

2022

PANTHERS

FACULTY AND STAFF HANDBOOK



2023





Dear Panther Faculty and Staff,

Welcome back to another exciting year at Edythe J. Hayes Middle School! As you know, with a new school year come many new changes in policy and procedure. The purpose of this online handbook is to familiarize you with our current policies and procedures of our school.

The handbook should become a useful resource as you go through this school year. Remember, as faculty and staff members of EJH Middle School, you are responsible for the information contained in these pages.

As questions arise during the year, refer to this handbook first. If you cannot find the answer, please forward your questions to a peer, team leader, or an administration member. Also, please forward any comments for enhancing this document to one of the administrators.

We hope you have a great year!



Dave Hoskins
Principal

Kris Church
Associate Principal

Matthew Sherrard
Associate Principal

THE PANTHER PROMISE

LEARN DAILY • LAUGH OFTEN • LEAD RESPECTFULLY • LIVE RESPONSIBLY

ejhayes.fcps.net

MISSION STATEMENT

The mission of Edythe J. Hayes Middle School is to engage all students in a safe and nurturing environment that fosters academic excellence and develops responsible, respectful leaders and citizens.

VISION STATEMENTS

Edythe J. Hayes Middle School will

- Be a national model for the academy preparation initiative,
- Be a school where everybody belongs.

ADMINISTRATION BELIEF STATEMENTS

These statements represent the role our administration will play in supporting teaching and learning at Edythe J. Hayes Middle School. These statements guide our work in our daily interactions with students, parents, staff, and the community.

LEADERSHIP AND DIRECTION

- We will collaborate with staff, students, parents, and the community to implement our school's vision and mission.

STUDENT LEARNING

- We will implement efficient, research-based systems to remove barriers to student success, offer equitable opportunities for enrichment and leadership, and provide supports and interventions.

TEACHER INSTRUCTION

- We will foster a rigorous academic environment by limiting distractions to teaching, providing instructional support, developing capacity within our staff, and supporting innovations in teaching.

CLIMATE AND SAFETY

- We will ensure a safe and nurturing environment by providing behavioral supports, monitoring systems and structures, promoting rewards and recognitions, and maintaining a welcoming and positive environment for all stakeholders.

STAFF BELIEF STATEMENTS

These statements reflect the beliefs of our staff in implementing teaching and learning at Edythe J. Hayes Middle School. These statements guide our work in our daily interactions with students, parents, staff, and the community.

CLIMATE AND LEARNING

- We expect to be effective role models who create a positive, respectful environment where we engage in a process of life-long learning.

INSTRUCTION

- We will provide opportunities, through quality instruction, for our students to thrive in our ever-changing society.

COMMUNITY PARTNERSHIPS

- We will work together to promote positive, cooperative partnerships between parents, staff, administration, and our community.

ACADEMICS AND BEHAVIOR

- We will maintain high expectations for all students to succeed in academic, behavior, and leadership

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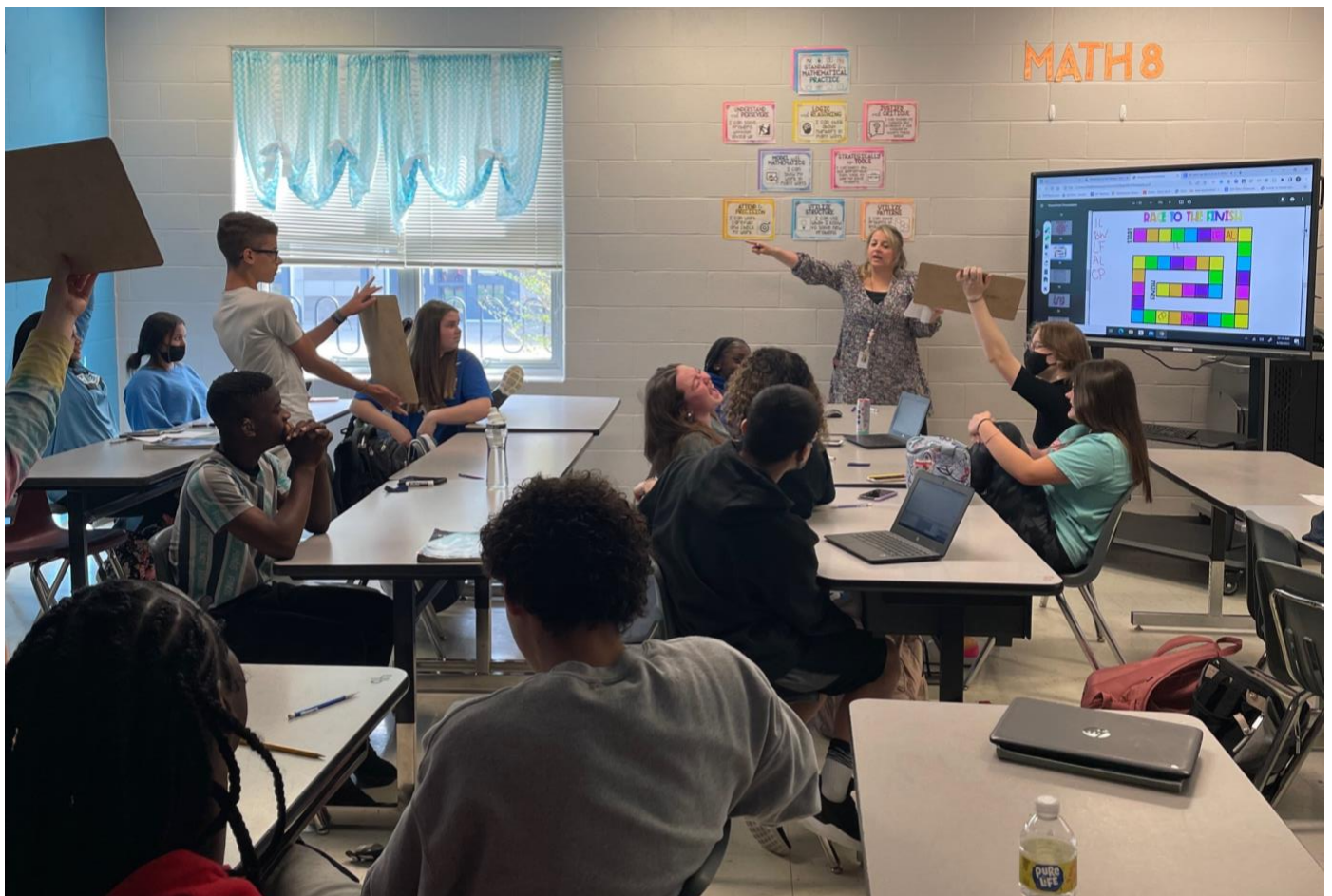
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SECTION 1

CURRICULUM AND

INSTRUCTION



THE HAYES WAY FOR CURRICULUM, INSTRUCTION AND ASSESSMENT

STRUCTURE	EXPECTATIONS	TIMELINE
POSITIVE LEARNING ENVIRONMENT		
CHAMPS	- Post classroom rules and consequences (positive and corrective) in a prominent place in the classroom - All staff will implement the levels of positive interaction per the Faculty Handbook	- Daily implementation of CHAMPS procedures and interactions. - Common area CHAMPS need to be taught each nine-week grading period
eBucks Good News Postcards	- Issue eBucks and Good News post cards at a 3:1 ratio to eOS infractions or referrals (best practice) - Good News Post Cards will be mailed by the Youth Service Center coordinator - Teams will monitor distribution of Good News Post Cards	- Maximum impact – Daily - Minimally - Weekly
Parent contacts	- Teams will divide their students among all team teachers to contact families within the first two weeks of school - Grades will be updated weekly in IC - Correspondence via parents' preferred method if a student is failing a class prior to the grade report - Teachers will return all communication within 24 business hours and log all communication in the PLP in Infinite Campus	- Initial contact made within first two weeks of school - Maintain contacts on an ongoing basis as needed - Contact parent prior to the grade report if a student has an F
Communication	- All Hayes staff will read and respond to e-mail within 24 business hours. - Read Dave's Daily and The Prowl Weekly e-mails - Individual teachers will maintain an active Canvas account - Maintain an electronic record of parent conferences and parent contacts, using the PLP in Infinite Campus - All staff members are expected to ask clarifying questions and seek guidance and support, when necessary, from Hayes staff - Team leaders act as liaison to administration for team wide matters - Instructional leads act as liaison to administration for department wide matters - Bring individual concerns to administration	- Respond to e-mails within 24 hours - Update Canvas daily - Upload parent contact information as soon as possible following contact - All ideas and concerns shared in a timely manner with staff as matter dictates
Social Emotional Learning curriculum	- All teachers will deliver a planned weekly SEL lesson during their Educational Enhancement class - Teachers will make intentional classroom connections to the SEL lesson	- Deliver lessons once weekly. - Routinely make SEL connections with students.
Kagan Cooperative Learning strategies	- Teachers will implement Kagan strategies into classroom instruction. - Discuss Kagan strategies and implementation during PLC planning times	- Maximum impact- daily - Minimally- twice per week
PLANNING AND PREPARATION		
PDSA Tool	Posted weekly by Friday on Google Drive within the department and grade level folder	By each Friday
Backward curriculum and instructional design process	- All teaching staff will follow the cycle of "backward curriculum design" - Identify the standards to be taught - Develop guiding questions - Create or review common post assessment - Identify learning intentions and success criteria - Develop formative assessments - Plan differentiated instructional activities/resources - Use PLC time to reflect on PDSA cycle - Plan for reteach and interventions	- Weekly - One PLC meeting- Plan/Do - One PLC meeting- Study/Act
Professional Learning Community (PLC) planning	- The purpose of PLC is for lesson planning, reviewing student work, and scoring student work and data analysis - PLC meetings will be held twice weekly - Co-teachers are expected to attend PLC meetings once per week	Protected PLC time twice weekly

ASSESSMENT- MONITORING STUDENT ACADEMIC GROWTH		
Common formative and summative assessments	- All units will have common formative and summative assessments created either collaboratively by PLC partners or by the district - Teachers will provide exemplars of any written assessment as models for students - Common formative and summative assessment data will be analyzed using the PDSA Tool	- All summative assessments will be created before the unit is taught - All common formative and summative assessments will be analyzed during PLC meetings
Multi-Tiered System of Supports	- Use universal screener and classroom assessment data to determine if student needs Tier 2 or Tier 3 intervention - Communicate with MTSS teachers and administration on students eligible for Tier 2 through MTSS meetings - Come to MTSS meetings with necessary data - Communicate Tier 2 student progress to MTSS teachers and administration	- Progress monitoring should occur weekly - Teachers may participate in monthly MTSS meetings with appropriate MTSS personnel
INSTRUCTION		
Lesson agenda Learning intention Success criteria	Post lesson agenda, learning intention and success criteria in the same location daily to identify what the students should know and be able to do by the end of the lesson. "Today I am... (agenda). So we can learn... (learning intention). I will know I'm successful when... (success criteria)."	- Learning intention- depends on length of lesson - Success criteria- daily
Differentiation	- All teaching staff shall design instruction based upon student data. - Collaborate with all necessary personnel and utilize all available resources to design lessons - Designs congruent lessons to outcomes - Lessons should be balanced between teacher directed and student engagement strategies	Review collaboratively through PLC meetings
School wide writing	- All teaching staff will promote and develop writing for various purposes and audiences as further defined by the SBDM Writing Policy and procedures - Identify and develop a writing activity - Maintain online documentation in Google Drive for all students. - Follow the Writing Continuum	Teachers will follow the timeline outlined in the SBDM policy
PROFESSIONAL LEARNING		
Professional development	- Departments will coordinate professional development that is aligned with school wide initiatives, in conjunction with administration - Individual teachers ensure they have 24 hours of professional development each year, combined with school wide initiatives department initiatives, and Professional Growth Plans	24 hours of professional development due by the end of each school year

I have read and understand the duties and responsibilities as outlined above. I understand it is my responsibility to ensure these items are fully implemented as outlined above.

PRINTED STAFF NAME

____/____/____
DATE

STAFF SIGNATURE

THE HAYES WAY FOR PROFESSIONAL LEARNING COMMUNITIES

Weekly Planning (40%)		Assessment Design (10%)		Data Analysis (50%)	
Task	Materials needed	Task	Materials needed	Task	Materials needed
Design at least one common formative assessment	- PDSA - Standards - Content resources	Develop/review pre-assessment for PDSA	- PDSA - Standards - Objective and closing tasks	Review formative assessment data from previous week (these may be required for MTSS meetings)	- Student work samples - Percentages correct for each standard - Learning targets
Activities planning <i>(Be prepared to discuss how the activities will be different between core and accelerated)</i>	- PDSA - Standards - Common summative assessment - Kagan strategies	Develop/review post assessment for PDSA	- Copy of common summative assessment - Assessment map - Standards - Formative assessment data - Copy of objectives and closing tasks	Review pre- or post-test data for PDSA	- Student work samples - Percentages correct for each standard - Learning targets - PDSA
Vocabulary strategies	- Pre-assessments - Word banks			MAP data session	- Previous MAP scores - PDSA
Re-teaching strategies	- Formative assessment data - Student work samples				
Develop learning targets	- PDSA - Standards				

Percentages may change based on the content. For example, a department with new standards or curriculum may need more weekly planning time.



THE HAYES WAY FOR INSTRUCTIONAL DESIGN

Sequence of Instruction

Long Range Plans
map out length of units based on standard alignment

Unit Development
PDSA Tools

Guiding Questions

Pre/Post Assessments

Learning Intentions & Success Criteria

Formative Assessments

Instructional Sequence

Core

Accelerated

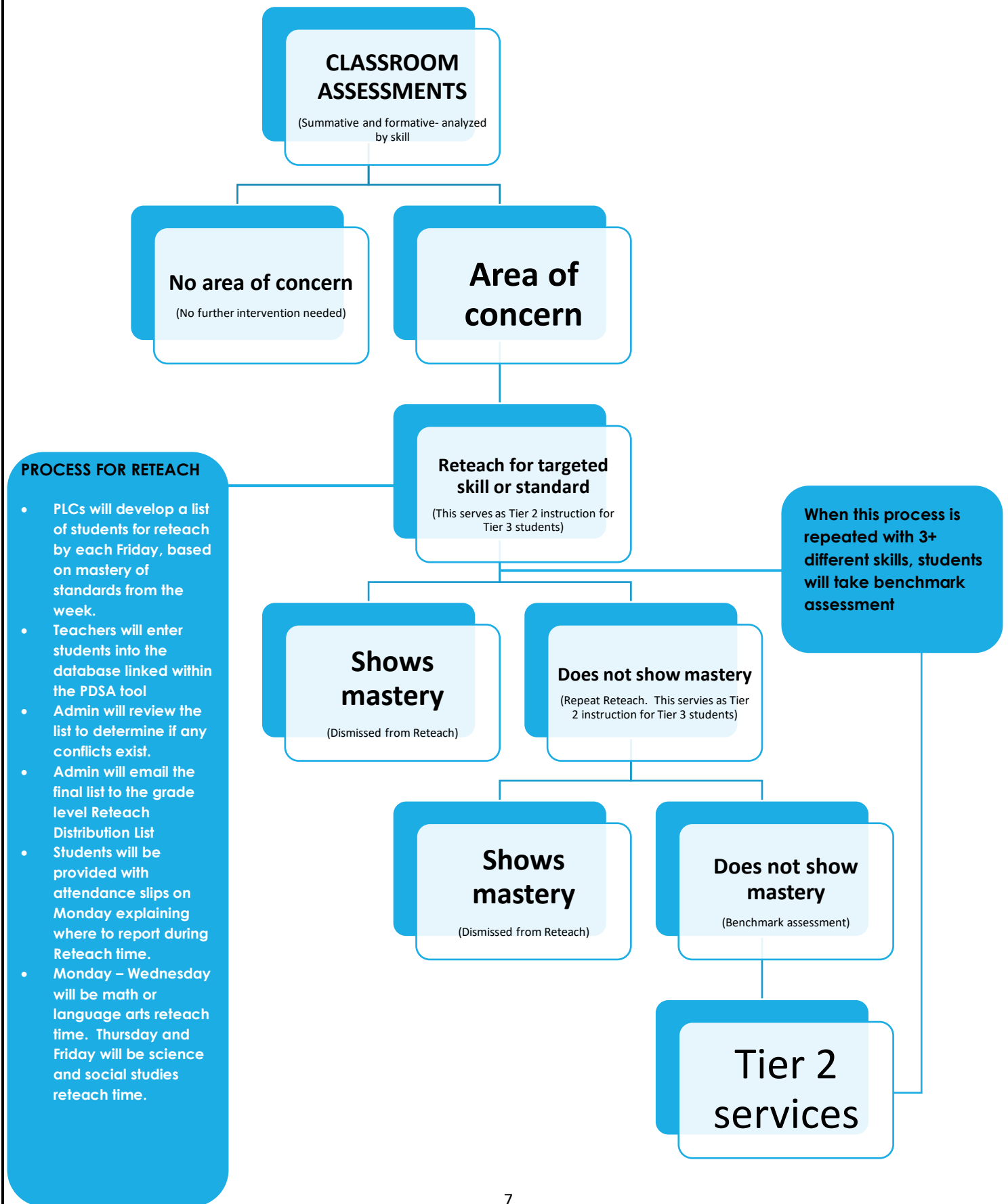
Rigor & Relevance Level

(Leads to rigorous instruction)

Differentiation

(Supports rigorous instruction)

THE HAYES WAY FOR MULTI-TIERED SYSTEM OF SUPPORT



PANTHER PEER ACHIEVEMENT COACHING (PAC)

"Growth is the greatest separator between those who succeed and those who don't. When I see a person beginning to separate themselves from the pack, it's almost always due to growth." – John C. Maxwell

PURPOSE OF THE PAC

- Non-evaluative teacher support by peers who are also in the classroom
- Individual growth goals focused on a problem of practice or area in which you want to grow
- Learning community that will allow us to share ideas with one another

PAC COORDINATORS

- Coordinate observations and cycle meetings between teachers and PAC coaches
- Facilitate PAC meetings to facilitate goal development, target support, and review outcomes

PAC COACHES

- Possess a skill or expertise in the problem of practice area identified by the teacher
- Conduct an observation of the teacher focused on the problem of practice
- Provide follow up reflection meetings with teacher

TEACHERS

- Identify a problem of practice and goal
- Complete a pre-observation form for their PAC coach
- Teach a lesson to be observed by the PAC coach
- Meet with PAC coach and coordinator to reflect on lesson and identify one item to change

CYCLE

- Three cycles: October to December, January to February, and March-April
- Week 1-2: Teacher identifies problem of practice and goal. PAC coordinators assign coaches and develop timeline
- Week 3-4: Coaches conduct observations and complete feedback form
- Week 5-6: Teacher and PAC coach meet for reflection and feedback meeting
- Week 6-7: Teacher implements feedback from PAC coach
- Week 7-8: PAC coach completes final observation and conducts feedback meeting with PAC coordinator

NEW TEACHER INDUCTION PROGRAM

FIRST YEAR TEACHERS TO THE PROFESSION	FIRST YEAR TEACHERS TO HAYES
BEFORE SCHOOL BEGINS - New Panther Orientation focused on systems, structures, and protocols - Meet and greet lunch with Onboarding Committee QUARTERLY - Onboarding Committee activity - Temperature check meeting with Dave MONTHLY - Temperature check survey WEEKLY - Meeting/check-in with mentor OTHER - Cycle observations with mentor committee - Observed by mentor - Observed by advisor (retired teacher) - Observed by administrator - Committee meeting after all observations - Observations cycles - August – October - October – December - January - March - Lesson plan template will be based on Frontline form for the mentor and advisor observations. - Observation conducted by administrator will be in Frontline	BEFORE SCHOOL BEGINS - New Panther Orientation focused on systems, structures, and protocols - Meet and greet lunch with Onboarding Committee QUARTERLY - Onboarding Committee activity - Temperature check meeting with Dave MONTHLY - Temperature check survey WEEKLY - Meeting/check-in with mentor OTHER

STEPS FOR REQUESTING PROFESSIONAL LEAVE

TEACHER INITIATED STEPS

- Teacher identifies or is invited to attend a professional leave activity.
- Teacher checks with principal to determine appropriateness of the professional leave and potential funding sources.
- Teacher completes the FCPS "[Professional Leave/Substitute Request Form](#)", which includes an estimate of all expenses.
- Paperwork submitted to Professional Development Coordinator.
- Professional Development Coordinator ensures the following:
 - Appropriate funds are available per timelines required by IAKSS and Hayes (see chart below).
 - Appropriate paperwork is completed.
 - PD Coordinator signs paperwork.
 - Submit recommendation of approval to principal for signature.
- Principal has final approval indicated by signature.
- Principal submits paperwork for forwarding to PD office to school secretary.
- School secretary sends via courier or fax by the due dates below to IAKSS PD office.
- School secretary gives copies of paperwork to PD chair.
- PD chair informs teacher of approval or denial.

MISSED DUE DATE FOR REQUEST

- If the teacher misses the leave request due date, the teacher returns the leave request back to the school principal, along with a memo explaining why the leave request missed the due date and why the leave request should be considered for post-approval.
- Principal agrees with the request for post-approval, signs off on the memo of explanation and then forwards the leave request and memo to the middle school director for approval after processing by PD chair. (Step 5 above)
- The Middle School director agrees with the memo of explanation, signs-off on the leave request as a post-approval, and then forwards to the PD office for inclusion on the next board agenda.
- The principal and school director reserve the right to deny any leave request that seeks post-approval.

PD PAPERWORK DUE DATES TO ADMIN ASSISTANT

- July 25, 2022, for the August 15 and August 29, 2022 board meetings
- August 22, 2022, for the September 12 and 26, 2022 board meeting
- September 26, 2022, for the October 10 and 24, 2022 board meeting
- October 24, 2022, for the November 14 and 28, 2022 board meeting
- November 21, 2022, for the December 5 and 15, 2022 board meeting
- November 21, 2022, for the January 9 and 23, 2023 board meeting
- January 30, 2023, for the February 13 and 27, 2023 board meeting
- February 27, 2023, for the March 13 and 27, 2023 board meeting
- March 13, 2023, for the April 10 and 24, 2023 board meeting
- April 24, 2023, for the May 8 and 22, 2023 board meeting
- May 22, 2023, for the June 12 and 26, 2023 board meeting

*- These dates are the Monday prior to that month's SBDM meeting, for SBDM approval



PROFESSIONAL DEVELOPMENT PLAN

	DATE	HOURS	BUDGET	DESCRIPTION	CSIP FOCUS
PD Day # 1 08/08/22 NF*(6 hours)	August 4, 2022	6	\$900	Day one of our staff retreat. Staff retreat will focus on strategies for students who learn differently, engagement in the classroom, and culturally responsive teaching and learning	Proficiency goal Achievement gap goal
PD Day # 2 08/19/22Flex (6 hours)	August 5, 2022	6	\$900	Day one of our staff retreat. Staff retreat will focus on strategies for students who learn differently, engagement in the classroom, and culturally responsive teaching and learning	Proficiency goal Achievement gap goal
PD Day # 3 11/08/22Flex (3 hours)	August 16, 2022 September 22, 2022	1.5 1.5	\$0.00	Staff meetings will be used to follow up on sessions from the staff retreat. Each month will have a different focus	Proficiency goal Achievement gap goal
PD Day # 3 11/08/22Flex (3 hours)	October 18, 2022 November 15, 2022	1.5 1.5	\$0.00	Staff meetings will be used to follow up on sessions from the staff retreat. Each month will have a different focus	Proficiency goal Achievement gap goal
PD Day # 4 01/02/23 Flex (3 hours)	January 17, 2023 February 21, 2023	1.5 1.5	\$0.00	Staff meetings will be used to follow up on sessions from the staff retreat. Each month will have a different focus	Proficiency goal Achievement gap goal
PD Day # 4 01/02/23 Flex (3 hours)	March 21, 2023 April 18, 2023 May 16, 2023	4.5	\$0.00	Staff meetings will be used to follow up on sessions from the staff retreat. Each month will have a different focus	Proficiency goal Achievement gap goal
Alternative PD Plans	June 6-10, 2023	30	\$22,000	Kagan Cooperative Structures five-day institute for staff not fully trained	Proficiency goal Separate academic indicator goal Achievement gap goal
Alternative PD Plans	July 27, 2022	6	\$500	New Panther Orientation for all new hires	
Alternative PD Plans	September 16-17, 2022	12	\$300	Kentucky World Language Association conference (Spanish)	Focuses on arts and humanities department action plan
Alternative PD Plans	February 8-11, 2023	12	\$930	KMEA conference for music department	Focuses on arts and humanities department action plan
Alternative PD Plans	February 23-24, 2023	18	\$165	Kentucky Hearing Specialist Association conference	Achievement gap goal
Alternative PD Plans	March 10-11, 2023	12	\$140	Kentucky High School Speech League conference	Focuses on arts and humanities department action plan
Alternative PD Plans	Summer, 2023	18	\$3450	Get Your Teach On national conference (language arts)	Proficiency goal Separate academic indicator goal Achievement gap goal
Alternative PD Plans	N/A	6	\$150	National History Day online workshop	Separate academic indicator goal
Alternative PD Plans	TBA	12	\$760	Stanford History Education conference	Separate academic indicator goal
Alternative PD Plans	TBA	12	\$3,700	Fall and spring release day for all language arts teachers	Proficiency goal Achievement gap goal
Alternative PD Plans	TBA	12	\$3,700	Fall and spring release day for all math teachers	Proficiency goal Achievement gap goal
Alternative PD plans	TBA	12	\$3,330	Fall and spring release day for all science teachers	Separate academic indicator goal
Alternative PD Plans	TBA	12	\$3,330	Fall and spring release day for all social studies teachers	Separate academic indicator goal
Alternative PD Plans	TBA	12	\$2,960	Fall and spring release day for all CTE teachers	CTE department action plan
Alternative PD Plans	TBA	12	\$3,700	Fall and spring release day for all Arts and Humanities teachers	Arts and humanities department action plan
Alternative PD Plans	TBA	12	\$5,200	Fall and spring release day for special education teachers	Achievement gap goal

SECTION 2

SCHOOL-WIDE BEHAVIOR PLAN



ABOUT THE SCHOOL-WIDE DISCIPLINE PLAN

Effective teachers spend more time promoting responsible behavior than responding to irresponsible behavior.

