

2022-2023

Faculty & Staff Handbook



E.T.H.O.S

Excellence. Teamwork. Humor. Ownership. Scholars.

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1. Welcome to Promise Academy!

1.1 Welcome

Welcome to the Promise Academy World! We are extremely delighted to extend a special welcome to our new employees. We are also sending a very special welcome back to our returning employees. Your dedication and commitment to return and continue to share your expertise on building one of the strongest community schools is simply priceless and we thank you for that commitment! Each and every one of you were personally selected to be a part of the Promise Academy family! Simply put, you have the **"IT Factor"** that will take this school to the next level! This is the year of truly cooperatively and collaboratively working together, building an extended family for all of our stake holders, understanding and implementing a true TEAM environment with room to always grow, modify and adjust while proudly being held accountable for our actions! We value our employees' loyalty, talent, and commitment to providing the most critical element in life, an education to our children! Our families have entrusted us with providing their children with a rewarding, inviting, caring and nurturing learning environment. We take this trust very seriously and strive to live up to and exceed our community's high expectations.

Communication, consistency, and working closely together are critical elements for our working environment. This is going to be a year of *"ramp it up"* and *"above and beyond"* growth and development for our school, students, teachers, parents and the community! Again, on behalf of the administrative team and board members, we welcome you to your extended family with open arms!

1.2 Mission

Our central and only work is to teach and inspire the mind, body, and spirit of our children so that they can succeed in any academic or cultural setting. Promise Academy is committed to preparing children to excel in the nation's most rigorous schools.

We approach our mission with a clear focus on academics before all else and with a special focus on reading. This is our commitment to the MIND. We believe that physical well-being contributes to academic success and is essential to children's development and happiness throughout life. This is our commitment to the BODY. We recognize that our children's success in adulthood and their contributions to society all begin as a matter of personal will. We accept the responsibility to nurture our children's will to succeed, to give them a sense of purpose and boundless possibilities and to instill in them the confidence and drive to participate fully in our commerce and culture. This is our commitment to the SPIRIT.

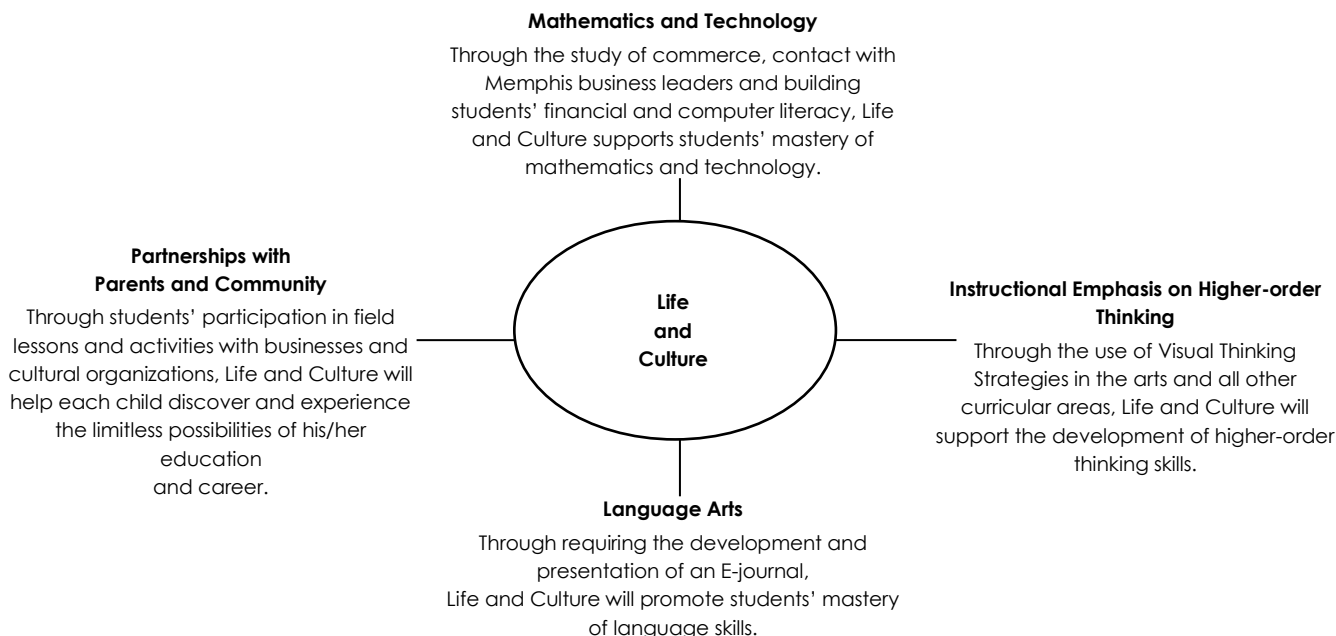
Our success in achieving our mission is demonstrated most clearly through our students' proficiency on academic assessments, their placement in effective middle schools and by their accomplishments throughout life. In our second charter term, our key goals are to continue to develop strong academic skills in our students and to further engage them in our unique Life and Culture curriculum. Our rigorous academic program emphasizes literacy and mathematics. Also, we will continue to implement research-based curricula to ensure our students' mastery of essential knowledge and skills. Our goal is to prepare our students for successful entry into high-performing middle schools in Memphis, so that they will continue their academic and social growth through secondary school and be on the path toward college.

In addition to our academic focus for our next charter term, we will continue to prepare students for long-term success by engaging them and their families in our unique Life and Culture curriculum. Through this program, we build up our students' expectations, curiosity and self-confidence so that they will be able to excel in any setting. Our Life and Culture program teaches students about the cultural,

business and civic resources of Memphis, our nation and the global community in order to make them aware of the many possibilities for their own education and future professional career. It also teaches students the critical life and social skills that will help them be successful in their future.

1.3 Life & Culture

Promise Academy is committed to providing a rich and rigorous academic experience for all of its students. We believe that all students can learn and achieve at high levels. In order to reach our goal, the school places a heavy focus on ensuring that its students are provided with the literacy and numeracy skills that are crucial to future success. In addition to our reading and mathematics focus, we also place emphasis on our Life and Culture curriculum that provides students a host of opportunities and teaches them to be active and productive citizens. The Life and Culture curriculum is a unique program that serves as a link between all other aspects of our school.



1.4 Admission Philosophy

Promise Academy admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

1.5 Roles & Responsibilities as Role Models Defined

The following identifies a quick synopsis of the roles and duties of the faculty make-up of Promise Academy.

The *Executive Director* is responsible for overseeing and monitoring the financial, instructional and environmental operations of the school. The Executive Director also solidifies community relationships and additional outside private and/or federal/state funding for the school.

The *Principal* is responsible for creating a respectful, professional, purposeful, welcoming, joyful, exciting environment for learning and working at Promise Academy. This role is empowered to oversee teacher, parent, school communication, teacher/parent issues, student recruitment/enrollment, student discipline, and attendance, before/after care school program, uniforms, finances/budget and any and all operational responsibilities for the faculty, staff, school and community. The Principal is

responsible for student learning and ensuring successful teaching in the classroom. This role is empowered with the development/implementation of curriculum, student assessments, enrichment, intervention, special education, scheduling, professional development, data analysis, teacher observations/evaluations, classroom management all contributing factors of learning and ensuring a successful learning environment. Teacher observations/evaluations, classroom management all contributing factors of learning and ensuring a successful learning environment.

The *Assistant Principal (AP)* is focused on entirely supporting students on Individualized Education Plans (IEPs), English Language Learners, and their teachers. The AP reports to Promise Academy's Principal and serves on Promise Academy's Leadership Team. The AP is responsible for the management of all special education teachers, ELL and Exploratory teachers. The AP plans professional development, oversees staff orientation, and takes responsibility for the academic program in place at Promise Academy. The AP is also responsible for working to recruit students and families to enroll in Promise Academy.

The *Instructional Coaches* are responsible for the management and development of teachers. S/he plans professional development, oversees staff orientation, and takes responsibility for the academic program in place at Promise Academy. The Coach reports to Promise Academy's Principal and serves on Promise Academy's Leadership Team.

The *Guidance Counselor* exhibits leadership, advocacy and collaboration to promote student academic, character development and social success. The Counselor will respond to identified student needs by implementing a comprehensive school counseling program that addresses academic and persona/social development for all students. This role is also responsible for providing support services to students, staff, parents and community members, working closely with the AP and the Dean of Students to establish and maintain a productive, tight-knit school-to-community relationship.

The *Dean of Students* is responsible for overseeing the proper implementation of the school-wide discipline plan, scheduled in-school suspension, and other appropriate consequences (i.e. school/community clean-up, etc.). This role also entails developing and implementing a cafeteria plan to ensure a positive, well-mannered lunch experience for students and visitors in conjunction with the use of the Teacher Assistants.

The *Director of Before & After Care Services* provides a safe, structured, purposeful before/after care environment that entails the exposure to an abundance of academic, athletic, social, real life and culture experiences. This role is responsible for securing vendors and/or staff members to implement the various before/after care sessions.

The *Director of Technology (DT)* is responsible for effective provisioning, installation/configuration, operation and maintenance of systems hardware and software and related infrastructure. The DT ensures that the system hardware, operating systems, and software meet community requirements.

The *Director of Finance and Operations* is responsible for all of the financial operations of the school that includes, but not limited to, bookkeeping, financial analysis, payroll, budget, benefits, receipt of money, and other human resources requirements.

The *SMS Coordinator* is responsible for the entering, maintaining, monitoring and updating all student/teacher enrollment, contact and attendance data in the SMS system and any Promise Academy related systems. The SMS Coordinator also assists the Principal. The SMS Coordinator also plans, implements and monitors meetings, events and programs for the school.

The **Teacher's** primary responsibility is for the development of curriculum, the instruction of content, and most importantly the success of Promise Academy's Students.

The **Exploratory Teacher's** primary responsibility is for the development of curriculum, instruction of specific content, connecting students with the community through service projects, and most importantly the success of Promise Academy's students. In addition to this, teachers must do the following:

Art Teacher: Art exhibition for each grade level, enter student work in 2 art exhibits, and choose a student artist of the month.

Music Teacher: Plan and facilitate three(3) student performances (Winter, Black History relating to the Black History theme, and Spring) using all grade levels. Schedule and facilitate two(2) community connection performances for grades 2-5.

P.E. Teacher: Plan and facilitate Presidential Physical Fitness Test, Field Day, and Jump Rope for Heart.

Reading Interventionist works exclusively with students to help them improve specific reading skills such as letter-naming, initial sounds, phoneme segmentation, and comprehension strategies. An interventionist addresses the specific needs of a particular child when the regular classroom instruction is not sufficient. Interventionists work with the teacher to design methods of learning that are most appropriate for each child. The interventionist will also provide guided reading to students in grades 4 and 5 who have not reached STEP level 12.

Math Interventionist works primary with students in grades 3-5 who require strategic and intensive intervention in small group settings. The focus of the Math Intervention Teacher is to develop a student centered system of intervention that effectively works to close the achievement gap in mathematics. The goal of the intervention specialist is to ensure students are able to master grade level standards and curriculum by instructing students who have not met the Tennessee mathematics standards. The interventionist will interpret student progress and inform parents about student strengths, weaknesses, and progress. The interventionist collaborates with math teachers in grades 3-5 and develop a transition plan between the intervention classroom and the regular classroom.

Extended Learning Specialist will perform specialized work by assisting teachers in instructing and supervising the activities of students to provide a well-organized, smoothly functioning classroom environment. The Extended Learning Specialist is responsible for assisting assigned teachers in preparing instructional materials, preparing classrooms for activities, supervising and assisting children in the classroom and in other areas of the school, reinforcing classroom lessons, providing other assistance as requested, and coordinating special projects as assigned.

1.6 Address & Contact Information

Promise Academy Hollywood

1346 Bryan Street

Memphis, TN 38108

Office. (901) 324-4456

Fax. (901) 324-4457 **Website:** hollywood.promiseacademy.com

2. Professional Expectations

2.1 Code of Ethics

As a faculty member of the Promise Academy's community, in working **with students** I will:

be prepared and model excellence in my profession by continuously striving to learn; provide a safe, fair, collaborative, and positive learning environment; respect each student's strengths and weaknesses; offer leadership, guidance, and support in each student's social, emotional, and academic progress at school.

As a faculty member of the Promise Academy's community, in working **with parents**, I will:

inform parents of the specifics of their student's social, emotional, and academic progress at school; put issues in perspective using information and expertise to define issues and concerns; offer strategies, solutions, information, teamwork, and resources to help each student be successful; offer myself as an open, collaborative, and respectful professional partner to parents.

As a faculty member of the Promise Academy's community, in working **with peers and administrators**, will:

keep colleagues informed; work cooperatively with all faculty and administrators; be respectful of fellow faculty members; be positive in all my interactions with peers; be positive in speaking about colleagues

As a faculty member of the Promise Academy's community, in working **with information**, I will:

honor the trust that has been placed in me to hold all school business and student information confidential; pay attention to and take pride in the written materials that I provide my students and his or her parents.

