

Franklin Phonetic Staff Handbook



2023-2024

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POLICY AND PROCEDURES

Welcome to Franklin Phonetic Primary School. This employee handbook will provide you with valuable information that you need to know about your job.

WORK HOURS

The workday for certified staff is from 7:45 A.M. - 4:00 P.M. (or as printed on contract) Monday – Friday. Teachers are expected to remain on campus between these hours unless special arrangements have been made. On Fridays, teachers are permitted to leave campus only AFTER lesson plans have been turned in and staff meetings or professional development opportunities have concluded. Lesson Plans and Newsletters for the next week must be put in the correct file folders in the office and copies emailed to Mrs. Boardman. Before leaving campus on Friday, all student papers are copied and put in the colored daily folders and placed in a basket on the desk for a substitute. A copy of the Lesson Plan must also be in plain view.

Please remember that, as part of your contract between September and April, it is expected that you will teach two 30 minute tutoring or enrichment classes weekly. These classes are to be held during the last 30 minutes of the school day. Teachers should take the first few weeks of school to determine which students are in need of intervention or enrichment. You may collaborate with another grade level teacher and share children if you want. Please notify the office which days you will be providing after enrichment or tutoring. Tutoring sessions should be individualized or with a very small group of students to have a high impact. Enrichment classes can be larger and could be in the form of book clubs or Math extension activities.

Hours for non-certified staff will be determined by contract and the needs of the school.

Employees are expected to report for work promptly. An employee who is consistently late will receive a letter of reprimand and may be dismissed after the 2nd letter of reprimand.

STAFF MEETINGS

While most of the inner-school communications will be accomplished through the use of written memos and email. Staff meetings may be held at the discretion of administration. Most meetings will be held during certified staff hours. Non-teaching staff members may be required to attend meetings if requested to do so by administration.

ALL teachers of Franklin Sunnyslope are required to meet monthly in a Professional Learning Community (PLC) with the Instructional Coach for the purpose of curriculum planning, goal setting, etc...

Our Instructional Coach will meet monthly with classroom teachers for the purpose of reviewing data, and monitoring individual student progress contained in the Data Notebook. Students with difficulties will be identified and remediation plans will be developed to be used in tutoring sessions.

Occasional in-service training may also be scheduled throughout the school year. You will be notified in advance of these training sessions. Most in-service training will be held on Thursday Early Release Days. (See calendar)

SICK DAYS

Full time certified teaching employees will be provided with 11 accrued sick days per year which will accrue at 1.5 days per month. If an employee has any carryover sick days from the previous year (9 days maximum), they will be added to the 11 accrued sick days with a maximum of 20 sick days per year at any given time. Any sick days carried over from the previous year will be available immediately.

Three of these days may be used for personal days. In the event that the employee does not fulfill the yearly contract, their last paycheck will reflect deductions for any excessive sick time used exceeding the two days allotted per month.

Upon termination of employment, the employee will not be paid for unused sick time. In the event that an employee exceeds the number of allowed absences per year, his or her daily wage will be deducted from his pay.

If all of the days have not been used by the employee during the year, one day may be set aside in a special sick day bank. After the employee has worked for the school for 5 years, he will be paid for the number of sick days that he has in the bank at his daily

rate. While we have always tried to be fair, remember that when you leave employment, you are only paid for the days in your sick day bank. If you want to be paid for the sick day bank during the fiscal year that you leave, you need to let us know that you could be leaving well in advance so that we can plan for it in the budget. Otherwise, we may have to pay you for your sick day bank when we come back the next fiscal year (in August or September) due to the fact that we do not have large reserves of cash available. It is also necessary for employees who are planning on retirement to give notice of one year before they leave if they expect payment within the same fiscal year for the days that they have accumulated.

Employees must give advance notice if they are not able to perform their shift. Failure to give notice is grounds for immediate dismissal in all circumstances unless an employee is hospitalized or involved in an accident. Leave forms are available in the office. Employees should complete the leave request form and have it approved by an administrator so that coverage can be arranged. If at all possible, please notify us two weeks in advance so that we can plan ahead for your absence.

Full time non-teaching employees will be credited with nine sick days per year with no carry over to the following year. Personal time off must be asked for one week in advance. Leave forms are available in the office. Employees should complete the leave request form and have it approved by an administrator so that coverage can be arranged. If at all possible, please notify us two weeks in advance so that we can plan ahead for your absence.

If an employee, teachers or staff are absent, call/text the School Secretary and the Principal (see the staff roster for phone numbers) so that arrangements can be made. You must be sure to get a response text noting that your message has been received. Do not assume that a message left on a voice mail will be retrieved in time for an absence to be reported. You are also responsible for letting the school know by 3 pm on the day of your absence if you will be returning so that we can make substitute arrangements.

PERSONAL ABSENCES DURING THE FIRST AND LAST TWO WEEKS OF SCHOOL MAY NOT BE APPROVED AND MAY RESULT IN LOSS OF PAY.

PROFESSIONAL LEAVE

No professional leave will be granted unless it is approved ahead of time by administration. If it is not approved prior to leave, it may be deducted from sick days/personal time.

BEREAVEMENT LEAVE

A maximum of five days bereavement leave will be granted for the death of a member of an employee's immediate family. If sick day amounts have already been used, every effort will be made to cover the employee's duties so that there is no or minimal loss of

pay. Bereavement leave may be extended to up to 10 days but pay may be reduced if sick time has been used.

CONTRACTS

Yearly contracts are extended to all employees as it is understood that children do better in school if their caregivers are constant and there is as little disruption as possible. If the employee is not a certified teacher there is a two-week option for termination.

All teaching employees will be awarded contracts on a yearly basis. Teachers will be given notice before their last paycheck if their contract will not be renewed. Teachers will have the option of scheduling two formal performance observations and evaluations in advance.

Full time and part time non-teaching staff will be offered contracts on a yearly basis. Contracts for the after school program will be separate, but some responsibilities between 7:45 and 4:00 may be included in your regular contract.

BENEFITS

Health insurance benefits are not provided. However, AFLAC benefits are available as an employee deduction through your 401 K plan.

Arizona State Retirement System:

All full time employees must be enrolled in the Arizona State Retirement System with the state required percentage of wages withheld and deposited to the employee's retirement account. Withdrawal carries limitations.

CONTINUING EDUCATION

We encourage all employees to attend seminars and college level courses to increase their level of effectiveness in the classroom. Occasionally, some funding is available through grants and professional development, however all classes must be approved through administration prior to registration. Any employee receiving funding for education must agree to continue their contract for the following fiscal year. Should the employee, for any reason, be unable or unwilling to continue their employment, the funds advanced for their courses will be repaid to the school before their final paycheck is issued. If the decision to terminate is made by the school, funds will not need to be repaid.

CONTRACT TERMINATION

Certified teachers or those functioning in a teaching position are expected to still honor the year's contracts. There is an early termination fee of \$3,000, a penalty that will be

due at the time of the last paycheck here. It will automatically be deducted and if the amount is not enough to cover the expense, teacher's or substitute teaching certificates in Arizona may be subject to revocation. Unless the employee has been released from their contract by the school board. It is also understood that classes that would have been paid for by the school such as Spalding training ect. will need to be paid back if the employee does not fulfill or continue the contract. ARS 15-545 states that a complaint against state certification will be made if a contract is broken without a proper notice and release.

TERMINATION

While all employees are given yearly contracts, some situations will call for immediate termination. Intoxication, misuse of controlled substances, arrest or conviction on criminal charges, misrepresentation of credentials, insubordination, excessive tardiness or neglect of duties are all grounds for immediate dismissal. If an employee receives three supervisor formal warnings or fails to report for work without prior notice, these are also grounds for immediate dismissal.

STAFF DRESS CODE

ALL employees are expected to dress in a manner that exceeds the expectations for student's attire. This is a professional occupation and staff members are supposed to radiate that school is an important place to be.

Tattoos and shorts: Tattoos may be shown on campus as long as they are school appropriate-

No wording, symbols or pictures that depicts:

Tobacco

Alcohol

Vulgar/obscene/nudity/illegal activities

Controversial organizations

Gang affiliation

Violence

Shorts will be 3 inches above the knee same as dresses/skirts, no holes, distressed or frayed cut offs.

Sleeveless shirts and dresses may be worn if they follow the criteria: The straps should be two inches wide and not give the appearance of a tank top. Of course, no bare midriffs or short tops will be allowed. Shirts with any words or advertising promoting the use of cigarettes, liquor, or inappropriate symbols that could cause embarrassment or educational disruption should not be worn. The length requirement of three inches above the knee should be adhered to. Clothing should fit properly and not be tight or restrictive. Tight leggings and stretch pants should not be worn except under shirts or dresses of proper length.

Shoes must be worn at all times. If you choose to wear flip-flops or backless shoes, the school will not be responsible for any injury caused by insubstantial footwear while on campus or at a school function.

Hairstyles and makeup should be neat and natural. Extreme fads, which call attention to the person and distract from the learning environment are not permitted.

Body piercing and face piercing are not permitted. Piercing calls attention to itself and distracts from the learning environment. Piercing also carries with it risks of infection. Earrings are allowed, but excessively dangling earrings are not recommended due to safety. Dog collars or spiked bracelets are not permitted. Tattoos will be allowed if approved by administration or covered up.

CLOSED CAMPUS

Franklin School is a closed campus. Children will not be allowed to leave campus unless they are under direct supervision of the parent or a school employee. Children should not be allowed to walk home unless a parent permission form is signed and on file.

SIGNING IN/OUT

Any contracted employee who is not on campus between 8:00 am and 4:00 pm must sign in and out of the office. All time card employees must sign in and out of the office and have their symptoms checked upon arrival. Whenever you leave campus for any reason or duration during work hours, you must sign out, in the office. Write down your name, the time you left, and the time you returned. This is necessary so that if we get a call for you or someone comes in to see you, we do not search all over campus trying to find you. As a rule, please try to stay on campus during school hours, sending one person for food, supplies, etc. if needed. Try to schedule appointments during your after-school prep time if at all possible.

STAFF CONDUCT

NON MEDICAL USE OR ABUSE OF DRUGS AND/OR ALCOHOL

The school's posture in dealing with employees who engage in the non-medical use of drugs and/or the abuse of alcohol is to be one of constructive confrontation in a supportive environment and supportive relationship. This approach is based on the following premises:

- Each employee is responsible for his own actions.
- Each employee is a role model for students.
- Each employee who seeks help is to be given the opportunity to do so in a supportive environment.
- The District shall not ignore employee problems.
- Constructive confrontation will be utilized to make employees aware of opportunities and choices for help.
- Efforts to maintain confidentiality will be made by the District.
- Outside referrals to non-school personnel will be provided, at employee expense, to employees who indicate an interest.

- Employees will be required to provide information on progress in dealing with problems.
- Supervisory staff members will receive orientation on methods of constructive confrontation.
- Opportunities for self-referral will be provided.
- As recommended by outside professional sources, the District will consider support to an employee during reentry into the workplace.
- The school's right to intervene is based on (1) a basic concern for the health and welfare of the persons whom it employs and (2) the right to expect quality job performance.
- School employees are human and should not be considered any less vulnerable or immune to human stress than any other person.
- When school employees are faced with a sudden crisis, demonstrate impaired or deteriorating performance or demonstrate self-destructive behaviors, the school can and should intervene on the employee's behalf in a supportive manner.
- In spite of the above, school employees whose non-medical use of drugs or alcohol endangers the health and safety of students or other employees may of necessity be dealt with summarily.

EMPLOYEE DRUG USE AND ABUSE

The non-medical possession or use or abuse of drugs and/or alcohol is forbidden on school property, in school vans or at school sponsored events away from school property. Employees determined to be in possession or, using or abusing drugs or using alcohol shall be reported immediately to the principal or other person in charge. The Chief administrator shall be notified immediately. **The use and abuse of drugs will not be tolerated. If an accusation is made an employee may be requested to complete a drug test in order to continue employment and may be placed on administrative leave until the test is completed. When the test results are received continued employment will be determined.**

The Chief Administrator will conduct an investigation in consultation with legal counsel as necessary. If the investigation shows sufficient evidence to suggest that the employee was involved with distribution or otherwise in violation of the law, law enforcement authorities shall be notified. If the results of the investigation show that the employees' actions endangered the health and/or safety of students or other employees, the superintendent shall take disciplinary action or recommend disciplinary action to the Board in accordance with existing policies and statutes. If the results of the investigation suggest that the employee be provided options under the employee assistance program, the Superintendent shall direct the immediate supervisor of the employee.

SMOKING ON SCHOOL PREMISES BY STAFF MEMBERS

The Board recognized that smoking presents a health and safety hazard that can have serious consequences for the smoker, the non-smoker and the welfare of the school.

In order to protect student and staff members from a harmful environment, the Board prohibits smoking by employees:

- In school buildings or anywhere on school grounds.
- In school buses and other school vehicles.

SUSPENSION AND DISMISSAL OF SUPPORT MEMBERS

Procedures for discipline of a staff member are important to correcting inappropriate behavior as an option to dismissing the employee. When appropriate, the following procedures may be implemented under the concept of progressive discipline in which the penalty may be increased as the frequency or severity of the infraction increases. An employee who fails to respond to such attempts to correct inappropriate behavior may be dismissed. When an infraction is serious, the support staff member may be suspended or dismissed as a first step.

CATEGORIES OF MISCONDUCT

Staff members may be disciplined for infractions that fall into, but are not limited to the following categories:

- Committing fraud in securing appointments.
- Exhibiting incompetence in their work.
- Exhibiting inefficiency in their work.
- Exhibiting improper attitudes.
- Neglecting their duties.
- Engaging in acts of insubordination.
- Engaging in acts of child abuse or child molestation.
- Engaging in acts of dishonesty.
- Being under the influence of alcohol while on duty.
- Engaging in the use of narcotics or habit-forming drugs.
- Being absent without leave.
- Engaging in discourteous treatment of the public.
- Engaging in improper political activity.
- Engaging in willful disobedience.
- Being involved in misuse or unauthorized use of school property.
- Being involved in excessive absenteeism.
- Carrying or possessing a weapon on school grounds.
- Openly mocking, humiliating or causing students to feel unfairly singled out.

PAY PERIODS

Employees will be paid every two weeks for their services. Paychecks will be divided into 26 pay periods for contract employees. Paychecks are issued one full week after each pay period as indicated on individual contracts. As it is understood that teaching is seasonal employment, employees must be responsible for budgeting their paychecks to account for the summer months when they are not working if their contract does not allow for year round payments. The summer balance of contract paychecks will be paid out on the first business day after June 1st and July 1st.

There will be no cash advances given to employees. The first paycheck will be for either 1 week or two weeks if an employee has worked for three weeks prior to the pay period as it is against the law to pay employees in advance of when they work. Time card employees must take a lunch break and should get prior approval from administration in writing before working extra hours. Teaching employees must honor their years contract or face penalties under ARS 15-545.

EXPECTATIONS

All employees are expected to report to work promptly and perform assigned duties to the satisfaction of their supervisor. For non-teaching employees, all job assignments should be approved by the management at the end of a shift. All employees should be courteous and helpful to the public and remember that this job is your livelihood.

Honesty and integrity is expected from all employees. School records, operations and procedures must be kept confidential in order to protect students and parental rights.

SUB PAY/OVERTIME/COMP TIME/TIME CARDS

Teacher Assistants who substitute for a certified teacher are paid an additional daily stipend (which may be adjusted from year to year). At this time it is \$20 per day time card hours will be compared to staff sign-in sheets.

Employees who are assigned to other duties during their regular working hours are not eligible for additional stipend.

No overtime will be paid unless it is specifically arranged prior to the time being logged. Time cards showing overtime hours must be approved and signed by an administrator.

Non-teaching employees, including but not limited to maintenance, volunteer coordinators, computer repair, or positions that have flexible hours, will be paid by way of time cards. Each employee is responsible for keeping his/her own time card and turning in the card to the school secretary on the final day of the pay period. The time card will be completed daily and run for two weeks. The time card must be signed both by the employee before being turned in for payroll. Time cards not turned in within two

weeks of completing work will not be honored unless approved by an administrator. Time card hours will be compared to the staff sign in sheet.

GENERAL INFORMATION

Assignments:

The assignment of employees at the building level will be carried out by the principal.

Lunch:

Each person covered by this handbook who works more than 30 hours per week will be provided with a 30 minute duty free lunch period.

Jury Duty:

Attorney General's opinion (71-4, R-25) makes it mandatory to withhold from an employee's salary the amount of compensation money received for jury duty. Mileage expenses will not be deducted.