Effective teachers recognize that misbehaviors, especially chronic, occur for a reason and take that into account when determining how to respond to the misbehavior.

The backbone of **EJHMS School-wide Discipline Plan** is teaching expectations and character education through social competency initiatives and behavioral support. E. J. Hayes has adopted a multi-level approach to school-wide discipline whereby different levels of prevention and intervention services are implemented based on student need.

All students will receive training and instruction in areas such as social skills, responsibility, and decision-making. Students with a greater need will receive additional support in areas such as anger management, making friends, impulse control, and family conflict. A relatively small number of students will display more intense needs and will receive support as needed to address them.



- 1. CHAMPS for Common Areas:** Recognizing that "behavior" must be taught (just as math, science and language must be taught), E. J. Hayes uses CHAMPs to clarify and intentionally teach expectations for students regarding behavior. School-wide standards are provided for areas including Hallways, Cafeteria, Assemblies, Restrooms, etc. Intentionally review CHAMPs quarterly with students (after fall break, winter break, and spring break).
- 2. CHAMPS for Classrooms:** Teachers use CHAMPs in the classroom setting to intentionally teach expectations for a variety of classroom situations and instructional approaches (teacher-led lessons, small group work, independent seat work, learning centers, etc.)
- 3. Assemblies:** Assemblies will occur periodically throughout the school year and will be associated with the positive character traits such as respect, responsibility, citizenship, caring, trustworthiness, academic excellence, etc. Examples events include guest speakers, presentations, and themed activities.
- 4. Social Emotional Learning:** These activities will be implemented throughout the school and will be formally taught. In addition to formal lessons and activities, all faculty and staff will routinely prompt students to engage positive social interactions and will supervise students to minimize the chance that bullying behavior will occur.
- 5. Individual and Small Group Counseling:** Short-term counseling and assistance will be offered by the Youth Service Center, MTSS Behavior teacher, School Counselors, School Psychologist, Peer Mediators, and the Social Worker to address areas such as making friends, anger management, peer conflicts, grief and loss, family conflict, etc.
- 6. The MTSS Team:** The Multi-Tiered System of Supports Team is a coordinated group designed to assist students when problems have a negative impact on school success, including academic difficulties, behavior problems, family issues, grief and loss, peer conflict, etc. Team members include: MTSS teachers for reading, math, and behavior, content teachers, counselors, social worker, administrators, achievement and compliance coach, school psychologist, and YSC coordinator.

eBUCKS

eBucks are to be used as positive reinforcement for good behavior school wide. Teachers are asked to enhance their interactions with students by finding three positive behaviors for each negative behavior exhibited by the student.

The student will be given eBucks in the Employability Operating System (eOS) by a staff member when they have been "caught being good." Teachers who distribute eBucks must click the cash in eOS. Students accumulate the eBucks and may cash them in at the grade level or team store. Items for purchase may include:

- o Free admission to any home athletic event
- o 10 minutes of free computer time
- o One free concession stand item at an athletic event
- o Eat lunch with a friend
- o Hayes wear
- o School supplies
- o Food items

Do not use this as a whole class reward, rather use for individual students. Example: do not give an eBuck for every student that scored an A on the math test. However, if a student had been struggling with a concept and the light bulb went off and they got it, sure, give an eBuck and let them know what a great job they did. **These items should be given to students who go above and beyond! Also, do not give students over 2 eBucks for an individual act.**

Focus Taps

Search for a user

Q

John Smith

X

👍

👎

Learn Daily

☐

Laugh Often

☐

Lead Respectfully

☐

Live Responsibly

☐

Additional details

Save

GPA REWARD DAYS

The GPA Day reward is a method to recognize students for demonstrating excellence in academics. GPA Days occur the day following each 9-week report card distribution.

The guidance office will be responsible for submitting school-wide GPAs to the Student Foundations Committee and this committee will be responsible for organizing and distributing reward.

Rewards will be tiered based on student GPA. The Tiers will be as follows:

- Students with a GPA of 4.0
- Students with a GPA of 3.5-3.9
- Students with a GPA of 3.0-3.4



GOOD NEWS POST CARDS



Good News Postcards will be used to send home information regarding specific student behavior. Students who mastered a difficult concept, students who have shown behavioral improvement, or students who went above and beyond should receive one. These are only examples, and teachers should send home a Good News Postcard at any time they deem one necessary.

Teachers may use these at their own discretion. There will be no expectation on the number of cards distributed.

Students who receive a Good News Postcard will be allowed entry into one athletic event free or receive an item free from the team or grade level store.

SCHOOL-WIDE TERMINOLOGY AND PROCEDURES

SCHOOL WIDE LEVEL

All teachers will utilize eBucks to reward and reinforce appropriate behavior. Teachers will give a minimum of three Panther eBucks per week and strive for a three-to-one ratio of positive to negative interactions with students. **These will be tracked in the eOS.**

All teachers will display definitions of school expectations on the wall, which explains to students how they could fail to meet those expectations.

All teachers will use the online Employability Operating System (eOS) to track infractions.

All teachers will use an intervention prior to the student having an expectation removed in eOS, such as managing by proximity, nonverbal cues, eye contact, etc.

All teachers will follow these guidelines in dealing with Level I discipline:

- 1- Intervention/warning (proximity, nonverbal cues, eye contact)
- 2- Document in eOS
- 3- Corrective behavior (level one or level two interventions)
- 4- Administrative action and parent/guardian contact

When in doubt, use common sense.

TEAM LEVEL

Teachers will use the Employability Operating System (eOS) for documenting level 1 and 2 behaviors.

Teams will develop an incentive plan for students that will be conducted using the following framework:

- Every two weeks: **Sixth grade:** All students who met expectations at 98%, with no SAFE and suspension time. *Missing assignments may factor into student participation.*
- Every 4.5 weeks: **Seventh grade:** All students who met expectations at 98%, with no SAFE and suspension time. *Missing assignments may factor into student participation.*
- Every 9 weeks: **Eighth grade:** All students who met expectations at 98%, with no SAFE and suspension time. *Missing assignments may factor into student participation.*

EMPLOYABILITY OPERATING SYSTEM (eOS)

All teams will utilize the Employability Operation System (eOS). A tiered approach will be used for students who do not meet school behavioral expectations on a weekly basis.

The MTSS Behavior teacher will review each student's percentages on meeting expectations at the end of the day on Friday. The MTSS Behavior teacher will report to team leaders and administration the students who did not meet behavior expectations for the week, and administration will assign the appropriate consequence using the tiered system outlined below.

LEVEL 1

Students who earn 4-5 infractions within a one-week period (Monday-Friday) will be given one of the following consequences:

- 30-minute detention
- Lunch detention

LEVEL 2

Students who earn 6-8 infractions within a one-week period (Monday-Friday) will be given one of the following consequences:

- One-hour detention
- All day team isolation

LEVEL 3

Students who earn more than 8 infractions within a one-week period (Monday-Friday) will be given one of the following consequences:

- 1 ½ hour detention
- All day team isolation with another grade level
- *Parent/teacher/administrator conference will be held*

These numbers will be adjusted for short weeks.

NOTIFICATION AND COMMUNICATION

Notification to parents will be made via phone, email, paper copy of notice given to the student, or a paper copy mailed home. Students who miss detention will be referred to the grade level administrator for further action.

Teams will regularly discuss student behavior progress and meet to determine appropriate interventions on the team level with the MTSS Behavior teacher, guidance counselor, YSC coordinator, and administrator.

INTERVENTIONS

At each mid-term and end-of-term (4.5 weeks), administration and counselors will review students' cumulative infractions on the eOS. Students who earn 15 or more infractions for the 4.5-week period or receive three or more referrals during this time frame will be flagged for further intervention.

Once flagged, the grade level team will meet to determine interventions for the student. During a management meeting conducted by administration, the team and administration will determine the next possible steps for intervention, which can include, but is not limited to, the following:

- Behavior intervention plan or behavior contract
- Placement change, including the MTSS Behavior Tier 2 class
- Use of outside resources or agencies

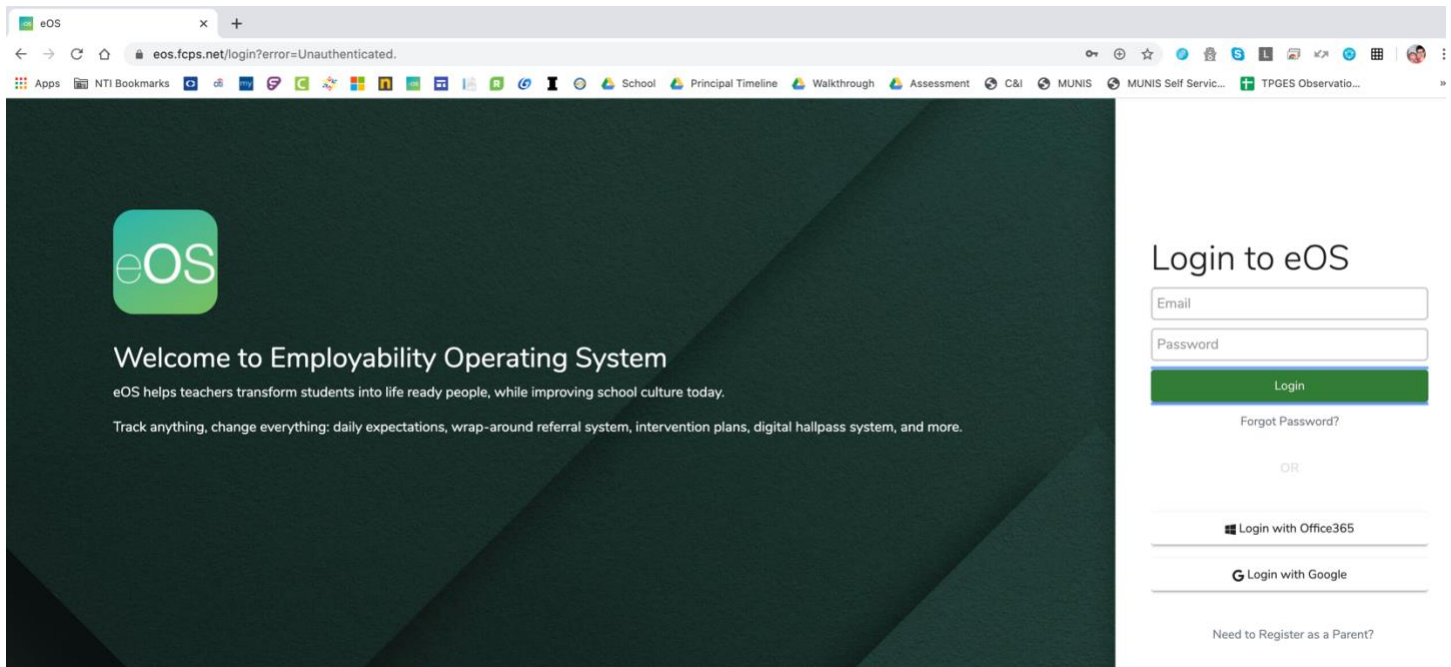
Students who are placed on an intervention plan will be assigned a staff point-of-contact, who will regularly report to progress to the team. Any plan developed for the student will be shared with all adults who interact with the student. An intervention plan may supersede the eOS system for a particular student.

Teachers will be required to enter comments in the eOS if a student doesn't meet expectations.

DIRECTIONS FOR ACCESSING THE eOS

In order to access the eOS, teachers should

- Go to <https://eos.fcps.net/login>



eOS

eos.fcps.net/login?error=Unauthenticated.

Apps NTI Bookmarks School Principal Timeline Walkthrough Assessment C&I MUNIS MUNIS Self Serv... TPGES Observatio...

eOS

Welcome to Employability Operating System

eOS helps teachers transform students into life ready people, while improving school culture today.

Track anything, change everything: daily expectations, wrap-around referral system, intervention plans, digital hallpass system, and more.

Login to eOS

Email

Password

Login

Forgot Password?

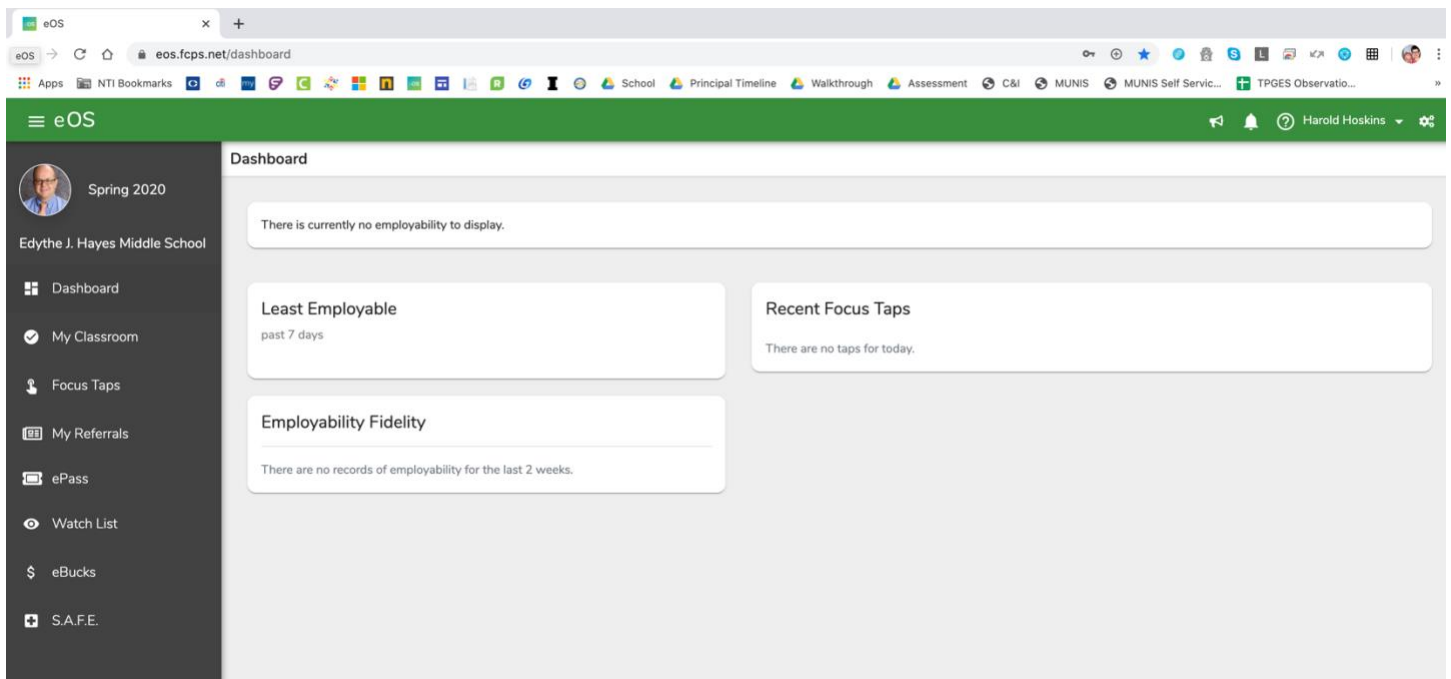
OR

Login with Office365

Login with Google

Need to Register as a Parent?

- Enter your email address and network password into the fields indicated above.
- This will take you to your home screen.



eOS

eos.fcps.net/dashboard

Apps NTI Bookmarks School Principal Timeline Walkthrough Assessment C&I MUNIS MUNIS Self Serv... TPGES Observatio...

eOS

Spring 2020

Edythe J. Hayes Middle School

Dashboard

There is currently no employability to display.

Least Employable

past 7 days

Recent Focus Taps

There are no taps for today.

Employability Fidelity

There are no records of employability for the last 2 weeks.

Dashboard

My Classroom

Focus Taps

My Referrals

ePass

Watch List

eBucks

S.A.F.E.

LEVEL 1 POSITIVE INTERACTIONS

Level 1 positive interactions are non-contingent upon other behaviors. These interactions are part of the *Hayes Way* of supporting our students.

SAMPLE BEHAVIORS	POSSIBLE INTERACTIONS
No behaviors necessary. These are non-contingent upon behavior.	• Greet students in the hall or at the door • Say hello • Ask students how they are doing • Shake hands • Offer high fives • Pat the student on the back • Other forms of non-contingent positive praise

LEVEL 1 BEHAVIOR ISSUES

Level 1 behaviors are analogous to *Parking Tickets*. A parking ticket is a minor offense. Even if a driver gets a parking ticket every day for a year, as long as he pays the fine no other consequence will be enacted (no arrest, jail time, having license revoked, etc.). Similarly, for "Level One" behaviors at school, a teacher administers "Level One" consequence and no other action is needed.

Level 1 infractions are annoying behaviors that can be corrected with key words such as "quit," "don't," or "stop!"

These behaviors can adequately be corrected by the observing staff member in the setting. A staff member observing a Level 1 infraction should not expect any other staff member to take additional action.

SAMPLE BEHAVIORS	POSSIBLE INTERACTIONS
Including, but not limited to: • Excessive talking • Talking out • Talking too loud • Out of seat • Head down • No materials • Off task • Writing notes • Inappropriate tone • Singing/humming/noises/tapping • Combing hair/undoing hair • Putting on lotion/perfume • Not following directions • Walking on the wrong side of the hall • Not moving along • Dress code • Tardy to class • Removing food or other items from cafeteria • Running in the hall • Teasing or annoyance towards peers • Earbuds	• Documented in eOS • State desired behavior • Positive redirection • Gentle verbal reprimand • Proximity correction • Behavior log • Planned ignoring • Team detention • Time out in another classroom • Behavior improvement plan • Positive practice • Time out at place infraction occurred • Have student walk or stay with you (supervisor) • Loss of privilege • Holding back after class • Praise that which you want to see more of • Phone call home

LEVEL 2 POSITIVE INTERACTIONS

Level 2 positive interactions may be contingent on some act by the student. The student may have done well on a test or helped out another person without prompting.

SAMPLE BEHAVIORS	POSSIBLE INTERACTIONS
• Did well on a test or assignment • Helped a student with a problem (without being asked) • Cleaned the room or cafeteria (without being asked) • Helped a student in need • Offered to do something for someone • Other forms of living up to the Panther Promise	• eBucks • Positive phone call home • Hand-written note or letter home • Good News post card

LEVEL 2 BEHAVIOR ISSUES

Level 2 behaviors are analogous to Moving Violations Tickets. Moving violations are more serious than parking tickets and include infractions such as speeding, running a stop sign, etc. Moving violations require a higher level of intervention and/or consequence (i.e. driving school, paying fines of varying amounts, and possibly, a court appearance). Similarly, for "Level Two" behaviors at school, a higher level of response is warranted, and should include at least some level of documentation.

Level 2 infractions should involve having the reporting staff member to contact the student's parent/guardian, if the infraction is ongoing. These contacts should be recorded in the PLP. **If a teacher assigns three or more infractions, a phone call home is required to be made by the teacher assigning the infractions.**

These behaviors may not require immediate administrative involvement but do require documentation because the observing staff member has assigned a school wide correction. **Staff may consult with the MTSS Behavior teacher or grade level administrator to determine if a referral should be written or if the incident is documented through the eOS.**

SAMPLE BEHAVIORS	POSSIBLE INTERACTIONS
Including, but not limited to: • Refusal to comply with time out • Disruptive with a substitute • Profanity • Throwing things (paper wads, pencils, etc...) • Minor inappropriate physical contact (horse playing, tripping, "baconing") • Excessive teasing or annoyance towards peers • Disrespect toward others • Repeated Level 1 infraction that become defiance • Inappropriate use of technology (cell phones, music devices, computers, etc...) • Dress code violation	• Documented in eOS • Gentle verbal reminder • Proximity correction • Behavior log • Planned ignoring • Team detention • Time out at student desk • Time out in another classroom • Behavior improvement plan • Lunch detention • Loss of privilege • Hallway restrictions • Loss of team rewards • Hold back after class • Phone call home and documented in PLP Administrative action possible

LEVEL 3 POSITIVE INTERACTIONS

Level 3 positive interactions may be contingent on some act by the student but are **sustained** over time. Students demonstrate an area of the Panther Promise consistently and are rewarded for sustaining it.

SAMPLE BEHAVIORS	POSSIBLE INTERACTIONS
Including, but not limited to: • Routinely does well in class • Always sustains positive behavior • Perfect attendance • Maintains positive relationships with other students • Maintains positive relationships with adults	• Team rewards • Teacher rewards • GPA reward • Perfect attendance award • Student of the Week/Month award • Edythe J. Hayes Panther Cup Award (8th grade only) • Sherri Heise Principal Award (8th grade only) • Hayes Honor Society (8th grade only)

LEVEL 3 BEHAVIOR ISSUES

Level 3 behaviors are analogous to Drunken Driving Violations. Drunk driving is a serious offense that requires immediate arrest, incarceration or court involvement. An officer does not make a determination as to whether or not to arrest; rather, the law requires that an arrest is made. Similarly, for "Level Three" behaviors at school, teachers are required to notify administration of any offense that involves dangerous or illegal behaviors.

Level 3 infractions are illegal, immediate harm to self or others and/or direct defiance of authority. These behaviors are serious misbehaviors that require **immediate administrative involvement** and written documentation.

SAMPLE BEHAVIORS	POSSIBLE INTERACTIONS
Including, but not limited to: • Illegal drugs • Weapons • Fighting • Stealing (from teacher) • Skipping school/class/detention • Threat made to staff member • Verbal abuse towards staff (i.e. cursing directed at staff member) • Sexual harassment • Major inappropriate physical contact (PDA) • Bullying/cyber-bullying/threatening (intimidation) as defined by KRS • Issues of pornography on social media	• Behavior log (if a student has a BIP or behavior contract) • Referral is written in eOS • Student is immediately escorted to the office by a staff member Administrative action required

BEHAVIOR EXPECTATIONS AND DEFINITION OF eOS CATEGORIES

Below are our school-wide behavioral expectations. Students will begin each class period with 5 out of 5 expectations met. If a student fails to uphold one or more of these expectations, the teacher will mark that the student did not meet the expectation in his or her class for that day. Students who earn 4 or more infractions within a one-week period will be assigned a consequence as outlined above.

