they can do to become academically successful in the class. This may include a list of missing/incomplete assignments and new deadlines, suggestion for peer mentor, suggestion for tutoring, suggestion of additional resource practice (IXL, Khan Academy, etc), study skill suggestions, etc. Have the student sign that agreement and send it to the parent using Remind.

Week of April 25th - speak with parents of students who are currently failing or hold a D average to schedule meeting times for Parent Teacher Conferences that are held on 5/4/22 from 2pm-7pm and document conversation and appointment time in AEP. The Credit Recovery Notification letter template will be shared with you. Insert the students information, print the copy and share the letter with your Academic Dean. Prepare materials for conferences.

May 4th - Parent Teacher Conferences

For the parents of students who are currently failing or hold a D average (69%-60%) in the course complete the additional requirements during conferences.

Review the suggestions from previous parent conferences (2-23-22) and the student agreement from student conferences (4-25-22) and have a discussion about what further can be done by the student to become academically successful.

Discuss the importance of final exams that will take place the week of May 31st and how the student should prepare for them. Document the details of this conference in the AEP and share with Deans & SSC.

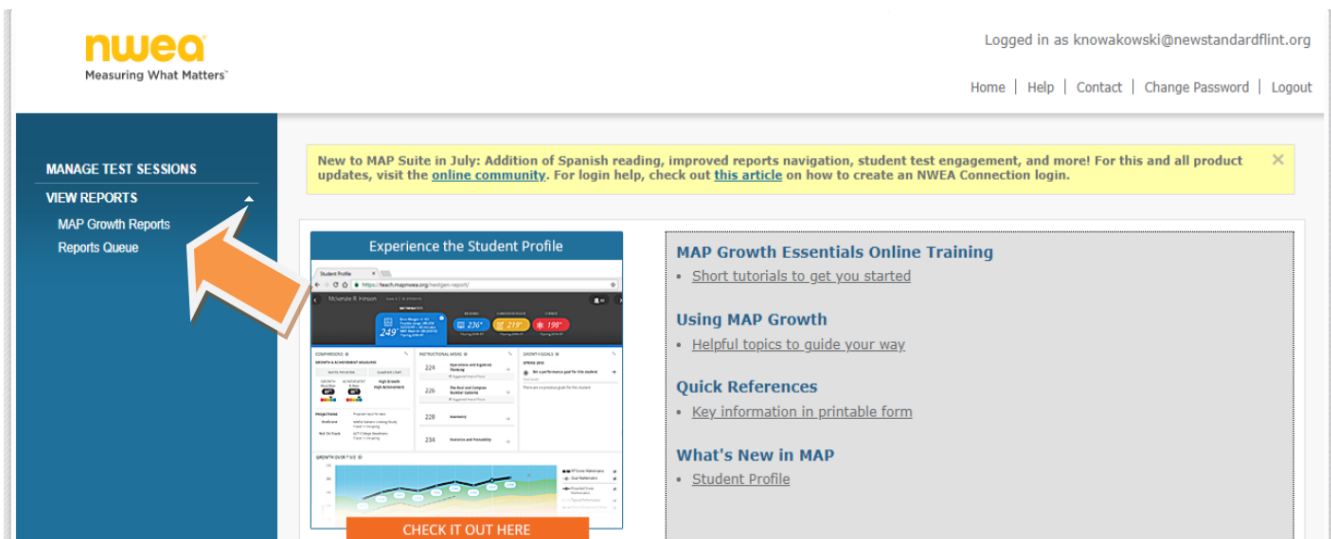
NWEA

- NWEA is our district test taken three times a year-Fall, Winter and Spring.
- It is taken within the categories of Math and English Language Arts.
- NWEA is utilized as a test taken on the computer to determine student growth, grade level, standards/concepts to be worked upon, instructional class needs, gain insights on what the student is ready to learn, grouping students, modify instruction, view progress of student learning and SO MUCH MORE!
- Specific instructions will be given before each test on how to administer it via “Testing Folders” distributed by Testing Coordinator.

· A few navigational aspects:

o Reports

- To access reports for your class, click the “View Reports” tab on the left hand side of the home screen.
- Under “View Report”, click “MAP Growth Reports



- MULTIPLE AMAZING reports will appear!!
- Reports can also be filtered via tabs on the left to what is desired.
- Upon selecting a report, filters such as term, class, testing window and which data focus should be selected.
- **CLASS REPORT WILL EXPLORE RIT, GOALS AND PERCENTAGES OF EACH STUDENT.
- CLASS PROFILE WILL EXPLORE THE STRENGTHS AND

WEAKNESSES OF EACH INDIVIDUAL STUDENT—INCLUDING
WHICH AREAS TO FOCUS ON FOR GROWTH.