As a faculty member of the Promise Academy's community, **at meetings**, I will:

be prepared and arrive on time; be attentive, engaged, and participatory in meeting activities and discussions; be an active listener and focused solely on the meeting's agenda; be conscious of myself, my body language, and my surroundings.

As a faculty member of the Promise Academy's community, in **written communication**, I will:

be proactive, timely, and professional in addressing issues and concerns in all written correspondence; be careful about what I write and how I write it because it reflects on my professionalism and the professionalism of the school; use email as an efficient, professional communication tool.

As a faculty member of the Promise Academy's community, at **school events and social events**, I will:

be kind and thoughtful in my interactions with everyone; remember that I represent Promise Academy's values and everything Promise stands for; remember that my behavior is a reflection of me and my professionalism and that this impacts the school. Honor the trust that has been placed in me to hold all school business and student information confidential.

2.2 Meetings, Professional Development, School Events

Designated faculty and staff members are required to attend **ALL faculty meetings**, in-service days, professional development sessions, and school events. The times and days may vary and can be during normal business hours, before or after business hours, and weekends. In the event of being unable to attend the events, **a written request must be given to the Principal seeking approval**. This information will be filed accordingly.

2.3 Faculty Contact Data

It is important that all faculty and staff members keep current personal contact information on file in the business office. All staff members will receive the Promise Academy Faculty & Staff Contact List.

2.4 Professional Attire Philosophy

Students are required to wear ties, cross ties, button down oxford shirts, peter pan blouses, blazers, sweater vest, khaki/navy shorts, pants, skirts, skirts and jumpers. The majority of our student uniforms bear the Promise Academy logo. The attire of our students has been upgraded to reflect a more

professional appearance, minimize discipline issues and more importantly set Promise Academy from others, increase confidence and self-worth. Therefore, as role model faculty and staff members we are expected to dress no less than our student Promise Academy dress code.

Your appearance has a great influence on students, parents and visitors in the building. It is a reflection of the type of work and learning environment we maintain. All clothing should be neatly worn, wrinkle-free, appropriately fitted for the work place, while minimizing unnecessary and excessive distracting skin exposure including torn, tattered, clothing with holes. The following attire is acceptable during normal working days, meetings, professional development and any Promise Academy events:

Acceptable Professional Attire

Males

Clothing: Male employees are **required** to wear appropriate dress shirts (*please note, all male shirts must be tucked in neatly, daily*), ties, dress slacks/dockers, belts, socks, polo shirt, denim jacket, and/or spirit wear (on designated days)

Footwear: Oxford shoes, leather shoes, loafers, dress shoes, casual dress boots, athletic shoes (sneakers)

Females

Clothing: Female employees are **required** to wear a dress, dress skirt (*should not be shorter than two inches above the knee*), dress slacks/khakis, capri pants, appropriate blouse/shirt, polo shirt, spirit wear (**on designated days**), and/or denim jacket

Footwear: Dress shoes, appropriate sandals

Prohibited Attire: The following attire is unacceptable during normal working days, meetings, professional development and Promise Academy events:

Clothing:

- leggings or jeggings,
- blue denim clothing (i.e. colored jeans, jean skirts, etc.),
- blue jeans,
- shorts,
- warm up suits (of any kind),
- halter/strapless/spaghetti strap dresses/tops,
- caps (unless for medical reasons) and whole head wraps including whole head scarfs,
- dresses/skirts more than two inches from the knee,
- see through blouses/shirts & skirts,
- t-shirts,
- slim sleeveless shirts (shirts/blouses less than the width of four fingers),
- exercise clothing (pants/shorts/shirts), or
- yoga fitted pants

Footwear:

- flip-flops (good identifier three-prongs visible on the bottom),
- house shoes,
- slippers and slides, or
- Crocs (any type).

Dress Down, Non-working Days, and Summer Attire

On those days when the dress is relaxed by the administration, employees are expected to dress in good professional taste. It is important to note, the school still functions as a place of business and visitors, board members, and community members are and will always be present. Therefore, when on campus we still require clothing to be neatly worn, wrinkle-free, appropriately fitted for the workplace, while still minimizing unnecessary and excessive distracting skin exposure.

Consequences for violating the Promise Academy professional attire philosophy will result in any or all of the following:

- told to go home to change into more appropriate clothing (***this time will count against your paid time off***),
- written reprimand,
- suspension, and
- possible termination depending on the frequency and severity of each case.

We represent what we are teaching our students- to become successful!

2.5 Certification & Licensure

All core classroom teachers MUST have a current Practitioner's or Professional license on file by August 1st. It is up to each individual to keep his/her license current.

2.6 Communication Protocol

Communication is a crucial factor to the success of our organization. Promise Academy promotes an open-door communication policy with the Principal, teachers, students, and parents of the school. It is important that the Principal is informed of all issues that can yield both positive and negative impacts on the school. ***The Principal is your first line of communication to share positive experiences, address inquiries and address issues of concern.***

School Wide Communication

Communication will occur frequently and will come in the form of oral or written communication. The main avenues for Promise Academy communication will occur via email (Promise accounts only), memorandums, newsletters, text messages, phone/voicemail messages, Google Chat and so forth. It is the teachers' responsibility to check for messages and communication daily. If problems are occurring with the Promise electronic account please notify the Director of Technology immediately. Inform the Principal and fellow team members. Team members will then make sure you are informed using other communication methods (i.e. verbally, telephone, written, etc.) until the technology issue is corrected. The ultimate bottom line is despite technical difficulties all teachers are still responsible for making sure communication is received.

Colleague Communication

Communication with colleagues during the business day should always be done in a positive appropriate tone. It is important to refrain from excessive joking, making potential offensive comments that could initially be innocent in nature, but interpreted in another nature. It is not expected for communication to occur with fellow colleagues during scheduled instructional hours and assigned duties for sake of unnecessary distractions. The use of instructional time should be used effectively giving full attention to the students, therefore limiting non-student or non-developmental conversations with colleagues. Planning time is given daily and is a critical component to ensure proper planning, reflection and modification of lessons occur. Colleague communication that is not pertaining to these critical elements of Promise Academy should be minimized during these scheduled times to help maximize and increase the entire purpose of your planning period – guaranteeing student success. Our work ethic expectations are high and should be evident and visible throughout the duration of the work day.

Parent Communication & Relations

Parent communication should always be in a calming, professional tone. **All conversations with parents should always begin with something POSITIVE!** Communication efforts via phone and electronic mail should always be logged and documented. In-person conversations should always be documented with a copy for the parent and your classroom file. In the case of informal conferences, please summarize the discussion, always recognizing successes, addressing concerns, strategies and solutions

finalized. All parent communication, including but not limited phone calls and letters, should be done by the teacher, never the student. Teachers **are not allowed** to call parents to pick up students for discipline problems.

It is expected that parents are contacted monthly by phone to provide accolades about the child's academic and social development. In addition to phone calls, communication can occur regularly via email as well. This should be logged and documented. **Voice messages, text messages, keyboard messages, teacherease messages, and emails received by parents should be responded to within 24-48 hours.** Teacher websites should be updated by the last day of In-Service at close of business. All websites should include a recent picture and an updated biography.

Student Communication

Oral and written communication with students should be on a level that is age-appropriate. It is imperative that proper English/formal register and professional tones are used with students at all times. Our roles as adults vs. friends with students should not be a factor. Students should be corrected about correct grammar usage and effective communication. This should be done using framing so that the child to wants to speak and communicate better. **Refrain from communicating in a negative, threatening manner.**

Body Language/Gestures Communication

Effective communication comes in a variety of forms and fashions (i.e. oral, written, body language). Body language speaks volumes! It is expected that staff members are aware of facial and body language during anytime on Promise's premises. Staff members should refrain from slouching, leaning against objects (i.e. walls, stages, etc.), crossing arms, sitting on tables, desks, stages, talking with hands in an intimidating manner and so forth. This type of negative body language could send off the wrong message of intimidation, laziness, lack of willingness to effectively perform job duties. Teachers should be highly visible and should be actively mobile at all times monitoring students and completing required duty tasks. This will increase work effectiveness, minimize and even eliminate unnecessary incidents from occurring.

2.7 Personal Professional Conduct

A key element of the Promise Academy approach to student character development is for our faculty and staff to serve as role models. All employees are expected to conduct themselves with grace, dignity, and respect at all times.

Offer to help other staff members and be willing to be helped by others (e.g., sitting down to listen, offering or receiving a teaching idea, etc.)

Believe that a call to teach is no greater or less than the administrator's call to lead or maintenance personnel are to maintain plant facilities.

With forthrightness, go directly to the person whenever the employee has an objection or disagreement with his or her words or practices.

Support in public, in private, and in practice any decision arrived at by the administration despite the employee's personal objections.

Offer differences of opinion by speaking and writing honestly and carefully, by listening fully, and by choosing the appropriate place for doing so.

Refrain from criticizing students, colleagues, parents, administrators, or Board members; gently stop other teachers', students' and parents' criticism of another person.

Work with a spirit of continuous improvement toward colleagues' personal professional development, in their specific positions, and for the school as a whole.

Be alert and willing to act to protect the physical assets of the school and the general safety of fellow employees and students entrusted to the school's care.

While modeling order, balance, and accuracy, we are careful to remain warm and nurturing. We model, train, and teach a lifestyle of manners and consideration, one that seeks to honor the feelings, needs, and concerns of others.

2.8 Telephone Use/Cell Phone Use

Cell Phones

Cell phones should be used as a secondary communication device not as a primary device. Cell phones **should not be used during instructional hours**. It should be placed on silent or vibrate throughout the day. Telephone calls made to parents regarding student academics and behavior should always be **completed in private**. **Cell phones should not be used as a tool to video student behavior**. However, video should be shown to administration and approved before showing or sending to parents. Cell phone time will be used to synchronize all school activities including but not limited to meetings, EEC drop-off/pick-up, and lunch drop off and pick-up. Promise Academy's goal is to exhume work place excellence in every way.

Please refer to Promise Academy cell phone policy.

Please note the following:

1. Cell phones should not be used at any time during the dismissal process.
2. **Earbuds, AirPods, and Bluetooths should not be worn during school hours.**
3. As an employee, you are **not** required to disclose your cell phone number to parents. Please use discretion when doing so.
4. Promise Academy is not responsible for lost, stolen, or broken devices.

Student Cell Phones/Smart Watches/Electronic Devices Policy

Cell phones, smart watches, and electronic devices (ex. Ipad, Ipad, MP3 player, etc.) are not permitted on school campus as they do not enhance learning. These devices are being used by students as a means to cheat on tests, taking inappropriate pictures and video of students and staff for sharing and posting across the internet, threatening and/or bullying other students, and engaging in an excessive amount of social interaction during instructional time. Therefore all students are banned from possessing any type of phone, smart watch, electronic device, or personal communication device at any time during the school day. For the purpose of this policy, the school day includes the entire day until the end of After School Care. Possession means being found in any article of clothing, purse, book bag, carry bag, or in any location on the school's property. In the event a student has a cell phone, smart watch, personal communication device, and/or electronic device, knowingly or unknowingly, the teacher or staff member will confiscate the item and turn it in to the Dean of Students until the parent is notified and the device is personally picked up at the school by the parent. **A parent or guardian must pick up the item the following Monday from the Dean of Students after the device was taken from student. Pick-up time is 1:00 pm -2:45 pm.**

Promise Academy is not responsible for lost or stolen cell phones or electronic devices. Progressive disciplinary actions will be taken according to the Code of Conduct.

Please note that if the device is confiscated on Monday, it cannot be picked up until the designated time the following Monday.

- **First Violation: Parent conference**
- **Second violation: 2 Days Out of School Suspension**
- **Third Violation: 3-5 Days Out of School Suspension**

2.9 Computer Use

Computer usage should be limited to school-related activities only during instructional and work hours. Technology can be used for research for planning and instructional reasons. The key to remember is we are role models for our students and every single action reflects our high expectations of student and teacher work ethic/performance. Please refer to Promise Academy computer use policy.

2.10 Faculty & Staff Use of Social Networks & Blogs

Given the explosive growth and expansion of "social networking" technology such as SnapChat, Facebook, Twitter, Instagram, Pinterest, TikTok, etc. and related resources such as blogs and other web-based discussion forums across all areas of modern life, Promise Academy has adopted policy to provide guidance to employees when using these networks in a school or student related context.

Employees are not permitted to post pictures, videos, or make comments on social media during school hours. Teachers are permitted to take pictures and send to Administration for posting on Promise Academy media outlets, no personal social media sharing is permitted. Students must have a media release in order to appear on the school site and social media. No student should appear on employee personal social media pages or websites.

Please refer to Promise Academy social media policy.

Parameters and Context

We realize that social networking bridges both the work life and personal life of employees -- and thus, some cross-over and conflict of responsibilities may occur. The school's interest is in defining the educational and work-related contexts of social networking and blogging, for the protection of our employees, students, and the school community as a whole.