MAINTAINING ORDERLY BEHAVIOR

Ways to violate this expectation

- Students use electronic devices outside of approved times.
- Student's behavior disrupts the flow of classroom instruction/assessment.
- Student's behavior disrupts classroom activity/assessment.
- Student's behavior requires intervention of an adult regardless of location. ***If teacher addresses this more than once in a class period, the teacher should call the MTSS Behavior teacher.***

DEMONSTRATING RESPECT TO ADULTS AND PEERS

Ways to violate this expectation

- Student uses an inappropriate response to adult request.
- Student makes a comment or statement that is insulting to adult or peer.
- Student does not respond to adult direction or instruction to perform an action.
- Student takes or damages minor property, such as pencils or paper, that is not their own. ***Property damage of electronic devices, clothing, or school materials should be written as an office referral.***

REPORTING PREPARED TO LOCATION ON TIME

Ways to violate this expectation

- Student is not in assigned area in the classroom when the tardy bell rings, or if on an alternate schedule, at the designated time.
- Student does not return to designated area after being given an ePass or hall pass in the allotted amount of time.
- Student does not report to class with required materials, including homework.

STAYING ON TASK DURING WORK TIMES

Ways to violate this expectation

- Student is not performing task, activity, assignment, or assessment as directed by adult, but is not disrupting the flow of instruction or activity.
- This includes, but not limited to, sleeping in class, or engaged in conversation with another student that is not pertaining to class.

FOLLOWING CLASSROOM SPECIFIC RULES

Ways to violate this expectation

- Student breaks a rule specific to a particular classroom, such as possession or use of candy, food, drink, or gum. Classroom rule is posted and reviewed with students through CHAMPS.

REFERRAL & ISOLATION PROCEDURES

OFFICE REFERRAL PROCEDURES

- If you have a referable offense, call the SAFE room (40084) or the front office (40000) to have the student escorted from your room to SAFE.
- Notify the staff member who is escorting the student the reason behind the referral.
- Use the online referral found in eOS to write the referral and submit it to the appropriate personnel.
- The SAFE teachers will either handle the situation or contact an administrator via the radio to deal with the situation.
- IF you have a physical altercation, deescalate the situation, separate the students, but do not leave either unattended. Call the SAFE room or front office for assistance.
- IF you need someone immediately in your room, use the "panic" button on the wall or call the front office (40000 for Mrs. Cornett; 40010 for Mr. Sherrard; 40009 for Mrs. Church; 40008 for Mr. Hoskins).

TEAM ISOLATION

- Teachers will contact parents regarding team isolation. The contact should occur prior to the isolation unless an issue requires immediate isolation. In that case, the contact must be conducted on the same day.
- Teams will develop a system for student isolation (per period isolation only. All day isolation is the result of the accumulation of infractions).
- Teams should work with their grade level counterparts to isolate students.
- Always provide the student with work for the period of isolation.
- Class work must be given to each of the student's teacher upon completion.
- Remember to include the exploratory teacher(s) assigned to your team in the team isolation procedures.
- SAFE is not to be used for team isolation.

STUDENT CONCERN FLOWCHART

Student makes a concerning comment...

- About suicide or self-harm (verbal or written)
- About threats to others (verbal or written)
- About themselves or someone they know being abused or harmed (verbal or written)

Teacher should...

- Let the student know you would like to talk privately with them after the session is over (if comment is made in a public manner)
- Calmly express your concern and inform the student you have a responsibility to talk with a counselor about the situation (if the communication is an assignment, private message, email)
- Immediately contact one of the following counselors or administrators to inform them of the concern and for assistance. Do NOT wait until the end of the school day

Contact list...

- 6th grade counselor: Jonna Hayden, ext. 40006, cell (859)
- 6th grade administrator: Dave Hoskins, ext. 40008, cell (859) 327-9739
- 7th grade counselor: Timia Gardner, ext. 40003, cell (859) 536-0548
- 7th grade administrator: Kris Church, ext. 40009, cell (504) 669-8900
- 8th grade counselor: Alan Ford, ext. 40005, cell (859) 619-5390
- 8th grade administrator: Matthew Sherrard, ext. 40010, cell (859) 536-5942
- ECE counselor: Jessica Moore, ext. 40043, cell (502) 370-1125
- School psychologist: Leighann Lakes, ext. 40094, cell (502) 302-3888
- Mental health specialist: Sonal Patel, ext. 40014, cell (229) 254-8645
- Youth Services Center coordinator: Carla Mack, ext. 40012, cell (859) 312-8525

Student makes a comment that is a non-emergency...

- About grades and attendance
- About behavior
- About rumors or gossip
- About a boyfriend/girlfriend

Teacher should...

- Calmly express your concern and understanding about the situation and inform the student you will make a referral to their counselor
- Email the grade level counselor with the concern

PROCEDURE FOR ASSIGNING DETENTION

Teachers must enter documentation into eOS during each class period of the day.

On Friday afternoons, the MTSS Behavior teacher will generate a list of students who did not meet expectations for the week and provide that list to the appropriate administrator and team leader. The list will include the level of consequence for the student.

Administration is responsible for notifying parents by phone or email regarding the detention, as well as informing the student of the detention by giving them a Detention notice.

Grade level administrators will supervise weekly detention, print packets, and maintain a list of students who do not complete their detention.

Administration will be responsible for ensuring all detentions are served. Any student who misses their assigned detention will be dealt with by administration.

STUDENT EXPECTATIONS FOR DETENTION

- Students must arrive on time at 4:05 PM.
- Students must come to detention prepared with a writing utensil and paper.
- Students must use the restroom prior to arriving at detention.
- Students will not ask to leave detention once detention begins.
- Students will remain at a zero-voice level for the duration of their detention.
- Students must complete the detention assignment(s) first. After satisfactory completion of the detention assignment(s), students will then be allowed to complete homework.
- Students will work continuously for the duration of their detention time.
- Students will secure all electronic devices under their table during detention.
- Students will not be allowed to have food, gum, candy, or drinks during detention.
- Students who refuse to work, who fail to remain at a voice level zero, or are disruptive during detention will be reassigned for the following week.

TUTORING EXPECTATIONS FOR STUDENTS

- To sign up for that day's tutoring services by noon, using the online Google Form found on the school's website. Students who do not sign up will not be allowed to stay for tutoring.
- To arrive on time at 4:05 PM in room 501 (Library Media Center).
- To bring classwork, Chromebook, and other materials as needed for tutoring. Students who do not bring materials will be escorted to the detention room until a ride can come get them.
- To follow all school rules while in tutoring. Students may earn eOS violations for misbehavior during tutoring. Student misbehavior may lead to loss of tutoring privileges.
- To remain in tutoring until 5:05 PM. Students will not be permitted to leave early.
- To have a ride at the school by 5:15 PM. Students who continually do not have a ride on time may lose tutoring privileges.

SCHOOL WIDE DETENTION AND TUTORING DATES

Level One Detention: 4:05-4:35

Level Two Detention: 4:05-5:05

Level Three Detention: 4:05-5:35

Tutoring:

4:05-5:05

DETENTION DATES	TUTORING DATES	LANGUAGE ARTS TUTORS	MATH TUTORS	SCIENCE TUTORS	SOCIAL STUDIES TUTORS	EVENT DUTY
AUGUST		Adams	Ali	Bartley	Bishop	Dostart
18, 25	25	Bayes	Anderson	Bischoff	Castillo	Ford
SEPTEMBER		Best	Donahue	Bohannon	Dean	Gardner
1, 8, 15, 22, 29	1, 8, 15, 22, 29	Brack-Jones	Fikert	S. Hall	Deener	Grigsby
OCTOBER		Crum	Foster	Hawkins	Hollon	Hardin
13, 20, 27	13, 20, 27	Finley	Gilmer	Heaton	Kitchen	Hayden
NOVEMBER		Goforth	L. Hall	Hutchinson	Logan	Levey
3, 10, 17	3, 10, 17	Hyde	Hoback	King	Madison	Lofton
DECEMBER		Litteral	Kidder	Livingood	Marshall	Mack
1, 8, 15	1, 8, 15	Maggard	Leadingham	Miller	Moore	Morera
JANUARY		Ransdell	Malley	A. Morgan	Railey	J. Morgan
12, 19, 26	12, 19, 26	Snodgrass	Menke	K. Mullins	Randolph	Payne
FEBRUARY		Thrash	Powell	Russell	VanHoose	Pinney
2, 9, 16, 23	2, 9, 16, 23	Whitnell	Shanks	Sizemore	Wells	Quire
MARCH		Wood	Wicker	Wethington	Willoughby	Rister
2, 9, 16, 23	2, 9, 16, 23					
APRIL						
13, 20, 27	13, 20, 27					
MAY						
4, 11, 18	4					

Tutors will be required to supervise one session in the fall and one session in the spring. In addition, tutors will sign up for one ball game duty. Teachers and staff members assigned to event duty will sign up for three ball games or concerts.

TEACHER RESPONSIBILITY DURING TUTORING SERVICES

1. Be on time in the student center at 4:05 PM.
2. Math and science teachers will pull students to one area of the student center, and language arts and social studies will pull to the other area of the student center. This is to ensure a teacher is not alone with any group of students after school hours.
3. Actively monitor and assist students. A teacher should not be on their cellphone or computer during this time but should be assisting students.
4. Hold students until 5:05 PM. Do not allow a student to leave early, unless someone in the front office has instructed you differently.
5. Two teachers should walk students outside after tutoring is over. Administration will assist with supervision outside at the conclusion of detention.
6. Leave the area as you found it.

Please note that we will offer tutoring on Monday and Wednesdays using ESS funds. Students will sign up the same way, but this is a separate program for teachers. Teachers who are paid for the ESS program must still sign up for the Thursday option.

TUTORING SIGN UPS

RESTORATIVE PRACTICES

To assist students through challenging situations, Edythe J. Hayes Middle School partnered with Juvenile Restorative Justice and InCircle Consulting and Training, LLC to develop restorative practices within our discipline policy. The goal of each group is to develop empathy within the individuals, and for them to see how their actions have an impact on those around them. We will use the following restorative practices in our discipline system.

ROCK CIRCLES	MEDIATION CIRCLES	PEER MEDIATION	MEDIATION
<i>These circles are long term groups, six to eight weeks in length, that group students with similar situations.</i>	<i>These circles are short term in nature and focus on groups of students and/or families in a conflict.</i>	<i>Peer mediation focuses on minor conflicts and uses student mediators to find solutions to the problems.</i>	<i>Mediation focuses on major conflicts and uses outside mediators to find solutions to the problems.</i>
• Drug or substance abuse victims • Students with truancy issues • Students with anxiety issues • Students with social deficits • Students with trauma • Students with Incarcerated parents • Students who need motivation • Students dealing with divorce	• Peer drama and conflict between more than two peers • Social media outside of school that carries over to school • Community conflicts involving more than two students • Family vs. family conflict • School vs. family conflict	• Peer drama and friendship issues between two students • He said/she said gossip • Peer horseplay that almost leads to a physical altercation • Student behaviors that bother other students, such as odd comments, looks, or making noises that lead to student complaints • Bullying <i>Required for fighting or acts of physical aggression in addition to school consequence</i>	• Ongoing student issues that the school is unable to resolve • Noncompliant students • Parent/student conflicts • Threats of physical violence • Escalated bullying

The Youth Services Center coordinator will serve as the point of contact for all Circles and Mediation issues.

STUDENT DRESS CODE

Modified on July 21, 2021

ALLOWABLE DRESS AND GROOMING

- Students must wear clothing including both a shirt with pants or skirt, or the equivalent, and shoes.
- Shirts and dresses must have fabric in the front, back, midsection, and on the sides.
- Clothing must cover undergarments.
- Fabric covering all private parts must not be see-through.
- Specialized courses may require specialized attire, such as sports uniforms or safety gear.

NON-ALLOWABLE DRESS AND GROOMING

- Clothing may not depict, advertise, or advocate the use of alcohol, tobacco, marijuana or other controlled substances.
- Clothing may not depict pornography, nudity, or sexual acts.
- Clothing may not use or depict hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or any other protected groups.
- Clothing must not threaten the health or safety of any other student or staff.
- Pajamas and house shoes are not allowed.
- Hats are not allowed. Hoodies may be worn as a sweatshirt, but the hood may not be pulled up.
- If the student's attire or grooming threatens the health or safety of any other person, then discipline for dress or grooming violations should be consistent with discipline policies for similar violations.

STAFF DRESS CODE

EJH faculty and staff are expected to dress professionally but appropriately for their job function.

ALLOWABLE DRESS AND GROOMING

- Dress pants
- Collared shirt
- Skirts
- Dresses
- Ties (optional)
- Must also adhere to the student dress code

NON-ALLOWABLE DRESS AND GROOMING

- Tank tops, crop tops, spaghetti straps,
- Jeans/denim (except for Fridays)
- Leggings or yoga pants (unless under another garment)
- Plunging neck or back lines
- Sweatshirts or t-shirts, except Fridays, and only education attire
- Sweatpants or warm up pants
- Shorts

EXCEPTIONS

- Physical education teacher
- Art teacher during clay projects
- Para educators who are required to perform Safe Crisis Management during the day
- Para educators who are required to work with students with restroom needs
- Cafeteria monitors

Administration reserves the right to determine appropriateness of student and staff clothing.



STAFF USE OF CELLPHONES DURING SCHOOL DAY

Following is the Fayette County Board of Education Policy 03.13211 on the use of cell phones during the school day.

"...the Board, authorizes... principals... to implement rules concerning use of personal cell phones during the work day. To minimize disruptions, all employees are requested to direct friends and family members to contact the main office of the school or other assigned work location to communicate urgent or emergency information. Non-emergency contacts during working hours are discouraged."

The use of cell phones by faculty and staff is not allowed while supervising students, unless the faculty or staff member is supervising students outside as part of class and needs to phone the front office for an emergency, or the faculty or staff member is supervising students during an emergency evacuation.

Please remember that we should all model the expected behavior for students, including the use of electronic devices during the school day.

TIPS ON STAFF SOCIAL MEDIA

From the Office of the Attorney General

- Don't post personal information (i.e., age, birth date and/or address)
- Don't post embarrassing photographs
- Check privacy settings
- Don't add "friends" you don't know
- THINK BEFORE YOU POST! - IT'S FOREVER
- Some things can be a violation of Professional Ethics, and can lead to immediate dismissal
- A student should NEVER be added as a friend on a personal social media site

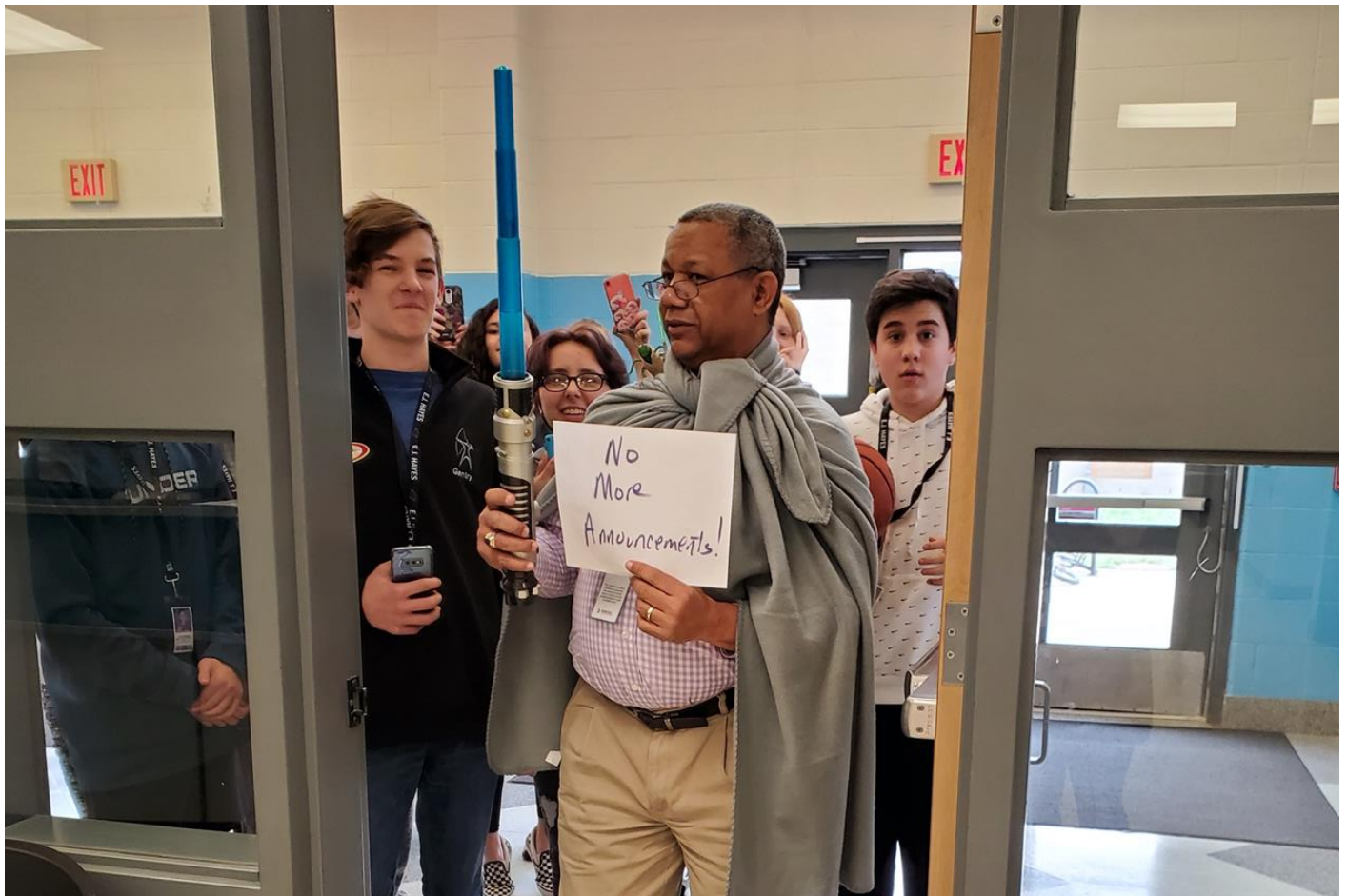
For coaches and club sponsors, create separate social media sites for your activities. Do NOT use your personal sites for information dissemination. Remember to ensure that students have a media release before you post any photographs on any social media site.



SECTION 3

STANDARD OPERATING

PROCEDURES



INTERNAL MANAGEMENT STANDARD OPERATING PROCEDURES

- **Student arrival:** When students arrive to school, they will report directly to their seventh period class. Breakfast will be available as a "grab and go" option in front of each grade level complex, and students will eat in their seventh period class. At 9:00 AM, all grade levels will transition to their first period class.
- **Badges:** Students will be provided a badge, which will be required for breakfast and lunch purposes, as well as library checkouts.
- **Lunchroom:** Teachers walk their class to and from the lunchroom following CHAMP's guidelines (single file on the right side of the hallway, voice level 0). Each class will have designated tables in the cafeteria. One of the cafeteria monitors will release the students to throw away their trash. It is imperative that teachers arrive and leave at their scheduled times.
- **Dress code:** Please become familiar with the dress code. The Youth Service Center will provide teams with appropriate clothing for students who violate the dress code.
- **Absentee Notes:** Teachers should refer to Infinite Campus to determine if a student has an excused or unexcused absence. Students should turn in parent or doctor's notes to the attendance office in the mornings.
- **10/10 Rule:** The first 10 minutes and last 10 minutes of class is restricted time for the hallways. Teachers should not allow students in the halls during those times, except in extreme emergencies.
- **Hall passes:** Teachers will use the ePass system in eOS to document all hall passes. Teams will determine the number of hall passes students will be allowed per grading period.
- **Leaving the team complexes:** Students are not to leave the team complexes except to go to exploratory classes or other classes outside of the complex. A teacher has been assigned to the complex doors during transition times to keep students in the complex areas (except those with classes in the portable units). For restroom breaks, use your best judgment.
- **Supervision during class change:** During class change teachers must be at the designated areas and should stand in the middle of the hallways and converse with students. Students should be reminded of such things as walking, walking on the right side of the hallway, and even given time warnings for the tardy bell. Active supervision is a TEAM effort. We must ALL participate.
- **Hallway time-out:** If a student must be sent to hallway time-out, please speak with them within three minutes. If a student needs to be sent out of class for the rest of the period, please send them to another teacher for time-out. Teachers should not leave students in hallway time-out for extended periods of time or unsupervised.
- **Student dismissal:** Car riders and walkers will be dismissed first, and they should exit by the Youth Services Center door. All bus riders will be dismissed after car riders and walkers have exited the building.
- **Chromebook assistance:** Students who have issues with their Chromebooks will complete a help ticket with their seventh period teacher. The help ticket will be taped to the Chromebook and the student will deliver the Chromebook to Mr. Hall in room 123.

EXTERNAL MANAGEMENT STANDARD OPERATING PROCEDURES

- **Parent phone calls:** In order to avoid disruptions to the classroom, we do not forward calls to the classrooms during the day for students or teachers. We can, however, take messages, and have calls returned between classes. Parents should not call or text students on cell phones during the school day.
- **Absentee notes:** According to Fayette County Student Code of Conduct, students have three days to submit absentee or tardy notes, either parent or doctor. Students should submit notes the day they return to school to the attendance office. An absentee note box is placed outside the attendance clerk office door.
- **School times/REAL program:** School hours are 8:35-4:05. Due to safety and supervision, students are not allowed in the building prior to 8:35, unless accompanied by an adult. Students may also enter the building with a pass from a teacher for morning clubs or activities. Students who need supervision prior to 8:35, or after 4:05, may attend the REAL program through the Division of Parks and Recreation. There is a fee for this service, and applications are available on our website and in the front office.
- **Early checkout:** Students who need to be checked out of school early must remain in their classrooms until their parent or guardian arrives. Per state law, and to ensure the safety of all students, students cannot be released to an adult unless the adult has proper photo identification and is on the Early Dismissal Form.
- **Fast food deliveries:** Parents may drop off lunches, however we cannot accept deliveries for fast food orders for students.
- **Flower deliveries:** We cannot accept flower or gift delivery for students.
- **Lost and found:** Lost and found items are retained for two-week periods. After two weeks, all items will be discarded.
- **Bus passes:** Students needing bus passes must have a written note from their parent or guardian. This note must be submitted prior to lunch to the front office. Students who do not have a valid bus pass will not be allowed entry onto the requested bus.
- **Homework requests:** For students absent only one day, homework will be made available upon return the following day to the student. Digital assignments will be available on the same day on Canvas. For students absent two or more days, we request 24-hour notice to compile the homework. Parents should contact the front office, who will send the request to the student's teachers.
- **Electronic devices (i.e., cell phones, tablets, etc.):** Mobile device use will be allowed in the cafeteria and classrooms prior to the start of school, and during lunch. Educational use is allowed at teacher discretion. If electronic devices are confiscated by school personnel, the teacher will return it to the student on the first offense. On the second offense, admin will keep the phone until the end of the day. On the third offense, a parent must pick up phone. Phones may be kept for five school days for additional offense, per the Fayette County Public Schools Student Code of Conduct (pg. 33, section X.). If a student has continued issues with a device during the school day, administration may develop an individualized plan for the student. However, we recommend students keep electronic devices in their lockers during the school day. We will not be responsible for lost or stolen electronic devices.
- **E-mail distribution lists:** All parents and guardians are encouraged to keep their email contact up to date in Infinite Campus. Log on to the Parent/Student Portal at the top of our home page at www.ejhayes.fcps.net to access.

BUDGET AND FINANCE STANDARD OPERATING PROCEDURES

TURNING IN MONEY

Money collected by teachers should be turned in **each day** to the bookkeeper.

Remember the following to help expedite the deposit procedure:

- Change should be counted and rolled
- Bills should be organized in sequential order from smallest to largest
- Checks should be organized from smallest to largest
- All money should be placed in a manila envelope
- All money should be counted by the bookkeeper and the person submitting the money.
- The deposit form should be signed by the bookkeeper and the person submitting the money.
- The teacher shall reconcile the daily deposit using the multiple receipt form and/or tabulation sheet.