Planning Time

Your planning period is time scheduled to complete professional responsibilities. If an event (assembly, safety drill, etc.) is scheduled during planning time then planning time is cancelled and you are expected to attend that event with your classroom as a part of your professional responsibility.

The planning time during the school year, when used wisely, will alleviate the amount of personal time used for professional responsibilities. Walk your class to their elective classroom location and use a few moments to give yourself a mental break. Here is a suggested schedule for your planning period.

Monday	Tuesday	Wednesday	Thursday	Friday
Lesson planning Parent communication using Dojo/Remind	Grading assignments PLC meeting with agenda	Lesson planning creating copies for next week & getting instructional materials ready	Grading assignments Posting grades in PowerSchool	Finalize lesson plans in TRG LPCreator schedule/post assignments in Google Classroom

Injuries

Should a student sustain an injury during the school day please adhere to the following:

1. Treat injury if needed (i.e. bandaid/ice)
2. Complete an Incident Report Form.
3. Make a copy of the Incident Report Form - one will go home with the student, the other will go to the main office.
4. Communicate to the parent/guardian about the injury via a phone call or your communication platform.
5. Do not send injuries to the Main Office.
6. If an emergency injury occurs, call an Academic Dean or Dean of Culture to assist.

Classroom Phones

1. If a parent needs to be contacted via phone, an educator has complete freedom to use the classroom phone for communication purposes.
 - a. If the parent answers, discuss situation, providing students with an activity to keep

- conversation confidential and private.
- b. If the parent does not answer, leave a message containing full details for parent to obtain information. For example, date, time, name of teacher, situation, and that communication will try to be made via Parent Communication Form or after dismissal. **INFORM PARENTS THAT IF THEY CALL BACK, THEIR CALL WILL BE TRANSFERRED TO THE TEACHER'S VOICEMAIL AS TO NOT INTERRUPT INSTRUCTIONAL HOURS.**
 - i. To check voicemail, dial 1 + extension.
 - c. Use Parent Communication Platform

Technology Usage

Student Cell Phones

- To continue uniformity between classes, educators and routines of the building, cell phones will be handled consistently throughout EACH classroom.
- Teachers will be provided numbered pockets to which students can place their cell phones into their assigned numbered pockets during instructional time.
- Students can obtain their cell phones during lunch time, but must return them to the pockets once they re-enter the classroom.

If students refuse to place cellphone into assigned pockets:

1. 1st Offense:
 - a. The cellphone will be confiscated and held for the remainder of the day.
2. 2nd Offense:
 - a. The cellphone will be taken and released only to a parent or legal guardian. An AEP will be completed and disciplinary action will be taken.

Please note, this is not a suspendable offense. This is a management issue and each teacher needs to have a clear and concise procedure in place.

Bulletin Boards

Each teacher has been assigned a specific bulletin board. Bulletin boards will be assigned and labeled by number for each grade level (in or near the class grade level hallway). Bulletin Boards should:

- Reflect thought and intention.
- Contribute to the culture of the school.
- Changed every month and pertains to standards or student work reflecting that particular month.
- Include proficient student work on each board.
- Have neat paper attached to board with border around edges.

*Bulletin Boards are considered part of your professional responsibility and will be looked upon as so. Please be sure to include in your hallway procedures that students should not write, color, draw, or in any way damage boards throughout the hallway.

Bulletin Boards will be monitored by administration.

Academic Intervention Services and Child Study Process/Timeline

My student needs academic intervention services. What do I do?

Step 1: This is Tier 2 intervention (please see page 27 for tier

definitions) Provide daily and consistent **classroom accommodations**.

- **Document** accommodations provided – This is 8-10 weeks of **documented** accommodations and their results.
- Collect student work samples.
- Communicate and provide ways for parents to help at home – document.
- Work with the student in a small group or individual setting during workshop

or independent time.

I've tried and documented multiple interventions, and they are not working. What do I do now?

Step 2: This is **AFTER** 8-10 weeks of Tier 2; if student is simultaneously receiving MTSS services with Tier 2 intervention, skip to step 3.

- Continue with classroom accommodations. Try something new. ·
- Document, document, document...
- Discuss student with your Instructional Coach.
- Discuss student with Instructional Coaches and MTSS team. ·
- Collect student work samples.
- Work with the interventionists to provide extra support.
- Communicate and provide ways for parents to help at home.
- Work with the student in a small group or individual setting during workshop or independent time.

My student is still making little to no progress. I have collected sufficient and consistent documentation, work samples, and have presented student to the dean and MTSS team. Now what?

Step 3: This is **AFTER** 8-10 weeks of Tier 2 classroom intervention and 1 cycle of MTSS.