Accidents Injury:

All employees who are injured on the job must complete an accident report and submit it to administration at the time of the accident. There are forms to be completed by the principal, which must be completed promptly. Failure to comply could result in employees becoming liable for their medical payment.

Employment Insurance:

All employees will be covered by unemployment insurance. Claims are processed through the Department of Economic Security. It is understood that teaching is seasonal employment, so as a rule, summer benefits are not available.

Care of School Property:

Employees are expected to maintain school supplies and equipment in good condition. Destruction of school property may result in financial repercussions.

Money and Valuables in Rooms:

Employees are cautioned never to leave money or valuables in their classrooms, as the school is not responsible for lost or stolen items.

Collecting Money from Students:

Teachers should not request and/or collect money from students for any purpose other than field trips and/or book orders. All other handling of money should be done through the office.

Supplies:

Every teacher will be allowed to request supplies out of the school supply room for classroom use. Teachers may no longer open the door and take supplies . They must

be requested and removed by Nidia or an Administrator. As funds are limited, supplies will need to be shared and returned to the supply room at the close of the school year. Occasionally teachers could be provided with money to purchase equipment. However, all purchases must be pre-approved by the principal and/or governing board. A supply request form is available in both offices. The supply cabinet will remain locked and teachers must make arrangements.

Lesson Plans:

Teachers are expected to turn in lesson plans for the following week before they leave on Friday and have them available on their desk. Teachers should turn plans and newsletter into the school secretary. These must be also emailed to Mrs. Boardman by Friday for the next week. These will be kept on hand in case they are needed. Lesson plan templates are included at the back of this packet. Please follow this template and make sure that page numbers, spelling words, phonograms and other details are listed. Directions for preparing a substitute folder are also included. Notices to be sent home to parents should be approved by the principal. Please be sure to read the section of the Handbook on Lesson Planning.

At the end of the year, a binder of the complete lesson plans and newsletters will be turned into the office prior to final paycheck. Lesson plans must be in the correct format with page numbers, phonograms, spelling words and state standards listed.

Instructional Time:

It is very important that teachers make the best use of all instructional time. Teachers and aides should be up and moving about the classroom to monitor progress even when children are silently working.

Movies and Instructional Videos:

Videos and movies shown in class are permitted only if they specifically correlate with the curriculum. If you plan to show an instructional video, a movie or a portion of a movie, it must be on your lesson plans. If you plan to show the movie version of a book you read in class, it is expected that you select only an applicable portion of the movie rather than show it in its entirety. Our teaching time is very valuable and we must be time-on-task. Non-educational movies must be approved by administration prior to being shown (see Movie Approval Form). Please be sure that you mention any movie you plan to show in class on your weekly objectives in order to make parents aware. Any movie with a rating other than a G rating requires parent permission and administration approval.

Standards of Conduct:

Employees at Franklin Phonetic Primary School - Sunnyslope are expected to be role models to parents and students. The public views you as a representative of the school at all times. Do not let your public behavior interfere with your performance and image as a teacher. Employees are expected to follow all policy and procedures not limited to but including the following:

1. Dress in a professional manner (refer to dress code).

2. Use appropriate language around parents, staff and students.
3. Be prompt and prepared.
4. Treat others in a courteous manner.
5. Refrain from expressing religious, political or sexual views.

Air Fresheners/Perfumes:

Do not use scented products in the school buildings, due to allergies.

Newsletters/Flyers:

Weekly Objective notices/general classroom newsletters should be sent home weekly.

Flyers should be proofread/approved by an administrator prior to being distributed.

Teachers will put Parent Weekly Objective Sheet and Newsletter on the school website.

Fundraisers, Clubs, etc:

Teachers or club organizers must have their meeting minutes signed and approved by an administrator before fundraisers or programs are implemented. Fliers, yearbooks, or any other written products that are distributed to large groups of people must also be proofread by administration before duplication. Ample time should be given for the approval process.

STAFF ETHICS

Statement of Ethics for School Employees

All employees of the Franklin Phonetic Primary School are expected to maintain high standards in their school relationships. These standards must be idealistic and at the same time practical, so that they can be reasonably explained to all educational staff members. The employees acknowledge that the schools belong to the public they serve for the purpose of providing professional leadership in the school and community. This responsibility requires the employee to maintain standards of exemplary professional conduct. It must be recognized that the employee's actions will be viewed and appraised by the community, professional associates, and students. To these ends, the Board subscribes to the following statements of standards.

The school employee:

- Makes the well-being of students the fundamental value of all decision making and actions.
- Maintains just, courteous, and proper relationships with students, parents, staff members, and others.
- Never "friend" or email students apart from their parents.
- Strives for the maintenance of his efficiency and knowledge of developments in his field of work.
- Fulfills professional responsibilities with honesty and integrity.
- Directs any criticism of other staff members or of any department of the school system toward improving the school. Such constructive criticism is to be made directly to the staff member involved before contacting administration.

- Supports the principle of due process and protects the civil and human rights of all individuals.
- Obeys local, state, and national laws and does not knowingly join or support organizations that advocate directly or indirectly, the overthrow of the government.
- Implements the Governing Board's policies and administrative rules and regulations.
- Refrains from using school contacts and privileges to promote partisan politics, sectarian religious views, or selfish propaganda of any kind.
- Avoids using position for personal gain through political, social, religious, economic, or other influence.
- Maintains the standards and seeks to improve the effectiveness of the profession through research and continuing professional development.
- Stresses the proper use and protection of all school properties, equipment and materials.
- Honors all contracts until fulfillment or release.
- In the performance of duties, employees shall keep in confidence such information as they may secure unless disclosure serves school purposes or is required by law.

Cell Phones

To communicate respect for our students we require employees to keep personal cell phones out of view of students at all times. Teachers are allowed to use phones in the designated cell phone use area in the Sanctuary. Teachers on recess duty must bring their classroom walkie-talkie outdoors. Videotaping or taking pictures with personal cell phones is prohibited. Parent permission is mandated in written form if a teacher wishes to use the school-approved camcorder or camera provided by the school in the event a student's continued behavior needs to be used in evidence as an agreement with the parent and teacher.

In the case of an extreme emergency where a student is a physical threat to himself, other students or staff, teachers shall summon the Crisis Team first. Administrators will use recording devices if necessary for investigation.

Employees should leave their cell phones turned on vibrate while at work to better concentrate on the job except during scheduled break times. For example during playground duty phones must be kept in the Franklin fanny pack. Use of cell phones for personal calls during instruction time or in the presence of students is prohibited. People needing to contact employees should contact the office where messages will be taken. You will be paged for an emergency call.

Teachers working in the after-school programs may keep their phone with them during after-school hours. In case of an emergency, please have an administrators' number

programmed into your phone. Please remember to not use your cell phone in front of students unless it is a school emergency.

Computer Use

Computers have been provided to teachers for school use. Employees are not permitted to use school computers for personal use (except to check email on occasion during break periods). **Access to social sites, such as Facebook, Twitter, etc. is not allowed on school computers.** Please be very careful anytime you do use the Internet on a school computer, as we must protect ourselves from possible viruses and spyware. Teachers should not change privacy settings on school computers. Employees may be held responsible for repair charges as a result of improper internet use.

Employees who have accounts on any social sites (such as Facebook, Twitter, etc) are prohibited from ever friending or contacting students. Students are minors and teachers should communicate with their parents. Friending a student on facebook or texting them is cause for immediate dismissal.

Teachers are also strongly discouraged from allowing Franklin parents to become “friends” or follow them on their personal accounts. It is recommended that personal accounts be private. Those who choose to friend parents or students do so at their own risk. Franklin School will not be responsible and/or lend support should any issues arise due to improper social networking practices. Employees can be disciplined or dismissed if social media practices conflict with the Franklin Employee Code of Ethics. **When students are using computers in the classroom, the teacher must monitor every student. The teacher must have visual contact with every computer screen and be circulating around the room to be sure students are on the correct websites and doing the assigned task.**

School Email Accounts

All employees will be assigned a school email account. These accounts should be used for school business only. Teachers should check these email accounts in the morning and at the end of the day to be sure you do not miss critical information regarding meetings, or adjustments to schedules etc. It is recommended that teachers utilize these accounts to enhance communication between home and school. Do not email your classroom parents unless it is absolutely necessary. **Employee absences should not be communicated by email.**

Social Media

Staff member facebook and social media accounts should not include information about the school, the students or school policies. Violation of this prohibition could be grounds for disciplinary action. Remember that emailing or texting other staff members or parents to complain about school policies is not permitted.

Drinks and Snacks

Please do not eat or drink in front of students unless you are drinking water or it is your lunch or break time. Because children are not allowed snacks whenever they wish, we should model good behavior by only snacking at appropriate times.

EVALUATION

You have been selected because of your outstanding qualities for this job position. It is the desire of the Franklin Phonetic Primary School to provide you with the feedback necessary to make you reach your potential in this challenging assignment.

Probationary teachers will often be visited by a school administrator. These visits will be scheduled and unscheduled. Any areas for improvement will be written out and discussed. Positive performance will also be noted.

Every teacher will have at least one formal evaluation every year. Formal evaluations will be conducted at least twice a year for teachers with less than two years experience at our school. More frequent observations of this type could be scheduled by the involved parties if conditions make this desirable.

Ideally teachers will have a formal observation completed by November 30th if two are scheduled. If there are performance conditions present that indicate that changes would need to be made in order for a next year contract to be offered, an improvement plan will be developed. Failure to offer a teacher contract does not necessarily indicate poor job performance. As we are a charter school, our school may have additional challenges facing us that established public schools do not face. Tenure is not an automatic right at charter schools due to the fact that funding may not be continued.

GRADING

Franklin School has a strict grading scale so that parents can have honest feedback about their students. Do not “sugar coat” problems. Parents must know early in the year if their child needs help. We must be brutally honest about A and B grades. However, there is some leeway in the area of Cs, Ds, and Fs. Nevertheless, we do not wish to give children grades that they have not earned. Please do allow students who are poor test takers, etc., to complete extra credit to raise test scores but do not raise the students to an A level by doing corrections.

You will be required to turn in your grade book at the end of the school year. If you use a web based program, you must make copies of each quarter and those will be turned in at the end of the school year. You will assign letter and percentage grades for the majority of subjects, and O S N and U for others. The letter grade needs to be entered in the report card space followed by a slash and the percentage (A/92%).

Kindergarten	<u>Percentages</u>	<u>OSNU</u> All Subjects
Grades 1-6	All subjects and Homework	Handwriting Conduct

HOMEWORK

Kindergarten homework is graded on an O S N and U basis. Grades 1-6 is a percentage grade as to the number of assignments turned in. Unless you have assigned a long-term project such as a book report, research paper, etc., do not count homework as part of the subject grade. We wish to measure how smart the students are, not how much their parents help them. Parents should help students with homework. It is a learning tool.

Teachers need to make arrangements to quickly check in homework first thing in the morning. Children who do not have their homework completed, need to have a consequence and parents need to be informed. In some cases, students may need help at school to complete homework. Remember that the teacher is responsible for what happens in the classroom . If a task is delegated to a teacher's aide such as checking in homework data must be reviewed daily by the teacher as the teacher is responsible for grading and record keeping in all classroom areas .

We need to get papers back to students quickly. Papers should be graded within the week so that students and parents know where things stand. If this can't be done, simplify your grading process or have your assistant help. You deserve a life outside of school, but work needs to be returned each week.

PROGRESS REPORTS

Progress reports will be sent out every 4-5 weeks. Please follow the progress report schedule on the calendar. Prior to sending these home, please submit them to Mrs. Boardman for approval. Email Mrs. Franklin and Mrs. Boardman the students who are getting below a 70% and in Kindergarten Ns or Us. A copy of the progress report must be turned in to the office to be filed in the student's Cumulative File. Let parents know if a child's grades drop suddenly. Parents whose children may need to be retained must be prepared ahead of time. If possible, mention the idea on the report card by the 2nd grading period.

REPORT CARDS

Our school year is broken into four grading quarters. Report Cards should be handed out according to the current school calendar. For the fourth quarter, report cards will be handed to the students on the last day of school. Grades must be finalized early and report cards must be given to Mrs. Boardman for review at least 7-10 days prior to them being sent home Computer generated copies of the report card will be provided

by the office and these are to be placed in the Report Card Envelopes to go home. The parent may keep the report card copy, however, they should sign and return the report card envelope.

Ds and Fs

** For every progress report and report card, teachers must email Mrs. Franklin and Mrs. Boardman the names of the students of all students earning a grade **below 70%** (grades 1-6) and for Kinder, every student with an N or U. An administrator may contact you about remediation for the students.

Sample progress reports are located in the back of this handbook and although this specific format does not need to be used, please include all of the same information that is stated on the sample.

DISCIPLINE

School Wide Rules should be posted in your classroom:

Franklin Students will be:

Respectful

Kind/Fair

Responsible

“No man learns to appreciate music by flunking Music Appreciation.” Al Davis

Teachers are encouraged to keep students in from recess, from special area classes or make arrangements for students to stay after school for the purpose of completing class work and/or redoing assignments that have earned a grade of D or below. **However, students are not to be kept out of band/Music/Art/PE for any makeup work or redoing of assignments unless prior arrangements have been made with a Principal.** *This should not be done on a regular basis. Students must have about five minutes of recess. The law states that all children must be given some recess time.*

***This recess can be served separately apart from peers if needed .*

It is the responsibility of the classroom teacher to handle most discipline issues.

Employees are expected to follow the Assertive Discipline plan combined with Positive Behavior Support methods, both of which provide for consistent, well-defined consequences, parental notification, and uniform standards of rewards when students are doing the right thing. Each grade level should submit a classroom discipline plan. The classroom discipline plan should focus on consequences and rewards. Please be creative and try not to always use loss of recess as the consequence. Often the children who need to move the most are the ones standing on the wall. Unless a discipline matter is truly egregious, students should start each day with a clean slate. Discipline plans will be approved by the principal to ensure that they are consistent with school expectations. Corporal punishment is NOT used at school. Disruptive children

may be removed from classrooms and assigned to lunch or after school detention programs. Serious discipline problems should be immediately referred to administration.

All teachers are responsible for following the established guidelines as set forth in the student handbook regarding discipline procedures and consequences. The Lee Canter Assertive Discipline model combined with Positive Behavior Support is the basis for the school-wide discipline system. Clear rules and rewards and consequences must be developed and approved by the administration. Any significant handouts should be pre-approved with signed administrative consent before they are distributed to students or parents.

A student should be sent to the Principal's office for extreme disruptive behaviors. Behavior Referral forms will be provided to teachers and can be handwritten or typewritten. Teachers or teacher assistants should accompany a student when they are sent to the office and should plan to stay with the student if the student requires a time out in the office. Administrators will make every effort to stay with students, but are not always able to stay in the office with the students because of other school commitments. The Behavior Referral form must accompany the student when they are sent to the office. For very extreme behaviors, call the administrator to the scene of the event and the teacher/administrator will work together to complete the Behavior Referral form. Parents will be contacted if a child is sent to the Principal's office for discipline. The teacher is responsible for making contact with parents regarding non-extreme behaviors that are happening in the classroom on a daily basis as the teacher is a first-hand observer and is better able to describe the behaviors to the parents and gain parent support. A copy of the behavioral referral form will be sent home with the child for parent signature if a child is sent to the office.

IN OR OUT OF SCHOOL SUSPENSION and other consequences.

When a student is sent to the office, the administrator on duty will determine the consequence for the student. Teachers may not pre-determine the consequence and **at no time can a teacher suspend a child from school.** Consequences include: Verbal warning, Apology letter/reflection note, time out or cool down in the office, before or after school detention, lunch detention, In School Suspension (ISS) or Out of School Suspension (OSS). If it is deemed necessary by administration to assign a Time Out or ISS (In School Suspension), the time out/suspension will be served in the office and the classroom teacher assistant may have to support the office with student monitoring.

TAKEN DIRECTLY FROM STUDENT HANDBOOK

DESK BOOKS

A book is required to be kept in each student's desk. We wish to teach our students that if they finish their work that they should continue to stretch their mind by reading a book or completing a previously incomplete assignment. Because of this, we

are requiring that parents supply a book from home that they would like their child to read when work is finished.

Books should be changed frequently and marked with a name or other identification. Books will not be shared as all families may have different ideas of what is appropriate reading material. **YOUR CHILD'S DESK BOOK IS TO BE READ BY YOUR CHILD ONLY.** If you do not have a book available, your child will be able to choose one from the class/school library.

HOMWORK REQUIREMENTS

Your child's teacher will be doing some daily homework with the class from 3:00-3:30. This will give your child some extra practice on the concepts that were covered during the daily lessons. Please go over these sheets that are sent home with your child. Each student will be assigned some daily reading homework to be done at home. Students will fill out and return a daily Response to Reading sheet (provided by the Teacher.) Parents, please monitor this with your children.

