



100 Academy of Excellence

**TEACHER HANDBOOK
2010 - 2011**

**2341 Comstock Drive
N. Las Vegas, Nevada 89032
(702) 636-2551 (Office)
(702) 636-9475 (Fax)
www.100ae.imagineschools.com**

Ms. Peggy M. Selma, Principal

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Administrative Responsibility

The building Principal has ultimate responsibility for all official actions and activities of the personnel assigned to this building. The Principal should therefore be consulted regarding any action/activity concerning the school before resources outside the school are contacted.

The Principal is charged with the responsibility of ensuring correctness and accuracy of all school communications. Any correspondence dispersed by teachers or other personnel should be approved by the principal in advance of issue. It is expected that all communications be well-written, grammatically correct, and legible. Good, well-written letters are strong tools for public relations. Copies of all letters sent home are to be filed in the office.

Please Note:

This does not include notes written to individual parents.

Staff Intrapersonal Relationships

Each staff member will help maintain positive intrapersonal relationships and will cooperate to resolve staff concerns.

If teachers have concerns about the function or activities of the support staff, they should bring those concerns to the attention of the Principal. The support staff should likewise bring their concerns about the educational activities of teachers to the attention of the Principal. The Principal assumes the responsibility for adjusting any such differences.

If problems arise, please approach those involved and attempt a resolution. If this does not provide solutions, the concerns should be brought to the attention of the Principal who will assist in their resolution. When a teacher is assigned an instructional aide, the teacher has a supervisory role in relationship to the aide and is responsible for the actions, performance, and evaluation of this support staff employee.

We will at all times work together for the benefit of the students in our school.

Emergency Contact Plan

If an emergency situation arises that would require the school administrators to immediately contact our school personnel, a plan must be in place. The following plan should be kept at home where you can locate it in a hurry. Please be sure to write down the important facts that you will need to relay to the staff members that you contact.

Notifies the following:

Principal

Assistant Principal

Administrative Assistant

Assistant Principal

K– 8 Academy Leaders

K-2 Academy Leader

Kindergarten, 1st Grade, 2nd Grade Leader

3 – 5 Academy Leader

3rd Grade, 4th Grade, 5th Grade Leader

6 – 8 Academy Leader

6th. – 8th Grade Teachers & Specials

Administrative Assistant

Registrar

Each Grade Level Leader

Teacher at that grade level

Parent Student and School Involvement Accord

At the beginning of each school year **EACH** parent, student, and teacher will signed the accord. (See appendix) These records will be maintained by the teacher until the end of the school year or the student check out of the school.

DAILY OPERATIONS/PROCEDURES

SCHOOL HOURS

Student Arrival: 7:30 – 7:55 AM.

Breakfast: 7:30 – 7:55 AM

Classes Begin: 8:00 AM

Student Dismissal: 3:00 PM.

Before School Care (I-CAN): 6:30 am - 7:30 AM.

After School Care (I-CAN): 3:00 pm - 6:00 PM.

ARRIVAL

Students are expected to be in attendance every day. Regular school attendance teaches responsibility and establishes a daily routine for students. It is equally important that students report to school on time. There is no supervision before 7:30 am for students who are not enrolled in the **BEFORE SCHOOL CARE** program. All students dropped off before 7:30 am will be placed in Before School care and charged the daily rate. In addition if the problem persists, a mandatory

conference will be scheduled between the parents and school principal. The student will be suspended if parent/guardian fails to attend the meeting.

TARDY POLICY

Tardy Passes will be issued after 8:00 AM. A student that enters a classroom with a late pass is considered tardy. If a student has a scheduled Doctor's appointment, the parent is required to present a note from the physician to the main office upon arrival to be considered excused:

- Upon the 3rd unexcused tardy in one grading period, the parent(s) will be notified via letter.
- Upon the 4th unexcused tardy in a grading period, the student will receive (1) unexcused absence as well as the parent will be contacted via telephone. Please see unexcused absence policy below.
- Upon the 5th unexcused tardy in a grading period, it will result in a Required Parent Conference (RPC).
- Upon the 6th unexcused tardy in a grading period, the Principal has the option as to the consequences. This could include suspension.

If another tardy occurs in the same grading period the following actions may be taken:

1. Student will be placed on a daily disciplinary report.
2. Student will be asked to remain after school for detention for (1) hour.
3. A recommendation will be made for the student to return to his/her home school.

ABSENCES

Anytime a student returns to school after an absence, a note signed by a parent or guardian **MUST** be brought from home. Acceptable excuses for students' absences are:

- illness,
- a death in the family,
- a school-sponsored event or activity that has been previously approved
- or religious holiday.

Children who have excused absences will be permitted to make-up any missed assignments. The student will have (2) days to make up work for each excused absence. If the absence is unexcused, the student will receive a zero (0) for all missed assignments, tests, or class projects.

Illness: The importance of regular attendance cannot be over-emphasized, but students should not be sent to school when they are ill. If a student becomes ill

during the school day and it appears serious in nature, parents will be immediately contacted to pick the child up as soon as possible.

ATTENDANCE SHEETS

Recording student attendance must be completed via SASI / APR each hour for each student enrolled in middle school.

CLASS COVERAGE

There will be times when teachers are asked to cover classes when substitutes are not available and/or as emergencies arise.

1. Teachers will be assigned to cover classes without substitutes on a rotating basis. Teachers are asked to accept the class coverage assignments professionally.
2. If you wish to volunteer to cover classes during your planning period more often than the regular rotation, please let the school secretary know so that you may be offered the first opportunity to cover classes as they are available.
3. If you wish to change the location of the class you are covering (e.g., back to your own classroom), you must first obtain authorization from an administrator and notify the school secretary and office staff of the relocation room.
4. Teachers covering a class are expected to follow the lesson plan left by the absent classroom teacher. If there is no lesson plan, the covering teacher should notify the Principal in writing of this situation.

Dress Code

We believe that dress and appearance play a vital part in the projection of a professional image. We also believe that this professional image contributes to the establishment of a positive learning environment; enhances administrator, teacher, and support staff effectiveness in working with students; allows the employee to model for students' appropriate dress and appearance in the work place; and enhances the professional image of school personnel within the community at large.

Appropriate Attire – Faculty and Staff

Employees are expected to dress in a manner that projects a positive and professional image for the employee, and the school.

The following are NOT considered to be "Appropriate Attire":

- Jeans with tear or ragged edges, shorts, revealing/provocative shirts and tops, tank tops, muscle shirts, Tee-shirts, short skirts (**more that four inches above the knee**), sweat suits, warm-ups (unless in PE), spandex/lycra as an outer garment or similar tight outfits;
- Slippers, house shoes, work boots, thongs, and other similar foot apparel; unless in PE or under a physicians care and footwear without appropriate socks or stockings.

It is recommended that faculty wear business attire:

- Ladies: blouses, slacks, skirts, business shoes such as loafers, pumps (closed toe or open toe);
- Gentlemen: dress shirts, sweaters, slacks, dress shoes.

Grooming

All employees are expected to exemplify grooming standards in a manner that projects an appropriate image for the employee, the school, and the district.

- Employees shall keep their hair neatly groomed. Beards and mustaches shall be neatly groomed;
- Fingernails must barely pass the tips of your fingers (professional typist length).
- Employees shall not wear facial jewelry, excluding earrings; and
- Employees shall not wear on the outside of their clothing, jewelry or similar artifacts that may be considered obscene or distracting, may cause disruptions, or which may present a safety hazard to the employee and those with whom they work.
- Hats, sunglasses and cellular ear phones are not to be worn inside the work site building.

Exceptions

The following exceptions may be designated for special events or circumstances only, as approved by the principal or designated site administrator:

- Shorts (no more than four inches above the knee) and costumes (in good taste and not revealing nor provocative); and
- Clothing appropriate to a special instructional assignment such as, but not limited to, physical education classes, vocational classes, and self-contained special education classes.
- Imagine Schools, or 100 Academy Polo shirts with khakis pants, shirts on Friday or designated days.

Harassment and Intimidation is Prohibited in Public Schools

“Harassment” means a willful act or course of conduct that is not otherwise authorized by law and is:

- Highly offensive to a reasonable person; and
- Intended to cause and actually causes another person to suffer serious emotional distress.

“Intimidation” means a willful act or course of conduct that is not otherwise authorized by a law and:

- Is highly offensive to a reasonable person; and
- Poses a threat of immediate harm or actually inflicts harm to another person or to the property of another person.

The Nevada legislature declares that:

- A learning environment that is safe and respectful is essential for the pupils enrolled in the public schools in this state to achieve academic success and meet this state’s high academic standards;
- Any form of harassment or intimidation in public schools seriously interferes with the ability of teachers to teach in the classroom and the ability of pupils to learn;
- The intended goal of the legislature is to ensure that:
 - The public schools in this state provide a safe and respectful learning environment in which persons of differing beliefs, characteristics, and background can realize their full academic and personal potential; and
 - All administrators, principals, teachers, and other personnel of the school districts and public schools in this state demonstrate appropriate behavior on the premises of any public school by treating other persons, including, without limitation, pupils, with civility and respect and by refusing to tolerate harassment or intimidations; and
- By declaring its goal that the public schools in this state provide a safe and respectful learning environment, the legislature is not advocating or requiring the acceptance of different beliefs in a manner that would inhibit the freedom on expression, but is requiring that pupils with differing beliefs be free from abuse and harassment.

A member of the governing board of the school, any employee of the board, including without limitation, an administrator, principal, teacher, or other staff member, or any pupil shall not engage in harassment or intimidation on the premises of any public charter school, at an activity sponsored by a public charter school or on any school sponsored transportation.

Students

The Teacher Will:

- Take control and correct undesirable student behavior,
- Consider the individual circumstances of the incident,
- Remember that the safety and educational welfare of all students must be the major priority,
- Complete a disciplinary referral form,
- Inform the school administrator of the infraction.

All incidents of sexual or racial harassment must be reported immediately to the school Principal.

The Principal Will:

- Hold a conference with the student, giving him/her the opportunity to explain his/her inappropriate behavior,
Inform the parent or guardian of the incident,
- Recommend and implement appropriate action, i.e. suspension and/or expulsion from school,
- Hold a hearing with the student and parents/guardians as soon as it is practicable and,
- Reach a decision and implement said action within 10 days of the students' removal from school.

PLEASE NOTE:

Harassment may not be resolved by requiring the victim to make a change in classrooms.

GENERAL WORKDAY

- The school day begins for teachers at 7:30 AM.
- Some teachers have morning duty assignments between 7:35 AM. and 8:00 AM. (See duty schedule in appendix).
- Elementary teachers are expected to greet the students in the cafeteria line them up and begin the instructional program when the first period begins at 8:00 AM.
- Teachers assigned to afternoon duty should be at their station by 3:05 PM and should remain there until 3:30 PM.

During the school day teachers are asked to stand outside and in front of their classrooms between class periods to assist with the movement of students in the halls.

HALL PASSES

Every student who leaves your class for any reason must be issued a pass to do so. Teachers are expected to record the following information on the pass: date, student's name, destination, exact time leaving class, and teacher's signature. The receiving individual (teacher, counselor, administrator, secretary) should ask for the pass, verify the information, sign the pass, and indicate the exact time the student has left the destination location.

HOMEROOM AND ATTENDANCE PROCEDURES

Student attendance is a key factor in overall academic success. Specific procedures to track attendance are required by the district and by the state, as money is distributed to the schools on the basis of average daily attendance. Attendance must be checked in EVERY class period. Teacher attendance records are official legal documents which may be subpoenaed in court if judged relevant to a court matter.

Morning announcements are made during homeroom period, usually between 8:05 and 8:15 a.m. It is important that students listen attentively to the information and directives from and the public address system. Except in emergencies, students should not be given passes to leave class during homeroom announcements.

Homeroom attendance is checked and recorded daily in SASI/APR. If students arrive tardy after roll call, please change the absence mark to a tardy. After 9:00 a.m. or the beginning of second period, students who arrive at school tardy must report to the office, at which time their attendance record will be adjusted appropriately.