- **Tabulations Deposit Sheet**

This sheet needs to be completed **daily** and turned in with your daily deposit to the bookkeeper. After the money is counted, this form will be signed by both you and the bookkeeper.

- **School Activity Fund-Inventory Control Worksheet (F-SA-5)**

- This is to be used when maintaining and selling tangible items: i.e.: candles, tee-shirts etc. This must be completed monthly.

- **School Activity Fund-Multiple Receipt Form (F-SA-6)**

- When receiving money teachers/ sponsor shall complete this form and cash or check shall be noted on the form next to the name of the person paying.
- The person paying will sign the multiple receipt form.
- This form would **not** be used at a concession stand.

FUNDRAISING

The following forms will help keep your fundraisers organized and legal! These forms are available from the bookkeeper.

- **Fundraiser Approval Form (F-SA-2A)**

Before conducting any fundraisers, teachers must complete the Fund Raiser Approval Form.

- **School Activity Fund-Fund Raiser Worksheet (F-SA-2B)**

- This is for you to maintain and turn in at the END of your fundraiser.
- **This form must be on file with the Bookkeeper within two weeks of the end of the fundraising event.**

- **The following are classified as fundraisers:**

- Dances
- Sports clinics
- Towels, seat cushions, pins, pencils, cups, etc...
- T-shirts and other clothing items
- Funds collected by selling stocked items (e.g., beads, Val-O-Grams, Holiday Grams, candy store)
- **Anything that generates money!**

STUDENT FEES

Fees may be charged in some classes for items which eventually will become their properties. The amount of the fee should reflect actual costs involved and not contain "profit margins."

Examples of this may include family and consumer science, technology education, and art. In any situation where money is collected by teachers for any reason, the student must sign a Multiple Receipt Form and a receipt must be given to the student or parent.

Please check with the bookkeeper to determine if a student is on fee waiver. Please see page 108 for specifics regarding students on fee waiver.

DONATIONS

All donations must be approved by the Superintendent. Our bookkeeper is required to submit a monthly donation report. If you would like to accept a donation, please follow the following procedure:

- Email the superintendent to ask if you may accept the donation. The email to the superintendent should include:
 - Name of donor
 - Address of donor
 - What was donated (denomination of money or item)
 - Value of donation
- After receiving a reply from the superintendent, forward that email to the principal and bookkeeper.
- *Food donations do not require approval.

FEE WAIVER INFORMATION

According to KAR 3:220, Section 4, "Mandatory waiver of fees shall apply to all charges, direct or indirect, which would otherwise be required for participation in the following school-sponsored courses, activities, programs, events, or services:

- Charges and deposits collected by a school for use of school property, including but not limited to, locks, towels, laboratory equipment, and special workbooks,
- Charges for field trips, any portion of which fall within the school day,
- Charges or deposits for uniforms or equipment related to intramural sports, music, or fine arts programs,
- Special supplies or fees required for a particular class,
- Graduation fees required for participation,
- Special education fees,
- School records fees,
- School health service fees,
- General activities fees,
- Vocational education fees,
- Driver's education fees,
- Any other fees not exempt under Section 5 of this administrative regulation."

In order to be exempt from fees, students must be approved for free and reduced lunch **and** have an approved fee waiver application on file at the school. The program or school will be responsible for bearing the costs for students on fee waiver, including field trips taken during the school day.

BUILDING AND GROUNDS STANDARD OPERATING PROCEDURES

PROTOCOL FOR BUILDING USAGE

Teams and teachers may use the building before and after school for fundraising activities such as dances, movies, carnivals, etc.

Priority for building usage is as follows:

- Classes (e.g., PE in the gym)
- In-season athletics
- Curriculum related events (e.g., concerts)
- School related events
- Outside agencies wishing to rent facilities

Steps for building usage for before or after school events will be:

- Check with the administrator responsible for building and grounds for facility availability on the date requested
- If a conflict exists, such as athletic practice, meet with the coach to work out an alternative plan
- If a plan cannot be worked out, find an alternative date
- Once a date is finalized, seek final approval from the administrator responsible for building and grounds for the event

Steps for building usage during the school day (e.g., team reward day or field day) will be:

- If the area is not used by a teacher for class, check with the administrator responsible for building and grounds for facility availability on the date requested
- If the area is used by a teacher for class, check with that teacher for availability during the day (i.e., check with the gym teacher for gym usage)
- Seek approval from the principal for the activity once a date and time is finalized

REQUIREMENTS FOR CLASSROOMS

The following items are required in every classroom:

- Laminated **Panther Promise** poster (available in the front office)
- Laminated **Staff Beliefs** poster (available in the front office)
- Laminated **Mission Statement** poster (available in the front office)
- Laminated **CERT Strategy** poster (available in the front office)
- Laminated **RUBE Strategy** poster (available in the front office)
- Emergency Management plan and Green-Yellow-Red cards
- Fire evacuation routes
- CHAMPS posters for activities, or CHAMPS labeled section of one whiteboard
- eOS definition poster
- Voice levels poster
- Pencil sharpener, electric or manual
- Projector or "smart" projector
- Door window coverings

DOORS MUST BE SHUT AND LOCKED WHEN STUDENTS ARE PRESENT IN THE CLASSROOM.

RESETTING LOCKER COMBINATIONS

- Set lock to 0
- Put in key and turn the key to the right
- Open locker
- Turn lock to the right all the way back around to 0
- Hold in button on inside of lock
- Turn the lock to the right to 48
- Release the button
- Turn the lock to the right until you hear it click
- Shut the locker
- Check the combination to ensure it is on the correct combination year. See below for correct year.
- If not on the correct combo year, repeat the process until it is on the correct year.
 - 2022-2023 Year 3
 - 2023-2024 Year 4
 - 2024-2025 Year 5
 - 2025-2026 Year 1
 - 2026-2027 Year 2
 - 2027-2028 Year 3
 - 2028-2029 Year 4
 - 2029-2030 Year 5
 - 2030-2031 Year 1
 - 2031-2032 Year 2
 - 2033-2034 Year 3
 - 2034-2035 Year 4
 - 2035-2036 Year 5
 - 2036-2037 Year 1
 - 2037-2038 Year 2

For proper security, changing combinations is required annually. It is the duty of the team leader to ensure that all lockers assigned to his or her team is set to the correct combination.

Any issues with lockers should be submitted to the administrator responsible for the buildings and grounds for a work order.

[LINK TO LOCKER ASSIGNMENTS](#)

LATE ARRIVAL AND EARLY DISMISSAL PROCEDURES

IF SCHOOL IS DELAYED

ONE HOUR DELAY SCHEDULE (SCHOOL STARTS AT 10:05)

- Students report directly to SECOND PERIOD. First period will be canceled for the day.
- Morning announcements will begin at 10:00.
- Students counted tardy at 10:05.
- Schedule will be as normal for the remainder of the day (3rd-7th period as scheduled).

TWO HOUR DELAY SCHEDULE (SCHOOL STARTS AT 11:05)

- Students report directly to THIRD PERIOD. First and second period will be canceled for the day.
- No morning news.
- Eighth grade will report to lunch at 11:00 and take roll after lunch ends.
- Eighth graders reporting late will be sent directly to the cafeteria, or class, depending on the time.
- Schedule will be normal for the remainder of the day (4th-7th period as scheduled).

If we see heavy use of the delays, we can adjust the times, so we don't miss first and second period too often. Please keep in mind the difficulty of adjusting the schedule due to itinerant personnel, and their available times.

Teams will not deviate from this daily schedule.

IF SCHOOL IS DISMISSED EARLY

- We will not move to an alternate schedule.
- Teams shall not deviate from normal schedule.
- We will not have an alternate lunch schedule.
- The last 15 minutes of school, we will have all students' transition to their 7th period so that we can maintain consistent dismissal procedures.
- In anticipation of parents coming early:
 - Four people will be stationed throughout the building (music wing, 6th grade, 7th grade & 8th grade hallways) with walkie talkies. These people will communicate with the checkout station and will pull students individually from classrooms. This will help eliminate calls and multiple PA pages.

FIELD TRIP STANDARD OPERATING PROCEDURES

INFORMATION AND PROCEDURES

- All field trips must be educational in nature and related to the curriculum and core content.
- The method for paying for the trip must be determined before the trip is authorized by the associate principal or principal.
- The **Teacher-Principal Consultation Form for Field Trips** must be submitted to the principal at least three (3) weeks prior to the trip for **SBDM Council approval**. Please make note of council meetings so trips can be approved in a timely fashion. If not, you may not be able to meet transportation request deadlines for trips.
- The **Transportation Request Form** must be submitted to the attendance clerk at least three (3) weeks prior to the trips. Transportation Request Forms are available for download from the FCPS website. Trips using FCPS transportation must be between 9:30 AM and 1:30 PM. A charter bus must be used for trips outside of this window.

The attendance clerk is the field trip coordinator between the transportation department and Edythe J. Hayes Middle School. All requests will be made through the school administrative manager to transportation. Once the coordinator has received approval for the trip, you will be notified.

The **Extended Field Trip Request Form** is to be used for trips that will be over one hundred fifty (150) miles or extended beyond normal school hours. This form must be submitted to the coordinator according to the following schedule:

- September 15th for all first semester trips
- December 1st for all second semester trips

Extended Field Trips must be approved by the Chief of Middle Schools prior to being placed on the school board's agenda for approval. (See Board Agenda Schedule under Section VI, Submitting items to the school board). An itinerary, list of students going on the trip with demographic details, list of chaperones, and a description and list of KERA goals that will be addressed because of this experience, must accompany the Extended Field Trip Request Form.

The **Teacher-Principal Consultation Form for Field Trips** will need to be completed by any teacher taking students on any non-extended field trip, whether in town or out of town, and turned into the principal at three (3) weeks prior to any trip.

Permission slips must be sent home for signature from parent or guardian. STUDENTS WITHOUT SIGNED PERMISSION SLIPS WILL NOT BE PERMITTED TO GO ON THE TRIP.

CHAPERONE RESPONSIBILITIES

The purpose of a field trip is to provide an experience-based educational opportunity. All non-board employed chaperones must complete a volunteer application prior to the field trip.

Adult chaperones shall be responsible for maintaining active supervision of students for the duration of the trip by doing the following:

- Stay with a small, designated group of students
- Conduct period head counts of students
- Never congregate with other adults to leave students alone in a group
- CHAMP the trip prior to leaving
- Remember that the trip is for the students and not the adults
- Always represent E.J. Hayes Middle School with professional conduct

FIELD TRIP CHECK LIST

NON-EXTENDED TRIPS

- With your team, pick the field trip you wish to attend
- Check the master calendar to ensure no other events conflict with the field trip date
- Complete the Teacher-Principal Consultation Form for Field Trips
- Submit the form to the school administrative manager for approval
- The school administrative manager will notify you if you need to make a travel request
 - FCPS will ONLY provide transportation for daytime trips (9:15-1:30) or trips occurring after 4:30 (athletic trips)

EXTENDED TRIPS (OVER 150 MILES OR BEYOND EXTENDED SCHOOL HOURS)

- With your team, pick the field trip you wish to attend
- Check the master calendar to ensure no other events conflict with the field trip date
- Complete the FCPS extended field trip packet with the school transportation coordinator.

Extended field trips must have both SBDM and FCPS board approval.

- With the school transportation coordinator, complete the FCPS extended field trip packet **prior** to the dates below:
 - July 25, 2022, for the August 15 and August 29, 2022 board meetings
 - August 22, 2022, for the September 12 and 26, 2022 board meeting
 - September 26, 2022, for the October 10 and 24, 2022 board meeting
 - October 24, 2022, for the November 14 and 28, 2022 board meeting
 - November 21, 2022, for the December 5 and 15, 2022 board meeting
 - November 21, 2022, for the January 9 and 23, 2023 board meeting
 - January 30, 2023, for the February 13 and 27, 2023 board meeting
 - February 27, 2023, for the March 13 and 27, 2023 board meeting
 - March 13, 2023, for the April 10 and 24, 2023 board meeting
 - April 24, 2023, for the May 8 and 22, 2023 board meeting
 - May 22, 2023, for the June 12 and 26, 2023 board meeting

Once field trip is approved:

- Submit a list of students attending the field trip to the attendance office at least one week prior to the trip
- Submit a list of students who need medication to the nurse and registrar at least one week prior to the trip
 - A medication trained staff MUST attend the field trip
- Email all staff a list of students attended the trip at least one week prior to the trip
- Develop a manifest of students with addresses to provide to the bus driver the day of the trip

EDYTHE J. HAYES MIDDLE SCHOOL FIELD TRIP CONSULTATION FORM

Please use a separate form for each field trip request

1. Name of Teacher(s) _____
2. Organization involved in field trip _____
3. This trip is (**check all items that apply**)
____ Local- no transportation
____ Local- school bus transportation
____ Extended (150+miles/Overnight/Out of state)
4. Destination: City _____ State _____
5. Place or facility being visited _____
6. Proposed date of trip (approx., if unsure at time): _____
7. List Kentucky Core Content numbers: _____

8. Estimated Departure time: _____ Est. return time: _____
9. Will any student be excluded from this trip? ____ Yes ____ No
Reason _____
10. Number of students and Adults _____ Total Cost \$ _____
11. Cost per Student \$ _____
12. Will students be transported in privately owned vehicles? ____ Yes ____ No
(If yes, see principal before proceeding further with travel plans)
13. Will you inform the nurse about the field trip at least two weeks prior to the departure date? ____ Yes ____ No
14. Teachers Signature _____ Date ____/____/____

Administration Section

____ **APPROVED. PROCEED WITH TRIP PREPARATIONS WITH ADMINISTRATION**

____ **APPROVED WITH THESE REVISIONS** _____

____ **DISAPPROVED FOR THE FOLLOWING REASON(S)** _____

Administrator's Signature _____ **Date** ____/____/____

NOTE THAT THIS FORM DOES NOT REPLACE THE EXTENDED FIELD TRIP REQUEST FORM REQUIRED BY THE BOARD OF EDUCATION FOR ALL TRIPS OVER 50 MILES, FOR ALL TRIPS USING NON-FCPS TRANSPORTATION, AND FOR ALL OVERNIGHT TRIPS.

REQUESTING A SUBSTITUTE TEACHER

All substitute requests must be entered in the AESOP system

To request a substitute, log into www.mylearningplan.com. Follow the appropriate links to request the substitute.

If you are taking a day other than a professional development day, please request a substitute from the *Preferred Substitute List* first.

If you are taking a professional development day (please see steps for Request Professional Leave), the administrative assistant will request the substitute for you.

If you are taking a personal day, these must be approved by the school principal in writing **prior to** the absence. E-mail will suffice as written notification.

VOICEMAIL BOXES

ESNA Messaging

- Dial the ESNA extension number (Msg/Inbox or 77777)
- When prompted, using your touchtone keypad enter the default password 147258
Use this Password the first time only.
- Follow the prompts to create a new password and complete voicemail setup
 - Enter a new password. Press # to continue. Password must be at least 6 Digits.
 - Pause between each digit while entering the new password and choose numbers that are not sequential.
- Follow the prompts to record your personal greeting and name
 - To review the current greeting - press 1
 - To record a new Personal Greeting - Press 2
 - Record your greeting, press # to stop, press 1 to accept ...
 - Remain on the line to record your Directory Name ...DO NOT HANGUP
 - To review the current name - press 1
 - To record a new name - Press 2), record your name/extension number, press # to stop, press 1 to accept

SECTION 4

MASTER SCHEDULES



SIXTH GRADE MASTER SCHEDULE

The Bobcats Green/White				Minutes →	55	50	50	81 (lunch)	50	50	50
				Time →	9:05-10:00	10:04-10:54	10:58-11:48	11:52-1:13	1:17-2:07	2:11-3:01	3:05-3:55
Teacher	Subject	Rm	Ext.		1	2	3	4	5	6	7
Bayes, Susan	Language arts	413	40063		Core	Core	Plan	Core	Re teach Reading	Plan	Core
Menke, Jessica	Math	417	40060		Core	6 Math Plus	Plan	Core (ELL)	Re teach Math	Plan	Core (ELL)
Russell, Lana	Science	411	40047		Core (ELL)	Core (ELL)	Plan	Core	Math EE	Plan	Core
Bishop, Blake	Social studies	412	40062		Core	Core	Plan	Core (ELL)	Reading EE	Plan	Core (ELL)

Team leader Blake Bishop	<u>Lunch time</u>	<u>Left line</u>	<u>Table #'s</u>	<u>Right line</u>	<u>Table #'s</u>
	11:56-12:19	Menke	11, 12, 13	Bayes	13, 14, 15
	12:00-12:23	Bishop	16, 17, 18	Russell	18, 19, 20

The Cougars Purple/White				Minutes →	55	50	50	81 (lunch)	50	50	50
				Time →	9:05-10:00	10:04-10:54	10:58-11:48	11:52-1:13	1:17-2:07	2:11-3:01	3:05-3:55
Teacher	Subject	Rm	Ext.		1	2	3	4	5	6	7
Best, McKenna	Language arts	407	40066		Co-teach- Wood	Accelerated	Plan	Core	Tier 2 Reading	Plan	Core
Hoback, Sarah	Math	402	40056		Core	Core	Plan	Co-teach- Fikert	Tier 2 Math	Plan	Core
Hutchinson, Suzanne	Science	408	40093		Core	Core	Plan	Accelerated	Math EE	Plan	Co-teach- Fikert
Logan, Abel	Social studies	406	40086		Core	Co-teach- Wood	Plan	Core	Reading EE	Plan	Accelerated

Team leader McKenna Best	<u>Lunch time</u>	<u>Left line</u>	<u>Table #'s</u>	<u>Right line</u>	<u>Table #'s</u>
	12:04-12:27	Hoback	21, 22, 23	Logan	23, 24, 25
	12:08-12:31	Best	26, 27, 28	Hutchinson	28, 29, 30

The Lynx Maroon/Gold				Minutes →	55	50	50	81 (lunch)	50	50	50
				Time →	9:05-10:00	10:04-10:54	10:58-11:48	11:52-1:13	1:17-2:07	2:11-3:01	3:05-3:55
Teacher	Subject	Rm	Ext.		1	2	3	4	5	6	7
Crum, Katie	Language arts	401	40018		Accelerated	Core	Plan	Co-teach- Wood	Math EE	Plan	Core
Malley, Maddie	Math	404	40067		Core	Co-teach- Fikert	Plan	Core	Tier 2 Math	Plan	Core
Bartley, Willie	Science	416	40046		Co-teach- Fikert	Core	Plan	Core	Tier 2 Support	Plan	Accelerated
Randolph, Ashley	Social studies	418	40045		Core	Core	Plan	Accelerated	Reading EE	Plan	Co-teach- Wood

Team leader Willie Bartley	<u>Lunch time</u>	<u>Left line</u>	<u>Table #'s</u>	<u>Right line</u>	<u>Table #'s</u>
	12:12-12:35	Randolph	1, 2, 3	Crum	3, 4, 5
	12:16-12:39	Bartley	6, 7, 8	Malley	8, 9, 10
Administrator Dave Hoskins					
Counselor Jonna Hayden					
Custodian Johnny Gunter					

SEVENTH GRADE MASTER SCHEDULE

The Wildcats		Blue/White		Minutes →	55	50	81 (lunch)	50	50	50	50
				Time →	9:05-10:00	10:04-10:54	10:58-12:19	12:23-1:13	1:17-2:07	2:11-3:01	3:05-3:55
Teacher	Subject	Rm	Ext.		1	2	3	4	5	6	7
Adams, Taylor	Language arts	307	40095		Core	Plan	Core	Reteach Reading	Plan	Core	Core
Goforth, Alexis	Language arts	301	40036		Co-teach- Whitnell	Plan	Accelerated	Reading EE	Plan	Co-teach- Whitnell	Core
Hyde, Lauren	Language arts	312	40057		Core	Plan	Core	Reading EE	Plan	Accelerated	Core
Ali, Fatin	Math	1004	40071		Core	Plan	Core	Reteach Math	Plan	Core	Core
Donahue, Jon	Math	315	40059		Core (ELL)	Plan	Core	Tier 2 math	Plan	Core	Core
Kidder, Jill	Pre-algebra	302	40065		6 Pre-Algebra	6 Pre-Algebra	7 Pre-Algebra	7 Pre-Algebra ext	6 Pre-Algebra ext	Plan	7 Pre-Algebra
Powell, Emily	Math	313	40038		Core	Plan	Core	Tier 2 Math	Plan	Co-teach- Gilmer	Co-teach- Gilmer
Bohannon, Jessica	Science	308	40053		Core	Plan	Co-teach- Gilmer	Math EE	Plan	Core	Core
King, Kathryn	Science	303	40051		Core	Plan	Core (ELL)	Math EE	Plan	Accelerated	Core
Sizemore, Morgan	Science	311	40027		Core	Plan	Core	Medical detectives	Plan	Core	Accelerated
Hollon, Colleen	Social studies	306	40058		Accelerated	Plan	Core	Reading EE	Plan	Core	Co-teach- Whitnell
Madison, Ashley	Social studies	318	40049		Core (ELL)	Plan	Accelerated	Tier 2 Support	Plan	Core	Core (ELL)
Railey, Steve	Social studies	317	40044		Core	Plan	Core	Tier 2 Support	Plan	Core	Core

	<u>Lunch time</u>	<u>Left line</u>	<u>Table #'s</u>	<u>Right line</u>	<u>Table #'s</u>
Team leader Alexis Goforth	11:24-11:47	Kitchen (8 th grade)	1, 2, 3	Ali	3, 4, 5
Team leader Morgan Sizemore	11:28-11:51	Madison	6, 7, 8	King	8, 9, 10
Administrator Kris Church	11:32-11:55	Railey	11, 12, 13	Donahue	13, 14, 15
Counselor Timia Gardner	11:36-11:59	Powel	16, 17, 18	Hyde	18, 19, 20
Custodian Elez Alija	11:40-12:03	Sizemore	21, 22, 23	Bohannon	23, 24, 25
	11:44-12:07	Adams	26, 27, 28	Hollon	28, 29, 30
	11:48-12:11	Kidder	1, 2, 3	Goforth	3, 4, 5
	11:52-12:15	Dean	6, 7, 8	Wells, Ransdell	8, 9, 10

EIGHTH GRADE MASTER SCHEDULE

The Panthers		Black/Blue/Gray		Minutes →	55	50	81 (lunch)	50	50	50	50
				Time →	9:05-10:00	10:04-10:54	10:58-12:19	12:23-1:13	1:17-2:07	2:11-3:01	3:05-3:55
Teacher	Subject	Rm	Ext.		1	2	3	4	5	6	7
Finley, Amy	Language arts	213	40089		Plan	Co-teach- Marshall	Core	Plan	Core	Core	Reading EE
Maggard, Kelly	Language arts	212	40017		Plan	Core	Co-teach- Thrash	Plan	Co-teach- Thrash	Accelerated	Reteach Reading
Snodgrass, Susan	Language arts	206	40031		Plan	Core	Co-teach- Mullins	Plan	English 1	Core	Tier 2 Support
Anderson Derrick	Math	916	40019		7 Algebra	Plan	8 Algebra	Plan	8 Algebra	7 Algebra	8 Algebra
Hall, LeAnn	Math	201	40033		Plan	Geometry	Geometry	Plan	Core	Core	Reteach math
Shanks, Shelby	Math	202	40077		Plan	Core (ELL)	Co-teach- Marshall	Plan	Core	Core	Math EE
Wicker, Jess	Math	207	40092		Plan	Co-teach- Mullins/ELL	Co-teach- Wethington	Plan	Core	Core	Tier 2 Math
Heaton, Tim	Science	208	40029		Plan	Core	Core	Plan	Co-teach- Wethington	Accelerated	Pre-biology
Livingood, Jon	Science	203	40034		Plan	Core	Core	Plan	Co-teach- Horton	Core	Math EE
Morgan, Alexis	Science	211	40055		Plan	Core	Core	Plan	Accelerated	Co-teach- Marshall/ELL	Math EE
Castillo, Brandon	Social studies	215	40041		Plan	Core	Core (ELL)	Plan	Core (ELL)	Co-teach- Thrash	Tier 2 Support
Deener, April	Social studies	217	40039		Plan	Accelerated	Accelerated	Plan	Core	Core	Reading EE
Kitchen, David	Social studies	218	40032		Plan	Core	Core	Plan	Co-teach- Wells	Co-teach- Mullins	Reading EE