Kindergarten and 1st grade: 15 minutes daily. Read to your child until they begin to recognize or pick out words along with you. Eventually, let them read more and more to you.

2nd - 3rd grade: Students read to parents for 15-20 minutes per day.

4th - 6th grade: Students read 20-30 minutes per day.

Homework/Parent and Response to Reading slips/sheets will be sent home in your child's folder. Parents will need to sign these and return them daily. These are an important communication tool for teachers and parents. It will also help teachers keep track of the amount of reading that each child is doing. Awards are given at the Awards Ceremony at the end of the year.

Students may also be required to finish and return any work that they did not get finished during the day.

If your child is ill, he/she will be given two days for each absence day to complete work. In some cases if papers must be counted in the grade book the teacher will make other arrangements for work to be completed on campus when the student returns.

Homework is not figured into the regular subject grade; however, on the report card there will be a separate space for the percentage of reading homework completed.

Reading homework will benefit your child. Being able to read opens up the world to children.

There are also weekly phonograms, spelling words and math facts. It is a good idea to work with your child on these. Doing this at home will help with their test grades at the end of the week.

CORRECTION OF SCHOOL WORK

Children who score below a "C" level may be required or eligible to re-do work for a higher grade. Corrected assignments must be returned to the teacher within one week from the date it was sent by the teacher.

DISCIPLINE POLICIES

Our Board believes that it is the right of all children to learn in a safe, orderly classroom.

SCHOOL WIDE RULES:

Franklin Students will (be):

Respectful

Kind/Fair

Responsible

All Classrooms will adhere to the basic school rule beliefs. Children in group settings need to have higher standards of behavior than they do individually. For example children can use louder voices when they are at home than they can at school because of the noise level.

When children first begin attending our school they may need help getting used to some of our behavior restrictions, which are needed for our school environment.

All classrooms will be using a discipline procedure as follows for minor infractions:

1st Infraction	Warning, name is noted on the board, clipboard or chart system
2nd Infraction	2 nd Warning, consequence occurs such as loss of 5 minutes of recess
3rd Infraction	More severe consequence is assigned such as Recess or Lunch without peers and phone call home
4th Infraction	REFOCUS Opportunity
Severe Disruption	Student removed to office, parents called, and consequence such as a one day of in or out of school suspension may be assigned

Teachers must contact parents by phone if there are continued problems. A Contact Log should be kept to document these conversations. Email could be used, however it may be more difficult to prove who is responding.

LUNCH/RECESS DETENTION

To allow children an opportunity to think about their behavior or perhaps complete homework, lunch or recess may be assigned. This detention will be served, if possible, the day of the behavior infraction and will be supervised by the Teacher or

Teacher Assistant. Every attempt will be made to contact parents to keep you informed. Franklin Phonetic School does its best to make sure that children get plenty of time to socialize with peers and actively play. Our staff does not assign detention when it is not warranted.

REFOCUS

From time to time, a student may need to REFOCUS. Children may be sent to another classroom or to the office if their behavior in the classroom is disruptive. In this event the students will be asked to write down the reasons for being sent to the new location and how they can correct the problem. Parents will be notified either by phone call or with a written Behavior Communication Form, when their child is sent to Refocus for discipline reasons. This Refocus opportunity allows students the opportunity to cool down and then get back to work. Teachers who send students out of a room must fill out a form explaining what a child did. While they may suggest a consequence, administration reserves the right to do what they see fit.

More Discipline Guidelines

Students should always be given a chance to improve their behavior. This is why it is required that a teacher follow our established behavior system with a happy and sad face on a board or clipboard , and check marks being assigned for consequences. If a child corrects misbehavior it is perfectly acceptable and even desirable for them to earn their name off of the sad side of the board or clipboard.

While parents must be informed about major behavioral infractions that demand correction please refrain from calling parents about trivial issues.

Consequences for rule breaking should fit the misbehavior. Also it does little good to punish misbehavior that occurs many days previous, because children need to make the connection between actions and consequences. After time has passed they may not remember what they have done and punishment because punitive and not constructive

Ideally rewards or punishments for behavior should occur on the same day. However there are times when consequences must be delayed. However in this case parents and students must be informed ahead of time.

Group punishment for poor behavior is not allowed and can be very counterproductive. Students must learn that positive actions have positive outcomes and negative actions result in negative outcomes. There should be a difference in outcomes for children who are following the rules as opposed to those who are not.

Keeping a class out of a special area or academic activity for missing work or behavior consequences is strongly discouraged and this practice should be kept to a minimum. Nevertheless there are times when misbehavior is widespread or children are chronically absent or late in creating assignments that this would be needed. The teacher of the academic activity should be informed beforehand and those children who

have completed work or have good behavior should be allowed to attend. Previous policy has also stated that an administrator should also be informed.

Classroom teachers are responsible for a child's behavior throughout the time that a child is on campus. For example if a child misbehaves in the resource room or a special area class the classroom teacher will help correct the problem by moving the child to the next step in the classroom discipline plan. All teachers must work together to encourage proper behavior. In most cases the classroom teacher is best able to communicate with parents through the daily homework sheet. Nevertheless speaking directly to colleagues and giving supportive suggestions on how to improve a situation should be welcomed and appreciated.

ALL STUDENTS ARE OUR RESPONSIBILITY

Poor or unsafe actions should not be ignored even if a child is not physically in your classroom. We are all responsible for the safety and well being of the children as long as they are on our campus even if it is after the academic day. If you see another teacher trying to discipline one of your students please support them in their efforts. However if you have information that might alter the perception of the behavior or the assigned consequence, please inform your colleague in a respectful manner.

PRINCIPAL REFERRAL

This is for a severe behavior problem. This is not a "dumping ground" for students that you are having difficulty with. Teachers are professionals and it is your duty to work with all of your students, even the difficult ones. Get the child's parents involved. Make the phone calls and try to work with his/her parents. If a child is sent to the principal's office, a form must be filled out. If there is a specific consequence that you would like to be assigned it could be suggested. Nevertheless, administrators reserve the right to assign different consequences depending on further investigation of an incident. Teachers are never allowed to suspend children or call for parents to remove them from campus. Corporal punishment is not allowed on our campus.

TIME OUT, IN-SCHOOL SUSPENSION and OUT OF SCHOOL SUSPENSION

Our policy is that children will not disrupt other children from learning. If your child's behavior reaches this level, he will be removed from the classroom and placed in a time out situation. Depending on the nature of the disruption, a student may be placed into In-School Suspension. Parents will be informed and may be asked to pick up their child early or allow them to stay later as a consequence. Long-term "In School Suspension" assignments may be assigned.

If a child's behavior continues to disrupt others from learning, parents will be called to pick up the child and "Out of School" suspension will be assigned. Fighting, biting, kicking and verbal disrespect to Franklin Staff will not be tolerated and typically result in an automatic Out of School Suspension.

If a child has a chronic behavior problem, a parent conference will be requested and a behavior plan will be developed. Teachers must document parent contact in the Communication Log.

The following is an excerpt to parents from our student handbook:

HOW TO SUPPORT SCHOOL DISCIPLINE AT HOME

During the first few weeks of school, your child may break more rules than you expect. Please do not be alarmed. We do have stricter discipline standards than most church programs or preschools for safety and developmental reasons. If your child is disciplined at school, it is good to let him know that you are not pleased and wish him or her to do better. Please do not make consequences overly severe as everyone makes mistakes as part of the learning process. It is important that your child knows that home and school are working together. Some sample consequences at home could include writing an apology note, or missing a small amount of television or playtime. Remember that these are just suggestions. You will need to decide what is appropriate in each incidence using your family's beliefs as criteria. Please do not be overly alarmed about an occasional rule infraction. Teachers will usually call parents if behavior is severe and/or a Behavior Communication Form will be sent home.

EXTRA-CURRICULAR ACTIVITY BEHAVIOR 3-STRIKE POLICY

Any student may participate in after school activities as long as all school guidelines for participation and behavior are followed. Extracurricular activities are not an automatic right for any child at Franklin Phonetic School. Participation is based on mutual agreement by the instructor and the school administration. **If the school deems necessary, parents may be required to help with after school activities or field trips in order for their student to be successful.**

Following are the rules for extra-curricular activities. **THREE STRIKES** for misbehavior or breaking the rules and you WILL no longer have the privilege of participation in the activity.

1. Obey all school rules and be respectful to all children and adults.
2. Follow all activity rules and stay in the assigned area.
3. Clean up all materials.
4. Bring required supplies to activity.
5. Attend class faithfully.
6. Be picked-up promptly at the time designated for departure from the activity.

IF YOUR CHILD DISAGREES WITH DISCIPLINE ACTION...

All adults may make a mistake from time to time. However, it is important that if you have a disagreement with your child's teacher about policy or behavior that you work it out with the teacher first and not show dissension in front of your child.

If your child feels strongly that he has been wronged, help him to compose a note explaining his actions. It is a fact that different people can see the same situation from different perspectives. Helping your child to express disagreement in a calm rational way will help him in later life dealing with conflict. After reading such notes teachers have been known to adjust consequences or even apologize if a mistake has been made.

When resolving any conflict it is advisable to adhere to the following chain of command:

- 1. First try talking to the teacher or aide directly involved.*
- 2. Schedule a meeting with parties involved and the principal.*
- 3. After these steps have been tried, a board hearing can be held if the conflict is severe; however, personnel issues may not be discussed in public meetings.*

STAFF MEMBERS AND DISCIPLINE

Playground aides are not allowed to administer discipline consequences except for minor infractions. For example: Standard playground procedure would allow the aide to place a child on the sidewalk under covering. If there is a major disturbance, administration must be notified.

Teachers must develop a classroom discipline plan and have it approved by administration.

During the course of discipline, it may be necessary to determine if a child has brought a toy, weapon, or other object to school. Aides are instructed to ask the child to open their backpack and/or take the contents out of their pockets and show the items. Playground aides are not allowed to search a child or their belongings. If a child is present and you need to search their belongings, a reason should be explained to the child for your actions. If a child is not willing to cooperate, he/she should not be intimidated, coerced, or threatened. A teacher or administrator must be called to assist and parents will be contacted.

Certified staff members should be very careful about searching a student's personal property. Student desks, lockers, and cubbies can be searched and inspected whenever necessary to maintain the integrity of the school environment or to protect other students.

All staff members are required to obtain CPI Nonviolent Crisis Intervention training and keep it current. As a rule, if physical restraint or contact with a student is deemed necessary, an administrator should be called to handle it. Do not carry students to the office.

EMPLOYEE CHILDREN

If your own child is involved in a conflict, you are required to seek the help of another staff member. Do not administer discipline yourself. Be careful when dealing with your friends' children. If you are in doubt, ask for assistance from another employee.

During employee contracted working hours, employee children should not be in the rooms with their parents. They should remain in the areas that are common to any other students within their grade level. It is important that all children be treated fairly and that employee children are not granted any special privileges or restrictions.

DUTIES

Sticking to the established duty schedule is required unless a specific circumstance or appointment merits a temporary change. The office must be informed about all changes as well as your immediate supervisor. Recess and supervisory duties will be scheduled for all teachers/teacher assistants. No duties will be scheduled during lunch for teachers. If you do not stick to the established duty schedule, it interrupts the schedules of others as well as interrupting students who are in the classrooms trying to learn.

PLAYGROUND AND LUNCH DUTIES

Supervising a playground correctly is one of the most important tasks for teachers and support staff. Because of this it is important that everyone follow the same safety rules, treat students safely and fairly and be actively observing student behavior at all times.

Follow the school's established Playground Safety Program. Training is held prior to the start of every school year. Everyone on duty must wear a yellow vest, carry the clipboard and have a whistle.

One person on each playground must have a walkie talkie that is connected to the office to summon help. If no means of communication is present a teacher should send a responsible child with the red "Need Help" pass to seek assistance or line up the children and bring them to the office with them. However, leaving the playground unattended or inadequately supervised is grounds for disciplinary action.

Cell phones should never be visible on the playground. If phones are to be used to keep track of time, the alarm function should be set and the phone should be placed inside a fanny pack. We need to pay attention to the children at all times to keep them safe. Paying attention to something such as a cell phone communicates a lack of respect.

Unless it is an extreme emergency, teachers should never take student pictures with their cell phone due to privacy concerns. Please refer to the adopted cell phone policy. Students must have a pass to leave the playground area. Keep nurses passes, bandaids, and office passes in your fanny pack. They are also kept outside on a clipboard. Children with serious injuries should be given a pass and sent to the nurse.

While children may be timed out on the wall for brief periods of time they must be given at least 5 minutes of recess. This could be before, after or at a different time than their same aged peers but they will not be completely deprived of recess break.

Teachers should not be talking to each other on the playground. Their job is to watch the children. Staff should be moving around and not standing in one place. It is the staff members job to bring a hat, wear appropriate shoes etc. and the lack of proper equipment is not a reason to be lax in moving around the area to keep proper coverage.

A whistle will be carried at all times and used sparingly to signal danger, get a student's attention and signal the end of a recess period. Two whistles for student warning of 5 min. left of recess to allow for bathroom break and one long whistle for the end of recess.

Classroom teachers are required to line up and bring in their classes at the end of recess. The assistants are supposed to make sure that all balls are put away, bathrooms are in working order and clean. They cannot do this if the teacher is not there to take charge of the class.

Playground supervisors should report misbehavior to the classroom teacher who will assign appropriate consequences in accordance with the accepted classroom discipline plan approved by administration. Assistants may not call parents or assign consequences unless specifically directed to do so by the classroom teacher or administrator. In any case consequences beyond a simple "time-out" must be reported to and discussed with the student's parents.

If physical intervention is needed to move a student from an area, a team member must be called or the crisis team will summon walkie talkie. Intervening physically with a child without another staff member who has been trained in CPI de-escalation/safety techniques is a recipe for potential lawsuits. Children may be walked to the office but should not be carried etc. Proper supervision ratios must be maintained for the remaining children.

The secretary is not in charge of discipline. Mr. Osuna is the person who is in charge of discipline so children should be brought to his office unless they are injured.

Playground Rules

- Take turns on swings and crowded playground equipment by counting to 25.
- Hold on to the climbing bars and do not stand up or jump off the top.
- Uses jump ropes and hula hoops in the manner that they are intended.
- Keep sand and rocks on the ground and use sand toys
- Keep your hands to yourself and treat others nicely
- Stop playing when you hear a whistle and look to the teacher for direction
- Line up promptly
- You must get a pass before you leave the playground.
- Tag and other physical contact games are prohibited.
- Do not kick or throw balls on the roof
- Playground Rules should be reviewed on the first day of school and periodically throughout the school year.
- Be Respectful:

- Stop, look, and listen to what the playground supervisors are saying.
- Follow adult direction
- Be Kind and Fair:
- Keep your hands, and feet to yourself.
- Include everyone
- Use kind words when talking staff or students
- Be Safe/Responsible:
- Students must have adult permission and a pass to leave the playground. Students should be accompanied by a staff member or a student buddy when coming to the office with an injury.
- Informal basketball scrimmages may be played by 3rd, 4th 5th and 6th graders unless play becomes too rough and only if an adult is able to supervise the basketball hoop.
- Leave rocks on the ground.
- Use school provided playground equipment only.
- Dig in the sand away from swing sets.
- Gymnastics on the sand only back handsprings and flips are not allowed.
- Use the equipment the way it is meant to be used.

Bring your whistle and walkie talkie to the playground. Do not read, sit, or visit with the other teachers/teacher assistants on the playground while on duty. Do not use your cell phone on playground duty. **Stand up and move around the playground during duty.** Check the bathrooms after your shift. Blow whistle and tell the children you are coming in to inspect. Have kids flush toilets and pick up towels. Alert maintenance staff to any messes that need attention. Please do not sit on a chair during playground duty . You are required to be walking around actively monitoring what is going on . Also do not play sports games with the children at recess . This creates too much familiarity and you need to be keeping all children safe, not just the ones that you are playing with . An exception to this rule could be physical education classes or after school sports if this is approved by the head of the physical education department .

PLAYGROUND DUTY

Do not leave your playground station during your assigned duty. Send a child for help or call the office. Teachers should walk with their students to the playground in an organized line. **Teachers, not aides, should pick students up from the playground.** They must pick up their students on time as leaving students beyond the scheduled time can pose a safety hazard. Teachers must walk their students around campus in an orderly fashion. Students should not talk in line and are to follow the person in front of them. Arms should be folded or to their sides.

If a child gets in trouble at recess, the classroom teacher should inform parents by note or a phone call. If a playground infraction is serious enough, the child should be penalized on a classroom behavior plan. Students may not leave campus during school hours unless accompanied by their parents or guardian.