Note: While certain references are made to "students" in this policy, the primary "audience" to whom the policy applies is our adult community -- principal, faculty, staff, and administrators or other adults acting on the school's behalf.

Key Principles

Interacting on-line with each other, with students, with alumni, and with others outside of the school community is, in its essence, no different than interacting with these groups face-to-face – i.e., we are required to maintain the principles of respect, dignity, prudence, professionalism, concern for and protection of children, and safety in all interactions.

2.11 Smoking

Promise Academy is a smoke-free campus and is strictly prohibited on the premises.

3. School-wide Discipline/Classroom Management

3.1 School-wide Rules

The school rules were developed to provide a positive, productive working environment conducive for learning. It is our responsibility to provide an environment that is safe, secure, and orderly. The following rules will be consistently enforced and monitored throughout the school to meet this Promise Academy goal:

All students are expected to ultimately,

Be Ready, Be Respectful, and Be Responsible!

| | Be Ready | Be Respectful | Be Responsible |
|--------------------------------------|--|---|---|
| Assemblies/ School Events | <ul style="list-style-type: none"> • Enter & Exit silently • Arrive on time | <ul style="list-style-type: none"> • Applaud participants | <ul style="list-style-type: none"> • SLANT • TRACK |
| Buses | <ul style="list-style-type: none"> • Be on time • Sit with your legs facing forward at all times • SLANT while waiting silently | <ul style="list-style-type: none"> • Zone zero • Listen to your teacher and the bus driver • Use kind words to your peers in a low voice • Use vertical hand to get the teacher or bus driver's attention | <ul style="list-style-type: none"> • Walk on & off the bus slowly & safely • Walk straight to your seat • Take belongings with you • Wear a mask at all times |
| Classroom | <ul style="list-style-type: none"> • Be in complete uniform • No contact greeting at Threshold • Enter the classroom silently after threshold • Sit in SLANT | <ul style="list-style-type: none"> • Stay in personal space • Keep hands and feet to yourself. • Use vertical hand to ask and answer questions | <ul style="list-style-type: none"> • Have homework and class assignments completed. |
| Community Meeting | <ul style="list-style-type: none"> • Arrive to community meeting on time | <ul style="list-style-type: none"> • Praise peers who volunteer | <ul style="list-style-type: none"> • Track community leader • Know class chants, Promise Pledge, and Mission |
| Dismissal- Classroom | <ul style="list-style-type: none"> • Sit quietly • Stand on sidewalk and wait on adult to help load car (car riders) | <ul style="list-style-type: none"> • Raise vertical to speak to teacher or adult | <ul style="list-style-type: none"> • Sit up, gather belongings, & walk in HALL to destination once name has been called • Listen for your name to be called |
| Hallway | <ul style="list-style-type: none"> • HALL | <ul style="list-style-type: none"> • Keep hands and feet to yourself. • Be courteous of other classrooms, be silent • Use appropriate language | <ul style="list-style-type: none"> • Keep hallways clean • Report problems to teacher • Remain on right side of hallway • Zone Zero • Stay 2 blocks apart |

| | Be Ready | Be Respectful | Be Responsible |
|---------------------------------------|--|--|---|
| Morning Meeting/ Announcements | <ul style="list-style-type: none"> • Be on time • SLANT | <ul style="list-style-type: none"> • Stay in personal space • Keep hands and feet to yourself • Use vertical hand to ask and answer questions | <ul style="list-style-type: none"> • Track speaker • HALL • Stop and participate in pledge & moment of silence |
| Restroom | <ul style="list-style-type: none"> • Zone 0 | <ul style="list-style-type: none"> • Maintain personal space at all times • Keep hands and feet to self | <ul style="list-style-type: none"> • Wash hands immediately after using a stall/urinal |
| Sink | <ul style="list-style-type: none"> • Take turns • Return to the line when finished | <ul style="list-style-type: none"> • Be courteous to other classes and peers | <ul style="list-style-type: none"> • 2 pumps of soap • 2 pulls of paper towels • Turn off water • Throw paper towels in trash cans. |
| Stairwell | <ul style="list-style-type: none"> • Zone 0 • HALL • Stand on the right side of the hallway | <ul style="list-style-type: none"> • Keep all hands and feet to self • Be courteous of other classes and people utilizing the stairs | <ul style="list-style-type: none"> • Walk with low speed • Stop at rainbow tape |

We have established silent zones known as **ZONE ZERO** throughout the school. **ZONE ZERO** is anywhere outside of the classroom, hallways, restrooms, stairwells. It is the teacher's responsibility to make sure ALL students are in not making any noise in the designated silent zones.

Cafeteria /In-class Lunch Conduct

Homeroom teachers are required to ensure that students have washed their hands with soap and water for at least 20 seconds before lunch whether they eat in the cafeteria or the classroom.

In-Class

All students should eat lunch at their desk or table. Students are expected to stay in their designated space. Students may talk in a low tone to their classmates or peers to the left or right of them if they are sitting in desks or tables.

Students will be supervised by a designated lunch monitor so that the homeroom teacher may have a duty-free lunch. In the case that the regular assigned staff member is absent, another person will be assigned to cover the class during that time. Teachers should report back to the classroom at the end of the lunch period.

The lunch monitor must maintain orderliness and ensure the classroom is left clean. Floors should be swept, desks should be wiped down at the end of the lunch period, and all trash should be put in the trash bins. Floors and desks or tables should be free of trash and food particles.

Cafeteria

All students are expected to enter the cafeteria silently in a straight line. Students must use their quiet "restaurant" voice at all times. To help control the noise level, students will be allowed to speak with the student to the left and the right of them only. Students in grades 3-5 must sit two per table.

For safety reasons, we ask that students do not share food. Teachers must still model and teach appropriate cafeteria conduct.

Teachers must drop and pick-up students from the cafeteria on time. If lunch times are delayed, the DOS will notify the teacher of any schedule changes. Time will not be added to the lunch schedule because your class arrives late.

Parents are allowed to eat lunch with students using the back designated table or the gazebo area. Parents may bring in outside food and leave in the office for the student to pick up. Parents will be encouraged to send lunch items with the child to school.

All teachers will sit with their class or stay in their classroom to monitor, and model appropriate cafeteria behavior and expectations (restaurant conduct) for two and a half weeks (through August 19th).

3.2 School-wide Character Traits and Values Component

Promise Academy is dedicated to providing our students with a well-rounded social, academic and values-filled curriculum instilling permanent life-long morals along the way.

The official **PROMISE PLEDGE** of Promise Academy is as follows:

- I promise to do my best today.
- I promise to listen and follow directions.
- I promise to think and act responsibly.
- I promise not to waste this day because it will never come again.

In order to obtain and maintain the Academy's PROMISE successfully our students will learn and implement the following values daily:

ATTENTIVENESS

- I will look at people when they speak to me.
- I will ask questions if I do not understand.
- I will sit or stand up straight.
- I will not draw attention to myself.
- I will keep my eyes, ears, hands, feet and mouth from distractions

RESPECTFULNESS

- I will obey my authorities immediately.
- I will have a cheerful attitude.
- I will complete all that I am expected to do.
- I will not complain.
- I will go the "extra mile."

TRUTHFULNESS

- I will tell the truth.
- I will encourage others to tell the truth.
- I will not cheat or steal.
- I will admit it when I am wrong.
- I will not exaggerate to make things seem different than what they are.

GRATEFULNESS

- I will show my parents and teachers that I appreciate them.
- I will write "Thank You" notes.
- I will take care of my things.

- I will be content with what I have.
- I will count my benefits rather than my burdens.

GENEROSITY

- I will share what I have with others.
- I will recycle.
- I will not expect anything in return for my generosity.
- I will give my time and talents.
- I will praise the good I see in others.

ORDERLINESS

- I will pick up after myself.
- I will keep my work and play areas clean and neat.
- I will put things back where they belong.
- I will use things only for their intended purposes.
- I will return lost things to their rightful owners.

FORGIVENESS

- I will be quick to forgive.
- I will not cover up my own wrongs but will be quick to ask for forgiveness.
- I will not seek revenge.
- I will respond kindly to those who hurt me.
- I will not take up offenses for others.

SINCERITY

- I will be all that I can be.
- I will take responsibility for my own actions.
- I will respect others' opinions.
- I will always mean what I say.
- I will not take advantage of other people.

VIRTUE

- I will do what is right and encourage others to do the same.
- I will guard my eyes, ears, words and thoughts.
- I will learn to stand alone.
- I will abstain from anything which might damage or pollute my mind or body.
- I will treat others as I would want them to treat me.

RESPONSIBILITY

- I will follow directions at all times.
- I will turn in homework daily.
- I will wear my uniform proudly and properly.
- I will be responsible for my own learning.
- I will be responsible for helping my community.

Values and Commitment Statements are as follows:

E.T.H.O.S

Excellence:

- *We commit to setting and maintaining a high bar of academic excellence.
- *We commit to providing a safe and beautiful learning environment.

Teamwork:

- *We commit to respectful collaboration.
- *We commit to honoring the uniqueness and diversity of everyone.

Humor:

- *We commit to finding the JOY each and everyday.

Ownership:

- *We commit to take responsibility for ALL students' learning.
- *We commit to taking care of our school community.

Scholars:

- *We commit to making decisions in the best interest of our scholars.

3.3 Promise Academy Discipline Procedures

The sole purpose of establishing an appropriate code of conduct is to maximize our students' instructional time, minimize negative behavior, increase and recognize positive behavior, while at the same time empowering our teachers with enough authority to immediately, and in some cases, strategically, dissolve unnecessary discipline issues.

This plan is wholeheartedly monitored and supported by the administrative staff and board members of Promise Academy and can and will be adjusted as needed to insure the success and effectiveness.

All teachers will have a classroom management system about expectations, procedures, rules, consequences, etc. on file and will abide by this system continuously and consistently. Teachers will adjust the classroom management system as needed to maximize the success of minimizing discipline issues and increasing invaluable instruction time.

Teachers will use the following management strategies when a student has a misbehavior. These strategies are designed to minimize interference during execution of instruction. The following sequence should be followed when managing misbehavior in your classroom.

Note: Once students have internalized the routines and procedures, teachers will use one strategy from steps 1-3 prior to changing their conduct or giving a check.

1. Narrate the Positive while making eye contact with the misbehaving student
2. Move in closer proximity to the misbehaving student
3. Use a nonverbal gesture to correct the student's behavior
4. Give the student a check (verbal or nonverbal)
5. Have a student stand
 - a. If on the carpet, the student will stand behind the carpet to not disrupt instruction
 - b. If at desks/table, student will stand behind the desk
6. Speak with student away from other students(Peace Corner Pass can be issued)
7. Student desk removed from the community
8. Call the office to have the student escorted to Dean of Student's /Assistant Principal Office
 - referral must be written before removal
 - Steps 1-7 must have been completed before referral

Consequences have been established based on the needs of individual classrooms. The responsibility levels have also been established. This policy is a collective, collaborative effort between school administrators, teachers, parents and the community.

Based on the severity levels of offenses, the parents/guardians may be automatically required to meet with the administrative team and/or discipline committee to establish an appropriate, effective plan of action for the student.

The Peace Corner

The Peace Corner is a strategy utilized by the Social Worker when a student is in need of a brief 15-minute reflective time out for the school.

[In-School Suspension/Detention](#)

In-school suspension or detention will consist of appropriate work packets prepared by the classroom teacher, school community service, written acknowledgment of school rules/expectations, engaging discussions, reflections, and seminar participation regarding character education, making the right choices, etc. with the Dean of Students and in some cases the Social Worker or administrators as well as other appropriate documented activities.

[Out of School Suspension](#)

In the event of having to issue an out-of-school suspension, students may have a character education or apology letter to complete at home. The Dean of Students will place the course of action in Power School on the student's behavior log. Each student must have a Suspension Clearance Permit to return to class upon returning to school.

All classwork and assessments will not be able to be made up. Students will receive a grade of 60 for assessments only. Attendance during a suspension is unexcused.

It is important to note, Promise Academy will in no shape or form participate in the use of any type of corporal punishment. Corporal punishment can be defined as the physical punishment of a student including the use of unreasonable or unnecessary physical force or physical contact made with the intent to cause harm or cause pain.

Code of Conduct (Offenses and Penalties by Category)

The infractions of school discipline in Promise Academy listed below are grouped into categories according to the seriousness of the offense. This list is not intended to be exclusive or all inclusive. For infractions not specifically listed below, the school principal shall assign discipline in accordance with the category that appears to be comparable to the offenses specifically listed in the category.

Category A – State Zero Tolerance Offenses

1. Aggravated assault resulting in serious bodily injury upon any teacher, principal, administrator, or any other school employee;
2. Unlawful possession, sale, or evidence of use of drugs/narcotics at school or at a school-sponsored activity;
3. Unauthorized possession of a firearm on school property or at a school-sponsored activity.

Penalty for Category A Offenses:

- Expulsion/Suspension for 180 days

Notification will be made to law enforcement authorities. Any modification of this penalty can only be made by the Executive Director.