Students are expected to be on time both to school and to your classes. If a

student arrives tardy to homeroom, list his/her name on the School-Wide Detention List (SWD), Saturday Detention. Tardy students are to be notified of their SWD and when their detention will be held. If a student is tardy to your class, please accept him into your room, and then follow the steps identified in the *Discipline and Classroom Management* section of this handbook.

Upon their return to school, students should present a signed parental note explaining their absence in order to qualify for an excused absence or a note from a medical professional. Teachers should issue returning students an admit slip to show to their other teachers; mark the admit slip either excused (student has a signed note) or unexcused (no note).

If a student returns after being absent five or more days, she/he must present an official doctor's note explaining his absence to an administrator and/or the school nurse. Teachers are responsible for requesting and maintaining a file of student absence excuse notes and/or medical excuse notes.

Occasionally the Registrar or the school secretary will need to see these notes, and they will be used to determine whether students may receive credit in courses for which they have excessive absences (more than 8 days per semester, according to current state regulations).

An attendance bulletin is distributed each day, usually by 11:00am. Please check that against your students' actual attendance FOR EACH PERIOD to ascertain whether they are attending classes as required. If students have missed your class, but their names are not on the attendance bulletin for that day, please write a "cut slip" and put it in the box provided in the registrar office. Students' grades are in great part affected by their attendance in your class. Please encourage them to be in class. Students must attend 160 days per year to receive credit (80 per semester). Students who miss more than 5 days need to be referred to the office and the social worker.

ATTENDANCE RECORDS AND CLASS RECORD BOOKS

Recording Absences

- An accurate record of attendance for each student must be maintained in every school. Teachers are not to delegate attendance accounting to students.
- In elementary schools, the Attendance Registrar - Home Room is the official in-school record of attendance. Secondary schools are to maintain an individual computerized student record of attendance. The final computerized report of the students' attendance generated through the daily attendance system shall be maintained according to district record retention guidelines.

- For purposes of uniformity, elementary teachers are instructed to use the following symbols to document attendance:
 - **Unverified Absence - A**
 - **Approved Absence - E**
 - **Unapproved Absence - U**
 - **Prearranged Absence - P**
 - **Prearranged Absence in Excess of Ten Days (10) and Prearranged Absence for Which the Make-up Work Was Not Completed and Submitted - G**
 - **Approved School Activity - X**
 - **Receiving Supplementary Home Services - H**
 - **Tardy - T**
 - **Suspension - S**
 - **Required Parent Conference - R**

MAILBOXES

Every teacher has an assigned mailbox in the work room. Attendance bulletins and scan sheets, telephone messages, memos, and other important information are placed in your mailbox daily. Much of this information is time-sensitive. As a result, teachers are expected to check their mailboxes every morning, at lunch, planning period, or after school.

KEYS

Teachers are issued keys for their classroom, storage lockers, and faculty restrooms at the beginning of each school year. Teachers are expected to secure these keys at all times. **All classroom doors should be locked whenever the teacher is out of the room, at lunch, and before and after school.** Teachers who are covering an absent teacher's class should obtain the classroom key from the teacher who covered the previous class or from the school secretary. Teachers covering another teacher's seventh period class should return the classroom key to the school secretary before leaving school that afternoon. Substitute teachers will be issued a duplicate key by the school secretary to use for the day; these duplicate keys must be returned by the substitute to the school secretary at the end of the day.

ROLL BOOK

Teachers are expected to maintain accurate and current grades in their roll book. These grades should reflect the students' actual achievement in their class and should follow the Pupil Progression Plan requirements outlined above. The Roll

Book is a legal document and can be subpoenaed by a court. These records are also often required to prove student attendance at the Academy when another school or school district claims the student as one of their own. Teachers' class record books and grade books are a part of Imagine Schools and the Clark County School District's official records and must be maintained for a minimum of **five full years**. The teacher's class record book shall serve as the legal document of reference and will be used exclusively for determining absences. Record book/grade book should be labeled with the name of school, 'teacher's name, subject, and year. After five years, class record books may be destroyed.

SIGNING IN & SIGNING OUT

Each teacher/staff member must report by 7:30am. Dismissal for students is 3:00pm and teachers are expected to be on campus for 30 minutes after the departure of students. There are cases in which teachers may work flex time at the beginning or end of the day; however, this must be approved by the Principal and under no circumstances interfere with the instruction of students. **Teachers who wish to leave school during their planning and/or lunch time must first obtain authorization from an administrator, notify the office, clock out and sign out according to procedures. Please keep in mind that any departure from campus for lunch or planning must not interfere with the instruction of students.**

SUBSTITUTE FOLDERS

Covering another teacher's classes is seldom a desirable choice for most teachers, yet in the absence of a substitute there is no other option. In order to minimize the covering teacher's anxiety, and to ensure that student learning is continuous, please comply with the following:

1. Make sure that a current list of students and/or a seating chart is available in your substitute folder in the office; please revise this list as students change in your classes.
2. Include a copy of your current teaching schedule in the folder, as well as any duty assignments you may have (lunch, before school, bus duty, etc.)
3. Include at least two assignments in the folder which have not been previously used and which can be successfully used by a substitute in your absence. These may be enrichment or review lesson plans. Be sure to include enough copies of any handouts or worksheets so that the substitute can implement these lessons successfully, and any special instructions you may require.
4. Update these assignments at least quarterly and more often if you are absent and these lesson plans have already been used.
5. It is your responsibility to ensure that your students have meaningful activities in your classroom even in your absence.

TEACHER ABSENCES

Teachers are expected to be in their classrooms providing instruction each day during the school year. However, when a teacher needs to be absent due to illness or an emergency, the following procedure must be followed:

1. If you know that you will be absent for any reason, inform the school secretary as far in advance as possible so that she may locate a substitute.
2. Leave an appropriate lesson plan and required texts, workbooks, handouts, etc., for that substitute on your desk, clearly labeled (or else you may place it in your substitute folder in the office, clearly labeled for the correct date).
3. If an emergency or illness occurs after you leave school that prevents your attendance the following day, **please notify a school administrator as soon as you realize you will be absent**, preferably no later than 6:30 a.m. the day of your absence. You may leave your assignment by calling the school office (636-2551, ext. 100) after 7:00 a.m. to do so, or fax your assignment to the school secretary (636-9475). If you have an emergency after 8:00 a.m., please call the office number (636-2551) to report your illness or situation.
4. **It is your responsibility to locate a suitable substitute, we will try to assist you when requested, however please understand, and the responsibility for a substitute is yours.** On some days, however, this will not be possible, especially for teachers who call in their absence after 6:30 a.m. In these instances your colleagues will have to give up their planning periods to cover your classes and supervise your students, which is not an ideal situation.
5. The Academy's administrative staff has in place a program to reward teachers for perfect attendance and one day absence.

TEACHERS WITH FIRST PERIOD PLANNING

Teachers without homerooms and not on assigned morning duty must report to the office and check in with the school secretary at 8:00 a.m. to find out if they are needed for class coverage.

CURRICULUM AND INSTRUCTION

ACCEPTABLE USE POLICY FOR THE INTERNET

Both students and teachers are required to sign an acceptable use policy statement before they can access the Internet from any computer at school.

COPY MACHINES

Three copy machines handle most of The Academy's copy needs—one in the office area, and one in the teachers' workroom. Use of the office copy machine is restricted to administration and office staff only; teachers, in emergency situations, may use this machine with administrative authorization. All Teachers and Substitutes will be provided with a copy access code and a set amount of copies that can be made per month. Teacher/Substitute accountability will be monitored. Accounts will be reviewed and reset at the end of each month. If you go over your monthly copy allocation, you may borrow only from your next month's allocation.

COUNSELING

The Academy's counseling department includes one part-time, certified counselor (C.A.R.E.) and the 100 Black Men and Women of Las Vegas Mentoring. The Academy provides services in the areas of personal development, academic progress, and Character Development awareness. Students who need to meet with a counselor/mentor should do so after school, during lunch or at an approved scheduled time. In an emergency, students may be released from your class with your permission and with a pass to the counselor/mentor when they are on campus. The counseling/mentoring office is located in room 179 and 185.

CURRICULUM COMPUTER LAB

The CCL, located in the library contains 30 networked computers available for entire class visits. There is also one teacher workstation available for faculty use only and connected to either a laser printer or a color DeskJet printer. Each of these computers has access to the Internet, to library resources, and to specific programs loaded onto a CDROM tower. The Academy has a technology staff development coordinator (the principal or designee) who is available to assist you in planning lessons using the CCL. In addition, the CCL has a mobile computer station, projection device, and Smart Board display unit which can be used to conduct model lessons in your own classroom, prior to your visit to the CCL.

GRADE LEVEL CHAIRPERSONS

Each department with more than three full-time teachers elects a GRADE LEVEL chairperson to represent them. Elections are usually held at the end of each academic year. The grade level chair is a member of the school's Leadership Team.

Responsibilities of grade level chairs include, but are not limited to, the following:

- Attend and participate in Leadership Team meetings and report details to their grade level members.
- Discuss and encourage appropriate implementation of school policies.
- Assist grade level members in development of successful lesson plans.
- Discuss and issue teachers' guides, student texts, and all related curriculum materials.
- Coordinate development and revision of course syllabi and grade level/courses scope & sequence and curriculum alignment.
- Provide grade level members with notices of professional development opportunities and encourage their participation.
- Solicit teaching requests for the next school year from grade level members, collect them, and turn them in to the Academy Lead Teacher.
- Suggest teaching assignments for the next school year and submit them to the Academy Lead Teacher
- Prepare reports and conduct surveys as required.
- Maintain accurate inventories of grade level materials, teachers' manuals, and student textbooks.
- Obtain from departing members all pertinent school/grade level material(s).

FIELD TRIPS

Field trips are an integral part of the curriculum at the academy. It is important that each trip be closely related to what students are learning in the classroom. With careful planning, field trips can be an enhancement to your instruction and give students new ways to critically view the areas of knowledge they are exposed to during the year. **ALL FIELD TRIPS MUST BE ECONOMICALLY SUSTAINABLE!**

Checklist items: use this listing as a guide for what MUST be done at least one week before the trip is scheduled to depart. If any necessary item is incomplete, the trip will be in jeopardy.

1. Obtain a field trip request form from the office (mailbox area) for each trip you are planning to take.
2. Forms must be completed and approved at least two weeks before the date of the trip.
3. **No more than one field trip will be scheduled on any one day in order to limit disruption of students not participating.)**
5. Persons who will be chaperoning the field trip, including school personnel, must be clearly identified on the form.
6. A form to order the buses is available in the office and must be completed two weeks before the date of the trip.
7. If you are taking a trip in a vehicle other than a bus, you must have that vehicle and/or its company approved by the administration.
8. Notify the teachers at least a week in advance that you are taking students out of their classes by putting an alphabetical listing in the Academy Daily Bulletin.
9. A 10-1 student to chaperon ratio is required on all field trips. All students are to be assigned to a specific chaperon before they board the bus.
10. Students of yours who are staying at school on the day of the trip must be assigned to other teachers' rooms and given meaningful work. There are forms in the office. Please complete these a week before the trip departs. ***You are also required to provide the office with a copy of the student distribution list(s), so that we may locate these students if necessary.*** Information about students going on the trip must be left with office personnel and each chaperone, teacher, or parent before the buses leave.
11. Phone numbers where trip sponsors can be reached during the trip must be left with office personnel. It is preferred that a cellular phone be carried with the person in charge of the field trip.
12. Permission slips for all students going on the trip must be completed and returned 24 hours before the trip.
13. In any event, the cafeteria must be notified of all field trips, number of students and their grade level before the trip.
14. When you return from a field trip, sign and **WRITE THE EXACT TIME AND DATE on the form provided by the bus driver.**
15. ALL FORMS MUST BE COMPLETED TWO WEEKS BEFORE THE TRIP DEPARTS. THIS INCLUDES APPLICATION, BUS, INSURANCE, ETC.

FILMS AND MOVIE USE

Commercial, "Hollywood"-type films are usually **inappropriate** for showing in classrooms during school time.