RECESS PROCEDURES

Line up students for recess
Eyes forward, hands down, mouths quiet
Students wash hands

Two whistles -5 min. Warning for bathroom
One long whistle - recess is over, one minute to wash hands

Line up students for recess
Eyes forward, hands down, mouths quiet
Teacher comes out to pick up students, and IA makes sure playground is picked up

LUNCH/ INCLEMENT WEATHER PROCEDURES

As we have an indoor cafeteria, children should be able to eat in the lunchroom or classroom during inclement weather, except in extreme circumstances.

Twenty minutes will be designated as appropriate for students to finish eating their lunches and be dismissed to the playground. During inclement weather periods, the students are to report to their classrooms after they have eaten. A teacher or instructional assistant will lead games in the classroom for the remainder of the lunch period. During bad weather, teacher's lunch times MAY be reduced to 20 minutes.

If the weather is deemed too severe for students to pass from building to building, they may be kept in the classroom. This will be a last resort. We want to encourage students and parents to be prepared for inclement weather. If severe weather is deemed, lunches may be delivered to classrooms.

If it is raining before school, students must have inside recess. The inclement weather schedule will apply. Before 8:00 A.M. all children should go to the Auditorium and sit in the pews. Teachers should plan on retrieving their students by 8:00 AM from this area. Teachers and assistants can take turns supervising students in the classroom until school begins.

DISMISSAL DUTIES

All teachers or aides who are not busy teaching after school classes are responsible for dismissal duty. Teachers will need to walk their classes out to the dismissal area NO MORE THAN 5 minutes (at 3:25 pm) prior to scheduled dismissal times. Be sure your class is in line by dismissal time. Late classes hold everyone up and make it hard for everyone. Please don't just leave your students and assume someone else will help

them get into the cars. Everyone is needed to help load cars and/or watch children who are waiting. Be sure your class is in line by dismissal time.

SPECIAL AREAS

Elementary special area classes will begin the first week of school. Teachers must walk students in quiet lines to special areas. The teacher assistant or classroom teacher should remain with students during special area classes as required by special area teachers. Students can be walked back from the special class by the teacher assistant. If a student is disciplined in a special area class, the classroom teacher and the special area teacher should work together to determine an appropriate consequence. If appropriate, the student should be moved to the next step of the behavior system set up by the classroom teacher. Special special areas are designed to benefit students not to be viewed as a prep period for the teacher. Many special areas can be taught into the existing classroom. Also we need to make sure that regular education supports and encourages good behavior in the special areas by looking at the behavior reports that were provided in moving the children to the next step on the behavior plan depending on whether or not they behaved or misbehaved in class. Unless prior arrangements are made please do not prevent students from attending their specials except in cases of extreme disobedience or work refusal. In any case, whole class punishment consequences should not be used. While in some cases Resource pull outs might need to occur during special areas, arrangements will be made if possible, to allow their child to attend their favorite special.

WALKING IN LINE TIP: Walk at the back of the line so that you can see what is going on.

Our school would not function without the help of our non-teaching employees. Evaluations of non-teaching staff should be completed annually. One (or more, as needed) evaluations per year are to be completed collaboratively by the classroom teacher and the assigned administrator. The evaluations should take place in January (if concerns have been noted) and/or 2 weeks prior to the end of the school year. The supervising teacher, assigned administrator and staff member are to sign the evaluation and a copy is to be placed in the employee's personnel file. Each staff member should receive a signed copy of the form for their own records.

Before writing a negative evaluation, be sure you have communicated any concerns to the staff member verbally or in writing so that improvements can be made. It is good to keep copies of ALL communications for later reference. With open communication and a willingness to improve, there should be no negative evaluations!

SPECIAL EDUCATION

Teachers must make sure that their lesson plans for the week are completed and given to the Special Education Department by WEDNESDAY of each week. A sample of the

papers that will be used for math, reading and language arts will be included. As a rule the special education teachers will be 1 week behind the general teachers if a child is in self contained special education. This means that the child will get daily instruction from a special education teacher in the areas of reading, writing, mathematics or a combination of three subjects. If this is the case then the special education teacher will have the responsibility of keeping grades for these subjects, assigning the grades etc. The classroom teacher will be responsible for completing the progress reports of how the student is doing in the classroom.

Some special education students are in the classroom during whole group instruction and are pulled out in the afternoon for services. These students may have their grades assigned by the general education classroom teachers. However, the teacher is responsible for following all accommodations noted on the child's IEP (Individualized Education Plans) and must consult with the Special Education Department if the child is not doing well.

Please refer to the Special Education Referral documents and policies and procedures flow chart (see additional forms). Special Education is a highly regulated area of education. It is important that the classroom teacher make accommodations so that all students can be successful in the general education classroom setting. Instruction for all students including those with IEPs must begin immediately. Time must not be wasted for any child. Teachers must take care not to call attention to any different assignments, or expectations for these children or cause them to be singled out or embarrassed. If a teacher has any questions about the above mentioned statements or those which follow, they are required to consult with the Special Education Department.

Teachers are expected to complete a 45-day screening on every student. These screenings must be completed using the appropriate form and submitted to administration within the first 45 calendar days of school or within the first 45 calendar days of the student's attendance. Notes on each form should be any academic and/or behavioral concerns you have for each student and any referrals you would like to make for testing by the Special Education Department (SPED). Referrals for SPED testing can also be made at any time during the school year if/when you have concerns **except after April** unless special arrangements have been made.

Remember that a note on a 45 day screening is not a special education referral. In order to begin testing many papers must be filled out, a MET team meeting must be held and testing should occur within 60 days after the first meeting. If at all possible, children in grades 1st-6th should be referred for SPED testing if interventions can be documented no sooner than the 2nd week of school. However, because the testing process takes a long time, referrals after March 15th cannot be addressed until the next school year.

Teachers are responsible for adapting curriculum in all subjects for special education students according to their IEPs. This is especially important in subjects such as

Science and Social Studies where no special education pull-out classes are available. It is not acceptable for a special education student to be excused from a subject. Instead, materials must be found so that students can learn the same topic at their specific skill level. However they are not responsible for completing work that they missed due to the resource pull out.

SPED pull-outs generally begin around the second week of school. It is the responsibility of every teacher to read and follow all student IEPs which can be located in (but never removed from) the SPED file cabinet in the office. You will be provided copies of IEPs so that you are aware of accommodations that are required. These IEPs are confidential information and should be kept in a file cabinet or something similar. These IEPs are returned to the Special Ed Dept. at the end of the school year.

ELL (English Language Learners)

Students who have indicated on their enrollment forms that they speak a language other than English in the home will be identified and tested by the ELL Coordinator. Those who do not score at a proficient level on the test will be identified as ELL. For all ELL students, a written ELP plan will be developed. ELL students will be provided remediation services as indicated on their ELP plan.

Gifted Education

Gifted Education at Franklin School is run on a referral basis. Referrals for Gifted Education may come from teachers, parents, or administration and should be made to the Principal. Students referred for Gifted Education will be tested using state approved testing materials. Students qualifying for Gifted Education will be formally invited to enter the Gifted Education Program.

In most cases, students in the elementary grades are not pulled out of class for Gifted services. These children may be serviced within the classroom and/or moved to higher grades for instruction in their qualifying disciplines.

Tutoring/ RTI

At the beginning of the school year, the RTI team will test every student in the school. Based upon the results of these initial RTI tests, along with the RTI team, teacher, and administrative input, students will be identified as eligible for tutoring. Those students who are identified will be entered into the program once parental approval is obtained. Tutoring will be at least 2 days per week.

The RTI team will test at least two other times during the school year. These additional tests are for the purpose of monitoring student and class progress in both reading and math. Teachers are responsible for following RTI program guidelines. These guidelines require that teachers administer their own RTI tests throughout the school year, keeping track of results on the RTI website, and monitoring their own class progress.

THE FIRST TWO WEEKS OF SCHOOL

Use the first weeks of school to train children in your classroom rules and procedures. Throughout the entire school year, you will have a paper on each child's desk or an assignment on the board so that the students begin work immediately after entering the room. They are to work on this assignment while they eat breakfast in the classroom. While it would be beneficial to continue the following activities throughout the year, I am requesting that they be used for the first two weeks of school to train the children.

1. Walk your children to and from the playground along with your classroom aide. Lines are supposed to be silent and straight. You or your assistant is required to walk children to and from all special area classes during the course of the year as well as to and from the playground. Remember teachers need to pick students up from recess unless there is an emergency. The assistants need to make sure the area is clean and secure.
2. Explain the rules for each new activity you encounter. Review safety rules each day.
3. Use a timer to make sure that you accomplish the activities that you have planned within the allotted times. Be on time to all recesses, duties, and special classes.
4. Enforce consequences consistently. Report any lack of cooperation on the part of the family to administration so that a meeting can be held.
5. Insist that your class is quiet when another person is speaking. They should raise their hand to speak and wait to be called upon unless a teacher signals that immediate response is desired. We are not a sound-proof building. Because of this we must be more considerate about noise than in other schools.
6. There may be times when children are working on a cooperative project where they will need to talk in SOFT tones among themselves. However, you must establish a signal so that when immediate attention is required all noise stops and you have students' attention.
7. Shouting on the part of a teacher or a student will not be tolerated unless the shout is a brief signal such as "FREEZE" or "123 eyes on me".
8. Share your classroom handouts with the principal and put a template of your weekly schedule in the office box. Create a Substitute folder.
9. Have children address you by your last name or a title.

10. Treat all students like you would wish your own child to be treated.

LESSON PLANS

Planning and preparation can make all the difference in the learning experience. Teachers are required to plan their lessons a week ahead and give a copy of their plans to the office each week. They do not necessarily need to be created electronically or desktop published – detail is the most important thing. Plans **must follow the example format** that is included in the appendices at the back of the handbook.

A grid must be formed dividing the week into days and designating the times that the class has recess and special area classes. It is not enough to write a word in each of these time slots telling the subject that you will be teaching because within each subject there are multiple lessons or activities. A short description of each activity must be entered and page numbers must be listed.

For classrooms in grades K-6th the spelling words and the phonograms for the week must be included in the actual lesson plans. Please see the sample at the back of the book. This information is also reproduced on the weekly objectives. The weekly objectives are designed to be a preview of what is happening the following week. Remember that all films, special projects and activities must be listed on the weekly objectives and on the lesson plan. Spelling words and phonograms must be detailed in this area also. The weekly objectives are another means of parental communication that could also be used to guide a substitute teacher throughout the day. It is required that some of this information be added to the lesson plans also as previously described. The AZ State Standards that were taught must also be attached to each weekly lesson plan.

Elements of a Lesson

- 1) **Anticipatory Set** - The first part of the lesson is called your Anticipatory Set. This is the time when you explain to the students what they will be learning and state the purpose for learning it. One technique to use is to look at the state standards and write the standard that you will be addressing on the chalkboard. At this time you also connect a child's new knowledge to what they already know about the topic. Anticipatory Set is also the time when you make your lesson interesting and get the students to want to pay attention. A visual aid, story, or picture may be a good way to introduce a topic. Ask them questions, try to bring in some prior knowledge so they can attach new learning to it.
- 2) **Input** - This is where you give instruction and teach the information in the lesson. You should use modeling as a part of this step in your lesson.
- 3) **Guided Practice** – The next section in a typical lesson is called Guided Practice. This is your check for understanding. In Guided Practice, students perform a skill with lots of teacher support. One example of this could be a teacher asking questions and calling on children to give the answers and asking children to

repeat the correct answers. Another example would be group practice with a new skill. The thing to keep in mind with Guided Practice is that this is an opportunity for a child to acquire a skill and have adequate teacher support so that they are not afraid of failure.

- 4) **Independent Practice** – The next element in a lesson is called Independent Practice. This is where students demonstrate a skill with little teacher support. This might take place in the form of an independent project or worksheet done under teacher observation.
- 5) **Closure** – The last part of your lesson is called the Closure. This is where you review what has been taught. You will pull everything together and bring the lesson to a close. You might ask questions of students as a form of review or you could go over activities used for Independent Practice to correct answers or answer questions. In this way, you as a teacher would have a clear picture of what the children did or did not understand so that you could plan future lessons.

CLASSROOM PLANNING

Two of the most important aspects of teaching are lesson planning and classroom control. Please remember when you are planning lessons that the child's time is important. Do not waste your students' time by not planning lessons carefully.

A good book to read on this subject is called The First Days of School by Harry Wong. We have copies of this book in the SPED office. I encourage any teachers who have not read this to do so. After reading the book, write a two-page description on what you have learned. Turn this essay into Mrs. Franklin and you will be awarded clock hours for staff development.

When you plan a class period, you must think about the concepts that you are going to teach. You will also need a way to measure whether or not your students have attained the skill. Some skills require that you note the objectives on your lesson plans. In this way a teacher must make sure that all activities have a purpose.

Administration will be reviewing your lesson plans and observing your classroom lessons to make sure that they are well organized and have a specific purpose.

Substitute Folders

All teachers are required to have Sub Folders. Your Sub Folder needs to be in an easily accessible area so that anyone stepping in to take over your class can find it. Sub Folders must include all pertinent classroom information, including

- your discipline system
- a seating chart
- explanation of processes and routines used in class
- schedules, and
- emergency lesson plans.

It is recommended that you update your sub folder each week and include the weekly lesson plans.

In addition to your Sub Folder, you should have a filing system on or near your desk where the week's papers are **sorted according to the days of the week**. Papers should be placed in these folders for each subsequent week before leaving school on Friday.

Papers organized in folders by Days:

Teachers are required before leaving school Friday to have papers copied for the next week and organized and folders Monday Tuesday Wednesday Thursday Friday. These daily folders are to be in a basket on the teacher's desk along with the weekly lesson plan. Teachers must have papers ready before leaving for the weekend.

Example of How to Start your Day:

Start off your class as soon as the bell rings. Have an activity, or desk paper for the children to do when you are taking attendance and they are eating breakfast. Make sure that you do not waste their time. Keep the pace fast and you will see your class control improve. After a short time, clean up breakfast and quickly go over the desk paper. No later than 8:50-9:00, start your day with Spalding. See below for specifics for each grade level. Give clear directions every step of the way.

Lesson Planning and Time on Task:

Remember a good lesson has five elements. The first element is the anticipatory set. Get the students interested and excited. Next is input. This is where you teach them what they need to learn. Make it interesting. Then comes the guided practice. This is where the teacher demonstrates a skill and the students accomplish it with guidance and help. Next comes independent practice. This is the time when students demonstrate that they understand the skill or concept that was presented. The last element of a lesson is closure. This is where the teacher and the students review and summarize what was learned.

There may be lessons that introduce many concepts. In these types of lessons, you will have multiple sequences of anticipatory sets, guided and independent practice, and closure.

While all lessons do not need to produce a product that is recorded in the grade book, please refrain from passive activities where direct teaching is not involved. Passive activities include watching movies and listening to long lectures. If you do show a movie preview it before-hand. Give students a guide to fill out so that they are actively listening. Do not show long movies in their entirety. You can always show part of a movie, discuss it, and assign the rest for an extra credit report. Your job as a teacher is to teach. It is not to entertain or to waste children's time. Experts have identified teaching practices and strategies that are linked to student achievement. I have always

tried to insist that these practices be followed at Franklin School. From what I have observed, teachers here are complying with great success.

One way to maximize instructional time is by careful planning as stated before. Keep the pace moving in the classroom. Set timers for all activities. If most of the students have completed a task, move on to a new one. Use every teachable moment you can. Do not insist that all students complete a task before starting a new one. Do not hold up average learners for the slow ones. This is very important during testing as some students did not finish all the test items before the time was up on our state tests. You need to build the concept of time into your instructional program. Give students time warnings during an activity and stick with it. If you do not have a timer, purchase one and the school will reimburse you.

Students must feel confident about the test taking procedures. Have a plan to build up speed and confidence during the year in all testing situations. Teach test strategies such as saving hard questions for later, eliminating obvious wrong choices, reading the entire question and all of the answers before choosing one, etc.

Grade level teams from our Prescott School have developed pacing guides, Look at the Current AZ State Standards that have been provided to you and ensure that each standard is included in the pacing guide and taught each year. In some instances, you may need to revise the timeline to increase the pace of learning. Though it may be tempting if you have a large number of special needs students in your classroom, do not slow down the pace as this will deprive the other students of important tools they need to succeed.

Classroom control is very important. The greatest scholar in the world can make the worst teacher if the students do not behave well enough to achieve their goals.