Category B

1. Possession of a knife or any potentially lethal weapon, Taser, or explosive on school property or at a school-sponsored activity;

2. Being under the influence of and/or evidence of drinking or possession of alcoholic beverages in school or at a school sponsored activity;
3. Off campus criminal behavior that results in the student being legally charged with an offense that would be classified as a felony and the student's continued presence in school poses a danger to person or property or disrupts the educational;
4. Issuance of a criminal complaint charging a student with a violent felony or issuance of a violent felony delinquency complaint against a student if the principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. (*Out of school suspension is not permitted for this offense. Remand or expulsion is required);
5. Gang activities - Activity that is threatening and/or intimidating, harassing in nature or recruiting; gang notebooks with gang pledges, codes and symbols that are used in communication such as threats and warnings and recruiting; gang related fights, and all types of violent acts; gang graffiti especially drawn on school property (bathrooms, lockers and hall walls); electronic devices such as cell phones with recognized gang text, with gang symbols, signs and language that is threatening and or intimidating;
6. Being under the influence of and/or evidence of use or possession of drug paraphernalia, substances for huffing, any substance under guise of it being a controlled substance or prescription drug, and/or medical preparations without proper medical authorization;
7. Possession, use or distribution of counterfeit money on school property or at any school-sponsored activity;
8. Assault upon any teacher, principal, administrator, school resource officer, or any other school employee;
9. Continuous and/or severe Category C Offenses.

Penalty for Category B Offenses:

- Out-of School Suspension or
- Expulsion (11-180 days)

When appropriate, notification will be made to law enforcement authorities. Modification of this penalty can be made by the executive director or the Disciplinary Hearing Authority.

Category C

1. Threatening bodily harm to school personnel, including transmitting by an electronic device any communication containing a credible threat to cause bodily injury or death to a school employee and the transmission of such threat creates actual disruptive activity at the school that requires administrative intervention;
2. False accusations against school personnel;
3. Making a threat, including a false report, to use a bomb, dynamite, any other deadly explosive or destructive device, including chemical weapons, on school property or at a school-sponsored event;
4. Smoking and/or the possession of tobacco products by students while in or on school, properties or under school's jurisdiction during school hours or while participating in a school-sponsored event;
5. Gang activities - any gang related activity not specified in Category B;
6. One (1) or more students initiating a physical attack on an individual student on school property or at a

school-sponsored activity;

7. Malicious destruction of or damage to school property, including electronic media, or the property of any person attending or assigned to the school;
8. Stealing or misappropriation of school or personal property (regardless of intent to return);
9. Immoral or disreputable conduct;
10. Continuous and/or severe Category D Offenses.

Penalty for Category C Offenses:

- In-School Suspension or
- Out-of School Suspension

When appropriate, notification will be made to law enforcement authorities.

Category D

1. Open or continued defiant attitude or willful disobedience toward a member of school staff;
2. Vulgar, profane, immoral/disreputable or rude remarks or non-verbal action to staff member or fellow student;
3. Physical or verbal intimidation or threats to other students, including hazing;
4. Threatening bodily harm to another student, including transmitting by an electronic device any communication containing a credible threat to cause bodily injury or death to a student and the transmission of such threat creates actual disruptive activity at the school that requires administrative intervention;
5. Fighting in or on school property unless, in accordance with state law, the principal recommends no disciplinary action for a student who is deemed to have acted in self-defense or defense of another;
6. Possession of mace or disabling sprays;
7. Inappropriate use of electronic media, including, but not limited to, all calls (land line, cellular or computer generated), instant messaging, text messaging, audio recording devices, iPods, MP3s or any type of electronic music or entertainment device, and cameras and camera phones;
8. Sexual, racial, ethnic, or religious harassment/discrimination;
9. Bullying, intimidation, and harassment;
10. Refusal to produce an object identified by metal detectors;
11. Inciting, advising or counseling of others to engage in any acts in Categories A, B or C;
12. Continuous and/or severe Category E Offenses.

Penalty for Category D Offenses:

- Parent-Dean of Students Conference; or
- Parent- Asst. Principal or Principal Conference; or
- After School Detention; or
- In-School Suspension; or
- Out-of-School Suspension

Category E

1. Habitual and/or excessive tardiness;
2. Class cutting;
3. Intentional disturbance of class, cafeteria or school activities;
4. Leaving school grounds without permission;
5. Being in an unauthorized area without permission;
6. Tampering with grades or report cards;
7. Possession of lighters or matches;
8. Possession of and access to beepers, cellular phones or other electronic communication devices during school hours without written permission of the principal;
9. Inciting, advising or counseling others to engage in any acts in Category D;
10. Dress code violation, including wearing, while on school grounds during the regular school day, clothing that exposes underwear or body parts in an indecent manner that disrupts the learning environment.

Penalty for Category E Offenses:

- Parent-Dean of Students Conference; or
- Parent-Principal Conference; or
- After School Detention; or
- In-School Suspension

* Subject to change based on new discipline issues developing.

3.4 Referrals to the Dean of Students

Teachers that are experiencing offenses any category of the discipline policy should fill out the **Discipline Referral Form**. This form must be submitted to the Dean of Students. Students should not be sent to the Dean's office by themselves or without this form. Students with a written discipline referral form should be accompanied by an adult at all times, no exceptions. If this is the case, it is the duty of

the Dean of Students to immediately notify the Assistant Principal. All students should be supervised at all times. **Students should never be left in the hallway for discipline purposes.**

Teachers should call parents regarding behavior, but consequences should never be discussed. All questions regarding consequences should be referred to the Dean of Students or Administration.

A **Behavior Management Plan (BMP)** should be developed for all students that exemplify documented (behavior logs, notes home, call log/purpose, etc.) habitual behavior issues. The **BMP** should be established in conjunction with the classroom teacher, parents and Social Worker. In the event of a child receiving Special Education Services, then the plan should be developed with the Special Education teacher in an official IEP meeting. The plan should record priority targeted behaviors that must immediately be addressed (i.e. keeping hands to self, staying in the seat, leaving the classroom, etc.). It should include a **Plan of Action** to minimize and eliminate the behaviors specifically for that child. It should also include incentives and consequences. More importantly the plan must be implemented, monitored and documented regarding the progress, consistently. In the event the plan is not as successful, another **BMP** meeting should be held to establish more stringent strategies to minimize the child's behavior while maximize his/her learning time. *This plan should be shared with all support staff members and any other member that comes in contact with the child.*

3.5 Classroom/Hallway Management

Classroom management is a critical factor because it contributes to the teacher being able to maximize the students' learning experience. Classroom management strategies should be clearly defined and consistently implemented. Teachers are ultimately responsible for making sure a solid classroom management system that includes systems and routines is in place.

One critical factor in effective classroom management is making sure teachers are present in the classroom at all times. **Absolutely under no circumstances should a teacher leave the room when students are present for any reason. Teachers should also never leave students in the hallways or cloak rooms unattended, nor spaces where they cannot be seen or supervised.** In the event an emergency should arise that requires you to leave the room or your class unattended in the hallway you must ask a teacher or grade level teacher assistant to stand in the hall and watch both classes until you return. Any teacher who chooses to leave their class unattended will be subject to immediate corrective discipline actions that will include, but not limited to, written reprimands, suspensions, and possible termination.

Teachers will be required to complete a classroom management plan that will address classroom rules/arrangements, procedures, transitions, consequences and rewards. This plan should be submitted to the Assistant Principal for review and approval by Thursday of in-service week.

3.6 Student Uniform

We are a proud uniform school. Our selected uniform attire reflects an extremely professional appearance, increases confidence and self-worth, minimizes discipline issues, and most importantly sets Promise Academy apart from others. Uniforms are a major component of Promise Academy's school culture and should be abided by daily and enforced by all faculty and staff members accordingly.

We have a required school uniform for several important reasons:

Uniforms unite us as a community

When you look at a group of students in the Promise Academy uniform, it is a powerful visual statement of our community. Students make a commitment that when they put on the Promise Academy uniform; they are agreeing to live up to the school's high expectations.

Uniforms reduce distractions and clothing competition

Often students spend more time discussing and evaluating what others are wearing or not wearing than they spend focusing on learning. Wearing uniforms eliminates this distraction.

Uniforms make us all equal

Whether families have high incomes or low incomes, the students come to school looking the same way. No one is made to feel bad about the clothes they have or don't have.

Uniforms look professional

Students look neat when they arrive to school with shirts tucked into their pants. The students come mentally prepared for school and "dressed for work."

Teachers will do a uniform check at the beginning of the school day. Students will be picked up if not in correct attire. Parents will be notified via phone call to correct the uniform and returned to class by 9:30 am. Classwork and/or assessments will not be made up. The student will receive a grade of 60 for missed assessments.

Students may not change out of the Promise Academy uniform at any point during the school day. Students must wear the Promise Academy uniform during physical education.

Students enrolled in remote learning are not expected to be dressed in school uniform but it is highly encouraged. They should follow the school's dress code expectations. Scholars are not allowed to wear: clothing with profanity; derogatory terms; racial slurs, sexual content; and clothing that is overly revealing or transparent; halter tops, spaghetti straps, pajamas, or bonnets.

4. Instructional Expectations

4.1 Instructional Philosophy – Driven by Standards & School-wide Beliefs

Our central and only work is to teach and inspire the mind, body and spirit of our children so that they can succeed in any academic or cultural setting. We are committed one million percent to preparing children to excel in the nation's most rigorous schools. Our instructional practices are developed to increase mastery of the established National Common Core State Standards that have recently been adopted by the Tennessee Department of Education. These challenging standards drive our instruction in the classroom.

4.2 Curriculum

Our selected instructional books and technology curriculum will provide strengthening in the following areas:

Balanced Literacy Components in the Classroom (required for all teachers)

A Definition of Reading

The term "reading means a complex system of deriving meaning from print that requires all of the following:

- A. The skills and knowledge to understand how phonemes or speech sounds are connected to print.
- B. The ability to decode unfamiliar words.
- C. The ability to read fluently.
- D. Sufficient background information and vocabulary to foster reading comprehension.
- E. The development of appropriate active strategies to construct meaning from print.
- F. The development and maintenance of a motivation to read.

Promise Academy will always focus on the major components of reading as outlined in our charter:

1. **Phonemic Awareness**
2. **Phonics**
3. **Vocabulary**
4. **Comprehension**
5. **Fluency**
6. **Writing**
7. **MOTIVATION**

Read Alouds

Teacher reads a story aloud to the students. Students are able to hear more complex language patterns that would be too difficult for them to read on their own. It provides opportunities to engage children in discussions that involve asking questions, making predictions and offering opinions.

Shared Reading

Teacher reads with whole group using enlarged print. Reading may be from big books, poetry/song charts, alphabet cards and sentence strips. Students actively participate in the reading with the teacher's guidance. The teacher uses the supportive context of shared reading to model and teach concepts of print and to help develop reading strategies.

Guided Reading

Teacher works with 2-6 students with similar instructional needs, in flexible groupings. Students are matched with books that ensure success while offering challenges that can be met with some teacher support. (At least 90% accuracy)

Independent Reading

Students are provided with time to self-select books and read on their own at their independent reading level. (98% accuracy) This daily time helps readers achieve fluency through rereading of both familiar and easy text. Every classroom should have reading boxes with leveled books for students to read for pleasure.

Model Writing

The teacher models the writing process by thinking aloud while composing and writing a text on a board or large chart paper. Modeled writing should be a brief writing, focused on a few key skills or strategies, related to the learning experiences in the classroom. In modeled writing the teacher “Holds the Pen”. All teachers are required to model writing daily. Grammar mini-lessons must also be provided.

Interactive Writing

Interactive writing is shared experience between the teacher and students as they collaboratively write a text. Students supply all the letters, words and writing strategies they know and the teacher supplies the rest. In interactive writing the student “Hold the Pen”.

Guided Writing

Students write independently on self-selected or prompted topics with teacher guidance and support. All students will be assessed this year in writing.

Vocabulary

Vocabulary development will be taught and emphasized in a meaningful way in all classes.

Writing

All K-5 teachers will implement writing components. Writing will drive our grammar and spelling instruction through mini lessons.

The following will take place in order to build a community of writers at Promise Academy:
Daily Writing instruction of 20-30 minutes per day. Teachers will model writing instruction. Student work will also be exhibited in the hallways.

The students will publish the following:

Descriptive Writing - Published Work to be displayed

Expository Writing – Published Work to be displayed

Narrative Writing – Published Work to displayed

Persuasive Writing / Student Choice - Published Work to be displayed

Teachers Who Build Strong Readers and Writers

- Set high but realistic expectations-and consistently encourage students to try more challenging tasks. Teachers monitor student use of skills, provide prompts, and offer much “scaffolding” during reading and writing activities.
- Emphasize reading, writing, and literature, through teacher reading, author studies, book discussions, and accessible classroom collections.
- Make the classroom a positive, reinforcing, cooperative environment. Teachers encourage cooperation among students and build it into daily activities. They model positive talk and reinforce.
- Provide long, uninterrupted periods for successful reading and writing experiences. Students read and write every day.
- Make strong connections across the curriculum. Teachers integrate reading and writing, provide seamless instruction, and employ literacy strategies to help students gain content knowledge.