- Any requests to show such films must be **approved by the principal, in writing**, before such films may be used.
- "Educational" films and programs should be **screened by the teacher** ahead of time, and must be **correlated to the curriculum areas currently being addressed in the classroom**.
- The use of "recreational" films as a reward or to fill in a period of time while other grade levels are testing (for example) must also be approved, in writing, by the Principal.

GRADE SHEETS

Teachers will receive scan sheets each quarter to record student grades, conduct, and comments. Specific instructions for completing these sheets will accompany the scan sheets. After these grade sheets have been scanned, teachers will receive grade verification sheets for review. Any errors, discrepancies, or corrections must be indicated on these sheets before being returned to the registrar. It is very important that both the grade scan sheets and the grade verification sheets be completed and turned in to the registrar by the deadline, so that report cards can be printed and distributed in a timely manner. Grade changes needed after the verification sheets have been returned should be submitted on the official grade change request form, available from the registrar.

GRADING AND EXAMS

The Pupil Progression Plan permits two methods for calculating student grades:

1. Individual grades and averages are expressed as letter grades.
Letter grades are averaged according to the following quality point scale:
 - A = 4 quality points
 - B = 3 quality points
 - C = 2 quality points
 - D = 1 quality point
 - F = 0 quality points

2. Individual grades and averages are expressed as numerical grades. Numerical averages are converted to letter grades for the Report Card according to the following scale:

100-90 =	A (4 quality points)
89-80=	B (3 quality points)
75-79 =	C (2 quality points)
70-74 =	D (1 quality point)
0-69 =	F (0 quality points)

Grades- Student grades will be based on a semester of work. Students will earn ½ units of credit at the end of each semester this year. Quarters one and three will be progress reports only.

- Exams will count for 25% of the semester grade and are given at the end of each semester.
- Also, exams will be for 90 minutes and will be cumulative in nature.
- Students will take two exams per day and will report home to study for the next day's exams.
- Final Exams dates are tentatively set for the 3rd week in December and the last week in May.

In addition, the Pupil Progression Plan advises that:

"The grading system should weigh the importance of each grade based upon the extent to which that grade indicates the student's mastery of the course objectives." For example, a term paper would outweigh a spelling test.

Teachers should share a syllabus that outlines the work of the course and the grading system with each student and parent during the first week of class each year or semester via the Parent Letter, with appropriate follow-up reminders. The syllabus should give parents and students a clear definition of what the student must accomplish and show how the grade will be earned over the duration of the course. In all instances, examination results shall be counted as 25% of the grade for the reporting period.

Teachers' class record books and grade books are official records and must be maintained for a minimum of five full years. The teacher's class record book shall serve as the legal document of reference and will be used exclusively for determining absences.

Record book/grade book should be labeled with the name of school, teacher's name, subject, and year. In accordance with Nevada law, after five years, class record books may be destroyed.

DEFICIENCIES AND PROFICIENCIES

At the midpoint of the first, second, and third quarter grading periods teachers are asked to complete deficiency reports on any student who is not performing well in their classes. Forms will be available in the office approximately two weeks before the deficiencies are due to the homeroom teachers. Homeroom teachers will then collate the deficiencies and prepare them for mailing. Those students who are excelling in your class may be issued proficiency reports during this time as well.

It is expected that all teachers will teach objectives stated in district curriculum guides, Imagine Schools Aligned Curriculum and grades will be determined in relationship to those objectives.

Should a question arise as to the appropriateness of a grade earned by a student, the Principal or designee may review the teacher's grading procedures and the teacher's justification for the grade issued.

The teacher must be given the opportunity to substantiate the grade that was given. After review, the principal may determine and assign the appropriate grade.

In the event there is no agreement between the Principal and the teacher on the final grade, the Principal will provide written rationale to the teacher and the appropriate Regional Vice President. The Regional Vice President may review the rationale and if appropriate may re-determine and assign the appropriate grade. This determination shall be final.

Legal reference: NRS Chapter 392 Pupils

Review responsibility: Elementary / Secondary Education

HOMEWORK POLICY

Homework is viewed as an important extension of classroom instruction.

1. Homework assignments shall take into consideration the individual needs and abilities of the student.
2. Routine work on already mastered skills shall be avoided.
3. Students should have homework on a regular basis.
4. Homework should be a continuation of work that has been taught by the classroom teacher, but not completed by the students during their seat work.

A certain amount of time for reading would be appropriate as a homework assignment.

- In most academic classes, students should expect to have meaningful homework assignments at least three times a week, requiring about an hour in each course to complete.
- Meaningful homework assignments complement and supplement classroom instruction; assist students in organizing what they have learned; help students develop good work habits; and stimulate student growth.
- Meaningful homework should be highly correlated with class work; be definitive and specific; be performed by the student and not by parents or other adults in the home; be conducive for independent study; and serve as review and/or preparation for new work.

Assignments should be adjusted so that students will be challenged and feel the need for some independent study at home, **Monday through Thursday**.

Friday's should be free from homework as much as possible so weekends can be reserved for families.

Here are some guidelines which you might find helpful when assigning homework:

- Make certain students understand the purpose of assigned homework and that they know what to do and what to look for.
- Insist on a high standard of work to be turned in by students. Stress accuracy, neatness, and legibility, proper arrangement on the page, correct spelling, and punctuation.
- Always thoroughly teach new or difficult work in the classroom before assigning home study.
- Teach good study habits in the classroom in order to promote a higher degree of benefit from homework.
- Do not assign homework as punishment.
- Always acknowledge completed homework by checking and grading papers in a timely manner. Students need this feedback for self-esteem and justification of expended effort at home.

At the beginning of the school year students are issued a yearly planner. Train early and train often. Teachers are requested to have students record their homework assignments, project due dates, and test dates in this planner daily. Teachers may ask parents to initial the planner weekly to indicate that they are aware of the week's work in their class.

Guidelines for Homework

- | | |
|------------------------|---------------------|
| ➤ Grade K -30 minutes | Grade 1 -30 minutes |
| ➤ Grade 2 - 40 minutes | Grade 3 -45 minutes |
| ➤ Grade 4 - 45 minutes | Grade 5 -50 minutes |

➤ Grade 6 – 55 minutes

Grade 7 – 60 minutes

➤ Grade 8 – 65 minutes

These times are a guide and are based on the average child's ability to concentrate with undistracted time for doing homework. There will be occasions when the homework assignment may take less time on one-day and make take slightly more time on another day. In such cases, it is recommended the child do silent reading and prepare a short book report to discuss what was read. By keeping children on a regular study routine, it will establish academic discipline while enhancing their reading and writing skills.

A child who does not complete class work in class may have to complete class work in addition to homework.

Each student will be given an opportunity during class to write their homework assignments. After completing the assignment, the student should have the parent/guardian review the assignment and sign the folder. Failure to receive a parent signature may result in a loss of classroom privileges.

If a child does not understand their assignment after trying to do it at home, there are several places that provide homework assistance to students.

Homework should be completed by students. Parents may help in the following way,

- Show an interest in your child's work.
- Provide a place and time for quiet study.
- Assist in practicing with spelling words and number combinations.

Imagine 100

Each of these innovative programs ensures that the Academy students will be able to meet the challenges of high school, the workplace, and the world of the next millennium. Imagine Schools 100 Academy of Excellence gives our students an edge in the highly-competitive worlds of today and tomorrow.

Grade Level	Technology & Research Initiatives			
	<i>Software</i>	<i>Department</i>	<i>Project</i>	<i>Department</i>
5	MS Word	Social Studies	Writing Portfolio	Language Arts
6	MS PowerPoint	Mathematics	Interdisciplinary Research Paper	Science
7	MS Excel	Computer Science	Term Paper	Social Studies & English
8	Technology Portfolio	Computer Science English	Literary Research Paper	English

LONG AND SHORT RANGE LESSON PLANS

Teachers will develop a long-range master plan by the semester or year; daily, weekly or unit plans should be developed from the master plan.

INSTRUCTIONAL PLANNING

Good planning is essential for good teaching. Teachers will be provided with plan books or appropriate alternate forms and/or instructions for recording instructional plans. These plans provide teachers with a convenient, systematic way of organizing and planning classroom work for at least one week in advance. The teacher's plans should provide an adequate guide for the substitute who may be called to teach the class.

LESSON PLANS

- Teachers should prepare lesson plans on a weekly basis and submit them electronically to the designated administrator no later than the Monday morning of the week for which the plan has been designed.
- Teachers are required to keep a copy of each lesson plan for their own use in the classroom, preferably in a binder.
- There is a specific lesson plan form available in the office for submission of the weekly plans; however, again, lesson plans must be submitted electronically via e-mail.
- Additionally, lesson objectives are to be posted on the board daily for each class.

Lesson plans accomplish the following:

1. Aid in good teaching
2. Help the teacher organize subject matter and its presentation
3. Insure that required materials and equipment are considered
4. Assist a substitute in providing continuous learning in your absence
5. Provide a method for evaluating the lesson taught

DESIGNING A LESSON PLAN

Good lesson plans usually incorporate the following elements, as suggested by Madeline Hunter:

1. Anticipatory Set-an activity to focus the student's attention and/or to develop a readiness for the instruction that will follow. This set should relate to some previous learning and should allow the student to prepare mentally or physically for the lesson.
2. Objective-teacher clearly informs the student what is expected and what

- should be accomplished by the end of the lesson. The objective should be specific in content, focus on observable behavior, and be stated in the students' own words.
3. Input-what information must the student have in the lesson so that he may reach the objective. The teacher must determine how the student is going to obtain this information, what the means of instruction will be, and what new information is needed by the learner to succeed.
 4. Modeling-the student sees an example of an acceptable finished product or what the new learning looks like. The teacher should focus on the essentials and label the critical elements.
 5. Check for Understanding-the teacher checks for students' possession of essential information and the skills necessary to achieve the instructional objective.
 6. Guided Practice-the teacher carefully guides the students' first attempts with the new learning to ensure that they are accurate and successful. The teacher monitors the students' attempts and quickly identifies and corrects any student errors.
 7. Independent Practice-as the student is able to perform the newly-learned skill or process without major errors, he is ready to develop fluency by practicing without the guided assistance of the teacher. The teacher should review the finished product, which may be a classroom or homework assignment.

Daily/Weekly Guidelines

- Provide a statement of the objectives in terms of concepts, skills or behaviors.
- Give a brief description of the procedures, materials or other resources to be used for the lesson.
- Provide an indication of the student grouping patterns and independent activities when applicable.

Review of Lesson Plans

A teacher's instructional plan may be requested for review at any time by the responsible administrators or members of the Governing Board. Lesson plans are to be retained intact throughout the school year. A detailed set of instructions for the substitute teacher is to be maintained in each teachers planning folder/book. Maintain a general schedule in the front of your plan book.

Effective Use of Instructional Time

Research studies have clearly proven that there is a positive correlation between engaged learning time and student achievement. It is noted that by increasing allocated time and academic learning time, basic skill achievement can be promoted. Further, when a learning activity is task-oriented and is a successful experience for the learner, time becomes a positive factor in increasing student achievement.

Each teacher's instructional schedule and activities are to consistently provide for efficient use of the allocated instructional time. Teachers are to allocate a maximum amount of their time to direct instructional interaction with students, and are to ensure that students are maximally and productively engaged in actual learning activities. All in-school activities, instructional methods, and media must be consistent with district prescribed curricular objectives and proven principles of learning.

LIBRARY

- The library is open from 8:00 a.m. to 4:00 p.m. Monday through Friday.
- Students may visit the after school, and at lunch, or during your class with your permission and with an official hall pass.
- The automated circulation system allows electronic access to library holdings and materials.
- The network computer workstations provide access to the library collection, the Internet, and to the periodicals database.

- In addition, word processing workstations are available for student use to type research papers or projects. The Media Specialist provides students and faculty members assistance with library resources.
- Teachers may schedule their classes into the library for research and/or reading purposes or for library skills presentations. Individual students may be sent to the library with an official hall pass. Groups of up to five students (identified on an official hall pass) may be sent by the teacher to conduct research or locate resources in the library.
- Teachers may request audio-visual equipment from the Media Specialist, as they are available. Requests must be written and submitted at least a day in advance.