After our joint curriculum review with Prescott in the spring of 2023, we found Saxon Math is aligned to common core standards as opposed to the Arizona State Standards. Teachers will need to use supplemental materials provided in the curriculum binders made by the Franklin administration. Kindergarten and first grade teachers must refer to their weekly folders. Please refer to your curriculum map documents, scope and sequence, grade level curriculum plan, and previous lesson plans to make sure that all of the standards are being taught.

FUN WITH PHONOGRAMS IN PRIMARY GRADES K-3

Kindergarten

You will need to use all of the following *Fun With Phonograms* products:

- Phonogram Circus CD, pictures, and activity pages
- Fun with Phonograms cut and paste pages (sets A, B, and C)
- Fun with Handwriting pages

- Phonogram Zoo CD and activity pages
- Fun with Word Reading
- Phonogram Circus DVD
- Spelling Town DVD

First Grade

You will need to use the *Phonogram Circus* songs and pictures to review single letter phonograms. You should also use *Phonogram Circus* activity pages to review handwriting and sound recognition skills.

The *Phonogram Zoo* songs and pictures are to be used for review of multiple letter phonograms. You will also need to use the cut and paste pages for both *Phonogram Zoo* and *Phonogram Circus*.

Spelling Town DVD is used to review the rules that are found in the phonograms that are dictated each week. While the rules are the same the rule numbers are not.

Utilize the *Fun With Handwriting* and *Fun With Word Reading* manipulatives to introduce each combination. Sing select songs from the *Spelling Town* tape. Please follow the suggestions made in this handbook very closely. Any deviations should be discussed with Mrs. Franklin before they are implemented.

Second and Third Grade

In a perfect world all children should know their phonograms by second grade. We have a number of transfer students that may benefit from review. Please play all the songs on the *Spelling Town* tape and review the rules with your students. Use the *Fun With Handwriting* pages to review multiple letter phonograms. A list of words containing these phonograms could be written on the board. Children can use these words in original sentences or whatever else the teacher can devise. This is also a good way to review multiple letter phonograms at the close of the day. The *Fun With Word Reading* crafts can be made by those students who finish their sentences. Third grade should use the same materials described above but add flair by using cursive writing.

EXPECTATIONS FOR KINDERGARTEN

AZ Department of Education Suggestions for Instructional Minutes in Kindergarten

	Daily	Weekly
Developmental Reading	90 Min.	450 min.
Language Arts	60 min.	300 min.
Mathematics	60 min.	300 min.
Social Studies	30 min.	150 min.
Science	30 min.	150 min.

Example of How to Start your Day:

Children should have a paper on their desk when they enter the room. This should be a simple assignment that is done with little help. A timer is set for 15 minutes. During that time, teachers and assistants circulate about the room to check homework, etc. The desk assignment should be graded on the spot to provide immediate feedback. Students who do not finish the assignment may have it stapled to their homework, complete it at recess, or be excused from completion according to teacher discretion.

Calendar and number line activities should not take more than 10 minutes.

Utilize a balanced literacy approach to Language Arts instruction with a strong emphasis on Spalding. Because Language Arts Development is the most important skill in kindergarten, 150 minutes a day must be devoted to Language Arts. Integrate Science and Social Studies objectives into the Language Arts Block as much as possible. Utilize realia (real objects and experiences) as much as possible.

A 45-minute block of time is needed for Spalding before recess. Start Spalding with a flash card drill. Desks should be cleared at this time so that full attention can be paid to the cards. Students should be in the listening position. Play the rules for spelling Town DVD that go with the words being entered. Note that while the rules are the same the rule numbers are not.

After the card drill, work on the phonogram for the day. Play the *Phonogram Circus* song, hold up the picture and sing along. When writing the phonograms from the board the children should write first and color the papers last while the teacher and aide circulate around to check the paper. As a rule, check all papers on the spot and let the children take them home unless they are needed for the child's portfolio or will be used for a grade. Try to limit activities to a 10-15 minute limit due to attention span.

Use the cut-and-paste papers to teach the phonograms. Follow the teacher's directions inside the packets. I try to have the children complete the cut and paste at school. They can always color at home unless the coloring is part of a scoring procedure. Keep in mind that this is a reading class first and an art class second. When using the *Fun With Phonograms* 1 and 2 packets, have the children read a word for you as you check their papers.

You will need to set a timer so that students can use the bathroom before recess in the classroom or playground bathrooms. Experiment to see which one is faster.

Grade as much as possible at students' desks. We want to spend 80% of the time teaching, not grading. Every paper does not need a formal grade. It does need a star, stamp, or some acknowledgement that an adult has seen it. You should have one grade per subject per week in the grade book for Spalding, Math, English, Handwriting and later Spelling and Reading. Use a rubric for reading and handwriting grades and percentages for the others. Give accurate percentage grades for A's and B's. You may use teacher discretion on grades below C depending on effort. Keep in mind that

parents need an honest report on how a child is doing. This is especially important if we must consider retention later.

Spalding pretest must be graded and sent home before the regular test. I try to have no more than a 1-day turnaround on graded papers. Parents must be kept informed on the progress reports if a grade is below a B. In no case should a paper be held for more than a week without grading unless it is a special project. Parents and students deserve to know how they are doing.

A general Spalding time-line has all of the 26 alphabet letter phonograms practiced in-depth and tested at a rate of 10 per week by the first week in November. The new phonograms are introduced at the rate of 3 per week by using the *Fun With Phonograms* multi-sensory activities. The ER's are introduced in a group of 5.

By the beginning of February, the first 52 phonograms were introduced. These are reviewed and tested throughout the year and 2 new advanced phonograms are added each week. It is expected that the *Fun With Phonograms* and *Fun With Handwriting* activities will be completed for these new phonograms also. *Fun With Word Reading* should also be used. When introducing the new phonograms be sure to play the songs from the *Phonogram Zoo*. Use puppets when available.

The first of February students are taught how to enter words in the spelling books. Enter up to 20 words per week in 2 ten-word sessions. Before entering new words make sure to read a column or page of old words to build up sight vocabulary. Check the spelling books using the classroom assistant. Inaccurate books cause problems. The children are too young to check the books themselves. This can be accomplished quickly with 2 people walking behind the books checking them. Collecting the books after they are checked may be helpful as the kids may scribble on them.

Reading is introduced about the same time as spelling. The children have already been reading words on phonogram worksheets. They have also been taught number and color words by sight drill. When reading with the students it is advisable to read the entire book chorally one day. The next day the students can be divided in half. Half of the students can work on a desk paper with the assistant while the other half sits on the floor and reads individually line-by-line. Put the weak students in front so that they can be given more help. Keep the pace fast and don't allow the students to flounder. Help them if needed. Use one session per week to take a reading grade for oral reading on a scale of 1-5.

At the end of the year, awards are given to students who have read 25, 50, and 100 books therefore a log must be kept of books each student has read. Develop a log, and remind parents in your weekly communication to ensure that parents read a book with their child each week and write the titles down on the log. Explain this procedure to parents at the teacher and during conferences.

After recess is a good time for a read aloud . Incorporate academic language (author, illustrator, main idea) into your read aloud. Ask questions that require students to use higher level thinking. Encourage parent volunteers to come to read to the students whenever possible. Always make volunteers feel welcome but try to put them to work so that the children can be helped.

60 minutes a day should be utilized to teach math. This 60 minutes includes calendar time. Use manipulatives before concrete operations. Encourage children to memorize addition and subtraction facts from 1-10. Move beyond memorization of math facts. Encourage students to problem solve, estimate and help students develop strong number sense. Math awards are given at the end of the year for students who have memorized their addition and subtraction facts from 1-10 and can count to 100 by 1's and 10's.

EXPECTATIONS FOR FIRST GRADE

AZ Department of Education Suggestions for Instructional Minutes in First Grade

	Daily	Weekly
Developmental Reading	90 Min.	450 min.
Language Arts	60 min.	300 min.
Mathematics	60 min.	300 min.
Social Studies	30 min.	150 min.
Science	30 min.	150 min.

Example of How to Start Your Day:

Children should have an assignment on their desk when they enter the room. This should be a simple assignment that is done with little help. A timer is set for 15 minutes. During that time, teachers and assistants circulate about the room to check homework, etc. The assignment should be graded on the spot to provide immediate feedback. Students who do not finish the assignment may have it stapled to their homework, complete it at recess, or be excused from completion according to teacher discretion.

Calendar and number line activities should not take more than 10 minutes.

Utilize a balanced literacy approach to Language Arts instruction with a strong emphasis on Spalding. Utilize Oral Phonogram Reviews, Written Phonogram Reviews and Practice Oral Reading Fluency daily. Because Language Arts development is very important in First Grade, 150 minutes a day must be devoted to Language Arts. Students should be reading and writing on the first day of school. Integrate Science and Social Studies objectives into this Language Arts Block as much as possible. Utilize realia (real objects and experiences) as much as possible.

Start Spalding with a flash card drill. Desks should be cleared at this time so that full attention can be paid to the cards. Students should be in the listening position.

After the card drill work on a phonogram for the day. Play the *Phonogram Circus* song, hold up the picture and sing along. When writing the phonograms from the board the children should first write and color their papers last while the teacher and the aide circulate about the room to check them. As a rule, try to check papers on the spot and let the children take them home unless they are needed for a sample in the portfolio or will be used for a grade. Try to limit activities to a maximum of 10-15 minutes due to attention span. Some first graders will need to learn the first 26 phonograms. Others have them already mastered. At the beginning of the year block off time for review of 3 alphabet phonograms per day with sample enrichment activities. By following this rapid pace the alphabet phonograms can be reviewed in 2 weeks. Test on 15 phonograms and 15 spelling words at the end of the first week. Start with the A section of the Ayers list. You must complete through section O in first grade.

When entering words in the spelling notebooks always enter ahead of where you test. If you enter 10 words the first 2 days and 20 words a week the first 2 weeks, by the time the third week hits you can begin to have tests of 30-40 spelling words a week.

Play the rules for spelling Town DVD that go with the words being entered. Note that while the rules are the same the rule numbers are not. Remember that the numbers for the spelling town do not match the rule numbers for Spalding.

Use the cut and paste papers to teach the phonograms. Follow the teacher's directions inside the pockets. I try to have the children do the cutting and pasting at school. They can always color at home unless the coloring is needed as part of a sorting procedure. Keep in mind that this is a reading class first and an art class second. When using the Fun With Phonograms 1 and 2 packets, have the children read a word for you as you check their papers. Keep the pace fast.

After the single letter phonograms have been learned, you will want to use the *Phonogram Zoo* songs to introduce 2 multi-letter phonograms per day. Break up the session between morning and afternoon. Use the *Fun With Handwriting* pages and other aids as directed. More time spent teaching will cause less remediation later. By the end of September all 54 phonograms should be introduced.

I would have at least 24 phonograms on a test each week. Let the parents know the phonograms and spelling words to be tested each week by passing out weekly objectives. Send these home each Friday. Continue to introduce 3-4 of phonograms 50-72 each week by using *Fun With Phonograms* manipulatives. When you run out of those you can use the *Fun With Word Reading* word-wheels and assign children to write sentences using a few of the words. You will need to set a timer so that students know when tasks should be completed. Keep the pace fast but not frustrating.

Grade as much as possible at students' desks. We want to spend 80% of the time teaching, not grading. Every paper does not need a formal grade. It does need a star, stamp, or some acknowledgement that an adult has seen it. You should have one grade per subject per grade in the grade book for Spalding, Math, English, Handwriting and later, Spelling and Reading. Use a rubric for reading and handwriting grades and percentages for the others. Give accurate percentage grades for A's and B's. You may use teacher discretion on grades below C depending on effort. Keep in mind that parents need an honest report on how a child is doing. This is especially important if we must consider retention later.

Spalding pretest must be graded and sent home before the regular test. I try to have no more than a 1-day turnaround on graded papers. Parents must be kept informed on the progress reports if a grade is below a B. In no case should a paper be held for more than a week without grading unless it is a special project. Parents and students deserve to know how they are doing.

A general Spalding timeline has all of the 26 alphabet letter phonograms practiced in-depth and tested at a rate of 15 per week by the second full week of school. Eliminate science and social studies activities for the first 2 weeks so that you can accomplish this task. Math, Reading, and English can usually be taught before lunch. Allow 60 minutes for Spalding, 45 minutes for Math after recess and 20 minutes for English. Review Spalding and Reading in the afternoons throughout the year. By the end of September, the first 54 phonograms should be introduced by using *Fun With Phonograms* multi-sensory activities. These should be reviewed throughout the year by reciting the songs and using the *Fun With Word Reading* papers. Slow down the pace so that all 72 phonograms are taught by the end of October and reviewed throughout the year.

While Spalding does not stress sight words, it is good to review the number and color words frequently using flash cards. Our children have learned these in kindergarten but many coming from other schools did not. By reading the Ayers spelling words daily the few children who learn best by a whole-word approach will be given the tools that they need to succeed.

The first week of school students are taught how to enter words in the spelling books. A session where 15 words are entered should take no more than 15 minutes. Enter up to 30 words per week. Before entering new words make sure to read a column or a page of old words to build up sight vocabulary. Check the books using the classroom assistant for help before they are put away. Inaccurate books cause problems. The children are too young to check the books themselves. This can be done quickly by having two people walk around behind each book to check them.

Reading is introduced about the same time as spelling. The children have already been reading books in our kindergarten. These pre-primer books can be read again without fear of memorization. When reading with the students it is advisable to read all or part

of the book chorally. Sometimes I call on rows to read or boys or girls to read a sentence. Vary your routine so all have to pay attention. The next day the students can be divided in half. Half of them work on a desk paper with the assistant watching while the other half sits on the floor and reads individually line by line. Keep the pace fast and don't allow the children to flounder. Review spelling rules using the *Spelling Town* songs and stories. **Use one session per week to take a reading grade for oral reading on a scale of 1-5.**

By October (if not sooner) the students should be writing in journals on a daily basis. Always have you or an assistant listen to the students as they read back what they wrote and correct it as quickly as possible. Copy sentences from the board throughout the year.

Starting IMMEDIATELY weekly book reports are required as part of homework. Parents are encouraged to read the books with their child. Each child, with parent assistance if needed, should write a one sentence summary or review of the book. We give awards for students who have read 25, 50, and 100 books therefore a log must be kept of books the student has read. Please develop a log and encourage students to complete the log.

After lunch or recess is usually a good time for a read aloud. Incorporate academic language (author, illustrator, main idea) into your read aloud. Ask questions that require students to use higher level thinking. Encourage parent volunteers to come to read to the students whenever possible. Always make volunteers feel welcome but try to put them to work so that the children can be helped.

Devote 60 minutes a day to math. Use manipulatives before concrete operations. Use the document camera as a guide. Encourage children to memorize addition and subtraction facts from 1-20. Students should be able to count to 120 by 1's, 2's and 10's. Timed tests should start by November. Let parents know to practice math facts at home. Move beyond memorization of basic Math facts. Create a Math block that encourages estimation, problem solving and number sense. Math awards are given at the end of the year for students who have memorized their addition and subtraction facts from 1-20 and can count to 120 by 1's, 2's, and 10's.

Some children will have a hard time remembering math facts. While these children should not be able to earn an A under your grading scale, they should not be failing, if at all possible. Students can be given credit for making growth in the number of facts that they can recall. Remember we can do extra credit or "fudge" on a grade below a C depending on effort. However if a child is to be retained as a possible intervention, the parents must see a lack of success reflected in your grading system.

Four or five 30-minute sessions per week should be devoted to language Arts type skills. Look at what Spalding lesson covers and make sure that these skills are

stressed. Your assistant should hear the children recite poems every week. Let parents know if the children are not memorizing the poetry for English

As much as possible, integrate Language Arts into Science, Social Studies, Health, and your special brand of creative activities. Fill in any extra time with reading and writing activities.

Remember that 1st grade is a good grade to retain a child that has not mastered the concept of reading. It is important that we let parents know by the end of the 2nd grading period that their child is struggling and possibly in need of retention.

EXPECTATIONS FOR SECOND GRADE

AZ Department of Education Suggestions for Instructional Minutes in Second Grade

	Daily	Weekly
Developmental Reading	90 Min.	450 min.
Language Arts	60 min.	300 min.
Mathematics	60 min.	300 min.
Social Studies	30 min.	150 min.
Science	30 min.	150 min.

Example of How to Start Your Day:

Children should have an assignment on their desk when they enter the room. This should be a simple assignment that is done with little help. A timer is set for 15 minutes. During that time, teachers and assistants circulate about the room to check homework, etc. The assignment should be graded on the spot to provide immediate feedback. Students who do not finish the assignment may have it stapled to their homework, complete it at recess, or be excused from completion according to teacher discretion.

Calendar and number line activities should not take more than 10 minutes.