	<u>Lunch time</u>	<u>Left line</u>	<u>Table #'s</u>	<u>Right line</u>	<u>Table #'s</u>
Team leader LeAnn Hall	11:00-11:23	Anderson	1, 2, 3	Hall	3, 4, 5
Team leader Alexis Morgan	11:04-11:27	Shanks	6, 7, 8	Morgan	8, 9, 10
Administrator Matthew Sherrard	11:08-11:31	Snodgrass	11, 12, 13	Wicker	13, 14, 15
Counselor Alan Ford	11:12-11:35	Heaton	16, 17, 18	Livingood	18, 19, 20
Custodian Ty Henson	11:16-11:39	Maggard	21, 22, 23	Finley	23, 24, 25
	11:20-11:43	Castillo	26, 27, 28	Deener	28, 29, 30
	11:24-11:47	Kitchen	1, 2, 3	Ali (7th grade)	3, 4, 5

ACADEMY PREPARATION PROGRAMS MASTER SCHEDULE

				Minutes → Time →	55 9:05-10:00	50 10:04-10:54	50 10:58-11:48 LUNCH 11:48-12:19	50 12:23-1:13	50 1:17-2:07	50 2:11-3:01	50 3:05-3:55
Teacher	Subject	Rm	Ext.		1	2	3	4	5	6	7
CAREER AND TECHNICAL EDUCATION											
BIOMEDICAL SCIENCES PREPARATION PROGRAM											
Bischoff, William	Agriscience	910	40026		Plan Vet sci II	Vet Sci I Plan	Plan Ag I	Vet sci II	Vet sci I	Ag I	Vet sci Plan
Hawkins, Amy	Fitness/wellness	Gym	40083		CPR & First Aid	Wellness Plan	Fitness	CPR & First Aid	Fitness	Plan Fitness	Plan
Miller, Morgan	Medical sciences	909	40020		Pre-biology	MD Plan	Plan Forensics	Pre-biology	Medical Detectives	Forensics	Plan
ENGINEERING AND TECHNOLOGY PREPARATION PROGRAM											
Hardin, Art	Coding/robotics	520	40117		Robotics	Coding	Pre-engineering	Robotics	Plan Coding	Pre engin Plan	Plan
Rister, Val	Digital Literacy	519	40078		Digital literacy III	Digital literacy II	Digital literacy	Digital literacy III	Digital literacy II	Plan	Plan
Morgan, Joe	Design/innovation	502	40070		Flight & Space	Design & Modeling	Invention Plan	Flight & Space	Plan Design	Invention	Plan
PROFESSIONAL SERVICES AND LEADERSHIP PREPARATION PROGRAM											
Grigsby, Teresa	Industry/service	515	40076		Culinary	Plan Life skills II	Life skills I Plan	Culinary	Life skills II	Life skills I	Plan
Payne, Nick	Business	507	40072		Financial lit	Plan Business	Keyboarding	Financial lit	Business Plan	Keyboarding	Plan
Leadingham & VanHoose	Pre-teaching	501	40013		8 Pre-teaching	7 Pre-teaching	Not offered	7/8 Pre-teaching	7 Pre-teaching	Not offered	8 Pre-teaching
FINE ARTS AND HUMANITIES											
VISUAL AND CREATIVE ARTS PREPARATION PROGRAM											
Brack-Jones, Yolanda	Creative writing	914	40085		Writing III	Writing II	Writing I	Plan Writing II	Writing II Plan	Writing I	Plan
Dostart, Margaret	Visual art	513	40075		Art III Plan	Art II	Art I	Plan	Art II	Art I	Plan Art III
Willoughby, Carl	Theater	503	40091		Theatre III	Plan Theatre II	Theatre	Theatre Plan	Theatre II	Theatre I	Plan
VOCAL AND INSTRUMENTAL MUSIC PREPARATION PROGRAM											
Kite & Bowling	Band	703	40080		Plan	7 Brass	6 Brass	8 Band	7 Woodwinds	6 Woodwinds	Plan
Levey, Emily	Chorus	701	40079		Elementary	7 Chorus	6 Chorus	8 Chorus	6 Music	Plan	Plan
Francis & Summers	Orchestra	704	40081		Elementary	Elementary	Plan	8 Orchestra	7 Orchestra	6 Orchestra	Plan
WORLD LANGUAGE PREPARATION PROGRAM											
Lofton, Jasmine	Spanish	1005	40022		Spanish 1 Part B	Spanish 1 Part A	Intro Spanish	Spanish 1 Part B	Spanish 1 Part A	Plan	Plan
Morera de Paz, Belen	Accl. Spanish	1006	40052		Spanish 2 Part B	Spanish 2 Part A	Spanish 1	Plan	Intro to Spanish	Intro to Spanish	Plan

Department chair Amy Hawkins

Department chair Emily Levey

Administrator Dave Hoskins

Administrator Matthew Sherrard

Custodian Jimmie Lee Johnson

CTE teams

Fine Arts & Humanities teams

Biomedical sciences, World language

Engineering & technology, Professional services, Visual & creative arts, Vocal & instrumental music

EXCEPTIONAL CHILDREN, INTERVENTIONS, AND ENRICHMENT MASTER SCHEDULES

Department chair: Shea Thrash
 Administrator: Kris Church
 Counselor: Jessica Moore

Minutes →
 Time →

55 9:05-10:00	50 10:04-10:54	50 10:58-11:48 LUNCH 11:48-12:19	50 12:23-1:13	50 1:17-2:07	50 2:11-3:01	50 3:05-3:55
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Teacher	Subject	Rm	Ext.	1	2	3	4	5	6	7
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MULTI-TIERED SYSTEMS OF SUPPORTS TEAM

Pack, Jason	MTSS Behavior	501C	40084	MTSS Behavior 3	MTSS Behavior 3	MTSS Behavior 3	MTSS Behavior 3	MTSS Behavior 3	MTSS Behavior 3	MTSS Behavior 3
Litteral, Bonnie	MTSS Reading	1007	40054	8 MTSS Reading Tier 3	Plan	Plan	7 MTSS Reading Tier 2	7 MTSS Reading Tier 3	6 MTSS Reading Tier 3	8 MTSS Reading Tier 2
Foster, Teresa	MTSS Math	1008	40025	8 MTSS Math Tier 3	7 MTSS Math Tier 3	6 MTSS Math Tier 3	Plan	7 MTSS Math Tier 3	6 MTSS Math Tier 3	8 MTSS Math Tier 2

ENRICHMENT TEAM

Leadingham, Kegan	Library media	501	40013	Library	Library	Library	Library	Library	Library	Library
VanHoose, Ashlee	Gifted/talented	501A	40021	C & I Support	C & I Support	C & I Support	7 GT	6 GT	C & I Support	8 GT
Dean, Donald	ESL	1003	40069	6 ESL Reading	6 ESL Reading	7/8 ESL Reading *	Plan	6/7 ESL Support	7/8 ESL Reading	Plan

EXCEPTIONAL CHILD EDUCATORS (PROGRAMS OR NON-GRADE LEVEL)

Quire, Amy	PASS	508	40037	PASS	PASS	PASS	8 Voc Strat (PASS)- 207	PASS	PASS	PASS
Ransdell, Peyton	MSD	509	40074	Resource	Resource	Plan	Plan	Resource	Resource	Resource
Mullins, Kevin	Resource	205	40068	Resource (DM)	8 Math CT- Wicker (DM)	8 LA- Snodgrass (DM)	Plan	8 Sci- Livingood (DM)	8 SS- Kitchen (DM)	Plan
Pinney, Alyssa	Resource	1001	40035	Plan	7 ACES	Plan	7/8 LA Resource- 1001	6 LA Resource- 1001	6/7 Math Resource- 1001	Learn. Strat- 1001
Marshall, Laura	DHH	915	40088	DHH Math Strat/Res- 215	8 LA CT- Finley	8 Math CT- Shanks	Plan	Plan	8 Sci CT- Morgan	8 DHH Res/Lit Strat- 519
Wells, Tara	DHH	915	40088	6 SS CT- Bishop	6 LA CT- Bayes	Plan	Plan	8 SS CT-Kitchen	DHH Lit Strat (405)	6 DHH Sci CT- Russell

EXCEPTIONAL CHILD EDUCATORS

				Minutes → Time →	55 9:05-10:00	50 10:04-10:54	50 10:58-12:19	81 (lunch) 12:23-1:13	50 1:17-2:07	50 2:11-3:01	50 3:05-3:55
Teacher	Subject	Rm	Ext.		1	2	3	4	5	6	7
Wood, Monyka	6 LA/SS	414	40024		6 LA CT- Best	6 SS CT- Logan	Plan	6 LA CT- Crum	6 Lit Strat- 1001	Plan	6 SS CT- Randolph
Fikert, Justina	6 Math/Science	405	40042		6 Sci CT- Bartley	6 Math CT- Malley	6 Math Strat- 402	6 Math CT- Meece	Plan	Plan	6 Sci CT- Hutchinson

				Minutes → Time →	55 9:05-10:00	50 10:04-10:54	81 (lunch) 10:58-12:19	50 12:23-1:13	50 1:17-2:07	50 2:11-3:01	50 3:05-3:55
Teacher	Subject	Rm	Ext.		1	2	3	4	5	6	7
Whitnell, Emily	7 LA/SS	305	40040		7 LA CT- Goforth	Plan	Plan	7 Lit Strat- 1003	6/7 Voc Strat Aut- 318	7 LA CT- Goforth	7 SS CT- Hallon
Gilmer, Laura	7 Math/Science	314	40118		Plan	7 Math Strat- 1001	7 Sci CT- Bohannon	Plan	7 Math Strat- 313	7 Math CT- Powell	7 Math CT- Powell
Thrash, Shea	8 LA/SS	214	40064		Plan	Plan	8 LA CT- Maggard	Learning Strat- 213	8 LA CT- Maggard	8 SS CT- Castillo	8 Lit Strat- 1003
Wethington, Sheena	8 Math/Sci	1002	40050		8 Math Strat- 1002	8 Math Resource- 1002	8 Math CT- Wicker	Plan	8 Sci CT- Heaton	Plan	8 Math Strat- 1002

Voc Strat= Vocational strategies	Res= Resource	Aut= Autism	EF= Executive functioning	Lit Strat= Literacy strategies
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Department chair Shea Thrash
 Administrator Kris Church
 Counselor Jessica Moore

Minutes →
 Time →

55 9:05-10:00	50 10:04-10:54	50 10:58-12:19 LUNCH 11:48-12:19	50 12:23-1:13	50 1:17-2:07	50 2:11-3:01	50 3:05-3:55
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Teacher	Subject	Rm	Ext.	1	2	3	4	5	6	7
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Bensberg, Elaine	MSD	509	40074	Ransdell	Ransdell	Academy Prep	Academy Prep	Ransdell	Ransdell	Ransdell
Coleman, Ramona	PASS	508	40037	PASS Rotations	PASS Rotations	Behavior support	Behavior support	PASS Rotations	PASS Rotations	PASS Rotations
Deaton, Dawn	Collaboration (6)	509	40074	Randolph	Gilmer	Academy Prep	Gilmer	Best	Band	Crum
Graves, Mike	Collaboration/MSD	501C	40084	Behavior support	Behavior support	Academy Prep	Ransdell	Behavior support	Behavior support	Behavior support
Lawrence, Gregory	MSD	509	40074	Ransdell	Ransdell	Ransdell	Ransdell	Ransdell	Ransdell	Ransdell
Rucker, Jason	MSD	509	40074	Ransdell	Ransdell	Ransdell	Ransdell	Ransdell	Ransdell	Ransdell
Shadd, Erica	Collaboration (7/8)	509	40074	Academy Prep	Wethington	Academy Prep	Pinney	Whitnell	Pinney	Hollon
Shearer, Kristi	MSD	509	40074	Ransdell	Ransdell	Academy Prep	Academy Prep	Ransdell	Ransdell	Ransdell
Smith, Dale	Collaboration (6/7)	501C	40084	Academy Prep	Academy Prep	Bohannon	Bartley	Ransdell	Academy Prep	Wethington
Williams, Sarah	Collaboration (6)	509	40074	Best	Logan	Fikert	Hoback	Wood	Academy Prep	Hutchinson

Meeks, Garnett	Interpreter	915	40088	Marshall	Wicker	Shanks	Academy Prep	Kitchen	Morgan	Clerical
Moore, Jan	Interpreter	915	40088	Wethington	Finley	Academy Prep	Academy Prep	Clerical	Morgan, A.	Marshall
Stephens, Susan	Interpreter	915	40088	Academy Prep	Snodgrass	Wicker	Chorus	Kitchen	Clerical	Deener

Cote, Laura	Social worker	124A	40012	Monday- Beaumont; Tuesday at EJH; Wednesday at Morton, Thursday at SCAPA; Off on Friday						
Helton, Emily	OT	114-B	40094	Tuesdays at EJH; Remainder of the week at Elementary schools						
Lakes, Leighann	Psychologist	114-B	40094	Monday – Wednesday at EJH; Thursday – Friday at ACE						
Patel, Sonal	Mental health	114-B	40014	Daily at EJH						
Straub, Andrea	ACC	114-A	40016	Daily at EJH						
Wright, Mandy	SLI	802	40082	Monday, Tuesday, and Wednesday afternoons at EJH; Wednesday mornings, Thursday and Friday at elementary schools						

Plan	ECE Resource	Ed Enhancement Period	Accelerated	Co-teaching	ACES
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VISUAL LUNCH SCHEDULE AND SEATING CHART

ENTRANCE		EXIT		EXIT		ENTRANCE		TABLE 31 Allergy table	
TABLE 21 Maggard 11:16-11:39 Sizemore 11:40-12:03 Hoback 12:04-12:27		TABLE 22 Maggard 11:16-11:39 Sizemore 11:40-12:03 Hoback 12:04-12:27		TABLE 23 KM / AF 11:16-11:39 MS / JB 11:40-12:03 SH / AL 12:04-12:27		TABLE 24 Finley 11:16-11:39 Bohannon 11:40-12:03 Logan 12:04-12:27		TABLE 25 Finley 11:16-11:39 Bohannon 11:40-12:03 Logan 12:04-12:27	
TABLE 26 Castillo 11:20-11:43 Adams 11:44-12:07 Best 12:08-12:31		TABLE 27 Castillo 11:20-11:43 Adams 11:44-12:07 Best 12:08-12:31		TABLE 28 BC / AD 11:20-11:43 TA / CH 11:44-12:07 MB / SH 12:08-12:31		TABLE 30 Deener 11:20-11:43 Hollon 11:44-12:07 Hutchinson 12:08-12:31			
TABLE 11 Snodgrass 11:08-11:31 Railey 11:32-11:55 Menke 11:56-12:19		TABLE 12 Snodgrass 11:08-11:31 Railey 11:32-11:55 Menke 11:56-12:19		TABLE 13 SS / JW 11:08-11:31 SR / JD 11:32-11:55 JM / SB 11:56-12:19		TABLE 14 Wicker 11:08-11:31 Donahue 11:32-11:55 Bayes 11:56-12:19		TABLE 15 Wicker 11:08-11:31 Donahue 11:32-11:55 Bayes 11:56-12:19	
TABLE 16 Heaton 11:12-11:35 Powell 11:36-11:59 Bishop 12:00-12:23		TABLE 17 Heaton 11:12-11:35 Powell 11:36-11:59 Bishop 12:00-12:23		TABLE 18 TM / JL 11:12-11:35 EP / LH 11:36-11:59 BB / LR 12:00-12:23		TABLE 29 Deener 11:20-11:43 Hollon 11:44-12:07 Hutchinson 12:08-12:31			
TABLE 19 Livingood 11:12-11:35 L. Hyde 11:36-11:59 Russell 12:00-12:23		TABLE 20 Livingood 11:12-11:35 L. Hyde 11:36-11:59 Russell 12:00-12:23		TABLE 21 Livingood 11:12-11:35 L. Hyde 11:36-11:59 Russell 12:00-12:23		TABLE 22 Livingood 11:12-11:35 L. Hyde 11:36-11:59 Russell 12:00-12:23			
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SECTION 5 SUPERVISION SCHEDULES



STAFF SUPERVISION RESPONSIBILITIES

- Arrive at designated area on time
- Teachers will actively supervise designated zone as assigned, including:
 - Greeting and interacting in positive and constructive ways
 - Circulating throughout the designated zone
 - Scanning for potential problems
 - Diffusing problems before they arise
 - Motivating students to do their best and monitor their own behavior
- Greet and initiate positive interactions with students
- Correct inappropriate language and behavior by stating desired behavior
- Encourage students to move quickly and quietly to their destination
- Maintain vigilant awareness of surroundings
- Teach students expectations
- Move students along to their classrooms
- Recognize that all students are the responsibility of all staff



MORNING SUPERVISION MAP



MORNING SUPERVISION SCHEDULE

1- MUSIC	2- MUSIC RESTROOMS	3- FRONT ENTRANCE	4- BUS / CAR UNLOADING	5- CAFETERIA RESTROOMS
Kite, Bowling	Levey	Pack, Mack, M. Miller	Payne	Rister/D. Smith
6- 8 TH GRADE RESTROOMS	7- 6 TH GRADE RESTROOMS	8- ENTRANCE & EXIT TO PORTABLES	9- OUTSIDE STUDENT CENTER	10- SIDE EXIT & ENTRANCE
Willoughby	Dostart	Lofton, Morera de Paz	Brack-Jones, Hardin	Coleman
11- FRONT OF 8 TH GRADE COMPLEX	12- GYM	13- OUTSIDE ATHLETIC DOOR	14- OUTSIDE FRONT ENTRANCE	15- IN FRONT OF ROOM 502
Ford, Sherrard	Hawkins	Ashcraft, Dean	Graves, Smith	Morgan, J.
16- FRONT OF 7 TH GRADE COMPLEX	17- FRONT OF 6 TH GRADE COMPLEX	18- FRONT OF ROOM 515		
Gardner, Church	Hayden, Hoskins	Grigsby		

1. All grade levels will report to 7th period upon arrival. They will be released to 1st first period at 9:00 AM. Exploratory teachers with first hour are released at 9:00 AM.
2. All teachers need to be on supervision starting at 8:35. **Morning practices and rehearsals must be completed by 8:35.**
3. Grade level administrators and counselors will help supervise the halls outside their assigned grade level.
4. Mrs. Leadingham will be in the student center for drop-offs.
5. You must be in the hall at your doors during morning arrival to help with the transition.

DESCRIPTION OF RESPONSIBILITIES

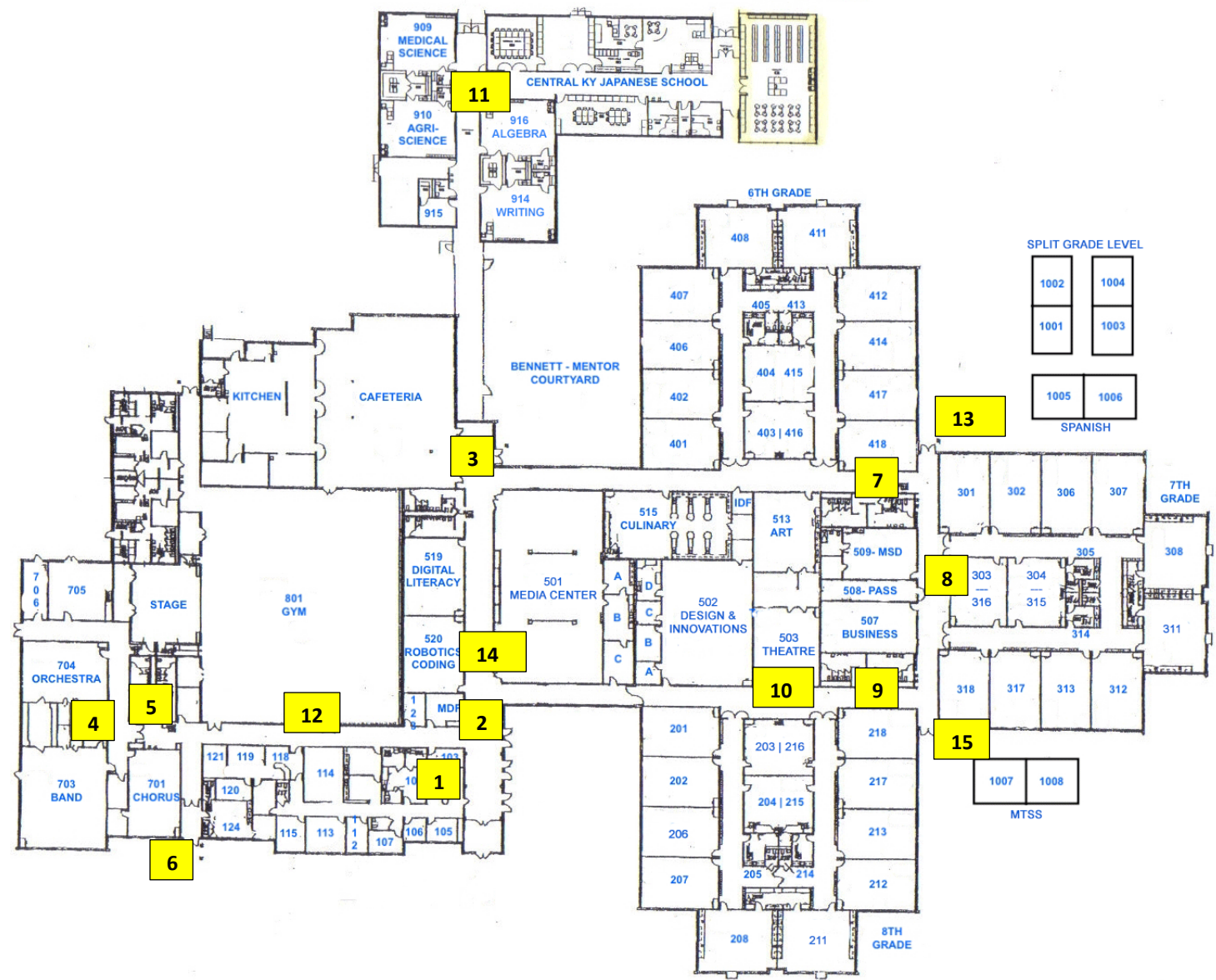
1. Band and orchestra: Monitor students dropping off instruments
2. Music restrooms: Monitor restrooms and hallway in front of guidance/gym.
3. Front entrance: Greet students as they enter.
4. Bus/car unloading: Mark down when buses arrive, watch for issues during arrival.
5. Cafeteria restrooms: Monitor restrooms and hallways (900 hallway and down 6th grade).
6. 8th grade restrooms: Monitor restrooms and hallways.
7. 6th grade restrooms: Monitor restrooms and hallways.
8. Entrance/Exit to back portables: Monitor entrance/exit to back portables.
9. Outside student center: Monitor hallways and greet those students entering.
10. Entrance/Exit Front Portable: Monitor entrance/exit to front portables
11. Front of 8th Grade Complex: Monitor in front of 8th grade hallway
12. Gym: Monitor students dropping off athletic gear.
13. Athletic Door: Monitor and direct car riders entering the building.
14. Outside: Front Entrance: Monitor and direct bus riders entering the building.
15. Outside room 502: Monitor hallways
16. Front of 7th Grade complex: Monitor both hallways and a la carte breakfast.
17. Front of 6th Grade complex: Monitor both hallways and a la carte breakfast
18. Outside room 515: Monitor hallways.