LUNCHROOM AND LUNCHTIME PLAYGROUND BEHAVIOR

- Cutting in Line is not fair to other students. The student taking cuts and the student giving cuts will go directly to the very end of the line.

- Yelling and Screaming will result in staying seated and quiet for as long as necessary.
- Students Throwing Food will be required to clean up all food and trash on the lunchroom floor.
- Balls, Ropes and Play Items will be provided by the school.
- General Rules for inside and outside during lunchtime include orderliness, quietness, neatness and good manners.
- Juice bars, popcorn, jerky, etc. will be sold at the Concession Stand for 50 cents each. Concession stand prices are subject to change. Paper and wrappers must be placed in trash containers.

PARTIES IN SCHOOL

All parties in classes must have the prior, written approval of the principal. Some parties are given as rewards for class participation; these will be announced in advance and will be limited to a particular time.

All parties should not begin earlier than one hour before dismissal time. Please use the guidelines below to prepare and implement classroom parties.

- Secure the approval of the Principal or his/her designee prior to your scheduled activity.
- Decorate your classroom to Fire and Safety standards.
- Utilize room mothers, but do not leave your students alone in the classroom with parents or guardians.

PLEASE NOTE

Birthday celebrations for students are not to be allowed at school during instructional time. At the end of the day, you may celebrate if the parent request to do so.

A nice way to celebrate birthdays is a monthly celebration. On a predetermined day, all birthdays for that month are celebrated together in one classroom party.

PROGRESS REPORTS

Many parents require current updates on their child's progress, especially if the child is consistently earning grades of D or F. Rather than have teachers call these parents on a weekly basis. The Academy has established a weekly progress report which serves the same purpose. Parents request the weekly progress report directly from the student's counselor. Each Thursday, the counselor will place a progress report sheet in the student's homeroom teacher's mailbox. On Friday of the same week, the homeroom teacher is asked to

complete the information for his course (including current grade, homework, participation, and conduct) and give the form to the student. It is the student's responsibility to give the form to each of his teachers during the day for their completion. Teachers are asked to assist the student and his parents by recording the information accurately and returning the form to the student before he leaves for the next period. Progress report requests are reviewed and renewed as necessary at the beginning of each new quarter.

SCHEDULE CHANGES

- Parents and students requesting a schedule change must first meet with the counselor. The counselor will review the request with the parent/student, and if warranted will forward an official schedule change request form to the registrar for consideration.
- For routine schedule change requests, the Registrar will make the change in SASI and notify the student and the counselor that the change has been approved and implemented.
- It is the student's/parent(s)' responsibility to notify the current teacher that the student has received a schedule/class change, and return any textbooks and/or materials to that teacher.
- The current teacher should sign the student's new schedule to indicate that she/he has been informed of the change. The student should then report to the new teacher who will add the student to their class roll and issue appropriate textbooks and materials.
- The student should then return the schedule with teacher signatures to the Registrar.

When a parent requests a teacher change for their child, the parent **MUST** first schedule a conference with the currently scheduled teacher.

- The parent and the teacher should discuss any issues or problems with one another.
- If, at the end of the conference, the parent still wants a schedule change out of that teacher's class, the parent should meet with the student's counselor to initiate the formal schedule change request.
- The principal will then review the request and approve or deny it.

Schedule changes may also be initiated by the Registrar for specific reasons, such as balancing class sizes, bringing classes into state and district compliance, or adjusting the master schedule.

CHILD STUDY TEAM

The Academy's CHILD STUDY TEAM (CST) accepts referrals from parents, teachers, counselor, administrators, other school personnel, and even student self-referral on occasion.

- The CST addresses any issues which might potentially cause a student to be unable to achieve academic, social, or emotional success.
- Special education referrals, 504 accommodations, and students experiencing learning difficulties all fall within the duties of the SAT.
- The CST also reviews student progress for the state accountability program.
- The CST is comprised of teachers, administrators, counselor, the school social worker, and the school nurse.
- Parents are invited to speak with the CST as necessary.
- All discussions held during CST meetings are strictly confidential.
- The CST meets once a month and more often for emergencies as needed.
- Referring teachers will be invited to speak with the CST whenever possible.
- All teachers may be affected by the decisions made in the CST meetings; therefore, it is important that we all remain current with the recommendations and decisions made by this committee.
- During the year, classroom teachers may receive direction from the CST in the form of accommodations that **MUST** be made to assist particular students in achieving academic success.
- 504 accommodations are required by federal law, and must be implemented for daily classroom activities as well as all testing situations, including, ITBS, and ITED.
- The CST provides assistance to teachers who are asked to make these adjustments in their teaching.

As students begin to experience difficulties in your class, you should attempt and document several adjustments to prevent a large number of referrals to the CST and to assist the students. For example,

- using a variety of teaching styles,
- accounting for individual learning styles,
- changing seating locations,
- using cooperative learning, or
- altering testing methods might eliminate referrals for specific students.

Sometimes, just the teacher's awareness of the student's difficulty (such as Attention Deficit Disorder) may be sufficient to provide the additional support the student needs to succeed in your class. Accommodations in the form of variant strategies, for example, for this student may, in fact, be used for the entire class on occasion and, as a result, help even more students.

A specific form, *Student Intervention/Retention Checklist (SIRC)*, must be used by teachers for referrals to the CST. These forms are available in the main office or in the counselors' office. Completion of the *SIRC* initiates the request for services from the CST.

Teachers are expected to:

1. Observe and assess student needs
2. Refer students to the CST via the *SIRC* form (see Appendix).
3. Inform parents of the assessment and the referral
4. Meet with the CST and the parent to discuss the student's problem(s)
5. Make suggestions for classroom interventions
6. Implement the instructional accommodations as determined by the CST

Student Retention

Identification Phase

1. Students whose areas of achievement are significantly below grade level are potential candidates for retention. Such students should be identified as early in the school year as possible, and parents should be notified.
2. Special consideration of the student's learning needs should be undertaken by the teacher, the principal, and the parent/guardian. When appropriate, the teacher initiates a data-gathering phase.

Data Gathering Phase

(Student Retention Intervention)

Data may consist of:

Student profile

- Age
- Physical size/maturity
- Knowledge of English language
- Experiential background
- Grade placement
- Siblings
- Transience
- School attendance patterns
- Present level of academic achievement as reflected in management system profiles and report card grades.
- Students attitude about retention
- Motivation to complete tasks

- Emotional problems
- History of delinquency
- Ability as measured by standardized tests
- Prior retention(s)

Pertinent information may be taken from:

- Confidential file to identify history of learning
- Cumulative folder
- Research-validated retention indicators (e.g., Lights Retention Scale)
- Student work samples
- Teacher observation
- Parent/teacher conference records

When sufficient information has been collected, the teachers will again conference with the parent/guardian and the principal. Deficiencies will be specified and an instructional intervention plan will be formulated. The basic elements of this plan should include:

- a) Description of specific student skill deficiencies,
- b) Description of minimum student skill acquisitions needed to demonstrate acceptable progress,

TEACHER RESPONSIBILITIES

As appropriate to the various jobs performed by licensed staff at Imagine Schools-100 Academy of Excellence, the basic performance standards include, but are not limited to, those listed below.

Each teacher will:

- Meet and instruct the students in the location and at the time designated.
- Develop and maintain an instructional environment conducive to effective learning within the limits of resources provided by the school.
- Prepare for classes assigned, and maintain written evidence of preparation.
- Encourage students to set and maintain high standards of behavior at school.

- Provide an effective program of instruction in accordance with adopted criteria. Such provisions include:
 - Instruction based on the Nevada's Curriculum Essentials Framework, Imagine Schools Aligned Curriculum, and the Imagine Schools Elements of Quality.
 - Adhere to Imagine Schools 6 Measures of Excellence.
 - Provisions for student achievement to be commensurate with ability or other established expectancies.
 - Identification and addressing different educational needs of individual students.
 - Provisions for the social and emotional development of students.
 - Methods consistent with established objectives and proven principles of learning.
 - Strive to implement by instruction and action, the Imagine Schools philosophy of educational and instructional goals and objectives.
 - Take all necessary and reasonable precautions to protect students, equipment, materials and facilities.
 - Maintain records as required by law, district policy, and 100 Academy's administrative directive.
 - Assist in upholding and enforcing school rules and administrative directives.
 - Make provisions for being available to students and parents for education related purposes outside the instructional day when necessary and under reasonable terms.
 - Attend and participate in staff meetings.
 - Cooperate with other members of the staff in planning instructional goals objectives and methods.
 - Assist in the selection of books, equipment, and other instructional materials.
 - Work to establish and maintain open lines of communication with students, parents, and colleagues concerning both the academic and behavioral progress of all students.
 - Establish and maintain cooperative professional relations with others.
 - Perform related duties as assigned by the administration in accordance with the district policies and practices.
 - Teachers are reminded that engaging in any outside employment or activity that interferes with performance of assigned duties is to be avoided.

TEACHERS' HOURS

The formal teacher work day is from 7:30 AM. to 3:30 p.m. (8 hours).

Teachers are expected to be on campus no later than 7:30AM and not leave campus prior to 3:30 PM. without permission from the Principal.

- Teachers are not to leave the school during their contracted school work day without informing the Academy Lead Teacher/Principal.
- Teachers may leave campus without permission during their 30-minute lunch; however, when doing so, they must **sign out and in.**
- In addition, teachers are advised to be aware of possible inclement weather conditions or emergencies which may occur and be prepared to take students back into their classrooms early.
- A teacher leaving campus must make provisions with a fellow teacher to be responsible for their class should it be necessary to return students to class earlier than scheduled.

Faculty Meetings

Faculty and staff meetings will be scheduled by the Principal or Lead Teacher. Meetings will be held to discuss items which are pertinent to the school curriculum and campus department in order to maintain a smooth operational base. Regular staff meetings will be scheduled after school at approximately 3:45 PM. **Emergency meetings will be held on an “as needed” basis.**

Smoking Policy

Imagine Schools, Inc. recognizes the health problems related to both active smoking and exposure to secondary smoke. It also recognizes NRS 202.2491 and 202.2492, which establish areas for those individuals who desire to smoke. **100 Academy is a non smoking Campus.**

Smoking will not be permitted on the campus in any location on the campus.

Employee Personal Property

Imagine Schools and Governing Board School employees, certificated and classified, must register personal property which they bring to school for business use by completing an Employee Personal Property Declaration Form These forms may be obtained from the school office.

Please follow these guidelines when registering your personal property:

1. Completely fill in all pertinent information on the Personal Property Declaration Form.
2. Keep the copy for you files.
3. Give a copy to your administrator.

It is not necessary to supply the site administrator with a copy of your personal insurance policy declaration page until such time as a claim is filed. When a claim is filed the school principal or Lead Teacher will send your personal insurance declaration page along with the Employee's Personal Property Declaration Form to Imagine Schools' Risk Management Division.

Other Teacher Responsibilities:

- See that flawless attendance records are kept daily. Put totals at the bottom.
- See that you receive excuses from home. (Keep copies of all notes and record all calls to and from parents.)
- Inform the office of excessive absences.
- Call home to see if the child is okay and to tell the student he/she is missed.
- Stress the importance of good attendance by setting an example yourself and by complimenting students who have good attendance.
- Make your classroom inviting enough that students want to come to school.
- Contact the office if you have a reason to question a child's absence or suspect truancy.
- If a child is tardy, counsel and/or contact parents. If the problem continues, notify the office staff.

The office will contact you when a parent informs the office that their child will be out for an extended period of time.

Unexcused Absence:

An unauthorized absence occurs when a student leaves campus without securing proper clearance through the office.

A student leaves campus without school or parental authorization:

- **notify the office immediately that the child is missing or left campus without permission.**
- **remain with your class and contact the office by intercom or student messenger.**

Preventions and Suggestions to Curtail Unexcused Absences:

- Quality supervision of students by the staff.
- Allow only authorized personnel to search for the student
- **DO NOT ALLOW STUDENTS TO SEARCH FOR STUDENTS.**
- Control access to school campus.