- Teach literacy skills explicitly, in context. Reading and writing tasks provide contexts, explicit teaching, and frequent practice opportunities for students.
- Foster student self-regulation. Teachers explicitly encourage students to self-monitor use of time, organization, and work habits.
- Demonstrate excellent classroom management skills. Their instructional planning is evident, they make rules and expectations clear, meaningfully engage assistants, and give students plenty of academically manageable tasks.

Mathematics

Eureka Math is the math curriculum for grades kindergarten through fifth grades. We will use this program and follow its scope and sequence carefully. **It is expected that all teachers move from whole group to small group in providing effective math instruction. Small group instruction is expected for all students who are at-risk.** We have an uninterrupted math block. Supplemental materials for classroom instruction and remediation will be provided.

Science

Science will be taught daily in grades K-5. STEMscopes is the curriculum chosen for science-based instruction. The program allows for a plethora of hands-on, inquiry-based activities following the 5-E instructional model for science. We will use this program and follow its scope and sequence carefully.

Social Emotional Learning

Selected K- 5 teachers will implement Tool Box daily during class Morning Meeting. This program aims to promote positive character and citizenship values, literacy skills, and social skills. The program contains a curriculum that can be used over any length of time. During classroom lessons, students read books about such everyday issues as ethnic discrimination, fighting, and bullying, and elaborate on central themes through role-playing and discussions practiced in school and at home. Emphasis is given to promoting caring relationships between teachers and students and among students and to connecting the values taught through students' personal stories.

Technology

All Kindergarten-5th grade students should use i-Ready daily for remediation or enrichment:

- i-Ready builds confidence by starting students off at their highest level of proficiency and guiding their acceleration forward. *i-Ready Personalized Instruction* delivers powerful online lessons that motivate students on their paths to proficiency and growth. Driven by insights from the *i-Ready Diagnostic*, *i-Ready's* online K-8 lessons provide tailored instruction that meets students where they are in their learning journey and encourages them as they develop new skills. *i-Ready Personalized Instruction* is complemented by easily accessible teacher resources that enable teachers to target the specific skills with which students are struggling most in their whole class, small group, and one-to-one instruction. *i-Ready Personalized Instruction*:
 - Taps into the rich data from the *i-Ready Diagnostic* to deliver personalized learning paths to growth for each student, balancing rigor and reachability
 - Meets learners at their level, helps them problem solve, and keeps them motivated to continue their progress
 - Provides digital instruction that is proven to drive gains for students at all levels and is backed by evidence for the Every Student Succeeds Act (ESSA)

4.3 Lesson Plans

Lesson plans are a written outline of the daily activities in each of your classes. Submitting lesson plans encourages us to put our teaching goals in writing. Writing fabulous lesson plans does not guarantee a successful day. However, we cannot be effective on an ongoing basis if we do not have a goal, a specific destination, time frame, with continuous monitoring and adjusting as needed.

All lesson plans should include re-teaching activities for those students who do not master skills the first time. Remember it is the responsibility of the teacher to teach until all students have success. All teachers must completely cover the required Tennessee State Standards. **All lesson plans should be submitted by Wednesday afternoon by 12:00pm.**

- K-2nd Math and Reading Plans due to the Primary Coach
- 3rd-5th Grade Reading Plans due to the Intermediate Reading Coach
- 3rd-5th Grade Math due to Intermediate Math Coach
- 3rd-5th Science & Social Studies due to the Science Coach
- Art & Music due to the Intermediate Math Coach
- ELS due to the Assistant Principal, Primary and/or Intermediate Coach
- SPED & PE due to the Assistant Principal

Failure to perform this responsibility will be subjected to disciplinary actions. If you are absent on a Wednesday, it is expected that your lesson plans will be submitted at the appointed time (Wednesday at 12pm).

Remember to plan for the entire day. Every minute needs to be used for work. It is always better to have too much material planned.

Minimum Expectations

- Grades K-5 - **all lessons** must be based on TN State Standards.
- Implementation of the selected curriculum
- Literacy must show all **components of Balanced Literacy Program**
- Lesson plans will be monitored weekly
- 9 Researched-based instructional strategies

1. Identifying similarities and difference
2. Summarizing/note taking
3. Reinforcing effort/recognition
4. Homework/practice
5. Nonlinguistic representations
6. Cooperative learning
7. Setting objectives/providing feedback
8. Generalizing/testing hypotheses
9. Cues/questions/advance organizers

Using the **HOTS** method (**H**igher **O**rders **T**hinking **S**trategies), focusing on the components of the High Level of Bloom's Taxonomy in Level of student work (Knowledge, Application, Synthesis, Comprehension, Analysis, and Evaluation)

4.4 Observations/Evaluations

Observations

All classroom, support teachers, and educational learning specialists will be observed weekly during the year. All staff can be observed at any time. The Observation and Feedback Cycle for teacher support will begin in August. Failure to provide great first teaching, implement the 9 research-based strategies of Classroom Instructions that Works, poor classroom management, frequent complaints on poor instructional practices, failure to submit lesson plans, newsletters, homework plan or assessment data, and/or failure to send home Thursday folders with progress reports and graded papers will lead this administration to place you on formal Professional Improvement Plan for designated time period. Progressive discipline shall be followed for teacher's failure to perform and fulfill required job duties and responsibilities.

Evaluations

All teachers will be informally and formally evaluated multiple times in an academic year. Informal evaluations are always unannounced. Formal evaluations will begin in January continuing throughout the school year. Evaluation expectations will be discussed in greater depth during Professional Learning Communities and during Feedback meetings.

4.5 Academic Intervention Plans

Promise Academy will provide appropriate intervention services to students that qualify based on various benchmark and state assessments results. Intervention will be implemented daily and adjusted accordingly to meet the needs of the students and increase student academic success. Proper training will be rendered to help teachers and educational assistants successfully implement the intervention plan.

4.6 Special Education

Promise Academy provides required special education services to students that qualify. It is the teacher's responsibility to be aware of students enrolled in their class that have Individualized Education Plans (IEP's) or 504 Plans. Classroom teachers should schedule a meeting with the Special Education teacher to review the classroom requirements and modifications needed to make sure that student is successful.

Referral Process

If it is suspected a student may need additional special education services the following must occur prior to a formal referral:

- Communicate this concern to the Guidance Counselor (GC).
- Upon communication with the GC, a minimum of fourteen (14) weekly or seven (8) bi-weekly progress monitoring data points in reading and math using Easy CBM to start the process.
- Student will be added to the Students of Concern List. During the Student of Concern monthly meeting, the RTI committee will meet and continue to monitor the student's progress and how to proceed.
- Teachers should begin to collect classroom assessment data and small group Intervention Logs.
- In the meantime, an intensive academic intervention plan and implemented with teachers and ELS.
- Weekly Progress Monitoring will take place for the identified student (20 PM points are needed to formally refer). Fidelity checks will be completed by GC or AP, along with attendance and adequate intervention reporting.
- This information will then be reviewed in a formal SRT meeting, then and referred to the SCS School Psychologist for review and further recommendations.

4.7 Quality Work & Displays

Elements of Quality Work

Content and Substance is the meat of the lesson...the curriculum, the standards...what the student should know and be able to master at the end of the lesson. This is listed first because of all ten elements it is the most important. (Curriculum Connections)

Organization and Knowledge includes making certain that the lesson is sequenced properly, that the students have pre-requisites skills necessary to complete the lesson, that the teacher has planned activities and strategies which answer the guiding question(s) of the lesson. (Curriculum Connections)

Product Focus is the end result. Every lesson should have an end result...a project, a product...something tangible that shows that the students have learned. Sample products include products such as themes, mobiles, written paragraphs, applications of mathematics, demonstrations, performances such as songs, poems, plays, skits... Therefore, the term, *lesson*, refers

to the amount of time it takes to complete the lesson. One lesson could be fifteen minutes or it could involve three to four days. (Strategies, Extending and Refining Knowledge)

Clear and Compelling Product Standards Every lesson should culminate in a product. It is necessary that teachers set clear and compelling standards for that product. This can be done in a number of ways: rubrics, models of exceptional work (exemplars), demonstrations, and examples of “not so perfect” work. Students should know exactly what is required BEFORE their work begins. (Strategies, Distributed Practices, et al)

Protection for Adverse Consequences of Initial Failure The most effective motivator is to teach students on their instructional level. Methods to help students be successful include: pairing students, breaking learning into parts...such as in writing a persuasive paper (note cards, outline, rough draft, etc.), teacher monitoring, group work, or peer tutoring. (Distributed Practice, Strategies)

Affiliation Students learn more and better when they share their experiences with others. Affiliation can be accomplished through peer groups and cooperative learning, but can also include interaction with the community outside the classroom. Parents, grandparents, community agencies, and those who live in the neighborhood can be included in the lesson (surveys, interviews, etc.) (Collaborative Pairs).

Novelty and Variety regularly include something novel or unusual into the lesson. Variety in strategies is a MUST especially with young adolescents who must move and change constantly. During one class period the teacher might use three separate strategies such as direct instruction, an inquiry activity, and then a group activity. (Strategies, Extend & Refine)

Choice is power. Include choices into lesson design. For example, students may choose HOW to complete an assignment...written, oral, video presentation, etc. On tests, quizzes, you may give students the choice of five of seven questions. Choice of topics in a written assignment is another method to allow students to be more involved in their work. (Strategies, Extend & Refine)

Affirmation of Product Affirming a student's work is a powerful method of encouraging him to do his best work. This can be accomplished through posting his work, sharing with an outside group such as parents, in a community center, displays in neighborhood businesses, etc. Praise is but a small part of affirmation of performance for a job well done. The student needs to share his learning with an audience. (Extend & Refine)

Authenticity is a very important element of quality work design. Is the assignment relevant to the student? Can the student see its usefulness in the real world? Can it be related to something which is important to the student? (Motivation, Strategies, Extend & Refine)

Quality Work Display

Wall/Door Displays (Student Work)

Priority will be given to maintaining outside classroom displays and school environment. All teachers must help with displays. Doors must be kept free of paper and huge décor due to fire regulations. All doors must have the class college pennant displayed on the outside of the door.

- ✓ All teachers are responsible for keeping current unit related quality work on display in their assigned area. Grade level bulletin board displays should contain samples from all classrooms. Wall displays must be updated the **first Friday of the designated month or as noted on school calendar**. Make sure the work of every child is posted.

All quality displays should:

- State Title and a clear project description
- State the related standard
- State how quality of project will be determined (Ex: rubric)
- Never contain scores
- Always student work
- Never commercially produced materials (No ditto sheets)
- Always reflect the students' best efforts.

- Remember Quality work refers to the **quality of the assignment**

4.8 Homework

Homework is defined as meaningful and quality work assignment to students that is intended to be completed during non-instructional hours. Homework helps students to develop self-discipline and a feeling of self-satisfaction and accomplishment. Promise Academy provides a challenging academic environment, since we are preparing our students to excel in the nation's most rigorous schools, therefore homework should be given Monday-Thursday.

Assigned homework should always be an extension and reinforcement of what was already taught and learned in the classroom. Homework time is not the time to introduce new skills, but enhance current skills. **Homework should not be given as a weekly packet.** Homework should be able to be completed independently by the student. Reading logs should be a standard part of nightly homework. All students should have a log, it should be signed nightly by parents, and turned in to the teacher weekly.

The total amount of homework assigned will depend upon the grade level of the student. The amount of homework normally increases as the student progresses through school. During a typical week, the total time for completion of homework assignments should not exceed:

| | |
|--|--|
| Kindergarten : | An average of 5 - 10 minutes per day |
| 1 st – 2 nd Grade: | An average of 15 - 30 minutes per day |
| 3 rd – 5 th Grade: | An average of 30 - 58080 minutes per day |

4.9 Grading

Assessment Tools

Periodic assessment is an ongoing process that will provide valuable information about your students. We will use a wide variety of assessment instruments to identify the strengths and weaknesses of your students, both as a class and on an individual basis. Such information will then be used to plan for effective instruction and 'just in time' remediation, especially in alignment with the National Common Core State Standards and TN SPLs (3rd-5th).

Teachers are encouraged to use informal assessment tools that are included in resource kits (ex: chapter tests, comprehension tests, etc.). These tests should be conducted more frequently and test smaller amounts of material. We encourage you to adapt these tests to your particular needs. Keep in mind, the best assessments may be those created by teachers. It is important that we "teach what we test and test what we teach".