TRANSITION PERIOD SUPERVISION SCHEDULE

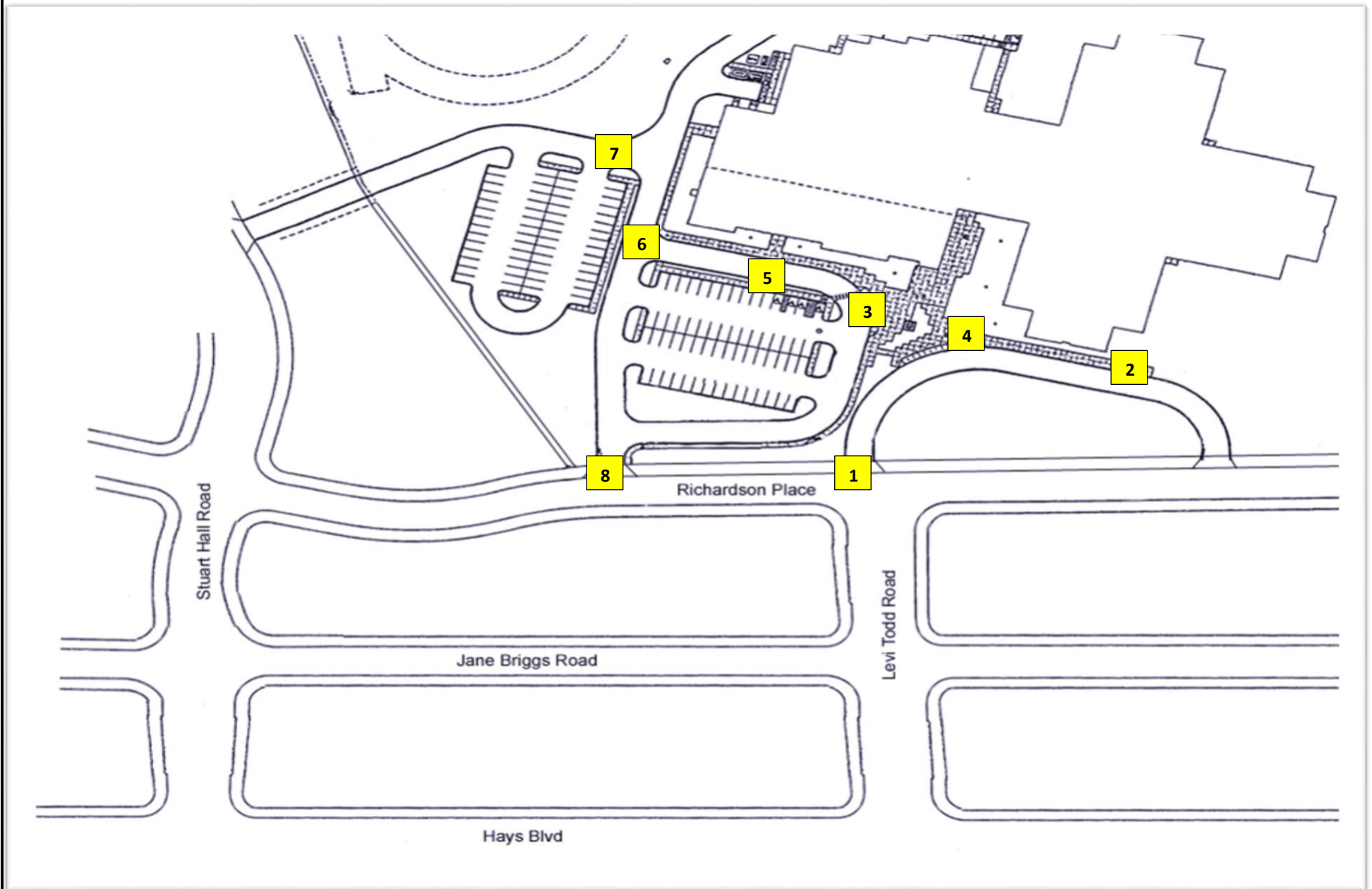
AREA	AFTER 1 ST PERIOD	AFTER 2 ND PERIOD	AFTER 3 RD PERIOD	AFTER 4 TH PERIOD	AFTER 5 TH PERIOD	AFTER 6 TH PERIOD
Music restrooms	Bowling	Levey	Kite	Levey	Bowling	Summers/Francis
Gym doors	Hawkins	Hawkins	Hawkins	Hawkins	Hawkins	Hawkins
Outside student center	Leadingham	Leadingham	Leadingham	Leadingham	Leadingham	Leadingham
Outside room 502	J. Morgan, J.	J. Morgan	J. Morgan	J. Morgan	J. Morgan	J. Morgan
8 th grade restrooms	Donahue, Malley	Litteral, Kitchen	Foster, Castillo	Railey, Powell	Deener, Willoughby	Willoughby, A.Morgan
8A complex doors	L. Hall	L. Hall	L. Hall	L. Hall	L. Hall	L. Hall
8B complex doors	Kitchen	Kitchen	Kitchen	Kitchen	Kitchen	Kitchen
Corner 7 th /8 th grade	Payne	Payne	Payne	Payne	Payne	Payne
7A complex doors	Railey	Railey	Railey	Railey	Railey	Railey
7B complex doors	Goforth	Goforth	Goforth	Goforth	Goforth	Goforth
6 th grade restrooms	Hollon, Adams	Randolph, Menke	Dostart	King, L. Hyde	Logan	Grigsby, Dostart
6A complex doors	Bartley	Bartley	Bartley	Bartley	Bartley	Bartley
6B complex doors	Crum	Crum	Crum	Crum	Crum	Crum
Front of room 513	Dostart	Dostart	N/A	Dostart	Dostart	NA
Front of room 503	Grigsby	Grigsby	Grigsby	Grigsby	Grigsby	NA
900's Entrance/Exit	Pack	Pack	Pack	Pack	Pack	Pack
Back Portable Exit	Ali	Pinney	Dean	Quire	Lofton	Morera de Paz
Café restrooms	Rister, VanHoose	Rister, VanHoose	Rister, VanHoose	Rister, VanHoose	Rister, VanHoose	Rister, VanHoose

All other teachers should be outside their doors supervising between each class period. Please consider this uncompromised time.

AFTERNOON SUPERVISION MAP- INSIDE THE BUILDING



AFTERNOON SUPERVISION MAP- OUTSIDE THE BUILDING



AFTERNOON SUPERVISION SCHEDULE

OUTSIDE THE BUILDING

STATION NO.	DESCRIPTION	STAFF MEMBER
1.	Buses- sign in, line up buses.	Hoskins
2.	Outside bus exit door- Supervise and direct students to buses.	J. Morgan
3.	Sidewalk by car lane- Supervise students loading cars	M. Miller
4.	Sidewalk in front of buses- Supervise and direct students to buses.	Church/Ashcraft/Smith
5.	Car Lane: Supervise students loading cars and push cars along.	Hardin
6.	Front of car exit lane: Direct traffic out of parking lot	S. Hall
7.	Car exit lane beside side parking lot: Direct Traffic and supervise students	Pack
8.	Parking lot entrance: Direct cars into parking lot	Sherrard

INSIDE THE BUILDING

STATION NO.	DESCRIPTION	STAFF MEMBER
1.	PA	Ford
2.	Front Entrance	Gardner, Hayden, Rister
3.	Outside Café	Brack-Jones
4.	Music Hallway	Francis, Summers
5.	Music restrooms	Kite, Bowling
6.	Athletic entrance/car rider exit	Levey
7.	Sixth Grade Restrooms	Lofton, Dostart
8.	Front of 7 th grade complex	Coleman, Quire
9.	8 th grade Restrooms	Willoughby
10	Front of 8 th grade complex	Dean
11.	SAFE room for dismissal	Graves
12.	Gym doors	Hawkins
13.	Back Portable doors	Morera de Paz
14.	Outside student center	Moore, VanHoose
15.	Corner of 7 th /8 th grade	Foster, Payne

All other staff and faculty members should be in the vicinity of their door/ hallway until all students are out of the building. Once your room is clear, leave the complex area to help supervise in the general areas. Staff may leave once all buses have left the premises.

DANCE SUPERVISION

DANCE APPROVAL PROCEDURE

Dances are considered fundraisers and must have prior approval from the principal.

Dance sponsors must complete a fundraiser approval form prior to the dance and submit it to the principal for approval. *A signed fundraiser approval form only gives permission to host the dance. It does not secure a date or time for the dance.*

Once the dance has been approved, consult the associate principal for a time and date for the dance, using the *Protocol for Building Usage* located in Section XI.

RELEASE TO THE DANCE PROCEDURE

The following student release procedure will be used for dances held immediately after school.

- Tickets must first be pre-sold prior to the dance.
- Students who pre-purchase tickets will enter the dance through the gym doors.
- Students who purchase tickets at the door will enter the dance through the cafeteria.
- Tell students that all belongings must go in their lockers. Teacher rooms will not be unlocked for students after the dance.
- At general dismissal, all students should be released from the building except those staying for the dance.
- Teachers need to ensure that students have a ticket for the dance.
- Students will be dismissed to the dance by grade level over the PA system.
- Students should report directly to the cafeteria to turn in their ticket.

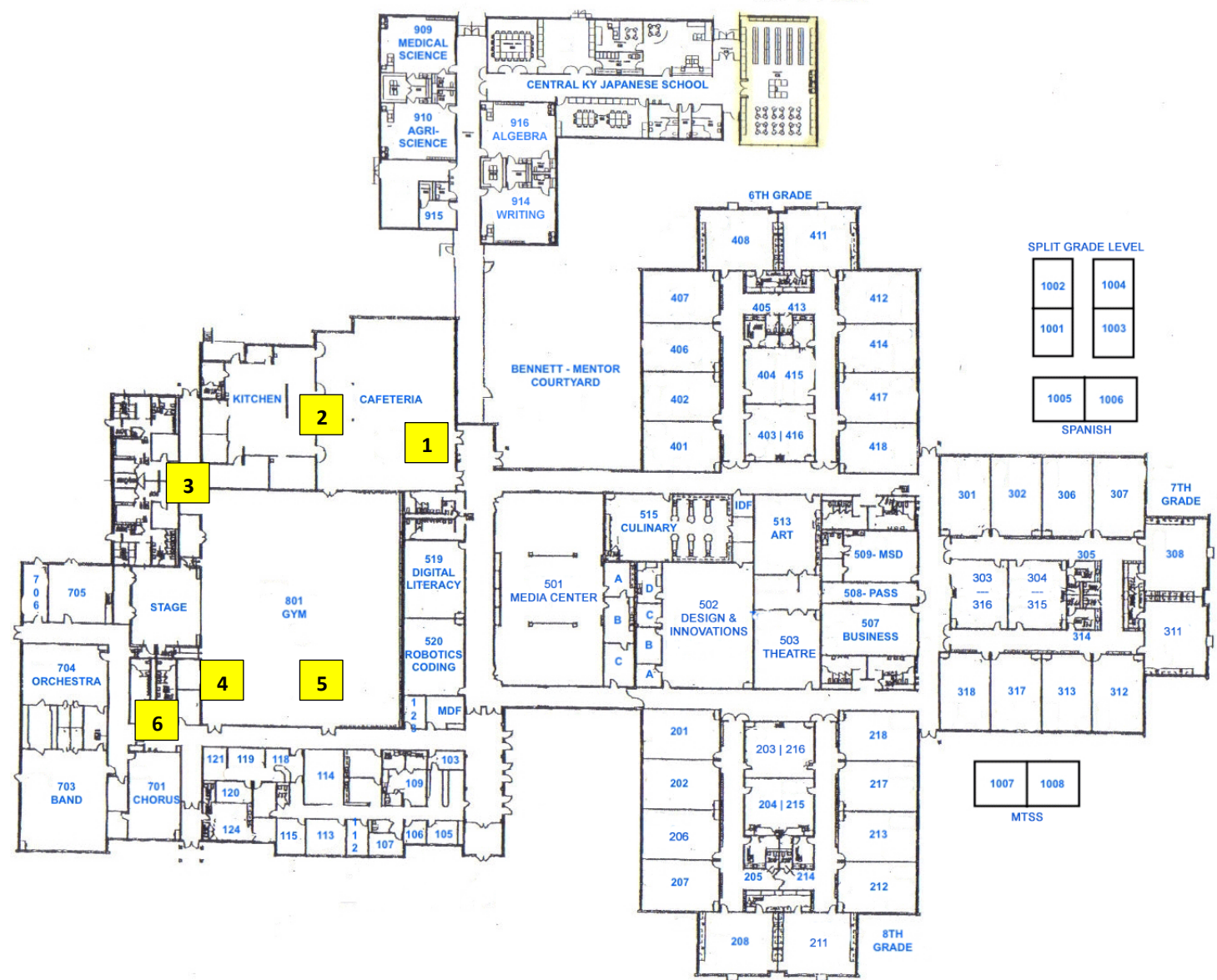
RELEASE FROM THE DANCE PROCEDURE

- At the conclusion of the dance, students will be released through the cafeteria.
- Students needing to go to their lockers will walk around the building by exiting the cafeteria and going down the sixth-grade hallway.
- Students who do not need to their lockers will exit the building by going down the student center/computer lab hallway to the front exit.
- Dance sponsors must stay until all students have left the premises.

DANCE DUTY STATIONS

- Please see the map below for duty stations during the dance.
- Names of chaperones responsible for each duty station must be submitted to the associate principal before the start of the dance.

DANCE SUPERVISION MAP



ATHLETIC EVENTS SUPERVISION

Tutors will work one athletic event. Non-tutors will work three athletic events.

GAME DUTY PROCEDURES

- Tickets:**
- 2 people per game work the ticket counter
 - Get gate box from the associate principal
 - Be at athletic entrance by 4:20 unless there is no 6th grade game.
 - Custodians will have gate set up with table and chairs
 - Read instructions inside gate box from the bookkeeper
 - Have game officials complete voucher form for their check
 - Charge for admittance until half-time of the varsity game.
 - Count the money and complete all necessary paperwork
 - One person returns cash box to the associate principal's office
- Concessions:**
- 2 people per game work the concession stand
 - Get concession stand money box from the associate principal
 - Concession stand will be in the cafeteria
 - Get candy cabinet from main office by 4:50
 - Sell concessions through half-time of the last game
 - Count money and complete all necessary paperwork
 - One person returns cash box to the associate principal's office
- Supervision:**
- Be visible and walk during the game
- Hold-overs:**
- At general dismissal, students staying will be released to duty person's room
 - Students stay in the room until the start of the first game (4:45 PM for a sixth grade game) and can then be escorted to the ticket table
 - They will NOT be allowed back into the complex area once they are released
 - Teacher will escort students to the ticket table and then to the game
 - Teacher will then do supervision until the end of the JV game or halftime of football.

Remember that students are to stay in the hold over room while waiting for the game. Do not allow them to roam.

SECTION 6

CALENDARS AND DATES



MEETING SCHEDULES

MEETING	DATE	TIME	LOCATION
Team leaders	End of each nine weeks	7:45-8:30 AM	Conference room
Instructional leads	End of each nine weeks	7:45-8:30 AM	Conference room
Committee meetings	First Tuesday of each month	7:45 AM or 4:15 PM	Committee chair's room
Department meetings	Second Tuesday of each month*	7:45 AM or 4:15 PM	Department chair's room
Faculty meetings	Third Tuesday of each month*	4:15 PM	Cafeteria
SBDM meetings	Fourth Tuesday of each month*	5:00 PM	Conference room
Counselor & admin meetings	First and third Fridays of each month	6 th - Third period 7 th - Fifth period 8 th - Fourth period Academy Prep- Seventh period	Team leader room
Administration meetings	Friday following each district meeting	8:00 AM	Conference room
PLC MEETINGS	MONDAY/WEDNESDAYS	TUESDAYS/THURSDAYS	LOCATION
1 st period	8 th grade social studies	8 th grade language arts	PLCs determine
2 nd period	7 th grade social studies	7 th grade language arts	PLCs determine
3 rd period	6 th grade social studies	6 th grade language arts	PLCs determine
4 th period	8 th grade math	8 th grade science	PLCs determine
5 th period	7 th grade math	7 th grade science	PLCs determine
6 th period	6 th grade math	6 th grade science	PLCs determine
7 th period	Academy prep programs	Academy prep programs	PLCs determine

*- October and November will not follow this pattern due to Thanksgiving break. Please see the master calendar for the specific dates of these meetings.

Some dates may need to be altered due to missed days. During NTI Inclement Weather Days, the schedule will still be followed using Zoom.

ASSESSMENT SCHEDULES

SCHOOL WIDE ASSESSMENT	DATES	POINT OF CONTACT
ACCESS Testing (ELL)		Jonna Hayden or Donald Dean
ALP CERT testing	February 15, 16, 18	Ashlee VanHoose or Sammy Hall
KPREP	May 8-26, 2023 (window)	Jonna Hayden

LANGUAGE ARTS ASSESSMENTS	6 TH GRADE Week of...	7 TH GRADE Week of...	8 TH GRADE Week of...	POINT OF CONTACT
Fall MAP Reading	Sep. 6-8 (make ups Sep. 9 & 12)			Sammy Hall or Jonna Hayden
Unit 1 Assessments	Sep. 13, Sep. 29, Oct. 14	Sep. 15, Sep. 29	Sep. 1, Sep. 29, Oct. 19	Lauren Hyde or Dave Hoskins
Unit 2 Assessments	Oct. 27, Nov. 11, Dec. 14-16	Oct. 27, Nov. 11, Dec. 15-16	Nov. 10, Nov. 21, Dec. 15-16	
Winter MAP Reading	Dec. 5-7 (make ups Dec. 8-9)			Sammy Hall or Jonna Hayden
Unit 3 Assessments	Jan. 27, Feb. 17, Mar. 3, Mar. 30	Jan. 13, Feb. 2, Feb. 10, Feb. 24, Mar. 3	Jan. 26, Feb. 9, Feb. 23, Mar. 1	Lauren Hyde or Dave Hoskins
Spring MAP Reading	Apr. 24-26 (make ups Apr. 27-28)			Sammy Hall or Jonna Hayden
Unit 4 Assessments	Apr. 20, May 4, May 22-24	Mar. 23, Apr. 14, Apr. 21, May 22-24	Mar. 14, Mar. 30, Apr. 20, May 4, May 22-24	

MATH ASSESSMENTS	6 TH GRADE Week of...	7 TH GRADE Week of...	8 TH GRADE Week of...	POINT OF CONTACT
Fall MAP Math	Aug. 29-31 (make ups Sep. 1-2)			Sammy Hall or Jonna Hayden
Unit 1 Assessment	Sep. 19	Sep. 26	Sep. 12	Jill Kidder or Kris Church
Unit 2 Assessment	Oct. 17	Oct. 17	Nov. 7	
Unit 3 Assessment	Nov. 21	Nov. 21	Nov. 28	
Winter MAP Math	Dec. 12-14 (make ups Dec. 15-16)			Sammy Hall or Jonna Hayden
Unit 4 Assessment	Dec. 12	Dec. 12	Dec. 12	Jill Kidder or Kris Church
Unit 5 Assessment	Jan. 16	Jan. 30	Jan. 30	
Unit 6 Assessment	Feb. 13	Feb. 13	Mar. 6	
Unit 7 Assessment	Apr. 10	Mar. 27	Apr. 17	
Spring MAP Math	Apr. 17-19 (make ups Apr. 20-21)			Sammy Hall or Jonna Hayden
Unit 8 Assessment	Apr. 24	Apr. 24	May 1	Jill Kidder or Kris Church

SCIENCE ASSESSMENTS	6 TH GRADE Week of...	7 TH GRADE Week of...	8 TH GRADE Week of...	POINT OF CONTACT
Unit 1 Assessment	Sep. 5	Sep. 5	Sep. 19	Jessica Bohannon or Dave Hoskins
Unit 2 Assessment	Oct. 3	Oct. 10	Oct. 10	
Unit 3 Assessment	Oct. 17	Oct. 24	Nov. 21	
Unit 4 Assessment	Nov. 21	Nov. 28	Dec. 12	
Unit 5 Assessment	Jan. 16	Jan. 23	Jan. 30	
Unit 6 Assessment	Feb. 13	Feb. 20	Mar. 6	
Unit 7 Assessment	Mar. 13	Mar. 20	Mar. 20	
Unit 8 Assessment	Apr. 17	Apr. 24	Apr. 24	
Unit 9 Assessment	May 15	May 15	May 15	

SOCIAL STUDIES ASSESSMENTS	6 TH GRADE Week of...	7 TH GRADE Week of...	8 TH GRADE Week of...	POINT OF CONTACT
Unit 1 Assessment	Sep. 1	Sep. 7	Oct. 21	David Kitchen or Matt Sherrard
Unit 2 Assessment	Sep. 28	Sep. 7	Dec. 16	
Unit 3 Assessment	Oct. 17	Oct. 28	Mar. 10	
Unit 4 Assessment	Dec. 14	Nov. 4	May 5	
Unit 5 Assessment	Feb. 2	Dec. 9		
Unit 6 Assessment	Mar. 22	Feb. 2		
Unit 7 Assessment	May 16	Mar. 17		
Unit 8 Assessment		Apr. 9		

SCHOOL WIDE EVENTS WITH POINTS OF CONTACT

EVENT	DATE	TIME	TARGET GROUP	PURPOSE	P.O.C.	SUPPORT STAFF	FLEX TIME
New Panther Orientation	July 21, 2022	9:00-3:00 PM	New hires	Onboarding program for new hires	Ashlee VanHoose	Matt Sherrard	8 hours
Back to School Bainbridge Rally	July 30, 2022	9:00 AM-1:00 PM	Bainbridge community	Provide school supplies to low SES students	Carla Mack	YMCA	4 hours
EJH Sixth Grade Orientation	July 26, 2022 - Cougars July 27, 2022 - Lynx July 28, 2022 - Bobcats	5:45 – 6:45 PM	Incoming 6th grade students; new students to EJH	Meet assigned teachers, learn expectations, and receive materials	Willie Bartley McKenna Best Blake Bishop	Dave Hoskins Jonna Hayden	2 hours (1 prep, 1 present)
Hayes Craze	August 2, 2022	6:00-8:00 PM	All returning Hayes Students	Positive, welcoming start to new year, meet and greet new team of teachers and students	Carla Mack	Counselors, PTSA, 6-7-8 Grade Level Reps,	2 hours
Staff retreat	August 4-5, 2022	8:00 AM - 4:00 PM	All EJ Hayes Staff	Team building, provide a focus for the upcoming school year, enhance communication, provide personal growth opportunities	Kris Church Morgan Miller	PD committee Kagan coaches	0 (mandatory professional development day)
Open House	September 21, 2022	6:00-7:30 PM	EJH parents	To provide opportunity for teachers and parents to connect. Provide parents with targeted workshops	Ashlee VanHoose, Carla Mack	Admin team	2 hours (flex time)
Dads and Dogs- Father's event	October 13, 2022	5:00-7:30 PM	Fathers	In conjunction with PMQ and RGSS, to provide a celebration for fathers	Carla Mack	PMQ sponsor RGSS sponsor	2 hours
Veteran's Day Program	November 11, 2022	9:00 AM – 1:30 PM	All students, Veterans and staff	To recognize and honor our Veteran's in the community and on our staff for their sacrifices for our country	Matt Sherrard	Social studies departments	0
Reality Store	November 18, 2022	During the day	7 th grade students	To provide students with a real-world experience for life after graduation	Carla Mack	Counselors	0
Spelling Bee, Science Fair, and History Fair Night	Wednesday, January 18, 2023	6:00-8:00 PM	Parents	To showcase science and history fair projects. To determine spelling bee winner	Instructional leads, Ashlee VanHoose	Science and social studies departments	4 hours (2 hours prep, 2 hours attendance)