ROOM RESPONSIBILITIES

A constant priority will be the maintenance of clean, colorful, student-oriented classrooms. The teacher will be responsible for:

- Designing room environments and bulletin boards that are inviting. Having the students responsible for their own bulletin boards and displays can be a worthwhile project in itself.
- Keeping shelves and storage areas orderly.
- Keeping the floor clear of paper, scraps, etc.
- Keeping desk or table tops clear.
- Seeing that all materials, furniture, and equipment are kept in good working order.
- Maintaining the condition of walls and whiteboards. Keep in mind that putting tape on whiteboards, chalk boards, and painted surfaces can cause unsightly damage when removed.
- Encouraging students to walk on the sidewalks and to keep the grounds clear of paper scraps and other debris.
- Stacking chairs at the end of the day.

Cooperation of all staff members and students in keeping the school environment pleasant and safe will be greatly appreciated. In addition, every effort must be taken to keep the teachers' lounge and workroom presentable and inviting.

CLASSROOM INTERRUPTIONS

- Personal messages for students and students leaving class early will be limited to emergency situations. When possible, routine doctor and dental appointments should be scheduled after the school day.
- Routine classroom management procedures shall be planned and communicated to students to facilitate the beginning of instruction and to minimize the classroom interruptions. Such activities as pencil sharpening, paper distribution, money collection, roll call, and restroom breaks should be minimized.
- Allocated time for lunch, breaks, class changes, etc., are to be managed expediently.
- Intercom announcements will not be made during instructional periods except in emergencies determined by the Principal.
- Every effort will be made to minimize the amount of time taken for non-instructional events during the school day.
- Advance notice of upcoming events will be provided.

- Except as a result of unusual circumstances or where additional costs are involved, routine maintenance or repair work which may interfere with effective teaching must be accomplished outside the instructional day.

Supervision

No child or group of children, either in a classroom or on the playground, is to be left unattended by a teacher.

Teacher Responsibility:

Teachers, at all times, are responsible for the conduct and safety of children and are accountable to see that children observe safety rules.

All teachers will accept responsibility for supervision of children!

The following guideline should be adhered to on any given school day:

- Teachers do not have authority to permit students to leave campus during school hours. When it seems necessary for a student to leave school, teachers are to have that student cleared through the office.
- Teachers are to report to the office immediately any student who is missing from an assigned area or leaves campus without office permission.
- Teachers are not to send children out of the classroom for unsupervised time.
- Students are not to be excluded from the classroom for disciplinary measures without supervision.
- In an extreme emergency, a teacher should make every effort to provide adequate supervision during his/her absence. As a neighboring teacher, do not say "Yes, I'll watch your class." if it is not an emergency. The teacher saying "yes" is accepting total responsibility for the supervision of those students.
- **An unsupervised classroom or playground is dangerous and a negligent teacher can be held personally liable for accident or injury.**
- Teachers or Teaching Assistants are responsible for walking students to special classes. Do not send them unattended.
- Care should be taken to refrain from leaving students in the care of support personnel as classified employees usually do not have a license to teach.
- Teachers should not hesitate to supervise students from **any** classroom **Students' behavior reflects the total community.**

Substitute Service

All teachers are primarily responsible for obtaining a substitute if you are going to be absent. A list of approved substitutes will be provided by the Main Office. Only in an extreme emergency will the Front Office request a substitute for you.

You must call the OFFICE at **636-2551** by 6:30 AM to request a substitute. Please call the OFFICE as soon as you are aware that a substitute is needed. An absence can be reported up to 30 days in advance. During the 30-second message, give your grade level and any special instructions you might have that would help the substitute.

Please follow the guidelines below whenever you are absent:

- Call the school office after 6:30 AM. on the date of your absence so that the principal will be aware that a substitute is to be expected.
- Call the school office again prior to 2:30 PM. and indicate whether or not the substitute is to be asked to return the next day.
- Have your lesson plans readily available for the substitute to follow. Lesson plans should always be prepared one week in advance.
- Keep instructions on daily schedules, procedures, reading groups, etc. available in your lesson plan book or file.
- When you return from your absence, complete and submit to the school office personnel, a copy of the Teacher Report of Substitute Teacher
- Immediately report to the principal any unacceptable substitute work.

Classroom Instructional Assistants or Teaching Assistants

Assistants should not be used in the capacity of an instructor. The primary function of classroom aides is to do just that:

- **Assist the teacher.**
- **Refrain from leaving students in the care of the instructional assistant for an extended length of time.**

When a teacher has an instructional assistant in his/her classroom, the teacher has a supervisory role in relationship to the assistant.

It is the responsibility of the teacher to:

- Monitor the actions and performance of the instructional assistant.
- **Bring any concerns or problems to the attention of the principal prior to evaluation time.**
- Rate (evaluate) the support staff employee

- Complete a rough draft of Performance Evaluation of Support Staff.
- Submit form to the principal for review (this will alleviate disagreements when the information is conveyed to the employee).
 - After consulting with the principal and the employee, sign as the Rater on the form.

Please Note:

Since the Principal regularly evaluates the staff and the teacher rarely does, the input of the principal can assist in working toward the betterment of the classroom program and strengthening the needs of the teacher through the instructional assistant.

Evaluation/Observation

Administrative Expectations

Based upon the Elements of Quality, and the IS-100 Academy of Excellence Grade Level Expectancies, the administrators will be looking for the following indicators as they gather information for teacher performance assessment.

- The Curriculum Essentials Framework serves as the basis for classroom instruction. Classroom activities, lesson plans and learning materials in use should support that belief.
- Students' achievement is commensurate with established expectancies. Samples of student work and observation of their performance will be used to determine this expectancy. Quantitative data, such as Stanford 10th Edition and curriculum-based tests (CBAP) results will be important indicators of student achievement.
- Instruction is planned, organized and adjusted to meet the individual needs of students. Grouping, learning centers, developmentally appropriate lessons, peer tutoring, cooperative learning, use of parents and university students as resources will serve as evidence that this is true.
- A classroom climate conducive to the teaching/learning process is established and maintained. Indications of this are: positive behavior management, effective use of time, mutual respect in teacher/student interactions.
- Instruction includes the elements of a good lesson and the basic principles of learning. Evidence of this can be seen in the use of motivating approaches to teaching, use of effective teaching strategies, skillful use of guides, independent practice and use of applied learning.

- Plans to increase personal effectiveness are developed and implemented such as concrete, developmentally-sound science and math instruction, use of the writing process, computers, varied reading materials and strategies, integrated curriculum activities and a well-organized classroom designed to stimulate excitement and motivation for learning.

Please Note:

It is known that the critical variables that insure an outstanding educational program are the professional competence of the teacher, the time spent in relation to the subject, and the teacher/student interaction.

Evaluation/Documentation

Procedures and Criteria

Administrators may complete an appraisal of an employee's performance at any time. The supervising administrator will provide each employee with the procedures to be used for supervision and appraisal.

Teacher evaluations will be based on the requirements of State Regulations and will be administered as follows:

The school Principal and/or the Lead Teacher will make unscheduled, scheduled, and/or preplanned visits to the classrooms as frequently as possible. Visitations may be logged in the principal's visitation log and/or documented.

A summary of accumulated information will be used to develop the Licensed Employee Evaluation Form. A conference will be held after an observation or after a series of observations to discuss the written evaluation, and, if the observation period is complete, both the principal and teacher will sign the Employee Evaluation Form. The signature denotes acknowledgment that:

- a. The employee has read the contents
- b. The employee has had an opportunity to discuss the contents with his/her supervisor.
- c. The employee has received a copy of the form.
- d. Receipt of the form does not mean the employee necessarily agrees with the opinions or statements made by the administrator.

A copy of the Form will be given to the teacher, the supervising administrator, and one copy will be sent to the Nevada Regional Vice-President. Probationary employees (first two years of employment with Imagine Schools shall be evaluated at least three times a year:

9-Month Schools

1st Evaluation

December 1st

2nd Evaluation

February 1st

3rd Evaluation

April 1st

Post probationary teachers shall be evaluated once each year by:

Evaluation April 15th

Please Note:

A teacher may receive a written evaluation at any time during the year. It is suggested that teachers who have concerns about evaluations discuss them with the principal. You are welcome to talk about any situation you wish at any available time.

TEACHER ADVANCEMENT PROGRAM (TAP) & EVALUATION

Teacher Advancement Program (TAP) What Is the Teacher Advancement Program (TAP)?

We all want the best possible education for our children, and research has shown that the single most important school-related factor for student success is having a talented teacher in the classroom. But unless we act now, we will come far short of having the talented teachers required to ensure that all children receive the high quality education they need and deserve.

To address this problem, the Milken Family Foundation created the **Teacher Advancement Program (TAP)**, a bold new strategy to attract, retain, develop and motivate talented people to the teaching profession. Because of its broad-based support, results, and high demand, TAP is now operated by the National Institute for Excellence in Teaching (NIET), a public charity.

TAP's goal is to draw more talented people to the teaching profession—and keep them there—by making it more attractive and rewarding to be a teacher. TAP provides the opportunity for good teachers to earn higher salaries and advance professionally, just as in other careers, without leaving the classroom.

At the same time, TAP and Imagine Schools help teachers become the best they can be, by giving them opportunities to learn better teaching strategies and holding them accountable for their performance.

The Four Elements of TAP

TAP supports teachers in improving instruction and student achievement through the implementation of four key elements:

Multiple Career Paths

At an Imagine School, teachers can pursue a variety of positions throughout their careers/career, Academy leaders, Task Force Leaders, and Grade Level leaders—depending upon their interests, abilities and accomplishments. As they move up the ranks, their qualifications, roles and responsibilities increase—and so does their compensation. This allows good teachers to advance without having to leave the classroom.

How Multiple Career Paths looks in the schools:

Based on their skills, knowledge, ambitions and interests, classroom teachers in Imagine Schools have the opportunity to advance to Lead or Academy level teacher positions. Lead and Academy level teachers are selected through a competitive, rigorous, performance-based selection process. Lead and Academy level teachers must have expert curricular knowledge, outstanding instructional skills, and the ability to work effectively with other adults. They take on additional responsibility and authority, and are required to have a longer work year. Lead and mentor teachers are held to a different performance standard than other teachers in their school, and are compensated accordingly.

Along with the Principal, Lead and Academy level teachers are part of the school's Leadership Team and are responsible for setting specific annual student learning goals. They oversee all Imagine School activities aimed at meeting these goals.

Among their many additional responsibilities, Lead and Academy level, along with the Principal, also conduct teacher evaluations that are tied to teacher performance awards.

Ongoing Applied Professional Growth

Imagine Schools restructure the school schedule to provide time during the regular school day for teachers to meet, learn, plan, mentor and share with other teachers, so they can constantly improve the quality of their instruction and hence, increase their students' academic achievement. This allows teachers to learn new instructional strategies and have greater opportunity to collaborate, both of which will lead them to become more effective teachers.

Ongoing Applied Professional Growth in Imagine Schools focuses on identified needs based on instructional issues that specific teachers face with specific students. Teachers use data to target these areas of need, instead of trying to implement the latest fad in professional development.

How Ongoing Applied Professional Growth looks in the schools:

In Imagine Schools, Ongoing Applied Professional Growth means that time is set aside for teacher learning which is always focused on increasing student learning. This includes: cluster groups (Academies and Grade Levels Task Forces) and individual growth plans (IGP). Cluster groups meet for one to two hours weekly during contract time in grade-alike or subject-alike groups. Clusters are led by expert instructors in the school—the Academy or Grade Level Teacher Leaders.

Each teacher is also expected to have an IGP that includes identified goals and activities within clusters and classrooms that support new teacher learning. This new teacher learning is required to meet an identified student learning need. Cluster work and IGPs follow the STEPS for Effective Learning that provides a framework for improving instruction to meet student-learning needs. The STEPS guide teachers to:

- Set learning goals based on an analysis of student performance;
- Identify research-based, proven learning strategies to address goals;
- Work collaboratively to develop new instructional practices;
- Bring the new learning to the classroom; and,
- Measure how well the new strategy helped students meet the learning goals set by teachers.