Utilize a Balanced Literacy approach to Language Arts instruction with a strong emphasis on Spalding. Utilize Oral Phonogram Reviews, Written Phonogram Reviews and Practice Oral Reading Fluency daily. Because Language Arts development continues to be very important, 150 minutes a day should be devoted to Language Arts. Students should be reading and writing on the first day of school. Integrate Science and Social Studies objectives into this Language Arts Block as much as possible. Utilize realia (real objects and experiences) as much as possible.

A 45-minute block of time is needed for Spalding before recess. Start Spalding with a flash card drill. Desks should be cleared at this time so that full attention can be paid to the cards. Students should be in the listening position.

After the card drill, work on writing the phonograms. You may reproduce the *Fun With Handwriting* papers to use as space for writing spelling words or phonograms. Children who do not know Spalding should be immediately referred for pre-teaching before school. *Fun With Word Reading* activities could be used in the afternoon to review the multi-letter phonograms. Second graders should be able to write sentences for the words on the word wheels. The cut and paste *Fun With Phonograms 1 and 2* and the single letter phonogram papers should only be used for remediation at this age level. The class does not need to review these activities.

At the beginning of the year, block off time for review of 6 alphabet phonograms per day with simple enrichment activities. By following this rapid pace, the alphabet phonograms can be reviewed in 1 week. Test on 26 phonograms and 15 spelling words at the end of the first week. Give the Morrison McCall Spelling Scale to determine where to begin in the Ayers list. You must complete through section R in second grade.

When entering words in the spelling notebooks, always enter ahead of where you test. If you enter 10 words the first 2 days and 30-40 words a week after that, you can begin to have tests of 30-40 spelling words a week with 30 new words and 10 review words.

Have at least 30 phonograms on a test each week. Let the parents know the phonograms and spelling words to be tested each week by passing out weekly objectives. Send these home each Friday.

You will need to set a timer so that students know when tasks should be completed. Keep the pace fast but not frustrating.

Grade as much as possible at students' desks. We want to spend 80% of the time teaching, not grading. Every paper does not need a formal grade. It does need a star, stamp, or some acknowledgement that an adult has seen it. You should have one grade per subject per grade in the grade book for Spalding, Math, English, Handwriting and later Spelling and Reading. Use a rubric for reading and handwriting grades and percentages for the others. Give accurate percentage grades for A's and B's. You may use teacher discretion on grades below C depending on effort. Keep in mind that parents need an honest report on how a child is doing. This is especially important if we must consider retention later.

Spalding pretest must be graded and sent home before the regular test. Try to have no more than a 1-day turnaround on graded papers. Parents must be kept informed on the progress reports if a grade is below a B. In no case should a paper be held for more than a week without grading unless it is a special project. Parents and students deserve to know how they are doing.

A general Spalding time-line has all of the 26 alphabet letter phonograms practiced in depth and tested at a rate of 26 per week for the first full week of school. Eliminate Science and Social Studies activities this first week so that you can accomplish this task. Math, Reading, and English can usually be taught before lunch. Allow 60 minutes for Spalding, 45 minutes for Math after recess and 20 minutes for English. Review Spalding and Reading in the afternoons throughout the year. By the end of September all of the phonograms should be introduced. These should be reviewed throughout the year by re-singing the songs and using the *Fun With Phonograms* papers.

While Spalding does not stress sight words, it is good to review the number and color words frequently using flash cards. Our children have learned these in kindergarten but many coming from other schools did not. By reading the Ayers spelling words daily the few children who learn best by a whole-word approach will be given the tools that they need to succeed.

The first week of school students are taught how to enter words in the spelling books. A session where 15 words are entered should take no more than 15 minutes. Enter up to 40 words per week. Before entering new words make sure to read a column or a page of old words to build up sight vocabulary. Check the books using the classroom assistant for help before they are put away. Inaccurate books cause problems. The children can also check their own books with help. You will also start to enter rule pages in second grade. Sing the *Spelling Town* songs as you introduce the rules.

Reading is expected at the beginning of the year. Review the comprehension strategies as outlined in Spalding 2 class. Not every selection in a basal reader must be read. Screen selections and use only the ones with the highest merit.

We do not have worksheets for our books. Instead, writing activities should be substituted. Don't beat a book to death. Read as many stories as possible. Sometimes when reading with the students, it is advisable to read part or all of the book chorally. Call on rows to read or all boys or all girls to read. Vary your routine so all children will pay attention. The next day the students can be divided in half. Half of them work on a desk paper with the assistant watching while the other half sits on the floor and reads individually line-by-line. Keep the pace fast and don't allow the children to flounder. If you have a large number of special needs children, you may have an aide or another teacher lead a special reading group with an alternate reading selection.

Use one session per week to take a reading grade for oral reading on a scale of 1-5. Use the McCall Crabbs lessons for grades and to teach elements of writing and comprehension strategies.. You will go through multiple readers and second grade trade books by the close of the year.

By October (if not sooner) the students should be writing in journals on a daily basis. Always have you or an assistant listen to the students read back what they wrote and correct it as quickly as possible.

Starting immediately, weekly book reports are required as part of homework. Each child should write a 3 sentence summary or review of the book. Develop a log which contains a space for the summary/review and remind parents on the weekly communication notes to ensure that their child reads a book and writes the title/summary down on the log. This log should be simple and easy for students. Explain this procedure to parents at the teacher and during conferences. We give awards for students who have read 25, 50, and 100 books therefore a log must be kept of books the student has read.

Devote 60 minutes a day to math. Use manipulatives before concrete operations. Use the document camera as a guide. Encourage children to memorize addition and subtraction facts from 1-20. Multiplication should be introduced. Timed tests should start at the beginning of the year. Let parents know to practice the math facts at home. Move beyond memorization of basic Math Facts. Create a Math block that encourages estimation, problem solving and strong number sense.

Some children will have a hard time remembering math facts. While these children should not be able to earn an A under your grading scale, they should not be failing if at all possible. Students can be given credit for making growth in the number of facts that they can recall. Remember we can do extra credit or “fudge” on a grade below a C depending on effort. However if a child is to be retained as a possible intervention, the parents must see a lack of success reflected in your grading system. Awards will be given at the end of the year for students who have memorized Addition/Subtraction facts 1-20 and Multiplication facts to 5.

Four or five 30-minute sessions per week should be devoted to language type skills. Look at what the test covers and make sure that these skills are stressed.

As much as possible, integrate Language Arts into Science, Social Studies, Health, and your special brand of creative activities. Fill in any extra time with reading and writing activities.

EXPECTATIONS FOR THIRD GRADE

AZ Department of Education Suggestions for Instructional Minutes in Third Grade

	Daily	Weekly
Developmental Reading	90 Min.	450 min.
Language Arts	60 min.	300 min.
Mathematics	60 min.	300 min.
Social Studies	30 min.	150 min.
Science	30 min.	150 min.

Review all expectations for the previous grades. Third graders will move faster than the information for the lower grades should help.

Example of How to Start Your Day:

Children should have an assignment on their desk when they enter the room. This should be a simple assignment that is done with little help. A timer is set for 15 minutes. During that time, the teacher and assistant circulate about the room to check homework. The assignment should be graded on the spot to provide immediate feedback. Students who do not finish the assignment may have it stapled to their homework, complete it at recess, or be excused from completion according to teacher discretion.

The calendar and number line activities should take no more than 10 minutes. These may be done as part of your math block.

Utilize a Balanced Literacy approach to Language Arts instruction with a strong emphasis on Spalding. Utilize Oral Phonogram Reviews, Written Phonogram Reviews and Practice Oral Reading Fluency daily. Because Language Arts development continues to be very important, 150 minutes a day should be devoted to Language Arts. Students should be reading and writing on the first day of school. Integrate Science and Social Studies objectives into this Language Arts block as much as possible. Utilize realia (real objects and authentic experiences) as much as possible.

A 30 minute block of time will be needed for Spalding before recess.

Start Spalding with a flash card drill. Desks should be cleared during this time so that full attention can be paid to the cards. Students should be in some type of listening position. Keep the pace fast.

After the card drill, work on writing the phonograms at least once a week. Children who do not know Spalding should be immediately referred for pre-teaching before school.

At the beginning of the year, block out a time for review of 6 alphabet phonograms per day with simple enrichment activities. You may want to use this as a time to review printing and cursive writing. By following this rapid pace the alphabet phonograms can be reviewed in 1 week. Test on 26 phonograms and 15 spelling words at the end of the first week. Give the Morrison McCall Spelling Scale to determine where to begin in the Ayers list. You must complete through section V in third grade.

When entering words in the spelling notebooks, always enter ahead of where you test. If you enter 10 words the first two days and 30-40 words a week, you can begin to have tests of 30-40 spelling words a week with 30 new words and 10 review words. Sing songs from *Spelling Town* and review the rules. Remember that the numbers for the spelling town do not match the rule numbers for Spalding.

Have at least 30 phonograms on a test each week. Let the parents know the phonograms and spelling words to be tested on each week by passing out weekly objectives. Send these home on Friday. Do not test words or phonograms in the same order as children will memorize it.

You will need to set a timer so that students know when tasks should be completed. Keep the pace fast but not frustrating. Grade as much as possible at the desks. We want you to spend 80% of the time teaching, not grading. Every paper does not need a formal grade. It does need a stamp or star to show that an adult has seen the work. You should have one grade per subject per grade in the grade book for Spalding. Math, English, Handwriting, and later Spelling and Reading. Use a rubric for reading and handwriting grades and percentages for the others. Give accurate percentage grades for A's and B's. You may use teacher discretion on grades below a C depending on effort. Keep in mind that parents need an honest report on how their child is doing. This is especially important if we must consider retention later.

Spalding pretest must be graded and sent home before the regular test. Try to have no more than a 1-day turnaround on graded papers. Parents must be kept informed on the progress reports if a grade is below a B. In no case should a paper be held for more than a week without grading unless it is a special project. Parents and students deserve to know how they are doing.

A general Spalding timeline has all of the 26 alphabet letter phonograms practiced in depth and tested at a rate of 26 per week for the first full week of school. Eliminate Science and Social Studies activities this first week so that you can accomplish this task. Math, Reading, and English can usually be taught before lunch.

Review Spalding and Reading in the afternoons throughout the year. By the end of September all of the phonograms should be introduced with cursive and printed handwriting. These should be reviewed throughout the year by quick daily card drills.

The first week of school students are taught how to enter words in the spelling books. A session where 15 words are entered should take no more than 15 minutes. Enter up to 40 words per week. Before entering new words make sure to read a column or a page of old words to build up sight vocabulary. Check the books using the classroom assistant for help before they are put away. Inaccurate books cause problems. The children can also check their own books with help. You will continue entering the rule pages.

Review the comprehension strategies as outlined in Spalding 2 class. Not every selection in a basal reader must be read. Screen selections to use only the ones with the highest merit.

We do not have worksheets for our books. Instead, writing activities should be substituted. Don't beat a book to death. Read as many stories as possible. Sometimes when reading with the students, it is advisable to read part or all of the entire book chorally. Call on rows to read or all boys or all girls to read. Vary your routine so all children will pay attention. Silent reading is encouraged and you should implement strategies to assist students in developing stamina with reading.

Use one session per week to take a reading grade for oral reading on a scale of 1-5. Use the McCall Crabbs lessons for grades and to teach elements of writing and comprehension strategies. By September the students should be writing in journals on a daily basis. Always read back what they wrote and correct it or comment as quickly as you can. Copy sentences from the board throughout the year.

Starting immediately, book reports are required as part of homework. Each child should write a brief summary or review of the book. We give awards for students who have read 25, 50, and 100 books (or chapters), therefore a log must be kept of books the student has read. Develop a log which contains a space for the title, summary/review and number of chapters in the book. Remind parents of the weekly communication to ensure that their child reads at least 20 minutes daily. When the book is complete, the child should write the title, number of chapters and the brief summary down on the log. This log should be simple and easy for students. Explain this procedure to parents at meet the teacher and during conferences.

Devote 60 minutes a day to math. Use manipulatives before concrete operations. Use the document camera as a guide. Children should enter 3rd grade with addition and subtraction facts from 1-20 memorized. Multiplication facts 1-10 should be memorized this year. Timed tests should start at the beginning of the year. Let parents know to practice math facts at home. Move beyond memorization of basic Math Facts. Create a Math block that encourages estimation, focuses on problem solving and developing strong number sense. You should have a weekly problem of the week that your class solves together. This problem should be similar in type to the problems our students will encounter on the AZMerit Test.

Some children will have a hard time remembering math facts. While these children should not be able to earn an A under your grading scale, they should not be failing if at all possible. Students can be given credit for making growth in the number of facts that they can recall. Remember we can do extra credit or "fudge" on a grade below a C depending on effort. However if a child is to be retained as a possible intervention, the parents must see a lack of success reflected in your grading system

Five 30-minute sessions per week should be devoted to language type skills from the book. Your assistant should hear the children recite poems every grading period. Let parents know if the children are not memorizing the poetry for English. We want you to complete the Skill For School Success Book. Fill in any extra time with reading activities.

3rd, 4th, 5th, and 6 grades should devote at least two days per week to an activity where they do the following steps:

1. Pick a topic for the desk paper and have it written on the board.
2. Set a timer for 10 minutes and students brainstorm everything they know about the topic, make a story web, etc.
3. Set a time for 15-30 minutes and have students write a grade appropriate rough draft with at least 1 topic sentence and 2 supporting sentences in each paragraph.
4. Later on that same day, when you have 30 minutes, get out the rough drafts. Have the students edit using the following steps. **GUIDE THEM THROUGH.**
 - a. Underline the topic sentence in the first paragraph. Does it match the topic? If not, revise it.
 - b. Look at the supporting sentences. Do they go with the topic sentence?
 - c. Repeat this process for all 3 paragraphs making sure that the concluding sentence restates the thesis and/or concludes the piece.
 - d. Check paragraphs for correct indentation.
 - e. Circle any repeated words or pronouns with a colored pencil. Decide if proper nouns or common nouns should be substituted for clarity.
 - f. Pass out a thesaurus to change repeated words.
 - g. Circle any words that you are unsure of spelling. Look them up in a dictionary.
 - h. Put the piece away, and on the same day get it out again. Give the students no more than 30 minutes to recopy the piece and turn it in before they leave.

EXPECTATIONS FOR FOURTH, FIFTH AND SIXTH GRADES
AZ Department of Education Suggestions for 4th, 5th and 6th Grades

	Daily	Weekly
Developmental Reading	60 min.	300 min.
Language Arts	60 min.	300 min.
Mathematics	60 min.	300 min.
Social Studies	40 min.	200 min.
Science	40 min.	200 min.

Fourth and fifth grade teachers should refer to the lower grades curriculum descriptions. The expectations of these classes should be modified to fit your curriculum. It is expected that an assignment will be ready for students to complete the moment they enter the classroom. Book reports, poem memorization and reading comprehension grades are still required. **Please be sure that you set aside one session per week to take a reading grade for oral reading on a scale of 1-5.**

Review all expectations for the previous grades

Book reports are required as part of homework. Each child should write a brief summary or review of the book. Chapters or stories may be used for the requirement instead of a whole book. Teachers should send an old textbook to be used as an at home reader to help students with this requirement. We give awards for students who have read 25, 50, and 100 books (or chapters), therefore a log must be kept of books the student has read. Develop a log which contains a space for the title, summary/review and number of chapters in the book. Remind parents on the weekly objectives to ensure that their child reads at least 20 minutes daily. When the book is complete, the child should write the title, number of chapters and the brief summary down on the log. This log should be simple and easy for students. Explain this procedure to parents at meet the teacher night and during conferences.

Writing is a very important part of the fourth grade curriculum. While writing activities should occur in all subjects on a daily basis, special times need to be allotted for writing composition activities. The writing guidelines from 3rd grade should be followed and exceeded. Special attention should be placed on having children write 3 and 4 paragraph fiction short stories featuring character, setting, and plot.

During the month of December, each child in the fourth grade will write a three-act opera. The first paragraph, of three paragraphs, will involve describing the setting and developing characters. The second paragraph will involve setting up conflict or problem. The third paragraph will have the resolution to the problem. For six weeks, in January and February, the children will be forming an opera company. Art and Music classes will be used for these activities with extra classes being added the last 2 weeks before the performance.

During January, the first research paper should be modeled in class. In fourth grade, the topic of the paper should be a subject from the Arizona History studies. During May, another research paper should be written. This paper will be written by the students, with less teacher help. These papers can be used to replace a book report for a grading period. Each child should write a brief summary or review of the book. Chapters or stories may be used for the requirement instead of a whole book. Teachers should send an old textbook to be used as an at home reader to help students with this requirement.