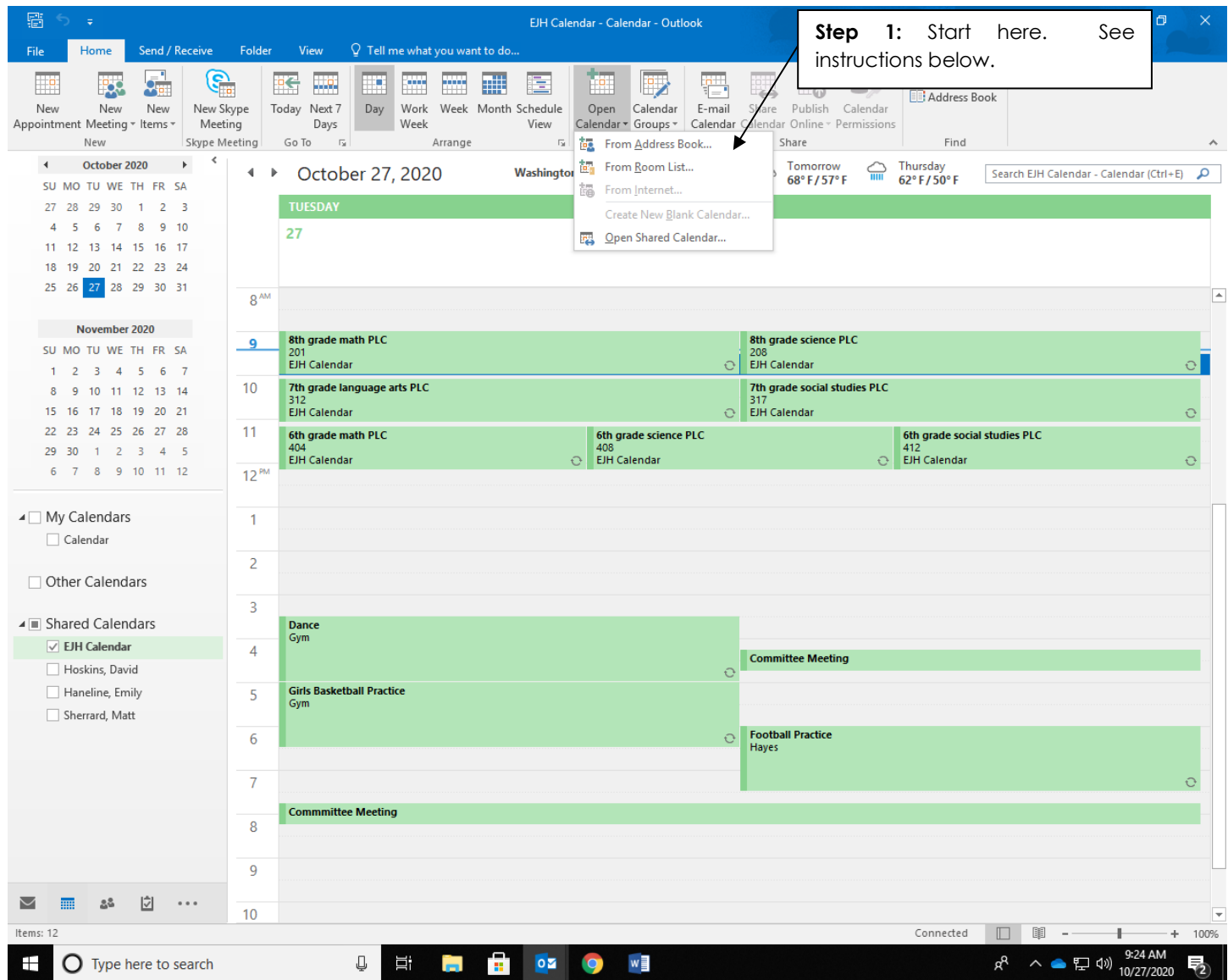
Student Growth Celebration	Thursday, February 2, 2023	During the day	Distinguished students and Students who met growth on KSA and MAP	To honor students for their hard work and to celebrate student growth on MAP, and ACCESS	Carla Mack, Jonna Hayden	Ashlee VanHoose, Counselors	3.5 hours (2 hours prep, 1.5 hours present)
I LOVE Math Day	Tuesday, February 14, 2023	During school day	Students	To promote the love and learning of math	Kegan Leadingham, Jill Kidder	Math department	
Site Visits to Elementary Schools	March 6-10, 2023	Varied scheduled with schools	Incoming 6th grade students	Discuss ALP test, collect schedule cards, distribute information and create excitement about transition	Alan Ford	Counselors, Carla Mack, Ashlee VanHoose	0
Impact Day	March 2, 2023	All day	Exceptional children population	To raise awareness and acceptance of all students who learn differently	ECE department, Andrea Straub	Admin team	0
Dance Blue	Friday, March 10, 2023	5:00-10:00 PM	Students	To raise funds for UK Children's Hospital	April Deener	Andrea Straub, Lana Russell, Taylor Adams	
International Day	Friday, March 31, 2023	During the day	6 th graders	As part of the YSC grant	Carla Mack	Counselors	0
New Panther Night	Thursday, May 4, 2023	6:00 - 8:00 PM	Incoming 6th grade students	General orientation and welcome to Hayes	Alan Ford and Jessica Moore	6 th grade teachers	3.5 hours
Celebrating Mothers	Friday, May 12, 2023	7:00-8:30 AM	Mothers	Celebrate our mothers	Carla Mack	Carla Mack, RGSS sponsors, PMQ sponsors	2
8 th Grade Dance	Friday, May 19, 2023	6:00-8:00 PM	8 th grade students	Final dance	LeAnn Hall, Alexis Morgan	8 th grade teachers, PTSA	0
Promotion Ceremony	Friday, May 26, 2023	10:30 AM	8th grade students	Recognize promotion to HS	LeAnn Hall, Alexis Morgan	8 th grade teachers	0
Communications for events	FCPS TV: Becki Cornett	Website Dave Hoskins Social media Kris Church	Fall Dance: October 21, 2022, hosted by 7th grade Winter Dance: December 9, 2022, hosted by 6th grade Sweetheart Dance: February 17, 2023, hosted by 8th grade				

ACCESSING THE SCHOOL WIDE CALENDAR THROUGH OUTLOOK

All EJH events- club meetings, athletic events, practices, concerts, open houses- will be added to the EJH Master Calendar. This calendar is maintained by Mr. Sherrard, associate principal, and Mrs. Cornett, administrative assistant.

In order to add any event to the EJH Master Calendar, you must first get permission from Mr. Sherrard.

To add the EJH Master Calendar to your Outlook, please follow the steps below.



1. In Calendar, click Home.
2. In the Manage Calendars group, click Open Calendar, and then click Open Shared Calendar.
3. Type a name in the Name box, or click Name to select a name from the Address Book. The shared Calendar appears next to any calendar that is already in the view. The calendar name is EJH calendar.
4. If you experience any issues, please see Mr. Hall.

SECTION 7

ROLES AND

RESPONSIBILITIES



ADMINISTRATIVE ROLES AND RESPONSIBILITIES

PRINCIPAL DAVE HOSKINS 	ASSOCIATE PRINCIPAL KRIS CHURCH 	ASSOCIATE PRINCIPAL MATTHEW SHERRARD 
CURRICULUM AND INSTRUCTION		
• Language arts • World language • Science • Biomedical sciences • Accelerated learning program	• Math • Exceptional child educators • MTSS process • ELL • Kagan cooperative learning	• Social studies • Professional services • Visual and creative arts • Vocal and instrumental music • Engineering and technology
MANAGEMENT		
• 6th grade • Monday cafeteria duty	• 7th grade • Tuesday cafeteria duty	• 8th grade • Thursday cafeteria duty
EVALUATIONS		
• Language arts • World language • Science • Biomedical sciences • Administration • Front office	• Math • Exceptional child educators • MTSS • ELL • Para educators • DHH interpreters	• Social studies • Professional services • Visual and creative arts • Vocal and instrumental music • Engineering and technology • Custodians
COMMITTEES		
• Academy prep/ILP • Accelerated learning program • CSIP • Professional development	• Kagan coaches • MTSS behavior • MTSS math • MTSS reading	• Character education/SEL • Foundations- Staff • Foundations- Students • Public relations
PROGRAMS AND SUPPORT		
• Budget and finance • Technology • SBDM	• Instructional leads • Attendance • Data collection and analysis	• Athletics • PTSA • Team leaders

EJH ADMINISTRATIVE STRUCTURE

ADMINISTRATIVE ROLES AND RESPONSIBILITIES

ADMINISTRATIVE ASSISTANT BECKI CORNETT 	BOOKKEEPER DIANE BRADLEY 	ATTENDANCE NIKKI KISER 	REGISTRAR JODY ASHER 
• Class coverage • PD and flex time • Master calendar • Printing • Athletic physicals	• Payroll • Substitutes • Fundraising • Donations • Purchasing • Accounts payable • Fee waiver	• Attendance • Transportation • Behavior data • Badge management • Volunteer database	• Medications • Immunizations • Out of area • Enrollment/withdrawals • IC updates

PANTHER PAC COORDINATORS ROLES AND RESPONSIBILITIES

ACC ANDREA STRAUB 	MTSS BEHAVIOR JASON PACK 	STC SAMMY HALL 	MEDIA SPECIALIST KEGAN LEADINGHAM 	GT COORDINATOR ASHLEE VANHOOSE 
• Instructional coaching • Caseload management • Special education testing	• Supervision • Behavior coaching • eOS	• Supervision • Instructional coaching • Athletics	• Pre-teaching • Instructional coaching • Professional library	• Instructional coaching • ALP/GT placement and monitoring • Pre-teaching

GUIDANCE DEPARTMENT ROLES AND RESPONSIBILITIES

COUNSELOR ALAN FORD 	COUNSELOR TIMIA GARDNER 	COUNSELOR JONNA HAYDEN 	COUNSELOR JESSICA MOORE 
SUPPORT PROGRAMS			
- Foundations- Students - ALP support	- Social Emotional Learning - Restorative practices	- Foundations- Staff - PBIS Tier 1	- MTSS - PBIS Tier 2 and 3
ADMINISTRATIVE AREAS			
- Infinite Campus coach 504 support	- SEL coordinator 504 support	- Building assessment coordinator 504 support	- WEB coordinator - IEP support
YSC COORDINATOR CARLA MACK 	SOCIAL WORKER LAURA COTE 	MENTAL HEALTH SPECIALIST SONAL PATEL 	SCHOOL PSYCHOLOGIST LEIGHANN LAKES 
SUPPORT PROGRAMS			
- Community resources - Restorative practices	- Truancy - Outside agency reporting	- Mental health resources - Individual counseling	- Counseling - Behavior intervention, development, and implementation
ADMINISTRATIVE AREAS			
- WEB coordinator - Event planning - PTSA	- DPP contact - Prevention programs - Home visits	- Suicide assessments - Threat assessments - Parental contacts	- Threat assessments - MTSS guidance - Special education testing and documentation

INSTRUCTIONAL & MANAGEMENT LEADER ROLES AND RESONSIBILITIES

INSTRUCTIONAL LEADS		TEAM LEADS	
INSTRUCTIONAL			
• Conduct minimum one meeting monthly devoted to the instructional needs of the department • Determine departmental professional development needs • Lead the department in developing goals for the school year		• Conducts weekly team PLC meetings to ensure that projects and tests are coordinated amongst team members to reduce overlap • Assist in the development of behavior management programs with administration • Analyze discipline data monthly with MTSS behavior teacher, counselor, administrator, and YSC coordinator	
BUDGET AND STAFFING			
• Collaboratively develop a budget annually with the department based on student needs, professional development needs, achievement data, and emerging instructional trends • Assist in the selection of personnel by participating on interview selection committees • Ensure department funds are spent for the benefit of students or professional growth of staff		• Maintain team activity account budget • Ensure team funds are spent for the benefit of the students • Ensure all necessary paperwork is completed for fundraisers • Assist in the selection of personnel by participating on interview selection committees	
COMMUNICATION			
• Maintain clear two-way communication with department and administration through email and department meetings • Represent department concerns directly to administration • Participates actively in department chair meetings. • Orients new teachers to department practices and procedures		• Ensure all parental communication is entered into the PLP on Infinite Campus • Coordinate with peer grade level team leaders on grade level team events • Participate actively in team leader meetings • Provide open communication with administration • Function as a liaison between team and administration • Update team letter annually • Orientate new teachers and substitutes to team practices and procedures	
MANAGEMENT			
• Maintain agenda and meeting minutes on Google Drive • Maintain textbook inventory annually • Develop and maintain supply list for annual team letters See next page for timeline		▪ Lead team in implementing the School-wide Discipline Plan (eBucks, Student of the Week, eOS, parent communication) ▪ Schedule and conduct weekly meetings ▪ <u>Monitor</u> student behavior and management on a weekly basis ▪ Schedule at least one monthly grade level meeting with grade level peers See next page for timeline	
TIMELINES			

July-August of each year - Review norms with department - Set department goals - Facilitate updates of curriculum for upcoming year - Facilitate orientation of new department members January-February of each year - Work with department to develop a budget proposal to the principal - Submit final budget by date determined by administration Monthly - Conduct department meeting that focuses on instructional needs, logistics, and other management issues - Review appropriate policies and procedures with department to ensure compliance - Discuss status of curriculum progression with department - Attend department chair meetings with administration	July – August of each year - Develop norms for meetings - Set team goals - Select secretary - Appoint members for specific duties and responsibilities - Develop schedule of special activities for year - Discuss responsibilities and timelines with each team member - Communicate all management updates to team Weekly - Conduct team meeting devoted to infractions and eOS system - Conduct team meeting devoted to weekly planning of assignments - Conduct parent meetings, documenting using PLP - Maintain minutes in Google Drive Monthly - Discuss behavior management using eOS - Recommend students to the MTSS Team - Discuss and implement student incentive plan using eBucks and Student of the Week - Attend team leader meetings with administration
---	--

I have read and understand the roles and responsibilities for my position for the upcoming school year.

Signature and Position

_____/_____/____

Date

SEVENTH/EIGHTH GRADE MANAGEMENT LEADS DIVISION OF DUTIES		
Position 1- Discipline & Communication	Position 2- Trips, Medical, Logistics	Shared Responsibilities
Discipline	Accounts payable	End of year activities
- End of year contract - Grade level point of contact	- Maintains records - Handles purchase orders - Deposits money - Fundraisers	- Grade level dance - Picnic - Promotion ceremony
Rewards	Trips	Communication
- Determine no go's - Schedule dates - Activities/snacks	- Point of contact - Organize and distribute info - Organize parent meetings	- Team letter - Master calendar
Team letter/distribution	Event planning	Other
- School info to go out - PTSA info to go out	- Hayes Craze - Open house - Grade level dance	Medical training
Communication	Lockers	
- IC messenger - Parent conferences - PTSA contact	- Change combos - Assign to teachers - Assign lockers to new students - Maintain Google doc	

EXCEPTIONAL CHILDREN DEPARTMENT ROLES AND RESPONSIBILITIES

ACHIEVEMENT and COMPLIANCE COACH <i>Development</i> ANDREA STRAUB 	DEPARTMENT CHAIR <i>Implementation</i> SHEA THRASH 	ADMINISTRATION and MANAGEMENT <i>Monitoring</i> KRIS CHURCH 	COUNSELING and BEHAVIOR INTERVENTION <i>Support</i> JESSICA MOORE 
ADMINISTRATIVE AREAS			
- Schedule and chair ARC meetings and complete due process forms. - Input SE data into the district tracking system. - Administer, score, and interpret assessments. - Contact elementary schools to identify and collect data regarding incoming students' needs. - Contact former schools of newly enrolled SE students to expedite information for placement. - Ensure that monitoring data is included in due process folders. - Review T-5 verification. - Review IEP for compliance - High school transitions - Coordinate FAST screeners with MTSS team	- Schedule and conduct department meetings; set meeting agenda in collaboration with administration. - Assist in the development of special ed documentation in conjunction with administration. - Maintain clear two-way communication with department and administration. - Collaborate with admin in planning of IEP reviews - Assist in data checks for the department - Provide internal coaching for instructional practices and co-teaching strategies - Monitor use of budget and instructional resources.	- Provide administrative leadership by fostering a department-wide climate of collaboration and cooperation. - Assign teachers to classes. - Construct master schedule in conjunction with SE administrative team. - Monitor IEP implementation. - Monitor/evaluate teacher instructional performance - Conduct personnel evaluations for all special ed department - Assist in data checks for the department - Internal co-teaching coach - Monitor impact of support skills classes.	- Contact elementary schools to identify and collect data regarding incoming students' needs. - Contact former schools of newly enrolled SE students to expedite information for placement. - Conduct classroom observations for re-evaluations. - Conduct para educator walk-throughs (non-evaluatory, data collection, only). - Attend elementary transition ARCs. - Monitor impact of vocational support skills classes. - Implement data progression system for case managers.
SUPPORT /COLLABORATION			
- Assist with on-going review and analysis of school SE "gap" data. - Assist department chair in determining professional development needs. - Guide/coach teams to implement appropriate evidence-based practices. - Analyze monitoring data; link recommendations to strengths and weaknesses to increase college, career and citizenship readiness. - Collaborate with administrative team to maintain case load assignments and para educator scheduling. - Serve as point of contact with IAKSS personnel for SE trainings, updates, etc.	- Provide department leadership by fostering a climate of collaboration and cooperation. - Collaborate with administration and department to determine professional development needs. - Collaborate with department to develop annual budget. - Collaborate with teachers to create differentiated instructional practices, modifications and accommodations. - Serve as point of contact for IEP development and implementation. - Serve as a resource and clearinghouse for teachers and paras in best practice instructional strategies.	- Collaborate with department chair to schedule and conduct department meetings. - Collaborate with achievement and compliance coach to maintain case load assignments and para educator scheduling. - Serve as an instructional coach to model effective, research-based strategies in the classroom. - Collaborate with achievement and compliance coach in on-going review and analysis of school SE "gap" data. - Collaborate with ACC and department chair on trainings and PD. - Collaborate with admin in planning of IEP reviews	- Provide support to department chair and administration in fostering a department-wide climate of collaboration and cooperation. - Consult with department chair, teachers, and counselors to assign teachers to newly enrolled students. - Collaborate with grade-level counselors regarding general counseling needs for SE students. - Assist teachers in the development of BIPs (Behavior Intervention Plans). - Assist with SE referral process - Collaborate and train teachers on social-emotional curriculum planning.

TECHNOLOGY ROLES AND RESPONSIBILITIES

Sammy Hall is the School Technology Coordinator and is the first line of support for anything technology related. Other staff members have direct support on the following issues:

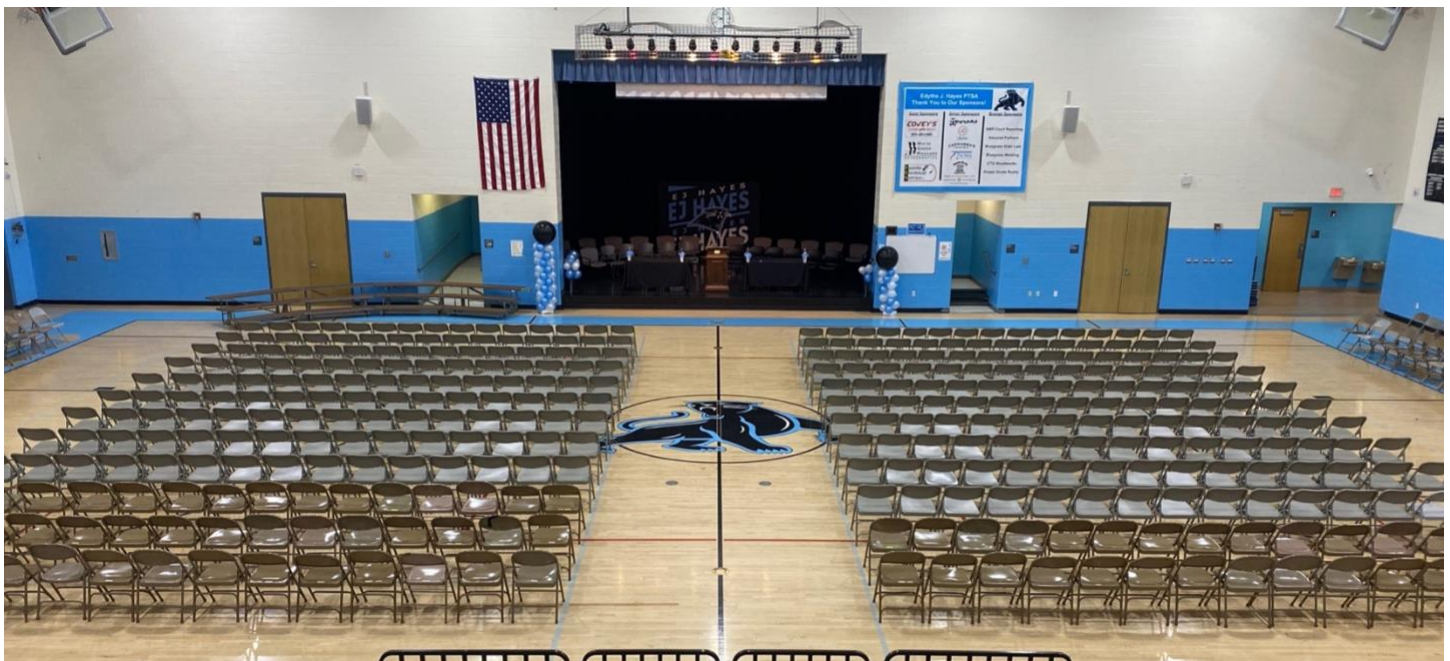
SCHOOL TECHNOLOGY COORDINATOR SAMMY HALL 	DISTRICT LAN TECHNICIANS	DISTRICT HELPDESK	STAFF TECHNOLOGY RESOURCE
SUPPORT			
• First line of support for network and internet • First line of support for staff active directory accounts • Video/cable/television support • Security System and Camera Support • CKJS Support • Student accounts • Chromebooks • Distribution lists • Technology ordering and quotes • Tech work orders • Monitoring student and staff activities	• Second line of support for network and internet • Switch support • Server support • AD support • Hardware support • Chromebook support	• Remote computer management • Password resets • Network outage • Sub and student teacher account management	• Phone/Ext. support (Becki Cornett) • Infinite Campus (Alan Ford, Sammy Hall) • eOS (Jason Pack) • Badge management (Nikki Kiser) • Website content (David Hoskins, Sammy Hall) • Master Calendar (Becki Cornett) • Assistive technology (Andrea Straub) • STLP (A. Hardin)
MAINTENANCE			
• Preventative maint. • Hardware maint. • Printers • Chromebooks • Projectors • Document Cameras	Network	Not applicable	Not applicable
SOFTWARE/HARDWARE			
• Hardware issues • Computer imaging • Printers • Windows 10 • Chrome management • Support for all content platforms	• Software installs and upgrades • Chromebook repairs	• Remote installation of programs	<u>Schoolwide</u> • Kagan software (J. Bohannon) • CERT (A. Vanhooose) • Classkick (E. Powell) • MobyMax (J. Hayden) • Imagine Learning (K. Leadingham) • MAP (S. Hall) • KPREP (J. Hayden) • ACCESS (D. Dean) <u>Language arts</u> • Collections (K. Maggard) • NoRedInk (K. Maggard) • Reading Plus (B. Litteral) <u>Math</u> • iReady (J. Kidder) • Freckle (E. Powell) • Kuta (T. Poindexter) <u>Science</u> • Amplify (J. Bohannon)

WEB COORDINATORS ROLES AND RESPONSIBILITIES

JESSICA MOORE	CARLA MACK	BLAKE BISHOP	McKENNA BEST	MADDIE MALLEY
				
WEB LEADER SELECTION PROCESS (MARCH)				
- Organize town hall meetings with 7th grade team leaders - Update the application for printing - Provide updated application to web master - Compile applicant list - Send out teacher feedback form - Participate in selection process - Compile Yes/No Letters for distribution - Notify students - Complaint responses	- Organize town hall meetings with 7th grade team leaders - Participate in selection process - Compile Yes/No Letters for distribution - Notify students - Complaint responses	- Participate in selection process - Notify students - Spring WEBinar	- Participate in selection process - Notify students - Spring WEBinar	- Organize interviews - Participate in selection process - Finalize the Yes and No lists - Notify students - Spring WEBinar
SUMMER PREPARATION FOR DAY ONE (MAY-AUGUST)				
- Organize training and Day One boxes - Assign MSD students and WEB 1 to 1 students - Participate in two-day WEB leader training - Get WEB leaders schedules printed	- Organize training and Day One boxes - Purchase materials for training and Day One boxes - Purchase food for both training days - Participate in two-day WEB leader training - Purchase food for lunch on Day One - Check for food allergies for sixth graders and WEB leaders and plan accordingly	- Reminder notifications for students - Assign MSD students and WEB 1 to 1 students - Participate in two-day WEB leader training - Lead group in pairing of WEB leaders - Create WEB group lists in FileMaker Pro - Print name tags for WEB leaders and students - Assign groups to rooms - Organize the VIP table	- T-shirt design - Order T-shirts - Participate in two-day WEB leader training - Make signage for the gym for Day One - Set up the gym for Day One	- Organize two day training for WEB leaders - Participate in two day WEB leader training - Divide sixth grader's schedules into the WEB boxes
FIRST DAY OF SCHOOL (AUGUST)				
- Turn in WEB leader attendance - Manage sixth grade attendance and reconcile	- Turn in WEB leader attendance - Manage sixth grade attendance and reconcile - Closing assembly with WEB leaders	- Lead opening and closing assembly - Update WEB lists using no-show list and new enrollee lists	Music for assembly	Communicate the schedule to teachers
THROUGHOUT THE YEAR				
- Develop agenda for monthly coordinator meetings - Logistics, planning, and timing of events - Lunch logistics	Logistics, planning, and timing of events	- Student communication - Maintain WEB group lists using withdrawal and enrollment info from guidance office - Probation meetings		- Develop the monthly activity schedule and communicate to appropriate personnel - Teacher communication with WEB activities - Lunch logistics

WHERE DO I GO FOR HELP?