How Instructionally Focused Accountability Looks in the Schools:

All teachers are held accountable in an instructionally focused evaluation system. Within this system, each teacher is evaluated three to six times a year by trained and certified evaluator. All teachers in the school are evaluated collectively based on the learning growth of *all* students in the school. Further, each teacher is also evaluated individually based on how much learning growth the students in his or her classroom have achieved during the school year. Imagine Schools also provides ongoing training, mentoring and classroom support during the school day to help teachers meet these accountability standards, while providing financial incentives for success. Lead Teachers and Academy Leaders are also held accountable for their additional roles and responsibilities.

Performance-Based Compensation

Imagine Schools can change the current system by compensating teachers according to their roles and responsibilities, their performance in the classroom, and the performance of their students.

How Performance-Based Compensation looks in the schools:

Performance-Based Compensation means that teachers are compensated differentially based on the increased demands of the positions they hold, how well they perform in those positions, the quality of their instructional performance and by their students' achievement growth. Salary is determined by more than simply years of teaching experience and training credits. All teachers are eligible for financial awards based on these factors.

TEACHER MANUALS

Each teacher will receive the appropriate teacher's manual for the courses he teaches. If you do not have a teacher's manual, please request one in writing to your Academy Leader who will try to obtain one for you. Teachers' manuals are very expensive, and should be managed carefully. At the end of the school year, manuals and resource material should be stored securely in your classroom until school opens. If a teacher plans on or decides to move/leave during the school year, teacher manuals and any other appropriate school property should be returned to the Academy Leader or Academy Lead Teacher.

TEACHING SCHEDULES

- If at all possible, teachers will teach the same courses the following year that they did the previous and should tentatively plan on these for the following year.
- Teacher requests for changes in their teaching assignments are always accepted. Teacher certification, previous courses taught, student course selections, and seniority all play a role in deciding teaching assignments.
- However, as the master schedule is built, teaching assignments may need to be changed.
- Teachers whose courses will change will be notified as soon as possible so that they may begin to prepare for these new classes.
- Teachers are officially notified of their teaching assignments after the master schedule has been set, usually before the end of July each summer.
- Please keep in mind that while we attempt to accommodate teaching preferences, teaching assignments may also be reflective of a teacher's area of expertise and strength, as it pertains to the needs of the student, rather than the preference of the teacher.

TESTING POLICIES AND PROCEDURES

Student testing occurs through the year in many forms. Standardized tests are administered by teachers with the assistance of school administration.

NOTE: Students who qualify for test accommodations according to SAT 10 recommendations **MUST** be afforded that assistance during school-wide testing.

TEXTBOOKS

Textbooks have become increasingly more expensive over the past few years. It is crucial that our textbooks remain usable for at least seven years, and sometimes longer. Please insist that your students cover their textbooks once they are issued, and periodically monitor this for us. Please follow the guidelines for issuing textbooks that are included in the appendix of this handbook. Teachers, not students, should record the student's name in the textbook, place their own initials following the name, and indicate the condition of the book (for example, new, excellent, good, and poor, etc.) Students should be encouraged to indicate any problems with their textbooks on the back of the bookslip, which you collect and store until the end of the year.

BEHAVIORAL AND SAFETY ISSUES

ACCIDENTS

All accidents, no matter how minor, must be reported to the office. Accident reports must be written by the teacher who reports the accident. Within 24 hours of the accident, one of the school secretaries will type the report and present it to the principal for his signature. If you witness or have an accident reported to you, get as much information as possible, including names of witnesses, etc., and report it. Your first task, of course, is to take care of the student who may be injured.

Accidents which involve school personnel must also be reported to the office, and the school secretary will complete that form for you if you are in an accident on the school grounds or at a school-sponsored activity.

BEFORE LEAVING SCHOOL EACH DAY

At the end of each day, teachers should check that:

1. All windows are closed and locked.
2. No money has been left in the classroom.
3. All trash cans are to be placed outside the door.
4. Turn off all lights and computers.
5. All doors are locked.

COVERING OF WINDOWS

Classroom door windows must remain uncovered at all times, except during holiday contest periods when door-decorating contests are in effect and emergency lockdown. There will be no exceptions to this policy.

NEWS MEDIA

Representatives of the news media are an important link in the communication chain between the District, school and the community. However, they must be cleared through the principal's office prior to entering classrooms. **The school administrator is responsible for communicating with the local media representatives.** All media calls to the school are to be directed to the Principal. If a teacher notices news personnel on school property, he/she should notify the office immediately. If asked to make a comment, **DEFER ALL QUESTIONS TO THE PRINCIPAL.** If permission is granted, follow the suggested guidelines. Please ask media representatives for proper ID and clearance documents from the school office. If they have not been cleared through the office, please send them back to the office for clearance.

Parents must sign a Publicity Release Form prior to having their individual or small group picture taken.

BROADCAST AND PRINT MEDIA INTERVIEW TIPS

- Don't assume the reporter is out to get you. This attitude puts you in a defensive position, and responses are more likely to come across negative and defensive.
- Don't assume that everything you say will be aired or included in an article. Your comments, if used, will likely be edited.
- Try not to use unfamiliar words (educationese).
- Engage the reporter in conversation, if possible, before the interview to establish the direction the interview might take. This banter can also help put you at ease.
- Be direct. Don't ramble. Stick to a few main points.
- Be brief. Keep your responses short.
- Ignore the camera. Direct your responses to the person conducting the interview.
- Be relaxed and natural. Try to come across as if you are talking to a friend.
- Always attempt to return your answer to the positive, or at least neutral or factual. Don't just react.
- Keep your responses simple. Try to explain something so that a person unfamiliar with your area of expertise would be able to understand.
- You may think **WHAT** you have to say is most important. Journalists think **HOW** you say what you say is more important: manner over matter.

Child Health, Welfare, Abuse and Neglect

Student Health and Illness

Children who appear or claim to be ill should be sent to the office where the nurse or First Aid Safety Assistant (FASA) will follow prescribed standing orders for illness occurring at school.

Minor injuries will be treated in the classroom. Each teacher is issued a small first aid supply kit for this purpose. If a serious accident or illness, requiring immediate attention occurs, the teacher should request immediate assistance from the office.

Student Accident Reports

All accidents should be reported to the office as soon as possible. The proper forms must be filled out for insurance purposes as well as to cover the school's liability. (See Safety)

Student Abuse or Neglect

Nevada law requires school authorities, school teachers and others to report to any suspected case of child abuse or neglect. Immunity from civil or criminal liability is provided under the law, to those making such reports. Nevada law defines child abuse and neglect as "physical or mental injury of a non-accidental nature, sexual abuse, sexual exploitation, or negligent treatment or maltreatment of a child under the age of 18 years by a person who is responsible for the child's welfare under circumstances which indicate that the child's health or welfare is harmed or threatened thereby."

Teachers do not have the authority for determining what action or care is needed, but should report all suspected cases to the principal. If neglect or abuse is suspected, a report should be made to Child Protective Services (399-00891). The Report of Possible Child Abuse and/or Neglect are available in the office and should be completed. School personnel are not required to notify parents or guardians of these references.

Teachers and staff should report any suspected case of child abuse or neglect to the appropriate agencies. You do not have to prove nor are you responsible for proving charges only that of reporting information. Refer to the Personnel Services Manual for specific steps/information. Emergency phone numbers are as follows:

Child Abuse Hotline..... 399-0081

Metro..... 386-3561 or 799-3364

Educational Neglect

Child Protective Services Division will accept educational neglect referrals during all school attendance sessions.

Child Abuse/Neglect Log

A Child Abuse/Neglect Log is kept in the school office to record all reports to state agencies. This log depicts the date that made the call, name of the student, name of the person from state agency who recorded the information, and the business card/name of the employee of the state agency who interviewed the child.

Classroom Management/Discipline Plans

Each teacher will be required to develop a classroom management/discipline plan. The plan will outline the procedures to be followed for rewarding students who consistently comply with school and classroom rules and for disciplining students who do not follow school and classroom rules.

Classroom discipline should be progressive in terms of consequence. Interventions should include, but not be limited to, conferencing with the student, assistance from the counselor, and documented phone calls home prior to referrals to the principal. Further, students should be allowed to take an active role in the development of discipline plans. The student inclusion will only enhance their knowledge of expectations.

Pupil Behavior and Management

Appropriate behavior expectations must be taught the first week of school and reinforced frequently thereafter. The classroom teachers have the major responsibility for orientation and reorientation of students. These activities should include careful explanation and demonstration of:

- Classroom management procedures
- Lunchroom rules and expectations
- Playground and restroom rules and expectations

Classroom:

Establish a plan for:

- Making rules
- Entering and leaving the classroom
- Movement to learning activities
- Behavior for independent assignments

- Communication - both teacher-directed and peer to peer
- Use of time when assignments are done
- Handling disruptive items (gum, candy, toys, etc.)
- Care of books and materials
- Care of the classroom

Restrooms

Orient pupils to:

- The fact that restrooms will remain clean if used by all in an acceptable manner.
- The restroom is a place for business - not playing, eating, writing, throwing water, or climbing, or standing on partitions or sinks.
- Restroom usage during class time will be for emergencies only.

Playground Rules

Children should not be sent to the playground at any time without supervision. Please use the following guidelines in a positive manner to instruct your students in proper playground conduct.

- All students are to remain at school during school hours unless excused from the principal's office.
- All excused and early dismissals must go through the office.
- Pupils should not arrive on the school grounds earlier 7:45 a.m.
- Children must remain in the play area during outside activities.
- The jungle gym is to be used for climbing and sliding ONLY ... no hanging by the knees on top, etc.
- Monkey rings are for upper body exercise. Hanging by the feet is dangerous and should be discouraged.
- The volleyball net is available from the P.E. teacher. Volleyballs are white and designed to be hit with the hands.
- Jumping rope activities are fine for all ages. Encourage jingles, songs and counting while jumping. Be sure that boys participate as well as girls.
- No Hard Balls are Allowed at School. Softball is to be played.
 - with a soft ball and on designated diamonds only.
 - play is limited to third, fourth and fifth grades and up and must have adult supervision.
 - students are not allowed to bring their own bats to school.

- Tag, rag or touch football may be played with careful supervision. NO tackle football.
- NO rock or gravel throwing will be tolerated at any time.
- Tether ball has very definite rules which students are taught during PE. Many broken and sprained arms have resulted from hitting the pole. Supervise carefully.
- Balls are not to be thrown at or over the building or fences. NO pupil is allowed to climb on the roof to retrieve a ball. Ask the custodian to get the ball.
- Running is for the playground ONLY This needs special emphasis. If necessary, walk your students out to the playground each day.
- Kick ball is often dangerous at noon and if the grounds are crowded. Please ask the players to move to one of the softball diamonds.
- Do Not Allow students to play ball games against the walls.

Please Note: **All teachers and support staff should take the responsibility to correct any problems on or off the school grounds.**

Classroom Management

Classroom discipline is largely the responsibility of the teacher and should, in most cases, be handled by the teacher. However, there are those occasions when it is necessary to remove the student from the classroom. In such cases, a discipline referral should be sent with the student to the office as soon as possible. The following comments are intended to give insights as to the how the school administrators feel about things related to discipline and campus conduct.

- Good organization - reduces the need for discipline plans. Efficient line up and passage, minimum waits in line, carefully planned classroom routine, and attention to living space all help in managing student behavior.
- Assertive Discipline and similar plans promote social skills growth, enhance teacher and student self-esteem, and build teacher/pupil rapport. The end result is improved discipline.
- An exciting learning program pre-occupies most children with positive things and will ease behavior management concerns.
- Control is important when verbally communicating with students - what we say about children (both to others and to ourselves) dictates what we transmit to our students. We need to stay in the right frame of mind to help our children and each other.
- It is important to recognize, acknowledge, and speak to children that you encounter in school.

- Do not use homework/writing assignments as punishment. It will come back to haunt us when we wish to motivate our students for writing and home study.
- Do not deprive a student of a learning experience on the grounds of inappropriate behavior (i.e., participation in P.E., field trips, field day, etc.).
- Children in time out should be in areas supervised by an adult. Students should not be left in the hallway or outside the building.
- Consistency is important but the person on duty should have the right and responsibility to use good judgment at the moment. The staff should agree on basic rules for children and themselves.