In fourth grade, the students will have almost completed the Spalding Ayers list. It is permissible to add words from the children's science and social studies texts to these tests. Students should be able to have spelling tests of 30-40 words per week.

Math fact memorization should continue to be stressed. While it is expected that some children will have problems memorizing math facts, they should not be receiving top

grades unless IEP accommodations have been made. Math awards will be given to 4th, 5th and 6th grade students who receive passing scores on their AASA test

In addition to following the curriculum materials mandated by the State Essential Skills, writing should be emphasized in fifth grade. Students should be expected to respond to questions in complete sentences. Editing skills should be stressed. Almost from the beginning of the year students should be required to write 2-3 paragraph essays and short stories on a weekly or bi-weekly basis.

Two research papers should occur in fifth grade. Like the fourth grade curriculum, one paper should be written with much teacher guidance. Research papers may replace book reports. All reports should be at least six paragraphs long with three or more sources. The final research paper should occur in May. Using the computer lab for references will be an important part of this paper. While time should be allotted in class to review skills and procedures, children can be expected to complete more of the work independently. We now have a class set of laptops that students can use to write these reports. By using either google docs or having the students email them to the teacher, they can continue to work on these reports at different times.

Spelling words continue at 30 to 40 words per week. Phonogram tests should be given periodically. Math facts must be reviewed, but should be mastered by fifth grade unless learning problems are noted.

At Franklin School, we try to cater to the needs of children. Nevertheless, it is important that all teachers have a full vision of the year's curriculum. It is important that we do not slow down the learning process because of the presence of special needs children in our classrooms. We must cover the required material and we must use the class time wisely. At Franklin, we believe that the arts are very important. Not only do art experiences often enhance basic subjects, they are also necessary to produce well-rounded citizens. Children need to be able to attend these important classes and participate in the assemblies and other worthwhile programs that our school offers.

In order to make sure that all of the required material is covered the teacher should guard against too much teacher verbiage or too long periods of lecturing. Sometimes teachers give students more information about a topic than is absolutely needed. Make sure that students stay on topic and do not ask questions that get the lessons off task. Using a video camera to tape a teacher's lesson delivery can be beneficial. The video could be used to see where you might be able to shorten a lecture, eliminate tangents in class discussions and keep the lessons moving. It can also be used to note behavior problems and examine the clarity of teacher directions and explanations. Teachers are expected to leave lesson plans for the next week in the classrooms. Paper should be filed in daily folders to make it easy for substitutes.

It is important that parents and students get prompt feedback about the quality of student work. Because of this, it is important that papers be graded and returned within

a one week time period. Please remember that while every paper should be acknowledged and looked at, do not take a grade on every assignment for the grade book. At times it is permissible for students to grade their own papers and each other's work. Instructional assistants may be used to help grade papers. However, the teacher has the ultimate responsibility for accuracy.

ELEMENTARY AWARDS CEREMONY

When planning the school year often it is important to think about what should be accomplished at the end. Of course the teacher's main responsibility is to ensure that all students in their care attain competency in the grade level standards. In order to motivate students to do so, there are awards which are given at the end of the school year.

Math Awards:

It is important that students in 1st-5th grades master the basic math facts to automaticity. For this reason they are given timed tests. Students who can pass the timed tests are given recognition at the end of school awards assembly. Here are the expectations for each grade level.

Kindergarten: Memorized addition and subtraction facts from 1-10 and can count to 100 by 1's and 10's.

First Grade: Memorized addition and subtraction facts to 20 and can count to 120 by 1's, 2's and 10's.

Second grade: Memorized Addition/Subtraction facts 1-20 and Multiplication facts to 5.

Third Grade: Memorized multiplication and division facts to 10 and passing the math portion of the AASA

Fourth Grades: Multiplication and Division facts to 12 and passing the math portion of the AASA

Fifth and Sixth Grades: Can consistently apply addition, subtraction, multiplication and division to solve problems as demonstrated on classroom assessments and passing the math portion of the AASA

Please set up class competitions, give prizes and do whatever necessary to show students the importance of fact mastery.

Reading Awards:

This requirement can be extended into a paragraph for the 4th and 5th grades but there needs to be a method to encourage students to read for pleasure at each grade level. We give awards for students who have read 25, 50, and 100 books (or chapters), therefore a log must be kept of books the student has read. Please keep track of the number of books/chapters read at each grade level. Design contests and provide

rewards to encourage students to read. At the end of the year awards assembly, children who have reached these benchmarks should be recognized and the number of books/chapters that they have read should be mentioned.

Other Awards

We also recognize band participation, chorus participation and Citizenship Awards. It is important that each child be honored for something, and that the recognition be sincere. So if a child in your class will not receive a Math or Reading award, please identify another way to recognize them for success.

SCHOOL WIDE EMERGENCY PROCEDURES

All classrooms will be equipped with an Emergency Backpack Kit. In this kit will be supplies that you may need in the case of an emergency as well as detailed information about emergency response procedures. Please be sure that you are aware of the location of your kit at all times.

In case of an emergency, please refer to your red emergency binder for specific instructions

Medication Administration Policies and Procedures

Purpose

1. The administration of medication during the school day is provided to enable the student to remain in school and to maintain or improve health status.
2. The student will receive medication as prescribed by the physician.
3. The student will receive medication as prescribed by the parent or guardian.
4. To document medications properly in medical records.
5. To administer medications safely and accurately.

Requirements

1. The parent or guardian shall notify the school if their child needs to receive medication at the school.
2. In order for the school to administer medication the following legal requirements must be met:
 - a. The parent or guardian must sign a statement requesting the school to administer the medication during school hours. The request must be renewed annually.
 - b. Prescription medications must include directions for use and time to be given. New signed statements must be submitted if the regimen is changed.
 - c. The prescription medication must be in its original container and labeled by the pharmacy.

- d. Non-prescription medication sent from home must be in the original container with the child's name on it.
- e. All medication will be kept in a locked container.
- f. A medication record must be maintained for the administration of medication.
- g. Verbal permission is acceptable for one day only. Signed permission must be obtained.
- h. Medications should not be given if requirements are not met.

Documentation

1. Documentation of medications should be kept current and be completed as soon as possible following administration.
2. The person administering a medication is responsible for charting the medication and time given.
3. Each instance a medication is given should be initialed on the daily medication chart. Full signature should be signed in the space provided.
4. Omitted daily routine medications should be documented along with reasons for omission.
5. The medication record should include the following information:
 - a. Student's name
 - b. Name of medication
 - c. Dosage and amount
 - d. Route of administration
 - e. Frequency (how often)
 - f. Date and time given
6. Each instance of administration of an OTC drug should be documented in the daily log as well, including:
 - a. Student's name, date, and time
 - b. Presenting complaint
 - c. Treatment given, medication
 - d. Outcome (return to class, sent home, etc.)

Medication Procedures

Identify students by name and explain medication procedures.

1. Read permission slip.
2. List students' name and medication on the list or on individual medication records.
3. Check the medication label against the signed statement. If there is a discrepancy, medication should not be given.
4. Ascertain if the student is allergic to medication.
5. Administer medication to students as ordered by physician and/or parent.
6. Document medications administered.

Methods of Administration

1. Administer medications according to the “five rights.”
 - a. Right drug
 - b. Right dose
 - c. Right route
 - d. Right time
 - e. Right student
2. Medication should be given as soon as it is prepared.
3. Students should take medication immediately after being prepared in the presence of the person giving it.
4. Give cough medicines undiluted unless otherwise ordered.
5. The person who prepares the medication must give it.
6. If liquid suspension, the bottle should be shaken well before measurement.
7. Medication supplied for one student shall not be given to another.
8. For OTC drugs, dosage should be in keeping with manufacturer’s recommendations.
9. Be familiar with the reason for medication.

Administrative Policies

1. The principal should designate one individual who is readily available to be in charge of medications.
2. The medication key should be kept in the custody of the person responsible to give medications. Only authorized personnel should have access to the keys.
3. Written permission from the parent or guardian for the administration of specific OTC drugs should be on file in the student’s health record and be valid for the school year. If written permission is not available, then verbal permission must be obtained and noted in the health record for each episode.
4. Parents or guardians should list the student’s known medication allergies or indicate “no” on the health record.
5. The stock supply of OTC drugs must be kept in original containers.
6. Medication should be stored under proper temperatures.
7. Medication should be brought to school by the parent or guardian. A thirty-day supply is the maximum amount to be accepted. Total number of pills in the container or total amount of liquid should be noted in presence of parent or guardian.
8. At the end of the month, a reconciliation of the entire supply of medication should be made.
9. Parents are responsible to replenish medication and should be notified when supply is low.
10. Upon completion of medication, student transfer, or end of the school year, the medication record and permission slip should be filed in the student’s health record.
11. At the end of school, the parent should be notified to pick up any remaining stock of medication. Any medication not picked up must be taken to an appropriate disposal site.
12. Any discontinued medication should be removed from the student's supply.

13. If at any time the medication cabinet is broken into resulting in stolen medication, the police should be notified. Notification must be sent to parents with a request to replenish supply.

14. The principal or vice-principal should notify parents of any medication error.

Medication Errors

1. Wrong medication
2. Wrong dose or strength
3. Wrong amount
4. Wrong form
5. Wrong route
6. Wrong time
7. Wrong student given the medication
8. Omission of medication ordered

**Arizona Laws and Rules and Regulations
Pertaining to Medication Administration**

ARS 15-344. Administration of prescription, patent or proprietary medications by employees; civil immunity; definition

A. The school district governing board and the charter school governing body shall establish policies and procedures governing the administration of a prescription medication or a patent or proprietary medication to students by employees. In the case of a minor student, such administration shall only occur on the written request or authorization of a parent or legal guardian.

B. A school district, a charter school or employees of a school district and a charter school are immune from civil liability for the consequences of the good faith adoption and implementation of policies and procedures pursuant to this section.

C. For the purposes of this section, "administration of a prescription medication or a patent or proprietary medication" means the giving of a single dose of medication or the giving of a treatment package in its original container.

Suspension Process and Procedures For Franklin Phonetic Primary School

Teachers may not suspend children, only administrators can.
(After counseling with Dr. Franklin)

Due Process Procedures

Emergency Suspension – Due Process

An emergency suspension occurs when a student is removed from school without prior use of due process procedures. An emergency suspension is allowed if the student's continued presence in school poses a danger to person or property or an ongoing threat of disruption to the academic process. The due process procedures for a short term suspension should be provided to the student as soon as practicable following the student's removal from school pursuant to an emergency suspension. The student's parent(s) should be notified of the suspension as soon as reasonably possible.

Temporary Exclusion from Class – Due Process

If a student's conduct in class disrupts the educational process or if the student persists in willful misconduct the teacher shall direct that student to report immediately to a designated location which is supervised by the classroom teacher, principal, or other school staff responsible for student discipline. **Or** the teacher shall request the assistance of an administrator. The teacher shall privately inform the student of the reason or reasons why the student is being excluded from class and, if practicable and if requested by the student, the teacher shall allow the student to explain his/her version of the events to the teacher and administrator. At such time, an administrator may determine to exclude the student from class for a portion or the remainder of the class session that day.

Short Term Suspension – Due Process

A short term suspension is a suspension for a period of time less than or equal to ten (10) school days. Before a short term suspension is imposed, a school administrator authorized to suspend a student from school shall inform the student of the alleged misconduct and describe generally the evidence known at the time to support the aggregations. This notice may be given to the student orally or in writing. The administrator shall invite the student to discuss the student's version of the situation with the administrator in order that the student has an opportunity to dispute the allegations of misconduct. The administrator shall then determine if a short term suspension should be imposed and shall inform the student of his/her

decision. If the student is suspended, the student's parent(s) shall be notified of the suspension by telephone or personal contact as soon as reasonably possible. In addition, the administrator will mail or deliver written notice of short term suspension to the parent or guardian within twenty-four (24) hours. Special procedures for short term suspension of a handicapped student are contained in Paragraph IV (B) below.

Long Term Suspension – Due Process

1. Definition of Long Term Suspension – A long term suspension is a suspension that exceeds ten (10) school days in duration and may extend through the balance of the school year. If a long term suspension is imposed in the second semester of the school year, the long term suspension may extend through the first semester of the following school year.
2. Long Term Suspension of Handicapped Students – Special procedures for long term suspension of handicapped students are contained in Paragraph V (c) below.
3. Notification of the Franklin Phonetic School Board Initial Session to Determine Whether Hearing is Necessary – The Franklin Phonetic School Board will be notified of all recommendations for a long term suspension. The Franklin School Board shall then meet in executive session and determine whether a long term suspension hearing is necessary. A hearing might be necessary (should the student or student's parent(s) request one), if the Franklin School Board determines that the alleged misconduct, if proven, would warrant imposition of a long term suspension. It is not the purpose of the executive session to determine whether the misconduct in fact occurred.
4. Notice of Long Term Suspension Hearing – If the Franklin Phonetic School Board determines that a long term suspension hearing is necessary, it will mail or deliver, or cause to be mailed or delivered, written notice of the hearing to the student's parent(s) at least five (5) working days prior to the hearing. If the notice is mailed, it should be put in the mail at least seven (7) days before the hearing. The notice shall contain:
 - a. The time, date, and place of hearing.
 - b. The name of the hearing officer (which might be the Franklin Phonetic School Board itself).
 - c. A description of the alleged misconduct, the standards of conduct allegedly violated and the proposed discipline.
 - d. A copy of this Policy and ARS 15-853.
 - e. A statement that the student and his/her parent(s) are entitled to various procedural rights, described in this Policy, at and before the hearing.

- f. A statement that written notice must be given to the Board President at least 24 hours before the hearing if the student or his/her parent(s) will have an attorney present. If this 24 hour notice is not timely given, the Franklin Phonetic School Board may, at its sole discretion, postpone the start of the hearing for a time to allow the administration to have the assistance of an attorney as well.
5. Decision of Hearing Officer – At the conclusion of the hearing, the hearing officer shall determine whether discipline will be imposed. The suspension may be imposed immediately. Written confirmation of the hearing officer’s decision shall be mailed or delivered to the student and the student’s parent(s) within two (2) school days after the hearing. A copy of the written decision shall be delivered or mailed to the Board President. If the decision is to impose a long term suspension, the written decision shall:
 - a. Name the student.
 - b. Describe the behavior that resulted in the long term suspension
 - c. State the beginning and ending dates of the suspension and the restrictions on the student’s presence on campus and at school activities
 - d. Inform the student that an appeal is available pursuant to Paragraph I (D) (6) of this Policy, if a hearing officer made the decision. There is no appeal if the Franklin Phonetic School Board itself held the hearing.
6. Administrative Appeal of Long Term Suspension – A long term suspension decision made by an individual hearing officer may be appealed to the Board President. The purpose of this appeal is to provide assurance that there was substantial compliance with this Policy and that due process was provided to the student. To appeal, the student or student’s parent(s) must deliver a letter to the Board President within five (5) school days of receiving written notice of the long term suspension. The letter must describe in detail any objections to the hearing or the decision rendered at the hearing. If the Board President determines that the student was not afforded his/her due process rights or that this Policy was not followed in all substantial respects, the student shall be given another hearing. If the student is not satisfied with the decision of the Board President to uphold the decision for a long term suspension, then the student or student’s parent(s) must deliver a written letter to the Franklin Phonetic School Board in care of the Board President within five (5) school days of receiving written notification of the long term suspension approved by the Boar President. In all other cases involving a long term suspension, this appeal procedure must be used before the student objects in any other forms to the discipline imposed. Appeal must be made directly to the Franklin Phonetic School Board in writing within five (5) days of receiving written notification.