Grading Guidelines

Grades should be entered into the electronic gradebook on a weekly basis. Follow the minimum guidelines set forth for each subject and category:

- **K-5th RLA & Math**
 - * 4-5 Assessment Grades
 - *4-5 Quiz Grades
 - * 7-9 Classwork Grades
 - *7-9 Homework Grades
- **K-2nd Science**
 - *4-5 Grades (equally weighted)
- **3rd- 5th Science**
 - * 4-5 Assessment Grades
 - *4-5 Quiz Grades
 - * 6-8 Classwork Grades
 - *6-8 Homework Grades

- **EC Classes:** 6-8 grades per quarter
- **SPED & ELL Reading & Math**
 - * 3-5 Assessment Grades
 - * 3-5 Quiz Grades
 - * 6-8 Classwork Grades

Work that is recorded in your grade book should be kept on file for documentation purposes. We will not back you on a grade without proper documentation.

Grades should be based on a variety of different assessments. It is the teacher's responsibility to find a way to make each student successful. All students regardless of their ability should have success during a school day. Each student should be given the majority of their work on their performance level. **A student cannot be given a D or an F on their report card unless the parent has been contacted at least three times (phone, conference, or note).** That contact must be documented on the parent contact log.

CRITERIA FOR GRADING

The assessment of a student's academic achievement is used to determine a grade for the student. The grading criteria shall include documentation of all the following:

- 10% Homework & Projects
- 40% Class work/Daily work (refers to a formative demonstration of the student's ability and includes projects, reports, presentation that students are able to complete independently)
- 40% Assessment (refers to a student's culminating, independent demonstration of mastery of one or more competencies)
- 10% Quizzes or Class participation

* Classwork, Quizzes, and Assessments **must** be graded for accuracy. Homework may be graded for completion and/or accuracy.

***Accurate records of student performance on these tests must be maintained.**

***K-1st grade Science and Social Studies grades are weighted equally.**

CALCULATION OF GRADES

Academics (Grades Kinder-5th)

A = 100-93 Excellent

B = 92-85 Good

C = 84-75 Satisfactory

D = 74-70 Poor but passing-Intervention required

F = 69-0 Failure-Failure to meet expectations-intervention required

***Anything lower than 60/F on assessments, students have 1 week to retake. Both grades should be averaged and put in the gradebook in place of the original grade.**

*Students should receive authentic grades for classwork, quizzes, and assessments.

Exploratory Classes (Grades K-5th)

| | |
|------------|-------------------------|
| E = 100-90 | Excellent |
| S = 89-80 | Satisfactory |
| S- = 79-75 | Borderline Satisfactory |
| N = 74-70 | Needs Improvement |
| F = 69-0 | Unsatisfactory |

Interim Assessments (Grades K-5th)

| | |
|------------|-----------------|
| M = 100-70 | Mastery |
| PM = 69-50 | Partial Mastery |
| NM = 49-0 | Non-Mastery |

Conduct

| |
|------------------------------|
| E = Excellent |
| S = Satisfactory |
| S- = Borderline Satisfactory |
| N = Need Improvement |
| U = Unsatisfactory |

Conduct grades are based on behavior and shall not be deducted from scholastic grades. Similarly, academic performance may not form the basis for conduct grades.

Parent Academy

Parents are expected to attend 2 school meetings per quarter per school year: 1 being the Parent/Teacher Data Conference and a school wide meeting. The following scale will be used on the student report card for accountability:

ME- Meets Expectations

NM- Does Not Meet Expectations

Testing

Divide materials into manageable chunks for tests. If a chapter is long, divide it into manageable parts. Your students should have a clear idea of what material will be covered on a test. You don't want to teach the test or read the test to the students, of course; but it is a good idea to give study sheets and to plan for a review.

You want your tests to be more than occasions for students to parrot information they have memorized. Matching and true-false questions are easy to grade but rarely ask students to practice higher order thinking skills. Devise questions that will require students to synthesize information and draw conclusions. Ideally, tests will always include some opportunity for students to write in paragraph form.

Assessments and assignments should be graded within 24-48 hours, returned and discussed with your students within a week. Assessments should then be attached to upcoming Progress Report and sent home for the parents to view. This information is your immediate source of data which drives your planning, monitoring, and adjusting planning.

4.10 Morning Meetings

Each classroom will hold a Morning Meeting. Teachers must report to the classroom threshold at 7:40 am, and Morning Meeting should begin after the morning announcements. Morning Meeting helps create communities that are safe, full of learning, respectful, and challenging to all. Morning Meeting should follow set protocol and adhere to time frames, values, and academic themes. Preparation is key!

Morning Meetings are led by the Teachers daily and should include greeting, sharing, message, and The Toolbox Project.

Purposes of Morning Meeting

1. Morning Meeting sets the tone for respectful learning and establishes a climate of trust.
2. The tone and climate of Morning Meeting extends beyond the Meeting.
3. Morning Meeting motivates children by addressing two human needs: the need to feel a sense of significance and belonging, and the need to have fun.
4. The repetition of many ordinary moments of respectful interaction in Morning Meeting enables some extraordinary moments.
5. Morning Meeting merges social, emotional, and intellectual learning

4.11 Workstations & Academic Choice

All classrooms will integrate academic choice as part of their daily schedule. Children choose their learning activities from a range of choices structured by the teacher. These learning activities are accessible to children through workstations and are introduced to the children through guided discovery. All grades K-5 will have workstations to include (but not limited to):

1. **Reading:** May include trade books, leveled readers, charts, posters, word study materials (letters, words), computers. Books are to be categorized; please review ways to categorize books.
2. **Writing:** Writing may include a variety of bookmaking materials, clipboards, dry erase boards, word walls, resource materials, pencils, paper and computers. Upper grades with limited space, Art and Writing may be combined.
3. **Listening:** Listening centers for book/tape listening and making songs, poems or book tapes. Upper grades with limited space may use part of reading area for listening center.
4. **Art:** May include materials to illustrate and publish books and design items used in projects or classroom themes/units.
5. **Math:** May include building materials, puzzles, and math manipulatives such as, geo-boards, parquetry, dominoes, and number boards.
6. **Technology:** May include PowerPoint, web lessons, i-Ready, or reinforcement of classroom lessons.
7. **Science Culture:** Science will be taught daily in grades K-5. STEMscopes is the curriculum chosen for science-based instruction. The program allows for a plethora of hands-on, inquiry-based activities following the 5-E instructional model for science. We will use this program and follow its scope and sequence carefully. Social Studies will be taught in grades 3-5 using the Studies Weekly curriculum. Grades K-2 social studies content is embedded within the CKLA Reading curriculum.

Academic choice is the practice and performance time of the day. It provides the opportunity for children to actively engage in meaningful work and to practice and perform by themselves and with their peers what they have learned.

Workstations and their academic choices move from free exploration of materials to purposeful work by teacher expectation and modeling. Task cards, reflection sheets, graphic organizers and other recording devices provide children with ways to assess their own learning. Children are provided with time to reflect on their work during academic choice and to share their efforts and learning with the class.

Teachers may use this choice time to informally assess how children apply their knowledge in different areas and to help children see how skills, strategies and concepts relate to learning in other areas.

Workbooks

Remember workbooks should be used for review and reinforcement at home. Workbook pages should never be hung for display in your room. Display work of a more creative value. **Alternatives to Worksheets and Worksheets Don't Grow Dendrites** strategies should be utilized. It is expected that ditto/worksheets and workbooks should not be observed during the school day. Active explicit, systematic instruction should be visible throughout the school building.

4.12 Grade Level Academic Expectation Handbooks & Routines and Procedures Booklet

Generally on the first day of school you want to cover general introductory matters. Teachers will have Grade Level Academic Expectation Handbooks to hand out to the parents during Open House. Parents should sign the expectations.

A grade level academic expectation booklet will include the following items:

- Curriculum expectations
- A list of rules or expectations for behavior & Non-negotiables
- Consequences for when expectations are not met
- Guidelines for grading
- General outline or a list of the units of study
- Notice of the day parent letters and papers are sent home. (Always send home a weekly note and graded papers to keep parents informed. All communication will be sent home on Thursday.)

The Routines and Procedures Booklet gives a step by step format of school routines and culture.

4.13 Planning Time/Professional Learning Communities (PLC's) & Data Meetings

All grade level teachers have the same support time for planning. Planning time begins when the Exploratory teacher has your students. Do not leave students in the classroom unsupervised waiting for a Exploratory teacher. **All teachers must return back to the classroom to relieve Exploratory Teachers from support classes.**

Data/Planning Meetings are held every Tuesday with the Principal and/or Instructional Coaches.

Professional Learning Community Meetings (PLCs) are held on Thursdays, twice per month, with the Principal, Assistant Principal, and/or Instructional Coaches, and other administrative staff members if needed from 3:30-5:30 pm.

4.14 Grade Level Meetings

During grade level team meetings, held twice per month during planning time on Mondays, it is critical that teachers discuss instructional and professional issues and professional development.

During each grade level meeting TLAC taxonomies, school culture, peer culture, or designated topics should be discussed. This is a good time to share strategies that have been effective with your students. Professional literature should also be discussed. You may also use this time to plan and practice.

Each grade level meeting should include a time for sharing, each teacher should bring their Weekly Notes Booklet and take notes of information discussed. All teachers will keep Weekly Notes of the team meetings. The grade chair will be responsible submit the notes and any required meeting items produced to the Principal and/or Assistant Principal

5. Logistics

5.1 School Work Hours

All staff must report to work at 7:30 am. General Education Teachers will report to their class threshold at 7:40 a.m. Other staff members that are on morning duty will report to their designated area at 7:40 a.m. Afternoon duty ends at 3:15 p.m. or beyond, especially on rainy days, to ensure all required duties are completed for the day. It is a reasonable expectation that one should expect to spend time each week outside the classroom planning, grading, analyzing data to adjust instruction and organizing curriculum in the event these are not able to be completed during daily planning time.

5.2 Teacher Timeliness & Absences

Attendance/Timeliness

Teachers are expected to report to work on time, every day. All employees MUST clock in upon arrival and clock out at departure using the computer in the office temporarily. The paylocity system will be installed soon there after and all employees must use this system to clock in and out (Training will at a later date). Clocking in and out is also required for employees that leave the campus during the work day. Failure to clock in and out is a violation of company policy.

The **Principal and Assistant Principal must be notified directly no later than 7:00 a.m.** if you will be tardy. It is important this type of information is communicated so appropriate coverage arrangements can be made to take care of your class. After notifying the Principal and Assistant Principal you must communicate with your Instructional Coach, team, and co-teacher(s) so they are aware of the situation as well.

Excessive tardiness is disruptive to the learning environment and daily operation of the school.

Absences

Please note the importance of staff members being present daily. **In the event of an absence staff members are asked to notify the Principal no later than the night before of the absence by 8:00 p.m. via phone, text message, or email. Team Leaders must also be notified of your absence.** A substitute folder should be properly prepared that outlines the schedule, required activities and materials. All staff members are expected to complete an Absence Request Form either prior to or immediately after (emergency absences) and submitted for approval and proper filing. Absence request forms should be signed and approved by the principal or the assistant principal in the event of the principal's absence.

Absence requests must be made prior to absence when requesting time off. If any teacher/staff member is out of time (PTO, sick, etc.), ALL requests will be denied unless extenuating circumstances. Teachers/staff members may not be off during blackout days. See school calendar for dates.

5.3 Schedules

Class schedules will include at least a 100-minute block of time for English Language Arts and Math blocks. Make sure you are working with at-risk students, not grading papers or doing lesson plans. During scheduled instructional time all faculty and staff members are expected to be on task actively teaching, modeling, demonstrating and monitoring all activity during your planned engaging instructional time. This type of energy and work ethic will decrease the chances of minimum distractions and discipline issues to occur. Failure to do so and failure to comply with the instructional requirements during the scheduled times will result in immediate corrective action. Remember our sole purpose is to serve as highly influential role models and insure the academic success of our students so they can perform and adapt to any rigorous and academic setting. **Academic and support schedules are required to be posted outside the classroom door. All classroom schedules will begin the day with the Class Morning Meeting.**

5.4 Grades/Progress Reports/Report Cards

Grades are required to be put in the selected school-wide grading system – Teacherease and PowerSchool. All core and support classroom teachers have an account and will be issued a username and initial password. Grades, attendance, and discipline issues should be entered into the system DAILY for accuracy and reporting reasons. Progress reports should be both current and updated on a weekly basis in Teacherease. Your designated Instructional Coach or Principal should be contacted via email by Tuesday no later than 5:00 pm for Progress Report review. After the review, the Coach will give feedback as needed for updates then print and deliver the reports for teachers to send home on Thursday along with attached assessments. This is a critical requirement to keep parents informed about their child's academic success and deficiencies.

- **Grades K & 1:** Primary Coach
- **Grades 2 & 4:** Intermediate Math Coach
- **Grade 3 & 5:** Intermediate Literacy Coach

Report cards will be generated by the Principal or Assistant Principal in time for Parent Teacher Data conferences as listed on the school calendar. **It is imperative that grades and 1 are current and accurate by the designated calendar dates.**

5.5 Parent-Teacher Data Conferences

There will be a minimum of three required Parent-Teacher Data Conferences at the end of each report card period. Report cards are issued at these required conferences. In the event you are unable to get in touch with the parent, please notify the Assistant Principal. Staff members are allowed to have as many conferences as you like because continuous communication with parents is strongly encouraged. Data should be discussed at each conference, outcomes, strategies, strengths and weaknesses are expected to be recorded and filed accordingly each time.