In situations where students are not responding to positive discipline, the following steps will be taken:

Level 1 -

- The teacher will counsel with the student and the two will plan a strategy to help the student improve.

Level 2 -

- The teacher will conference with the parents and solicit their help in resolving the students problem.

Level 3 -

- The teacher, the principal and the parents will conference on the matter. Students may be required to remain in our Behavior Modification Room until this conference has taken place.

Level 4 -

- Continued inappropriate behavior may result in a suspension in our Behavior Modification Room.

Please Note:

The elementary schools' latitude in the use of suspension is limited.

- **Special Education students cannot be suspended for displaying behavior that is part of the handicap cited in their IEP.**
- **Action by the legislature in 1989 limits the school's prerogative to suspend.**
- **Sometimes our own good judgment will tell us what it is best to solve the problem.**

KEYS TO AVOIDING CLASSROOM MANAGEMENT PROBLEMS

- Know each individual student through the cumulative file and health card. Have each child sit where they can see and hear.
- Maintain a neat room environment. Provide proper ventilation, and lighting, and attempt to arrange the room so students can move around without disturbing one another. A smooth organization of routines should be planned and agreed upon by the teacher and students. Supplies and equipment should be arranged conveniently. Even the simplest organization of routine activities pays off.
- **Plan for the group, but consider the individual.** Keep the lesson within the attention span for the group, and provide maximum opportunity for student participation. The lesson should be interesting, varied, challenging, and presented with confidence.
- Be prepared by having all necessary materials on hand. Anticipate routine needs, including passing and collecting materials. Anticipate clean up.
- When teaching a lesson, stimulate, provide variety, use different methods of presentation, be sure each student knows what to do, allow time for asking and answering questions, and provide for slow learners and gifted children. Place emphasis on the types of questions you ask. Get into the habit of asking high- level questions.
- Often, students can evaluate their own behavior and build standards through teacher guidance. It is the teacher's responsibility to see that each student adheres to the group's standard
- Obtain attention through a signal which says, "May I have your attention, please?" Obtain undivided attention. Establish the fact that the signal is given once. **Never teach to inattention.**
- Compliment those who are ready or who are helping the group. Remember to speak definitely and firmly, with confidence and authority. Give one direction at a time, clearly, using a minimum of words. Give students an opportunity to ask questions. Expect the best!
- Get a head start. Be in your room early and make preparations to start class activities as soon as the bell rings.
- Do not permit any students to monopolize your time at the very beginning of a class. Establish a routine for roll taking and getting into the activities of the day. If you know what you are going to do, the students know what you are going to do, and what is expected of them, the battle is half won.
- **Teach on your feet as much as possible.** Not only are you in a position to see and hear what goes on, but students can see and hear you better.
- Change your pace. It is overly optimistic to expect a group of students to give complete attention to a given line of work for an hour. Plan changes in activities. Alternate study periods with class activity.

- **Be fair.** Students are particularly sensitive to any injustice, real or imagined. Give each student a chance to gain some recognition.
- Do not harangue an entire class. It usually is fruitless. If an entire class seems to be in error, the trouble may be at least partly the teachers doing.
- Reprimand in private. Do not call down a student for a minor infraction in front of the class. Accord him/her the courtesy of private dialogue.

COMMUNITY RELATIONS AND PUBLIC INFORMATION

Parent-Teacher Organization (PTO)

We are fortunate at Imagine Schools 100 Academy of Excellence to have a very active Parent-Teacher Organization. The PTO serves in many ways to help teachers and students.

The PTO...

1. Conducts fundraisers throughout the school year.
2. Purchases needed classroom materials and equipment for our schools.
3. Helps teachers in the classroom and during lunch.
4. Coordinates and implements the:
 - a. necessary steps to create our yearbooks,
 - b. yearbook sales,
 - c. distribution of yearbooks, and
5. A multitude of community projects - too many to list.

Corporal Punishment

Amended NRS 392.465

Nevada Legislature amended the state law (NRS 3 92.465) regarding corporal punishment. The following guidelines must be adhered to in order to comply with this recent legislation.

Corporal Punishment may not be administered upon a pupil in any public school.

Corporal punishment means the intentional infliction of physical pain upon or the physical restraint of a pupil for disciplinary purposes. The term does not include the use of reasonable and necessary force:

- to quell a disturbance that threatens physical injury to any person or the destruction of property;
- to obtain possession of a weapon or other dangerous objects within the pupil's control;
- for the purpose of self-defense or the defense of another person; or
- to escort a disruptive pupil who refuses to go voluntarily with the proper authorities.

All disciplinary actions taken with students by school personnel must be in compliance with this amended law.

DETAINING STUDENTS AFTER CLASS

Teachers are not allowed to detain students after their class without the expressed permission of the principal or an administrator. Additionally, unless prior approval is obtained from an administrator, students are never to be kept from another teacher's class.

DISCIPLINE AND CLASSROOM MANAGEMENT

Overall

It is the responsibility of each classroom teacher to create an environment conducive to student learning. Clear rules and efficient routines should be **enforced fairly** and **consistently as soon as the school year begins**. The Imagine Schools 100 Academy of Excellence policies and regulations regarding classroom management, student behavior, and discipline must be followed.

The school has issued a document to assist us in communicating our expectations to students and to their parents—The Imagine Schools 100 Academy of Excellence Student/Parent Handbook. The handbook is distributed to students at the beginning of each school, year; parents and students are requested to sign that they have received and reviewed each document.

- **Teachers are responsible for maintaining discipline in their own classes!**
- This starts with posting the teachers' rules/expectations.

- Disruptive students and students who are habitually tardy to class or fail to bring proper materials to class should be dealt with using the following suggested sequence of steps:
 1. private counseling with student
 2. student detention
 3. contact with parent on telephone
 4. work with counselor and other support staff (social worker, school nurse)
 5. parent conference at school
 6. referral to ISS Room or administrator's office

Occasionally, a serious disruption of a class requires immediate student referral to the office.

- The teacher should notify the office that they are sending a disruptive student to the Principal or Academy Lead Teacher and should complete the official discipline referral form as soon as possible and send it to the Office.
- If the student becomes unruly, and the teacher needs immediate assistance, the office should be notified to send assistance.
- Do not confront the student. School security will address the issue.

Referrals to the office should be written in an objective, professional manner; they must be complete and reflect the specific details of the incident or infraction. **Teachers must remember that the information recorded on the referral is an official school document which will be shared with the parents/guardians of the child in question.** As a public record, these referrals are also subject to perusal by other involved parties, including courts.

The administration is often limited in its response to teacher requests for specific punishment of disruptive students, but teachers are reminded to state their case for appropriate consequences. The administration must adhere to and follow the policies and procedures outlined in the Imagine Schools 100 Academy of Excellence Charter School Student/Parent Handbook. **Teachers who can document that they have followed the previous listed sequence of interventions prior to an official referral are more likely to have their recommendations upheld by the hearing committee than if these steps have been overlooked.**

Discipline

An Effective School Discipline plan must include the following four basic components:

Teacher Component: Students must grow and develop mentally and academically then they can also grow and mature socially. Students must be taught socially accepted behaviors.

Parent Involvement: The school must effectively communicate with parents about positive student behaviors as well as inappropriate behaviors. Parents must be permitted and encouraged to take responsibility for assisting in their child's development. In order for parents to provide appropriate praise and correction, they must receive regular communication about their child's behavior as well as their academic growth.

Student Rules: Established and taught rules that are understandable must be written for all students to follow. These student rules must be few and reasonable. A common sense set of standards for everyone.

School Procedures: Each organization needs a set of consequences should students step outside the established rules.

A good discipline system is one in which expectations of behavior are known to all students. **They should also know the consequences, both positive and negative, for meeting/not meeting the class expectations.**

- **Positive reinforcement of appropriate behavior should exceed negative reinforcement and punishments.**
- **Students should be celebrating successes with positive feedback, class recognition, and by calling or sending notes home to parents.**
- **When students misbehave, administration of discipline should be *consistent, firm, and fair.***

At Imagine Schools-100 Academy of Excellence, we are striving to go beyond controlling students to the point where teachers and staff help students learn self control. Students not doing the wrong things are a start. **Students involved in positive actions without being asked is the goal.**

Classroom Discipline Responsibility

Every teacher has the responsibility and the authority in the classroom to maintain a type of classroom atmosphere which will be **conducive to a good learning situation**. At the very start of the school year, each teacher should **explain clearly and emphatically, the type of behavior expected in the Classroom**. New students, arriving mid-year, should also be made aware of these expectations.

Classroom discipline is largely a teacher problem, and should in most instances, be handled by the teacher. **If, however, the teacher is confronted with a serious situation which he/she cannot handle, please contact the Principal, Lead Teacher or Security for assistance.**

Teachers should be very diligent in insisting that students follow the fundamental principles of good manners and personal appearance. These things are best taught by example. ***Teachers will be addressed as Mr., Ms, etc. by their peers as well as their students. Insist that the students say, please, thank you, you're welcome, etc.***

The following kinds of student punishment must be avoided at all times:

- 1. Corporal punishment-includes, but not limited to, physically touching a student, using objects to touch a student, requiring students to stand for an extended period of time, requiring students to hold textbooks or other objects for an extended period of time, and writing extended punish work.
- 2. Punishing an entire class because of one or several students.
- 3. Sending students out of the classroom and/or into the hall.
- Detention of large numbers of students after school hours (often indicates mismanagement of class)
- Nagging, harsh, abusive language aimed at students.
- Criticizing students, their homes, families, etc.
- Humiliating the student in any way!

Generally, the more a consequence is linked to the offense, the more timely the consequence takes place, the more dispassionate a teacher is in enforcing the consequence, the more students will take note and be willing to change their behavior—our ultimate goal.

FIRE DRILLS

- Fire drill evacuation route **MUST BE POSTED IN EVERY CLASSROOM PRIOR** to the first day of classes.
- Take your rolls to account for students.
- Close classroom doors as your class exits for a drill.
- Return by the same route you exited.
- All teachers are expected to assist in the evacuation of the building.
- Students will line up and walk single file in an orderly fashion.
- Administration will signal when it is safe to return to classes.

LEAVING A CLASSROOM UNATTENDED

Students **REQUIRE ADULT SUPERVISION AT ALL TIMES** and must **never be left in the classroom alone**. If you need to leave your classroom for an extended period, you must notify the office first; a substitute will be sent to your classroom as soon as possible. If you need to leave your class for a short period of time, please ask a neighbor to monitor your students while you are gone.

PARENTAL CONFERENCES

Teachers may and are encouraged to make direct requests to parents for conferences when the need arises. Teachers may request an administrative/teacher/parent conference. Teachers will be given 24 hours written notice of all conferences scheduled by parents via the office staff. Teachers should meet parents in the office at the time scheduled, which will be during their planning period. If you are absent on the day of a conference, please notify the office when you call to report your absence so that the parent can be notified.

Parent Review of Student Information

All school records of students are confidential. Parents have the right, upon written request, to inspect any and all educational records relating directly to their dependent and legal wards.

Parent Review of Student School Records

Parents have the right, upon written request, to inspect any and all educational records relating directly to their dependent or legal wards. Recent federal legislation makes it unlawful to refuse parents or legal guardians access to school records. All questions regarding educational records at the school should be directed to the principal.

Parents or legal guardians must sign a release form prior to having access to their child's records.

Parents and/or legal guardians also have the right, with a written request, to challenge the content of student records in order to ensure that the records are not inaccurate or misleading. These requests can become part of the student's record at the discretion of the parents or legal guardians.

Please follow the procedures listed below for all inquiries, either by phone or in person, regarding school records of students.

1. Refer inquiries to the Principal.
2. If the principal is out, no information is to be given out. Instead, please.
 - Ask for the telephone numbers so that the Principal can call back, or
 - Ask the person to be seated and wait for the return of the Principal.
3. If a parent asks that no information concerning a child be released, be sure that a notation to this effect is made on the enrollment card and that the CCSD Central Pupil Accounting Office is informed.