Expulsion – Due Process

1. Definition of Expulsion and Authority to Expel – Expulsion is the permanent withdrawal of the privilege of attending school in this district unless the Franklin Phonetic School Board reinstates that privilege. The authority to expel a student rests exclusively with the Franklin Phonetic School Board.
2. Expulsion of Handicapped Students – Special Procedures for expulsion of Handicapped students are contained in Paragraph IV (c) below.
3. Notification to Governing Board and Initial Executive Session to Determine Whether to Appoint a Hearing Officer and Whether to Hold an Executive Session – The Franklin Phonetic School Board will be notified of all recommendations for expulsion. The Franklin Phonetic School Board will then meet in executive session to decide whether to hold a hearing or to designate a hearing officer to hold a hearing to hear evidence, prepare a record and bring a recommendation to the Franklin Phonetic Board for action. The Franklin Phonetic Board shall also determine whether the expulsion hearing will be held in executive session.
4. Notice of Expulsion Hearing – If the Franklin Phonetic School Board determines that an expulsion hearing will be held, it will mail or deliver (or caused to be mailed or delivered) notice of the hearing to the student and student's parent(s) at least five (5) working days before the hearing. The notice shall contain:
 - a. The time, date and place of the hearing.
 - b. A statement whether the Franklin Phonetic School Board of Education or a hearing officer or officers will preside at the hearing.
 - c. A description of the alleged misconduct, the standards of student conduct allegedly violated, and the proposed discipline.
 - d. A copy of this Policy and ARS 15-840 and 15-843.
 - e. A statement that the student and his or her parent(s) or guardian(s) are entitled to various procedural rights as described in this Policy.
 - f. A statement that written notice must be given to the Board President at least 24 hours before the hearing if the student or his parent(s) or guardian(s) will have an attorney present and whether they want the hearing to be public. If this twenty-four (24) hour notice is not timely given then the Franklin Phonetic School Board of Education may, at its sole discretion, postpone the start of the hearing for a short time to allow the administration to have the assistance of an attorney as well.
 - g. If the Franklin Phonetic School Board decides that the hearing is to be held in executive session, the written notice shall include a statement of the right of the parent(s) or legal guardian(s) or an emancipated pupil subject to expulsion to indicate their objection to

the Franklin Phonetic School Board decision to have the hearing held in executive session. Such objections shall be made in writing to the Franklin Phonetic School Board.

- If a parent, legal guardian, or emancipated pupil subject to expulsion disagrees that the hearing should be held in executive session, then it shall be held in an open meeting status unless: If only one pupil is subject to expulsion and disagreement exists between that pupil's parents or guardians, the Franklin Phonetic School Board, after consultations with the parents or guardians, shall decide in executive session whether the hearing will be in executive session – OR – If more than one pupil is subject to expulsion and disagreement exists between the parents of different pupils, then separate hearings shall be held subject to the provisions of this section.
5. The Hearing – The hearing shall be held at the time and place stated in the notice unless all interested parties agree otherwise.
 6. Hearing Conducted by Franklin Phonetic School Board: Decision Concerning Expulsion – The Franklin Phonetic Board shall preside at the expulsion hearing unless one or more hearing officers have been designated. The Board or hearing officer(s) shall render its decision either at the conclusion of the hearing or no more than three (3) working days thereafter. If there is a hearing officer or officers, then the Board shall hold a hearing to either uphold or modify the hearing officer's recommendation. The student or his parent(s) or guardian(s) have the right to appeal the hearing officer's decision to the Board. The decision of the Board of Education is final.
 7. Notice of Decision to Expel – If the Franklin Phonetic School Board decision is to expel the student, the Board President shall notify the student's parent(s), guardian(s), or emancipated pupil of the Franklin Phonetic School Board decision. The written notice shall:
 - a. Name the student.
 - b. Describe the behavior that resulted in the expulsion.
 - c. Inform the student that he or she has been expelled.
 - d. Inform the student that he or she may apply for readmission after one calendar year, and that re-admission is at the discretion of the Franklin Phonetic School Board.
 8. Application for Re-entry Following Expulsion – After the lapse of one (1) calendar year, a student who has been expelled may appeal for re-entry to school by making a written application to the Franklin Phonetic School Board through the Board President. The student's application for re-admittance shall contain information indicating resolution of the problems that resulted in the expulsion. It is the prerogative of the Franklin Phonetic School Board to grant or deny re-admittance or to stipulate appropriate conditions for re-admittance.

The Franklin Phonetic School Board in its discretion may hold a hearing on any application for re-admittance to school. Re-admittance may occur only at the beginning of a grading period.

I. Corporal Punishment

Corporal Punishment is not administered by any employee of Franklin Phonetic School.

II. Miscellaneous Provisions

- A. **Distribution and Communication of Rules** – This Policy shall be distributed by the Principal or his or her designee to the parent(s) or guardian(s) of each student at the time the student is enrolled in school. This Policy shall also be distributed or otherwise communicated by the Principal or his or her designee to all students at the beginning of each school year, and to transfer students at the time of enrollment in school.
- B. **Authority to Suspend: Notifying Franklin Phonetic School Board of Suspensions** – The authority to suspend a student from school is vested in the Board President or his/her designee and Principals. Every suspension shall be reported to the Franklin Phonetic Board within five (f) days by the person imposing the suspension or by the Board President or designee.
- C. **Procedure for Teachers to Recommend Discipline** – Teachers are encouraged and directed to report student misconduct and recommend appropriate discipline. Reports of student misconduct should be made by the teacher and should be directed to the Principal, Vice Principal, or other administrator responsible for student discipline matters at the school. If practicable, the teacher’s report of misconduct should be in writing. A teacher who fails to comply with the requirements of ARS 15-843 is guilty of unprofessional conduct. ARS 15-843(L).
- D. **Criminal Conduct** – When a student is alleged to have engaged in misconduct that involves the commission of a crime, the student may be disciplined pursuant to this Policy in the same manner as if the misconduct was not criminal in nature. The disciplinary proceedings may take place before any criminal or juvenile delinquency proceedings have started or taken place. The alleged criminal misconduct should be reported to the appropriate law enforcement officials.
- E. **Parent(s), Guardian(s) and Emancipated Pupils** – For the purpose of this Policy, “parent(s)” shall mean a parent or the parent with whom the student resides during the school year. Whenever this Policy provides for rights or procedures to be afforded to a student’s parent(s), the rights and procedures shall be afforded to:

1. The student, and not the parent(s), if the student is 18 years of age or older (unless the student is handicapped and has appointed guardians); and
 2. The student's legal guardians, and not the parent(s), if the student resides with a legal guardian rather than his or her parents(s).
- F. **Substantial Compliance Required** – Technical errors made in the application of this Policy that do not prejudice the student shall not be grounds for invalidating discipline that has been imposed.
- G. **Defense of Self, Others, and Property** – A student, teacher, or other School employee shall not be disciplined for threatening or using physical force against another when and to the extent a reasonable person would believe such force is necessary to protect that person or a third person against another person's use or attempted use of unlawful or otherwise inappropriate physical force. Verbal provocation alone does not justify the use of physical force. A student, teacher, or other School employee shall not be disciplined for threatening or using reasonable physical force against another when and to the extent a reasonable person would believe it necessary to prevent theft or criminal damage to property.
- H. **Civil Liberty for Damage to School Property** – The parent(s) of a student are legally responsible for damage to school property caused by that student. Both the parent(s) and the student may be required to pay for repair or replacement of damaged property through appropriate civil process. The student may also face suspension.
- I. **Search and Seizure** – students who are on school premises or at school sponsored events, or who are traveling to or from school, or school sponsored events, or when the student's conduct affects the operation of the school, shall be subject to the search and seizure of items pursuant to this Policy.

III. Due Process Procedures for a Student with a Disability

All students should expect generally to be disciplined pursuant to the same standards of conduct and due process procedures. Handicapped students, however, as defined by Public Law 94-142 (21 USCA 1401 et seq.), have special needs and a different legal status than non handicapped students. A separate process has therefore been developed to determine whether the apparent misconduct of a handicapped student is or is not the result of that student's handicapping condition. If the apparent misconduct is not the result of the student's handicap, then the student will be disciplined in the same manner as all other students. If the apparent misconduct is determined to be the result of the student's handicap, the student's special education placement will be reviewed and, if necessary, revised.

- A. **Emergency Suspension and Temporary Expulsion from Class of a student with a disability.** A student with a disability may temporarily be

removed from class and/or may receive an emergency suspension using the same procedures as for a non handicapped student. See Paragraphs I (B) and I (C) above.

- B. Short Term Suspension of a student with a disability** – A short term suspension of up to ten (10) days may be imposed on a student with a disability pursuant to the following procedures:
1. Discussion with the Student and Parents – A school administrator authorized to suspend a student from school shall inform the disabled student of the alleged misconduct and shall describe to the student the evidence known at the time to support the allegations of misconduct. This notice may be given to the student orally or in writing. The administrator shall invite the student to discuss his or her version of the situation with the administrator. This is to afford the student and/or parent(s) or guardian(s) an opportunity to dispute the allegations of misconduct. The administrator shall also discuss the above with the student's parent(s) or guardian(s).
 2. Discussion with Special Education Professional – The administrator will take reasonable steps to contact, by telephone or in person, a school employee responsible for providing special education services to the student. The administrator shall discuss with this person the student's alleged misconduct, handicapping condition, and special education placement.
 3. Decision to Impose Suspension – If, as a result of the above discussions, the administrator determines that the student did engage in the misconduct and a short term suspension would be appropriate under the circumstances, a short term suspension may be imposed. If a short term suspension is imposed, the student's parent(s) or guardian(s) shall be informed of the suspension.
- C. Long Term Suspension and Expulsion of a student with a disability**
1. Manifestation Determination Review – Before a student with a disability receives a long term suspension or is expelled, a Manifestation Determination Review (MDR) shall be conducted, followed by an expulsion hearing when appropriate. IDEA states that the LEA, the parent, and relevant members of the child's IEP team must review "all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents" as part of conducting a manifestation determination [§300.530(e)(1)]. (71 Fed. Reg. 46719) The purpose of the MDR is to determine whether the student's alleged misconduct is or is not the result of a manifestation of his or her disability. The MDR shall be conducted in a manner similar to an IEP Review.
 2. Notice of Manifestation Determination Review (MDR) – The MDR must take place within 10 days of the occurrence of misbehavior. Parents require proper notification and must be made aware of the serious

nature and potential consequences of the situation. The child's IEP team must convene to review the case and make a determination whether the student's behavior at issue is a manifestation of his or her disability. Notice of the MDR shall be mailed or delivered to the student's parent(s) or guardian(s). The notice shall also be mailed or delivered to the Board President, the members of the Franklin School Board, and each of the district's special education professionals who are reasonably available and who were involved in recent determinations concerning placement of the handicapped student (IEP Team). The notice shall contain:

- a. the time, date, and place of the hearing;
- b. a description of the alleged misconduct, the standards of the student conduct allegedly violated, and the proposed discipline;
- c. a statement of the purpose of the Responsibility Hearing;
- d. a copy of this Policy and ARS 15-843 and school Special Education placement and due process policies and pertinent excerpts from federal law;
- e. a statement that the student and his or her parent(s) or guardian(s) are entitled to various procedural rights as described in this Policy; and
- f. a statement that parent(s), guardian(s), or student must provide written notice to the Board President at least 24 hours before the hearing if the student or his/her parent(s) or guardian(s) wish to have an attorney present. If this 24 hour notice is not timely given, then the Franklin Phonetic School Board may at its sole discretion postpone the start of the hearing for a short time to allow the administration to have the assistance of an attorney as well.
- g. Notice of a long term suspension hearing or an expulsion hearing may accompany the notice of the MDR with the explanation that the expulsion hearing will occur only if it is determined at the MDR that the student's misconduct is not the result of his/her handicapping condition. The long term suspension or expulsion hearing may be conducted no less than three (3) school days following the determination reached at the MDR.

3. Procedures at the Manifestation Determination Review :

- a. The Director of Special Education or his/her designee shall preside at the MDR . In the absence of a regular Director of Special Education, the Board President or his/her designee may appoint a temporary Director or act as the Director at the MDR .
- b. Each of the special education professionals who receives a copy of the notice of the MDR shall attend the hearing unless excused from attending by the Director of Special Education or his or her designee.

- c. At the MDR, a school administrator shall generally describe the handicapped student's alleged misconduct. The administrator may, in his or her discretion, present independent evidence establishing or describing the misconduct.
 - d. Any person attending the MDR, including the student's parent(s) or guardian(s) and the special education professionals, shall be given the opportunity to present any information concerning the alleged misconduct and its relationship to the student's handicap that is pertinent to the MDR. Any person may ask relevant questions of any other person present at the hearing.
 - e. The MDR shall be closed to the public unless the student's parent(s) or guardian(s) request an open meeting.
 - f. The student shall not be required to testify against himself or herself concerning the alleged misconduct.
 - g. The student and his or her parent(s) or guardian(s) have the right to be represented by an attorney or another person of their choosing. A statement that written notice must be given to the Board President at least 24 hours before the hearing if the student or his or her parent(s) or guardian(s) will have an attorney present. If the 24 hour notice is not timely given, then the Franklin Phonetic School Board may at its sole discretion postpone the start of the hearing for a short time to allow the administration to have the assistance of an attorney as well.
 - h. The MDR shall be informal and there is no requirement to enforce any formal rules of evidence.
4. Decision Following the MDR– At the conclusion of the MDR, the Director of Special Education or his or her designee shall determine whether the alleged misconduct is or is not the result of the student's disability. The determination made at the MDR shall, within five (5) days be set forth in a written decision that shall be mailed or delivered to the parent(s) or guardian(s) of the handicapped student, the Board President, and the Franklin Phonetic School Board. The decision shall:
- a. name the student;
 - b. describe generally the alleged misconduct of the handicapped student;
 - c. state whether the student's alleged misconduct was determined to result from his/her handicap; and,
 - d. inform the student's parent(s) or guardian(s) that they may appeal the decision made at the Responsibility Hearing pursuant to Public Law 94-142 (20 USCA 1040 et seq) and the regulations promulgated thereunder.

5. Decision that Discipline May Be Imposed – If the decision made at the MDR is that the alleged misconduct is not the result of the student’s handicap, the student may be disciplined in the same manner as the non-handicapped student. Before a long term suspension or expulsion is imposed, the student shall be given an expulsion hearing pursuant to the procedures set forth in Paragraph I (D) above.
6. Decision to Review Placement – If the decision made at the MDR is that the alleged misconduct is the result of the student’s handicap, the student’s special education program shall be reviewed and, if necessary, revised. Neither long term suspension nor an expulsion shall be imposed.
7. Appeals –If a parent disagrees with the outcome of the MDR, the parent may request a due process hearing. A hearing should take place within 20 school days of the request.
8. Continuation of Educational Services – Following the long term suspension or expulsion of the disabled student, the district may continue to provide educational services. Services may or may not be in the context of a regular school classroom and may involve homebound education or correspondence courses.

IV. Record Keeping

- A. The Principals shall maintain a log of any discipline case involving suspension, expulsion, referral to special classes, or transfer to another class or school for disciplinary reasons. This log should include:
 1. Student name
 2. Gender of student
 3. Race of student
 4. School in which student is enrolled
 5. Type of offense
 6. Date of offense
 7. Action taken

In the case of suspension or expulsion, the log should also include:

1. Form of Notice given to student prior to suspension or expulsion
2. Record of Due Process
3. Records of parent contact

- B. Additional information regarding disciplinary record keeping is available in the Discipline Resource Guide, August 1982, published by the Arizona Department of Education. This publication is available in each school.

POLICY: When a teacher imposes detention as a form of discipline, it is the responsibility of the teacher to make contact with the parents so that transportation of the child may be arranged.

Parent communication. Parents are our clients and it is important that we treat them with respect and courtesy. We also must follow the expectations outlined in the student handbook.

Homework will be sent home daily and checked daily. Students who have low level behavioral issues will have a note written on the homework form.

If a homework form is not signed by the parent or the homework is not returned teachers need to take time to politely call the parent to see if there is a problem(such as the child not showing it to the parent etc.)

Situations that cannot be explained on the homework form, behavior issues that result in one or two check marks on the behavior system, require teacher phone calls. Class sizes are small and contacting parents is expected.

While face to face communication is preferred, do not block the dismissal line to talk to parents. Please set up appointments and do not be afraid to ask the Principal for assistance.

While texts and emails can be used in addition to phone and in person conversations, remember that sometimes the written word can be misinterpreted. Please take time to reach out with polite phone calls and do not forget to record the call on your phone documentation logs.

Electronic communication may be used in addition but must not take the place of written and phone conversations. You are responsible for following the procedures outlined in our student handbook. Please remember that communication is between teacher and parent only. Do not friend or message children directly as they are minors.

FORMS

Attached you will find examples of commonly used forms at Franklin Phonetic School. Official forms may be found either in the office or you can reproduce copies as needed.

Behavior Communication Form
Field Trip Form
Homework Report (Slip)
Instructional Assistant Evaluation
Sample lesson plan format
Sample Newsletter
School Calendar
Leave Form
Staff Conflict Form
Supply Request Form
Teacher Check out Form
Time Card
Volunteer Application
Work Request Form
Volunteer Opportunities

TRAVEL AND EXPENSES: Employees who are attending conferences or trainings which are approved by the school will receive reimbursement for plane tickets, shuttles or other commercial travel expenses, have their gas tank filled by the school credit card, or will be allowed to take a school vehicle on the trip in order to reduce wear and tear on their personal car. If a conference is required by the school, meals may be reimbursed with proper receipts provided and/ or a school charge card may be used. Hotel or camping costs will be paid in advance or reimbursed in a similar manner.