5.6 Student Attendance/Tardies/Uniform Notifications

Teachers are required to keep accurate written attendance records in their classroom. Attendance should be marked electronically in Teacherease DAILY. Students must stop in the office, receive a tardy slip to enter the classroom after 8:06 a.m. This tardy slip should be used record keeping purposes and may be discarded at the end of the day after attendance has been updated in teacherease. The SMS Coordinator will mark students tardy from the office check in list in PowerSchool and teacherease. Teachers should only mark students present, tardy, and absent. **The Office Manager or the designated staff member will contact parents after the 2nd absence and 3rd tardy of all students.** The Assistant Principal will facilitate a conference with the parent after excessive tardies and absences.

Teacherease attendance must be properly marked and updated everyday by 8:30 a.m. Please remember we strive for uninterrupted instruction, therefore the attendance log must be updated in by that time.

5.7 Teaching Materials

Every effort will be made to provide everything you need or would like, within the confines of budgetary issues. You are, however, accountable for all teacher's manuals, kits, and supplemental materials, which have been issued to you. Because of the huge cost, many materials cannot be replaced if lost/damaged. Please be careful using these materials. Remember, they belong to the school, not you personally. Teachers and staff should not write their names in the materials. The Principal will ask for any unused materials within the first few weeks of school. We ask that you use supplies economically. Please do not waste or hoard resources.

5.8 Supply Materials

General classroom supply requests should be submitted to the Office Manager on the Google Supply Request Form. If supplies are available the school secretary will have them available for pick-up within 24-48 hours of the request. Special requests must be approved in advance by the Principal or Assistant Principal and submitted to the Office Manager. Only authorized office personnel are allowed access to the office supply closet. Please make your supply requests during school office hours.

5.9 Common Bulletin Boards, Display Case & Teacher Resource Room Teachers' Lounge

There are two main bulletin boards (main entrance bulletin board and cafeteria bulletin board) and a display case that is visible to our parents and visitors located on the main floor of the building. These bulletin boards represent who we are. We are able to display the creativity of our dynamic learning environment

Please make sure all bulletin boards, decorations, and display cases are academic driven, neat, extremely creative and representative of the quality work and learning environment of Promise Academy.

5.10 Electronic Substitute Folders (Google Drive)

Each grade level should upload work to the electronic folder that will be updated monthly.

Each teacher should have a class folder with the following components should make up the folder: 1) seating chart, 2) a schedule which includes lunch, restroom breaks, recess, support classes, etc., 3) activities for the day /plans; books/ pages. 4) dismissal-who leaves and when (daycare bus), and 5) classroom procedures/rules (ex. - how and when do they go to restroom, go to the office, go to support classes, etc.)

The folder for this school year will be checked by the coaches by August 8th. If the folder needs revisions or is insufficient, the coach will send you a message with additional instructions. Sub plans will be checked once per month in PLCs.

5.11 Field Trips

Field trips should be planned at least 6-weeks in advance. A field trip request form should be completed and submitted to the Assistant Principal. The Cafeteria Staff should also be notified of about the date of the field trip a minimum of **5 weeks** in advance for proper preparation of the appropriate lunches (i.e. sack lunches) once the trip is approved. Once approved, buses will be requested by the AP. Any other details for field trip should be planned in conjunction with the business office for financial responsibility.

Each grade level is responsible for planning and taking at least 1 field trip per semester. Upon completion of the field trip, all students must complete a memorable activity.

Field trip money must be receipted according to company policy. Money should never be left in a classroom unattended or overnight. **A signed permission slip is required for each student who attends a field trip – NO EXCEPTIONS.** Verbal permission is **not** allowed. All permission slips must accompany the teacher while on the field trip and be filed in the office immediately after the field trip is complete. Students that exhibit documented behavior problems, may be accompanied by a parent/guardian or family members. All students must attend. Otherwise, permission slips should be sent home to every student and not withheld.

All teachers and students should be properly identified by wearing school badges and appropriate uniforms (i.e. formal uniform or spirit uniforms) approved by the Assistant Principal. All teachers are

required to ride the bus properly monitoring students and counting frequently to verify the confirmed number of students attending the field trip. Students cannot be dismissed at a field trip site. Parents must return to the school and officially check-out their child(ren).

5.12 Dismissal Process

Teachers are expected to be completely prepared for dismissal which will begin promptly at 3:00 p.m. Monday through Thursday and 2:00 pm Friday. All classrooms will be equipped with walkie-talkies. It is important that your classroom walkie-talkies are turned on at 2:55 p.m Monday-Thursday and 1:55 pm Friday (See School Routines and Procedures Booklet for dismissal protocol).

Dismissal will end promptly at 3:15 p.m. Monday-Thursday and 2:15 pm Friday. All staff members must reenter the building and secure the doors.

At 3:15 p.m. (M-Th) and 2:15p.m. (Fri) parents must pick up students from the back service drive entrance and sign the child out from the aftercare program.

5.13 Before & After Care Times/Procedures

Boys & Girls Club Aftercare Program: 3:15 p.m. – 6:00 p.m. (Mon - Thurs) and 2:15-5:00 pm (Friday)

The aftercare program will begin immediately after dismissal ends and will end at 6:00 p.m Mon-Thurs and 5:00 pm on Friday. The aftercare program consist of students participating in highly engaged, structured, organized academic, social, and spiritual activities. The Boys and Girls Club is responsible for the implementation of this program. Parents arriving after the 6:00 p.m. (M-Th) and 5:00 pm (F) will be charged a late fee. All fees will be charged, collected, and managed by The Boys and Girls Club.

5.14 Accidents & Student Illness

Accidents

Any and all accidents no matter how mild should be properly documented on the Student Accident/Incident Form. Parents should be notified via phone call and letter (Student accident/incident form.) A copy should be maintained and on file in the classroom and office at all times for liability purposes. Please note, faculty and staff members are not allowed to administer any type of medicine (i.e. headache medicine, ointment, creams, etc.) Cuts and scrapes can be cleansed with water only.

Student Illness

Students are only allowed to be sent to the nurse's office for illnesses if experiencing a fever, headache, vomiting, diarrhea, the presence of a contagious rash (i.e. ringworm), increased coughing, bleeding, or asthma symptoms. Students must have a hall pass must be sent with the ill child prior to entering the office. The School Nurse will be responsible for calling parents for anything else outside of serious illnesses listed.

5.15 Fire/Safety/Tornado/ Lock Down Drills & Exits

The school conducts fire/Safety drills on a monthly basis in accordance with state law. All employees are required to leave their building through the designated fire exit doors (stair wells 1-4) in an orderly and expedient manner upon the sounding of the fire alarm.

Lock Down Procedures- Stay in the classroom, lock the doors, pull down blinds, take children to the back of the room in a Safe area. Tornado drill- Students are escorted to the first floor to a designated area by grade, sit against the wall, cover the heads and quietly wait for instructions from the administration.

Employees must remain at least 50 feet from any building, and beyond school driveways and access roads. Employees and students are prohibited from re-entering any school building until directed by

other senior administrative official supervising the evacuation. Parents are not allowed to enter nor exit the building during the drill. Student dismissal will not be permitted during this time. All students must be accounted for by teachers and staff.

Procedures to Be Followed by Classroom Teachers

When the alarm sounds, the teacher must escort the class out of the building, according to the designated fire exit for that room. The fire exits are posted in each room.

The teacher is to be sure that all classroom windows are closed, lights off and the classroom door is closed and unlocked.

The teacher must ensure that the students exit the building in a quick, quiet and orderly manner.

When evacuating, the teacher must take with him/her the emergency instructions and an updated roster for attendance purposes outside the building once the class has reached the designated assembly location. Teachers must also have the emergency manual to indicate "All Clear" or "Help." Teachers must take attendance and have an accurate count of students before signaling "ALL CLEAR."

Assemble as per the evacuation map.

Teachers must have students remain at the assembly location until the Administrative Team has checked the building. Teachers and students may not re-enter the building until instructed to do so by the fire marshal or an administrator.

Daily Exit Doors

The school is equipped with four stairwells. Stairwell 1 is the stairwell where the main entrance of the school is located. **This stairwell will only be used for car rider dismissal and emergency EXIT reasons only (during fire drills or in the event of a real emergency).** For security reasons, this stairwell will have limited use. The entry door will remain locked at all times for safety measures. Stairwell 2 is located by the administrative office and first grade classroom. Stairwell 3 is located between the first grade and kindergarten classroom. Stairwell 4 is the stairwell located on the kindergarten end on the backside of the building and is only to be used for daycare and bus dismissal. Entry of visitors is not permitted from this stairwell. Entry for any and all visitors should be in the front of the school only.

5.16 Severe Weather/Other Emergency Closings

During inclement weather, listen to local broadcasts on radio, internet resources and television. In the event of inclement weather, we follow the Shelby County Schools Weather plan with discretion of and approval of the Principal. All staff members will be notified of school closing via email and mass communication. Make sure that you have up to date information on file in the office. All teachers should have current student data on hand to contact parents/guardians during early school closings.

5.17 Teacher Mailboxes

Faculty and staff members should check mailboxes located in the main office at least three times a day (i.e. morning entry, lunch time, planning time). Teachers are accountable for any and all material in the mailbox. School notifications will be sent home in a timely manner and designated day.

5.18 Visitors & Volunteers

Visitors

We are limiting visiting time and conference time to times that does not interrupt scheduled instruction, especially during the core content subject areas, reading and math. Visitors are required to check in the front office and must display the visitors pass. In the event visitors are in the building and badges are not properly displayed, please ask the visitors if they need any assistance and request to see the visitor's badge. If one is not available, please redirect to the front office to secure one. Simply notify the office that the visitor (secure a name) is on the way to get a visitor pass. Visitors may not use or enter the students' restroom. All visitors must use the first floor restroom near the elevator.

Volunteers

Currently Promise Academy will allow volunteers in the building unless in the event of emergency.

Volunteers are here to help our Promise Academy family increase student academic success. Promise has volunteers organized by board members or parent volunteers. Parent volunteers will be asked not to volunteer in their own child's class. We would like for the parent volunteers to more so work with support teachers, assist in the cafeteria and even during assemblies. We would like to minimize distractions, but still promote community involvement.

5.19 Handling Confidential Information/Materials

Below are guidelines to clarify expectations and procedures concerning security of information and records. These standard practices will help ensure the safety and right to privacy of all members of our school community.

Definition of Confidential Information

Documentation and records including but not limited to all individual student, parent, and family information—including grade reports, faculty comments, test results, letters of recommendation, disciplinary reports, admissions applications and files, financial aid information, academic warning lists, library loan information, medical records, financial aid records, and annual fund and capital campaign donations are considered confidential materials. All personnel information—including compensation information, performance reviews, health information, insurance forms, tax forms, e-mail messages, and financial records—is also considered confidential information.

Storage

Confidential information, (defined above) is to be stored in locked file cabinets or other secure (locked) locations in the department or office responsible for maintaining and processing the specific data. In no case should such information be left out on desks temporarily or overnight or unsecured in an unattended classroom or office.

Student files are to remain in administrative offices and may not be taken to classrooms. Teachers and advisers are encouraged to review student files for helpful information, but this is to be done in administrative offices.

Computer passwords are to be known only by those employees who have regular need to access information as part of the responsibilities of their position. Computer diskettes, CDs, DVDs, or other electronic or physical media containing files are to be kept in secure (locked) storage when not in immediate use. Under no circumstances is any student to be given a password for a faculty or administrative computer account.

Computer Security

Employees who use computers (whether desktops or laptops) with Internet access are responsible for securing the computers. The computers are not to be used by students without supervision.

Consequently, classrooms with computers are to be locked when a teacher is not present. Teachers are encouraged to consult with the Director of Technology for ways to improve security of computer systems. Please see the Acceptable Use of Internet, E-mail, and Electronic Resources policy for further details.

Faculty Mailboxes

Faculty mailboxes are used for communication of confidential information between and among faculty and administrators. Consequently, students are not to be allowed to visit or use faculty mailboxes. If a student has a legitimate reason to put something in a faculty mailbox, this should be handled through the administrative assistant in that division.

Disposal of Records

Any confidential information is to be shredded before disposal, with administrative approval. Shredders are available in several places on campus.

Transmission of Data

Memoranda containing confidential information must be marked "confidential" at the top. Letters, etc. that contain particularly sensitive information should be distributed in envelopes.

Special precautions should be taken with facsimile transmission (fax) of confidential information. If confidential information, such as student records, is faxed to another institution or person, a Promise Academy fax cover form and cover letter must be included that indicate the material is confidential and state to whom the material is addressed. Confidential materials should not be faxed unless someone at the other institution has agreed to receive them. Confidential materials should not be faxed unless there is a compelling reason.