Inquiries about Students from Strangers

All informational inquiries regarding student records or the whereabouts of students, by phone or in person by a stranger, should be referred to the Principal.

Unknown Adults on the School Grounds

In the event that any adult not known at school comes onto the school grounds, his/her presence should be reported to the office immediately. Adults coming to classrooms to speak to children should be referred to the office unless they already have an office permission slip.

STUDENT HANDBOOK

At the beginning of each school year students are issued the official Academy student handbook, which includes expectations, policies, and related school information. Teachers receive the teachers' edition of this same handbook. Teachers are requested to read the information in a timely fashion and be prepared to respond to student questions regarding the handbook. All homeroom teachers are requested to cover the Student Handbook with students, during the first two weeks of school.

SUICIDE AND STRESS

Teachers are often the first line of defense in identifying students whose personalities, work ethics, or class participation has changed dramatically over a short period of time. Often these students are experiencing real or imagined traumatic incidents which can cause them to react irrationally to their situation. As teachers if we have a suspicion of such stress, it should be reported to the school social worker, nurse, or counselor.

SUPERVISORY DUTIES

- Each teacher will be assigned morning and afternoon duty periodically throughout the school year. In addition, each teacher is expected to stand outside the entrance to his classroom as students enter / exit classes.
- Copies of these duty rosters will be listed in the appendix of the handbook and are also available in the office.

VISITORS

- Visitors are always welcome at the 100 Academy of Excellence, but **they are required to stop in the office to obtain a visitor's pass before proceeding through the building.**
- Your first responsibility is to your students, and no visitor will be sent to your classroom unless you, the teacher, have given permission for that person to see you.
- From time to time, parents request to observe a teacher. Permission will be granted, with a notice for the teacher; however, the parent must be cautioned that the time to be spent is observation and not conversation with the teacher.

- Class time should never be used for parental conferencing, unless authorized by an administrator.
- We do not encourage former students, brothers and sisters, and younger-aged children to visit the school.
- The principal or Academy Lead Teacher must approve a visitor's pass for any such person to enter the school premises.

VOLUNTEERS IN THE CLASSROOM

Prior to inviting parents to assist with classroom instructional activities or special projects, teachers should:

1. Ascertain what level of competency the prospective helper possesses.
2. Determine activities which would benefit the most from a volunteer's assistance.
3. Organize materials to be used by the volunteer.
4. Monitor the progress of volunteers.

You are encouraged to accept volunteers for your classroom. This is the greatest form of assistance you can have, especially during centers time. You will find the greatest school supporters are parents who are willing to give of their time and talents to assist in your instructional program.

Room Mothers

Room mothers can be a viable asset to your daily classroom program during the school year. During registration and the first two weeks of school, keep a list of the mothers who express a desire to help, or ask them to sign you Room Mothers Class Roster. The Roster should include:

1. Name
2. Address
3. Phone number
4. Day(s) of the week and
5. Time during each day that they would be available to assist you.

Recommended Procedures for Clearing Volunteers

All volunteers must be approved by the Principal before volunteering time on campus. Parent or family members known to the school will be approved at the discretion of the Principal. **Volunteers must provide appropriate identification, such as a valid Nevada driver's license.**

It is the responsibility of the Principal to verify identity and motives for doing volunteer work by:

1. Checking references,
2. Verifying identification documents, and
3. Confirming employment status and/or other sources deemed appropriate by the Principal.

Release of Students during School Hours

Two classes of public officials have authority to take students into custody; they are **law enforcement officers and/or Child Protective Services**. ***Students are not to be released from school at the request of any person other than the parent with whom they are living or legal guardian as shown on the enrollment card.***

Please use the following guidelines when releasing students during school hours:

- Never allow a child to leave the school with a person other than his/her parent or legal guardian of residence without being sure that such leaving has the approval of the resident parent or guardian.
- Common sense must be used where estranged parents wish to talk to their children.
- In all cases, parents must report to the office first.
- Please stress the safety problems behind this policy.

Under NO circumstances is a child to be allowed to leave the school grounds with an unidentified adult during school hours!

AUXILLARY SERVICES

ANNOUNCEMENTS DAILY BULLETIN

Announcements are made twice a day during the school year, once during homeroom and once near the end of the day.

Teachers or sponsors who need an announcement made should complete the school announcement form, indicate the date and time the announcement should be made, sign the bottom, and give to the Administrative Assistant. Announcements turned in late will not be made until the next scheduled announcement time.

A daily attendance bulletin is prepared each day and distributed to teachers. It is the teachers' responsibility to read this bulletin each day. Check the daily absence bulletin to be sure those students who missed your class were indeed absent for that day. If you suspect they were cutting class, submit a deficiency slip to the office. Also, please read any pertinent items on the bulletin to your students.

The attendance bulletin may also include lists of field trip attendees or officially excused students; these lists must be turned in to the Registrar at least two days in advance for inclusion in the attendance bulletin.

ASSEMBLIES

When assemblies are held in the multi-purpose room, all teachers are expected to escort their classes and remain with them throughout the entire program. Those teachers who have planning periods at assembly time are to report to the assembly site to assist in the expeditious loading and continued supervision of students. Teachers must be at the front of their class as they enter the assembly site to receive seating instructions from the administrators and teachers assisting with the loading process. In the multi purpose room and any auditorium, loading is always done from the left as the teacher/student faces the stage. Teachers should direct students to fill in every seat starting from the first rows toward the back of the room. In the cafeteria, teachers should direct students to sit facing the podium or microphone.

School assemblies and programs are organized at the discretion of the Principal who will consider their educational value and schedule those that are complementary to the instructional program.

The school administrators recognize the importance and the useful educational purpose of assemblies and programs for students. The objectives of school assemblies include the following:

1. To widen and deepen student interest.
2. To develop the aesthetic sense of the student.
3. To recognize publicly worthwhile achievements.

Rules of School Assemblies

Please discuss the following guidelines with your students regarding their conduct during assemblies. Tell them that failure to adhere to these rules could keep them from attending or result in their removal from the audience during a performance.

Participants of an assembly should always be on their best behavior. The following infractions are not permitted:

1. The use of profanity.
2. Jeering or any other act of intimidation.
3. Inappropriate dress.
4. Insubordination.
5. Any language which might be interpreted as degrading.

CONFIDENTIAL INFORMATION

Teachers are reminded that much of the information they deal with on a daily basis (such as grades, discipline issues, results of parent conferences, etc.) is privileged and as such should remain confidential. All academic and personal records pertaining to individual students are confidential and can only be inspected by authorized personnel. If outside personnel wish to speak with you about your student(s) (for example, for special education evaluation purposes), please insist on proper identification before discussing any privileged information with them. In addition, actions and behaviors of students or other faculty members should not be discussed with unauthorized persons or in the faculty center.

EXTRA-CURRICULAR ACTIVITIES

The Academy would like to offer as many athletic and extra-curricular opportunities for our students. Teachers are encouraged to sponsor at least one of these activities. Teachers who work with students beyond the classroom environment not only provide students with positive role models but also often reap rewards of their own. Additionally, teachers are encouraged to attend after school performances and games in which our students participate.

FACULTY DEPARTMENT - LEADERSHIP TEAM MEETINGS

Faculty meetings are scheduled weekly every Wednesday (excluding holidays), at 7:00 AM. Teachers are required to attend these meetings. Academy meetings are scheduled for the **first and third Tuesday** in **each month**. **Grade level meetings are schedule every Thursday:**

MEETING SCHEDULES

Faculty Meetings, Wednesday's at 7am

Leadership Meetings, Thursday's at 7am

Grade Level Meetings, 1st & 3rd Tuesday of the month

Academy Meetings AM

- K – 1 – 1st & 3rd _____ Tuesday
- 2 – 5 - 1st & 3rd _____ Tuesday
- 6 – 8 - 1st & 3rd _____ Tuesday

Teachers are required to attend their appropriate meeting(s) as scheduled. Teachers who are unable to attend a Faculty, Academy or Grade Level meeting should notify the Principal in writing in advance of the scheduled meeting. **Leadership Team meetings are held every Thursday at 7:00 am.** Task Force meetings are scheduled on call or as needed.

LOST AND FOUND

As teachers find items that students have left in their classrooms, Media Center, and cafeteria they should first try to return the item to the student as soon as possible. Items whose owner cannot be identified should be sent to the PE office for placement in the lost and found box.

PERSONNEL RECORDS AND FILES

The school Office Manager and Secretary maintain a personnel file on each teacher, including the teacher assignment letter, emergency contact information, state teaching certificate, and any other related information. Teachers who receive advanced degrees should give the transcript and new teaching certificate information to the school secretary to be included in this file, as well as to the Governing Board Financial Representative. Copies of commendations, as well as items of a disciplinary nature, may be placed in this file.

REQUESTING SUPPLIES

Teachers should anticipate in advance their needs for materials and supplies. Requests should be made in writing on the official request form, and submitted to the Academy Lead Teacher or Principal and then the Secretary for processing. When approved, the supplies will be placed in your mailbox as soon as possible the next school day. Teachers are able to request one pack of duplicator paper, and other supplies (paper clips, rubber bands, passes, cut slips, etc.) as needed within reasonable limits.

SACS

Imagine Schools 100 academy of Excellence will be seeking accreditation. To attain accreditation the Academy's staff members must earn "at least six semester hours of credit, or the equivalent, during each five-year period of employment." Teachers are required to maintain accurate records of college coursework, workshops, conferences, professional travel, etc., that can be used to meet this academic requirement for continued accreditation. The Registrar will disseminate the proper forms to all teachers during the faculty's first week.

SPECIAL DAY ACTIVITIES

Teachers and classes may prepare and carry out suitable educational activities on special days. These special day activities will function as educational projects and will not begin earlier than one hour before dismissal time.

In observance of recognized special holidays, teachers and students may prepare and carry out suitable education activities.

Activities are appropriate in all grades, kindergarten through eighth for:

1. Halloween
2. Thanksgiving
3. Christmas
4. Martin Luther King, Jr. Birthday
5. Valentine's Day
6. President's Day
7. Cinco de Mayo

Kindergarten teachers may combine morning and afternoon classes when special activities make it necessary to do so.

Additional activities appropriate for primary grades only (Kdg-3rd) are:

1. Easter
2. May Day

Bulletins containing special instructions will be issued for community events.

TEACHER PARKING

There are no assigned parking spaces in the rear parking lot. Please park as close to your assigned classroom as possible. One spot has been designated for Handicap Parking. Please do not park in this spot.

STAFF CENTER

The staff center is located in room 127. It is available for your use before school, during your planning period, at lunch, and after school. It contains a refrigerator, two microwave ovens, toaster oven, coffee machine, two computers, printer and telephone for your convenience. Please help keep this area clean. **Students are not allowed in the faculty lounge, and teachers are asked to refrain from sending students to the lounge for any reason.** Money generated from all vending machines is placed in the school's amenities fund for distribution by the amenities committee.

FINANCES

APPROVAL OF CHECKS

1. All requests for purchases must be approved by the principal prior to the purchase. Any purchases made prior to this approval will become the expense of the purchaser.

GENERAL FINANCIAL INFORMATION

- Schools do not have to pay sales tax. A tax exempt letter may be obtained in the Financial Representative's office.
- When planning a field trip, using buses for field trips, please let the Financial Manager and Principal know how many buses you plan to use, the purpose of the trip and the relation to the curriculum. The contract will be made by the Financial Manager.
- Charter bus companies must be on a list approved by the Principal. Bids must be attached to the field trip request form and included in the cost of the trip.
- Please fill out the Check- Request form completely. Include the following information:
 - Name of person or company you want the check to be made out to. Please write this on the top of the check request form.
 - Amount of check
 - Date
 - Account to be debited
 - Reason for the check request

- Signature of person requesting the check and signature of the Grade Level or Academy Leader or sponsor approving the request.
- Please give the Financial Representative 24 hours to process a check.
- A receipt must be provided for every check written. This can be an order form, registration form or anything that shows why the check is requested. Receipts must be *itemized*.
- Purchase orders must be signed and approved by the principal before you order.
- After an order for materials has been received, the Financial Representative needs the packing list and the invoice. You **must** sign the invoice indicating that it has been received.