- Have the parents fill out the Child Background Questionnaire. ·
- Complete the Teacher Referral Form.
- Submit Child Background Questionnaire, Teacher Referral Form, and Work Samples to Saelens.

Step 4:

- Saelens will review data. If special education referral is needed, Saelens will submit paperwork and letter to Special Education teacher.
- Based on the provided information, the special education team will review the information and determine next steps.

Requesting Time Out of the Building

Staff members are given a certain number of personal time off each year. These days, “PTO Days” can be used for any reason, but do require a procedure to ensure proper coverage for your classroom by substitute teachers..

Requests MUST BE SUBMITTED TO THE OFFICE MANAGER VIA “REQUEST TIME OFF” FORM 2 DAYS PRIOR TO THE PTO DATE(S) DESIRED TO BE OUT OF THE BUILDING. The Office Manager will email or verbally confirm an approval or denial of request.

****Please note---**there are several “Black Out Days” to which a staff member CANNOT request off. These dates will be sent via e-mail at the beginning of the year to ensure proper understanding and communication.

Failure to submit proper documentation or proper time advancement may result in denied approval by administration.

If an EMERGENCY PTO day is needed---the following steps should be conducted:

1.) Text the Office Manager to inform her of situation and request a sub (request should be conveyed BEFORE 6 AM).

2.) Notify the prospective Academic Dean of your absence.

3.) Ensure sub plans are in your classroom and easy to locate (via Emergency Sub Folders).

- *Sub plans are crucial for Emergency PTO Days as they are the only plan a substitute teacher has to manage and cover your classroom. Please indicate in sub plans time frames, procedures, helpful students, expectations, work assignments, etc.*

****Every classroom will have an Emergency Sub Plan Folder-**

The following components shall be included:

- Attendance Grids
- Seating Charts
- Map of the school
- Copy of each drill location/procedure

- Daily Schedule/Time Frames
- In-depth Sub Plan for the day
 - What each subject area/class will be completing for that day. Resources, textbook page numbers, copies, etc. should be addressed during this time.
- Parent phone numbers
- Transportation home information (bus riders/parent pick up/after school activities, etc.)
- Copies of activities already made
- Reference sheet for student behavior

Supplies

You have a budget of \$250 at the beginning of the school year and \$250 in January for classroom supplies. Please use the Requisition form found in Google Drive to request your supplies. On this form you will include where to purchase the supplies that are needed as well as the quantities and part numbers. Once you have completed your requisition form, it must be shared with Ms. Sublett so that it can be submitted to TRG. Returning teachers turn this form in as part of their June checkout procedures. For winter, please turn your requisitions in before leaving for winter break. Dates may change.

Teachers may also purchase supplies on their own and submit a reimbursement form. Take your receipts to the Office Manager and she will submit your form for reimbursement.

Celebrations

Celebrations are a big part of The New Standard Academy. Please follow these guidelines:

- All celebrations are to take place in the last 30-40 minutes of the school day with no exceptions. This includes all parties and holiday celebrations.
- If parents are providing treats, treats are to be brought to the office and labeled with the grade and classroom teacher's name.
- The Front Office will then notify the teacher. Please be mindful of peanut allergies, etc.

Field Trips

1. Plan an academically focused field trip for students to engage, learn and explore grade level standards.
2. Submit the following forms to Administration **at least 30 days prior** to the field trip date.
 - a. Educational Field Trip Form--Academic Dean

- i. This form **MUST be approved** by an Academic Dean prior to the following forms being submitted.
 - b. Transportation Request--Ms. Laly
 - c. School Provided Lunch--Ms. Royster
 - d. Invoice/Cost Receipts--Ms. Sublett
3. Every student is expected to attend field trips. Additional adults/chaperones will be in attendance to help aid with possible behavior situations.
 - a. Young 5s-8th Grade will have an Interventionist attend field trip if warranted.
 - b. 9th-12th Grade will have a Student Success Coordinator or MTSS staff attend if warranted.

Parent Visitation

We are adhering to Covid restrictions and Parents are only permitted in the Main Office, no further.

If Parent Visitation is requested by the parent/teacher:

1. Set up a date and time to meet with the parent during Planning or afterschool.
 - a. If additional support is needed, communicate with appropriate Dean(s).
2. Inform the office of the Parent's scheduled visitation time.
3. Upon arrival, the office will inform the teacher of the parents arrival, to which the teacher will walk down to the office and escort them to a meeting place.
 - a. The parent must sign in and obtain a "Visitor's Label".
4. Once the meeting is completed, walk the parent back to the Main Office to sign out. (Do not allow parents the freedom to explore the school building).

If Parent brings objects/items to the school for student:

1. The office will notify the teacher that items were dropped off.
2. The teacher can send the student down to the Main Office to obtain the items with a hall pass.