Information about students is not to be given out to persons or organizations not affiliated with the school. No student information should be revealed over the telephone—even a confirmation of a student's enrollment at the school—unless the caller has identified her/himself and the caller is known to have a right to the information. Callers identifying themselves as relatives or family friends should not be assumed to be legitimate or entitled to the student information. All such requests require approval of school administration before any information is released in any form or manner. Please consult with the School Head regarding any questions concerning confidential data or materials.

Names and addresses of students or employees, school handbooks, photographs, publications, yearbooks, or similar materials may not be distributed outside the school, unless a specific, legitimate use is approved in advance by the school administration.

5.20 Suspected Child Abuse

State Family Law of Tennessee is the law that governs abuse and neglect investigations in facilities. State Family Code of Tennessee is the law used in investigations by Child Protective Services to determine if abuse or neglect occurred in a child's own home.

Faculty and staff who suspect that child abuse or neglect has taken place must report immediately to Child Protective Services **1-877-237-0004**. Persons making such reports in good faith are granted immunity from civil and criminal liability that may result from such reporting. Reports can also be made online on a secure site at <https://apps.tn.gov/carat/>. Additional training will be forthcoming from the Social Worker.

REPORTING CHILD ABUSE AND NEGLECT

Since protection of children is our paramount concern, all employees who become aware of any suspicious circumstances with any student should immediately bring this information to the direct attention of the Principal. For the protection of the child, please do not hesitate to come forward. If there is a reasonable likelihood of abuse or neglect, the designated Principal or the employee will immediately phone a report to the Child Protection Branch (CPB) of the state's Children's Services Division (CSD). CSD will assess the information and take further action, if necessary.

5.21 Corrective Action

Any employee who violates the school's policies, guidelines, rules, and/or standards of conduct or performance may be subject to corrective action up to and including termination. Depending upon the severity or frequency of the violation, corrective action may involve a verbal warning, a written warning, suspension, or termination. The school expressly reserves the right to determine the severity of the problem and the preferred method of proceeding in each individual case based on the facts and circumstances involved.

Promise Academy encourages our employees to develop and perform to their fullest potential at all times. When an employee's performance or conduct does not meet established standards, we do not look to "punish" but rather to quickly, effectively, and eagerly support the employee in correcting the behavior or improving his/her performance. The school has developed the following general procedure for addressing most behavior or performance issues.

Please note: While the school intends to address most common performance issues in the manner described in this policy, employees should be aware that the school maintains all of its rights under the employment relationship (whether those rights are at-will rights or contractual rights, as may apply). The school does not restrict itself from altering its approach to corrective action as circumstances warrant, in the core administrator's sole discretion. There are two common exceptions to the corrective action process, of which employees should be aware.

1. Misconduct or other serious behavioral issues, especially circumstances involving risk to students or other employees, will ordinarily be addressed promptly and firmly outside of the process described in this policy.
2. In the case of employees who are new to the school, the school and the employee may quickly determine that there is a misalignment between the employee's skills and interests and the school's needs in the position. In these cases, plans to resolve this misalignment ordinarily may be handled promptly and separately from the process shown in this policy.

Step One—Initial Verbal Warning

When a performance or conduct issue arises, a conversation will occur between the supervisor and the employee, and the employee will be given a reasonable amount of time to correct the deficiency.

Step Two—Second Verbal Warning

If the informal counseling is not effective in resolving the issue, the supervisor may choose to continue the corrective action process by providing the employee with a second verbal warning. The time period during which the employee must meet expectations will depend on the nature, severity, and urgency of the issue. The employee should be aware that ongoing performance issues may result in further corrective action.

Step Three—Written Warning

If the employee's performance does not meet standards within the agreed time limit of the verbal warning, the supervisor may provide a written warning to the employee, in the form of a Corrective Action Plan detailing the required performance improvements, time line and additional consequences—which the employee will be required to sign in acknowledgement of receipt. This plan will be monitored for consistency and compliance reasons.

Step Four – Termination or Non-Renewal of Contract

If the employee's conduct and/or performance does not improve as required, the school may choose to terminate the individual's employment (in accordance with the employee's contract, if applicable), or not renew the employee's contract for the following school year.

Please refer to Promise Academy policy.

5.22 Communication & Open Door Policy

Open communication is a central element of Promise Academy's culture and values. Supervisors and employees should mutually strive to develop and maintain good working relationships. The school encourages open and honest dialogue about school procedures, work standards, and performance—both formally (during the performance evaluation process) and informally (during the regular course of daily operations).

Promise Academy believes that most issues are best resolved directly between the individuals involved. If an issue arises, employees should attempt to first discuss the issue with the person involved.

Please note: a specific exception to this process pertains to issues of harassment or discrimination. For issues of that nature, please see the complaint reporting procedure described in the Harassment policy.

If direct dialogue is not successful, the employee may consult directly with his/her immediate supervisor. The supervisor's responsibility is to meet with the employee in a timely and professional manner to discuss the situation. Supervisors should consider reasonable solutions that would remedy the situation consistent with school policy.

If this does not provide full resolution, the employee may direct the concern to the Principal. Depending on the circumstances and issues involved, the designated Principal will speak with parties involved, investigate as appropriate, and determine a resolution of the matter.

If the employee's concern involves the Principals directly, the employee may direct his/her concern to the Executive Director.

If the employee's concern involves the Executive Director directly, the employee may direct his/her concern to President of the Board of Directors.

5.23 Critical Blackout Days

Critical days are identified on the school calendar as days necessary for all faculty and staff members to be present. These are days that should never be taken off and usually are always before and after any holiday/extended break days. In the event these identified days are taken off staff members will not get paid for the holiday or extended break. Other critical blackout days that should not be taken off are during scheduled formative and state assessments and the last two weeks of school. The Principal will consider extraordinary circumstances to make exceptions.

5.24 Search of School & Personal Property

Promise Academy, at its expense, may provide lockers, desks, computers, and other equipment and property for the convenience and use of our employees. Although this equipment is made available for the employee's convenience, the employee should remember that all lockers, desks, vehicles, computers, and other equipment remain the sole property of Promise Academy. Moreover, the school reserves the right to open and inspect lockers, desks, computers, and any other school equipment made available to the employee, as well as any contents, effects, or articles that are in such lockers, desks, or other equipment. Inspection can occur at any time, with or without advance notice or consent, during, before, or after working hours by any person appropriately designated by the school.

5.25 Leaving Campus During the School Day

Teachers are allowed to leave campus during their designated lunch time. Teachers must clock out and back in. Please be mindful that lunch is only 30 minutes and students are never to be left unattended.

5.26 Assigned Copier & Copier Use

All staff members will be assigned a copier code number. Faculty and staff members must use the copiers located on the 2nd floor only. The Instructional Coaches will make sure major bulk copies are made (i.e. benchmark assessments) and will not be counted against your allotments.

In the event a copier has malfunctioned, immediate and proper notification should be given to the school secretary. Students should never be sent to the office to request any of the secretaries to make copies. Items will be sent back to its original destination. **Copiers should never be used during instructional time.** Teachers should never give students permission to use the copier or make class copies. Please make sure planning time is used properly and effectively. Teachers who use the copier during instructional time or allow students to use the copier will be subject to corrective action.

5.27 The Administrative Office

The administrative office is limited to the **administrative staff only**. Staff members, students and parents are not permitted behind the front counter. This space should be protected and respected as important and confidential records are located in this area. Faculty and staff restrooms are located on the 1st floor by the elevator and the 2nd floor in the teachers' lounge. Parents are asked to use the restroom on the 1st floor by the elevator.

6. Technology & Technology Acceptable Use

6.1 Technology Equipment (Laptops, Battery Packs/Chargers, etc.)

All administrators, and core classroom teachers will receive a lap top for school-related use. Promise Academy takes pride in being able to supply our staff members with technology that will allow all work related responsibilities to be completed. The employee is responsible for school issued property. It is extremely important that proper care is rendered while this equipment is in your possession.

6.2 Laptop Preservation Schedule

To help preserve your work-related laptops Tech. Support will service this equipment on a monthly basis. This time will also be used for the Director of Technology to assess any type of damages to determine the proper use of the laptop. Any damages or service issues will be properly documented and handled accordingly.

Please abide by the following Laptop Preservation Schedule:

| | |
|------------------------------|--|
| <i>1st Week of the Month</i> | Kindergarten Teachers |
| <i>2nd Week of the Month</i> | First/Second Grade Teachers |
| <i>3rd Week of the Month</i> | Third Grade Teachers and Support Teachers |
| <i>4th Week of the Month</i> | Fourth/Fifth Grade Teachers and Administrative Staff |

6.3 Technology Assistance Request

In the event of technology malfunctions, the IT department should be notified by properly completing the appropriate Technology Service Request form or email (mytech@promiseacademy.com). The IT department will not be able to service any technical issues until this request is received. A member of the IT department will then respond to the request within a 24-48 hour time frame.

6.4 Acceptable Internet/Network Policy

Please refer to Promise Academy Acceptable Internet/Network Policy

7. Human Resources & Finance

7.1 Equal Employment Opportunity

Promise Academy believes that each individual is entitled to equal employment opportunity without regard to race, color, religion, gender, national origin, age, disability, genetic information, veteran status ... or any other characteristic protected under federal, state, or local anti-discrimination laws. The school's equal employment opportunity practices extend to recruitment, hiring, selection, compensation, benefits, transfer, promotion, training, discipline, and all other terms, conditions, and privileges of employment. All employees are responsible for complying with the school's equal employment opportunity policy.

7.2 Collection & Receipting Money

All money collected from students must be receipted. Each teacher will be issued a receipt book and money bag. Please document in the receipt book the amount, student name, grade/section and purpose for taking money (i.e. 1st grade Children's Museum Trip, Dress Down Day, etc.) **All money must be turned into the office daily by 8:30 a.m.** Money should not be kept in the classroom overnight. You are responsible for money that is not properly submitted. If you receive a check from a student, the student's name, grade section, and teacher name should be documented on the front of the check. Total money and receipts submitted to the office must balance.

7.3 Promise Academy Policies & Procedures

Please refer to Promise Academy Policy for a comprehensive text of company policies and procedures including but not limited to the following subjects:

ADA/Disability Accommodation

Unlawful Harassment (Including Sexual Harassment)

Whistleblower and Non-Retaliation Policy

At-Will Employment

Employment Contracts

Contract Cycle and Timing

Pay Periods

Direct Deposit

Pay Advances

Payroll Deductions

Personal/Sick/Bereavement

FMLA/Medical/Military Leave

Workers Compensation

Benefits/Insurance/COBRA

Overtime

Jury Duty

Drug-Free Workplace

Employment Termination

Workplace Violence Prevention

Employee Probationary Period

8. Building/Room Maintenance

Building Maintenance

Please direct all needs concerning building maintenance to the front office.

Classroom Maintenance

Procedures should be established, taught, and practiced that teach children how to properly use, store classroom materials and care for their physical environment.

The classroom should be kept neat and clean at all times. Remember first and any impressions are lasting impressions. Excessive materials must be removed properly. Report anything that is broken immediately so that it can be repaired. A well-organized classroom with materials properly displayed and neatly arranged is a must for a creative learning environment. Your classroom represents our work environment, our students, and more importantly yourself.

Please consider:

- ◆ Classrooms should be arranged in such ways to allow the practices of Great First Teaching to occur (i.e. properly/neatly labeled, established literacy/instructional centers, collaborative areas, etc.)
- ◆ Be safety conscious
- ◆ Windows and doors may not be blocked with classroom furniture.
- ◆ Students may not place advertisements or posters on walls or elsewhere unless permission is granted by the principal.
- ◆ Plants need something waterproof under them to handle overflow.
- ◆ Be careful in using masking tape or other adhesive materials for display on walls.
- ◆ Students should not be allowed to leave items on the floor under their desks overnight.
- ◆ All windows and doors should be locked and closed before the teacher leaves for the day.
- ◆ Because of fire regulations, nothing is to be hung from light fixtures.
- ◆ Please reserve the last five minutes of your daily schedule to return your classroom to its original clean state prior to dismissal.
- ◆ Remind students that there are to be no stickers on lockers, desks or walls.

Staff Refrigerator & Microwave Use

For your convenience there is a staff refrigerator and microwave for your use in the Teacher's Lounge located on the second floor. Additional microwaves are also located in the office and the PD Room for teacher use. It is important to make sure these items are left in a clean condition throughout the year. Food items should not be left in the refrigerator longer than one week. It is advised to properly label items with your name and date placed in the refrigerator. When using the microwave, cover food to prevent splatter. Wipe the microwave out after each use. **Teachers are prohibited from having personal microwaves in their classrooms.**

9.0 Forms Located in the Front Office or Online

- School Calendar
- Absence Request Forms
- Technology Service Request Form
- Supply/Materials Request Form
- Discipline Referral Form
- Accident & Student Illness Form
- Academic, Attendance, & Conduct Honors Form