- | | |
|-----------------------------------|---|
| • 504 Plans | Grade level counselor |
| • Athletics | Matthew Sherrard or Sammy Hall |
| • Assessments (state) | Jonna Hayden |
| • Attendance | Nikki Kiser |
| • Books and materials | Department chair |
| • Building issues, including keys | Matthew Sherrard |
| • Canvas | Sammy Hall |
| • Curriculum questions | Department chair or department administrator |
| • Custodial issues | Eddie Chenault |
| • Discipline | Team leader, grade level admin, Jason Pack |
| • Extended field trips | Becki Cornett |
| • GT/Accelerated learning | Ashlee VanHoose |
| • MAP testing | Sammy Hall or Jonna Hayden |
| • Furniture needs | Matthew Sherrard or Eddie Chenault |
| • Infinite Campus | Alan Ford |
| • Master calendar | Becki Cornett |
| • Master scheduling | Grade level counselor or Dave Hoskins |
| • Money | Diane Bradley or Dave Hoskins |
| • SBDM items | Becki Cornett |
| • Scheduling for students | Grade level counselor |
| • Special education | Kris Church, Andrea Straub, Jessica Moore, or Shea Thrash |
| • Student center | Kegan Leadingham |
| • Students with basic needs | Carla Mack |
| • Student registration | Jody Asher |
| • Technology needs | Sammy Hall, Jason Pack, or Kegan Leadingham |
| • Transportation | Nikki Kiser or Matthew Sherrard |



SECTION 8

CHECKLISTS



SUBSTITUTE TEACHER FOLDER CHECKLIST

Each teacher is required to have a substitute folder in their desks. An outline form will be sent to every teacher. The minimum number of items for this folder are:

- Class rosters
- Seating chart
- Class expectations
- Lunch schedule
- Supervision schedule
- Behavior intervention plans for individual students
- Partner teacher name for time out
- Bus dismissal list
- End of the day procedures, including Chromebooks and badges
- Student modifications
- Persons to contact for help
- Emergency lesson plans
- LESSON PLANS
- Substitute Handbook

FIRST WEEK OF THE SCHOOL YEAR CHECKLIST

GRADE LEVEL TEACHERS

- Lesson plans for teaching common area CHAMPS procedures
- All forms ready to distribute to students
- Plan in place to collect all forms and submit to the front office
- Plan in place for students arriving on the first day is in place and all teachers are informed (Where to report, distributing schedules, etc...)
- Have modified multiple receipt form for fees
- Have bus route list provided by guidance office for seventh period
- Teachers need to create bus passes with seventh period class for the first day bus roster. Students will submit these to the bus driver. Teachers will have the option to create a second bus pass for their records. Student name, phone number, and address will be needed on the card.

ALL TEACHERS

- Process for informing students and parents of classroom and team discipline plan is ready
- Syllabus is copied and ready to distribute to students
- Canvas is updated and working properly
- Students and parents have been given information on utilizing Canvas
- Faculty and Staff Handbook is downloaded and read
- Reviewed master schedule
- Reviewed supervision schedule and have dates and locations of duty
- Printed class rosters for each class
- Seating chart is ready for each class
- Reviewed IEPs and 504 plans

SPECIAL EDUCATION TEACHERS

- Teachers have all IEPs for students in their classrooms by the end of the first week
- Talked with co-teaching partner about expectations and planning
- Talked with para-educators about expectations and planning
- Contacted each parent on caseload to discuss the year

END OF THE SCHOOL YEAR CHECK LIST

ITEMS CONCERNING INDIVIDUAL TEACHER ROOMS

- ____ 1. Take all personal items home or lock them in your grey cabinet.
- ____ 2. Clear off all bookshelves and place books in lockers.
- ____ 3. Clearly label lockers (with tape) that contain books. List the teacher, class, and book title on a piece of paper and tape to the outside of the locker. Complete the textbook storage sheet that is attached and submit to Sherrard.
- ____ 4. If you are moving rooms, box up all items (in small boxes), and write the new room number on the boxes. Do not move computers or phones. Custodians can move desks but please talk to them first. Custodians can also move file cabinets, but bookshelves and tables stay with the room. Please, do not move any items to your new room. Custodians will handle this.
- ____ 5. Place any useful materials/supplies/books you no longer need in a box (one person can carry), in the hallway, identify as warehouse surplus. Custodians will remove it for you.
- ____ 6. Remove all food items from team rooms, storage areas, and classrooms.
- ____ 7. Remove personal refrigerators from team areas and take home. **Refrigerators left will be taken home by Eddie.**
- ____ 8. SCIENCE ROOMS ONLY- Make sure classroom countertops are clear of all materials.
- ____ 9. You may leave a detailed map of your room, and the custodians will set it back up for you.
- ____ 10. ALL ROOMS MUST BE READY FOR SUMMER CLEANING BY THE CLOSE OF BUSINESS ON THE FINAL RECORDS DAY OF THE SCHOOL YEAR.
- ____ 11. Box up your barriers.

ITEMS MUST BE CHECKED BY ASSOCIATE PRINCIPAL OVER BUILDINGS AND GROUNDS

- ____ 1. Check rooms and grey cabinet keys with Mr. Sherrard before leaving. Mr. Sherrard will inventory and give them back to you. (If you are leaving Hayes, your keys will need to be turned in.) If you are moving rooms, DO NOT TRADE KEYS WITH ANOTHER STAFF MEMBER, turn your keys into Mr. Sherrard.
- ____ 2. Complete lost/damaged textbook sheet. (Spanish) Collection and Envision materials checked in and stored in lockers.
- ____ 3. Submit any maintenance requests to Mr. Sherrard before you leave (floor tiles broken, furniture issues, stained ceiling tiles, lights out, etc)

ITEMS MUST BE CHECKED BY STUDENT CENTER MEDIA SPECIALIST

- ____ 1. Professional books, reference books, A.V. material, dictionaries, thesauri, and any item with a bar code need to be returned to the library media center and checked into Ms. Leadingham.
- ____ 2. All films and other equipment belonging to the FCPS media center need to be returned or checked in with Ms. Leadingham.
- ____ 3. All technology items checked out from the media center should be checked back in with Ms. Leadingham.

OTHER ITEMS

- ____ 1. Submit the summer address form.... **if different than your address on file.**
- ____ 2. Return all department materials and inventory information to your department chair.
- ____ 3. Back up all files, e-mail, and bookmarks on computer. Make sure all files are on your server folder and not solely on your hard drive.
- ____ 3. Follow Mr. Hall's instructions for storing Chromebooks.
- ____ 4. Questions: Check with Sherrard

SUMMER CHECKLISTS

TEXTBOOKS

TEACHER:

Do not leave any textbooks on shelves; everything must be removed for cleaning. Science rooms can use cabinets in rooms to store books. If you have permanent cabinets – you can store materials in the cabinets for the summer. Otherwise follow the following the directions below.

- Teachers in 6th, 7th and 8th grade wings - store textbooks in lockers in hallway.
- Teachers in center of building use lockers in common hallway of seventh grade area.
- Complete the information below and submit to the associate principal responsible for buildings and grounds and your department chair. Please retain a copy for your records.

Textbook Title	Number of books	Locker Numbers	
		To	From

LOST TEXTBOOK LIST

Student Name	Book Number	Fine Imposed

MAINTENANCE AND FURNITURE REQUEST

Teacher: _____ Current Year Room #: _____

Description of work to be completed. Also include any furniture requests for the new school year.

[illegible]

SUMMER ADDRESS

Complete only if different than address on file

Address:

Phone: Home: (____) ____ - ____

Cell: () -

SECTION 9

APPENDICES



ALPHABETICAL STAFF LISTING AND PHONE EXTENSIONS

STAFF	ROOM	EXT.	STAFF	ROOM	EXT.	STAFF	POSITION	EXT.
Adams, Taylor	Language arts	40095	Graves, Mike	Para	40183	Moore, Jan	ECE- Interpreter	40088
Ali, Fatin	Math	40071	Grigsby, Teresa	Industry/service	40076	Moore, Jessica	Counselor	40043
Alija, Elez	Custodian	40073	Gunter, Johnny	Custodian	40073	Morera de Paz, Belen	Spanish	40052
Anderson, Derrick	Math	40019	Hall, LeAnn	Math	40033	Morgan, Alexis	Science	40055
Ansley, Eric	Café manager	40011	Hall, Sammy	STC	40096	Morgan, Joe	Design/innovation	40070
Ashcraft, Brett	SRO	40015	Hardin, Art	Coding/robotics	40117	Mullins, Kevin	ECE resource	40068
Asher, Jody	Registrar	40004	Hawkins, Amy	Fitness/wellness	40083	Pack, Jason	MTSS behavior	40084
Bartley, Willie	Science	40046	Hayden, Jonna	Counselor	40006	Patel, Sonal	Mental health	40014
Bayes, Susan	Language arts	40063	Heaton, Tim	Science	40029	Payne, Nick	Business	40072
Bensberg, Elaine	MSD Para	40074	Helton, Emily	OT	40094	Pinney, Alyssa	ECE resource	40035
Best, McKenna	Language arts	40066	Henson, Ty	Custodian	40073	Powell, Emily	Math	40038
Bischoff, William	Agri science	40026	Hoback, Sarah	Math	40056	Quire, Amy	ECE- PASS	40037
Bishop, Blake	Social studies	40062	Holbrook, Ransom	Sub	40000	Railey, Steve	Social studies	40044
Bohannon, Jessica	Science	40053	Hollon, Colleen	Social studies	40058	Randolph, Ashley	Social studies	40045
Bowling, Kevin	Band	40080	Hoskins, Dave	Principal	40008	Ransdell, Peyton	ECE- MSD	40074
Brack-Jones, Yolanda	Creative writing	40085	Hutchinson, Suzanne	Science	40093	Reaves, Shawn	Staff wellness	40012
Bradley, Diane	Bookkeeper	40001	Hyde, Lauren	Language arts	40057	Rister, Val	Digital literacy	40078
Castillo, Brandon	Social studies	40041	Johnson, Jimme Lee	Custodian	40073	Rucker, Jason	Para	40074
Chenault, Eddie	Lead custodian	40073	Kidder, Jill	Math	40065	Russell, Lana	Science	40047
Church, Kris	AP	40009	King, Kathryn	Science	40051	Shadd, Erica	Para	40074
Coleman, Ramona	PASS Para	40037	Kiser, Nikki	Attendance	40002	Shanks, Shelby	Math	40077
Cornett, Becki	Admin assistant	40000	Kitchen, David	Social studies	40032	Shearer, Kristi	Para	40074
Cote, Laura	Social worker	40012	Kite April	Band	40080	Sherrard, Matt	AP	40010
Crum, Katie	Language arts	40018	Lakes, Leighann	Psychologist	40094	Sizemore, Morgan	Science	40027
Davis, Alice	Counselor	40012	Lawrence, Gregory	Para	40074	Smith, Dale	Para	40084
Dean, Donald	ESL	40069	Leadingham, Kegan	Student center	40013	Snodgrass, Susan	Language arts	40031
Deaton, Dawn	Para	40074	Levey, Emily	Chorus	40079	Stephens, Susan	ECE- Interpreter	40088
Deener, April	Social studies	40039	Litteral, Bonnie	MTSS reading	40054	Straub, Andrea	ACC	40016
Donahue, John	Math	40059	Livingood, Jon	Science	40034	Summers, Laura	Orchestra	40081
Dostart, Margaret	Visual art	40075	Lofton, Jasmine	Spanish	40022	Thrash, Shea	ECE- 8 th	40064
Fikert, Justina	ECE- 6 th	40042	Logan, Abel	Social studies	40086	VanHoose, Ashlee	Gifted/talented	40021
Finley, Amy	Language arts	40089	Mack, Carla	YSC	40012	Wells, Tara	ECE- DHH	40088
Ford, Alan	Counselor	40005	Madison, Ashley	Social studies	40049	Wethington, Sheena	ECE- 8 th	40050
Foster, Teresa	MTSS math	40025	Maggard, Kelly	Language arts	40017	Whitnell, Emily	ECE- resource	40040
Francis, Sara	Orchestra	40081	Malley, Maddie	Math	40067	Wicker, Jess	Math	40092
Gardner, Timia	Counselor	40003	Marshall, Laura	ECE- DHH	40088	Williams, Sarah	Para	40074
Gault, Jessica	Nurse	40007	Meeks, Garnet	ECE- Interpreter	40088	Willoughby, Carl	Theatre	40091
Gilmer, Laura	ECE- 7 th	40118	Menke, Jessica	Math	40060	Wood, Monyka	ECE- 6 th	40024
Goforth, Alexis	Language arts	40036	Miller, Morgan	Med. sciences	40020	Wright, Mandy	SLP	40082
DIRECT LINES IN THE BUILDING			ADMINISTRATOR NUMBERS			OUTSIDE LINES		
Main office	381-4920		Dave's office	381-4931		Law enforcement	381-4200	
School fax	381-4937		Dave's cell	327-9739		Transportation	381-3859	
Guidance	381-4922					IAKSS	381-4000	
YSC	381-4592		Kris's office	381-4925		Place outside call	Dial 9 plus the #	
Front office	Ext. 40000, 40001		Kris's cell	504-669-8900		To call an outside ext: Press DIRECTORY BUTTON on the telephone and select CORPORATE DIRECTORY. Enter the first few letters of the LAST NAME and SEARCH. Scroll down until the correct name is highlighted and press the button under DIAL.		
Cafeteria	Ext. 40098							
Nurse	Ext. 40007		Matt's office	381-4932				
Student center	Ext. 40097		Matt's cell	536-6942				
Voice mail ext.	Ext. 77777							

SUPPLEMENTAL DUTY LIST

ACADEMIC SUPPLEMENTAL DUTY POSITIONS		ATHLETIC SUPPLEMENTAL DUTY POSITIONS	
Instructional leads		Football	
Arts & humanities	Emily Levey	Head coach	Steve Railey
Career & technical ed	Amy Hawkins	Assistant coach	Wayne Bragg
Language arts	Lauren Hyde	Assistant coach	Brent Busson
Math	Phil Hyde	Assistant coach	JD Hawkins
Science	Jessica Bohannon	Assistant coach	Randy Hutchinson
Social studies	David Kitchen	Cross country	
Special education	Andrea Straub	Head coach	Brandon Castillo
		Assistant coach	Monyka Wood
Team leaders		Volleyball	
6 th grade Bobcats	Blake Bishop	Head coach	Shelby Shanks
6 th grade Cougars	McKenna Best	Assistant coach	Alexis Morgan
6 th grade Lynx	Willie Bartley	Assistant coach	Jordan Bland
7 th grade Wildcats	Alexis Goforth	Girls' basketball	
7 th grade Wildcats	Morgan Sizemore	Head coach	Mike Graves
7 th grade Panthers	LeAnn Hall	Assistant coach	Dale Smith
8 th grade Panthers	Alexis Morgan	Cheerleading	
Clubs		Head coach	Lana Russell
Academic team	Jasmine Lofton	Assistant coach	Morgan Sizemore
Art club	Margaret Dostart	Dance	
Beta club	April Deener	Head coach	Taylor Adams
Drama club	Carl Willoughby	Assistant coach	Maddie Malley
Fiddle club	Sara Francis	Boys' basketball	
Jazz band	Kevin Bowling	Head coach	Jason Pack
KYA/KUNA	Blake Bishop	Assistant coach	Abel Logan
Panther Men of Quality	Timia Gardner/Carla Mack	Assistant coach	Jason Rucker
Real Girls Stand Strong	McKenna Best	Track and field	
Speech team	Carl Willoughby	Head coach	Alexis Morgan
Student council	Bonnie Litteral	Assistant coach	McKenna Best
STLP	Art Hardin	Assistant coach	Steve Railey
WEB coordinators	Blake Bishop	Assistant coach	Mike Graves
	McKenna Best	Assistant coach	Terrell Horton
	Carla Mack	Lacrosse	
	Maddie Malley	Boys' head coach	Brandon Castillo
	Jessica Moore	Girls' head coach	Jeromie Russell
	Blake Bishop	Wrestling	
Yearbook		Head coach	
Staff support		Archery	
BAC	Jonna Hayden	Head coach	Brenda Goodpaster
Kagan coaches	Andrea Straub	Athletic administration	
	Jessica Bohannon	Athletic director	Matt Sherrard
	Yolanda Brack-Jones	Assistant athletic director	Sammy Hall
	LeAnn Hall		
	Bonnie Litteral		
	Steve Railey		

SCHOOL MAP



Edythe J. Hayes Middle

Voice Levels

0	No Talking/Silent
1	Whisper Only- Someone 2 feet away from you should not be able to clearly decipher what you are saying
2	Normal Talking Voice (Conversation Voice)
3	Presentation Voice- voice is projected so that whole group can hear
Outside Voice	Used only outdoors or for sports- may include yelling

Edythe J. Hayes Middle

Assemblies

C	Conversation • Voice Level 0
H	Help • Raise hand and wait for adult assistance while remaining in your seat
A	Activity • Students and staff will enjoy and appreciate the assembly or presentation
M	Movement • Enter in a line, one behind the other • Walk with hands, feet, and body to self • Sit where staff member assigns upon entry; no switching seats • Stay seated; if seated on the floor, stay down (NO sitting on your knees) • No leaving during a performance • Students clap at appropriate times • When assembly is over, wait for principal to dismiss your team, and then for your teacher to ask class to stand. Dismiss in single file line.
P	Participation • Students have eyes on and listening to the program and presenter(s) • Participate as appropriate
S	Succeed!

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Pep Rallies

C	Conversation • Voice Level 2 or Outside Voice when cheering • Voice Level 0 any time attention signal is given
H	Help • Go to staff member and request assistance as needed
A	Activity • Students will celebrate the accomplishments of other students and groups
M	Movement • Enter in a line, one behind the other • Walk with hands, feet, and body to self • Sit where staff member assigns upon entry; no switching seats • No leaving during a performance • Students clap and cheer at appropriate times
P	Participation • Students have eyes on and listen to the program and performers • Participate as appropriate
S	Succeed!

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Field Trips

C	Conversation • Voice Level 0 during any group instruction • Voice Level 1 to 2 during completion of tasks indoors
H	Help • Raise hand and wait for teacher during group instruction • Go to staff member and request assistance as needed
A	Activity • Attending a curriculum based activity off school grounds; completing tasks as assigned by adults in charge
M	Movement • Travel with group and chaperones to which you are assigned • Always walk • Follow CHAMP for riding bus during appropriate times
P	Participation • Students have eyes on and listen to the program and performers • Participate as appropriate • Be respectful and responsible • Follow all adult/staff directions
S	Succeed!

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Cafeteria

C	Conversation • Voice level 1 while in line to get meal - if requesting food, only talk directly to cafeteria workers at a level 2 using appropriate manners (please, thank you, etc.) • Voice Level 1 or 2 at table
H	Help • When going through lunch line, ask lunchroom workers politely (use please, thank you, etc.) • Once seated, raise hand and ask for assistance
A	Activity • Follow traffic pattern to get your lunch through assigned line • Get all condiments and utensils (including straw and napkins) as you go through line • Sit at assigned table • Eat your lunch • Return tray to window as directed by teacher or cafeteria supervisor • Listen and follow directions when dismissed
M	Movement • Once seated, stay seated. Raise hand if you need anything. • When entering and at dismissal, walk at all times following traffic pattern
P	Participation • Enjoy your lunch • Clean up your table and floor area when done • Use appropriate manners at all times
S	Succeed!

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Hallway- Class Change

C	Conversation • Voice Level 2
H	Help • Ask teacher or another student for help as needed
A	Activity • Gather all materials for upcoming class(es) • Use restroom if necessary (at team designated breaks) • Go directly to your next class with electronic devices out of view
M	Movement • Walking • Hands, feet, and comments to self
P	Participation • Arrive to next class on time with materials and begin first activity promptly
S	Succeed!

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Restrooms

C	Conversation • Voice Level 0 or Voice Level 1
H	Help • Go to nearest adult
A	Activity • Use restroom appropriately • Flush toilet • Wash hands (1 squirt of soap) • Dry hands
M	Movement • Walking
P	Participation • Sounds: quiet • Looks: toilets flushed, sanitary
S	Succeed!

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Arrival

C	Conversation • Voice Level 1 or Voice Level 2
H	Help • See an adult on supervision for help
A	Activity • Entering school and proceeding to appropriate destination in a safe and orderly manner
M	Movement • Move directly to appropriate destination 1. Go immediately to your grade level for breakfast (if needed) 2. Report to seventh period (not your lockers).
P	Participation • Bus riders enter building through front doors only. • Car riders and walkers enter through the athletic entrance • Report directly to seventh period after getting breakfast (if needed)
S	Succeed!

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Dismissal

C	Conversation • Voice Level 0 during any announcements • Voice Level 1 or Voice Level 2 in hallway or when there are not announcements
H	Help • Go to nearest staff member on hallway supervision (raise hand while still in classroom)
A	Activity • Students will exit the school in a safe and orderly manner • School rules apply until students arrive home
M	Movement • Stay in classroom until your group or bus is dismissed • Gather all materials you will need at home (books, homework, etc.) and proceed to designated exit. • Car Riders- exit through door of Youth Service Center. Stand on sidewalk • and watch for your car. • Walkers- exit through door by YSC. Walk on sidewalks only. If you need to cross the road (Richardson Place), wait for staff member to signal before crossing road. • Bus Riders- exit through front door or side exit and proceed to bus lane. • Final Dismissal- if your bus has not been called, proceed to cafeteria to wait for bus or report directly to assigned area for after school activity (athletics, club, detention, ESS, etc.) • Walk at all times, keeping hands and feet to self
P	Participation • Remain in classroom until your group is called • Teachers dismiss, not the computer screen or announcements • Observe safety rules at crosswalks and in cars, vans, and buses
S	Succeed!

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Student Center

C	Conversation • Voice Level 0 unless otherwise instructed (maximum Voice Level 1)
H	Help • Raise hand and wait for adult assistance if seated during group instruction • Otherwise, approach librarian politely and wait to be recognized
A	Activity • Using student center resources respectfully and responsibly 1. Checking out books 2. Working at computers or independent work at desks 3. Participating in lessons with teacher/ librarian
M	Movement • Seated during group instruction • Walk at all times; move about quietly when using resources
P	Participation • Quiet academic work
S	Succeed!

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Emergencies

(fire, earthquake, severe weather, lockdown)

C	Conversation • Voice Level 0
H	Help • None, continue moving as directed by teacher; raise hand once everyone is in correct area.
A	Activity • Walk in orderly fashion along designated route to quickly move to safety.
M	Movement As soon a alarm has is sounded: <u>Fire:</u> Line up quickly and leave the building. <u>Earthquake:</u> Move to designated safe area. <u>Severe Weather:</u> Line up quickly to move to safe area. <u>Lockdown:</u> Follow teacher's instructions to move to safe area.
P	Participation • Listen and follow all teacher directions; remain quiet, move quickly. • Remain in teacher directed area until asked to move.
S	Succeed!

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Use of Electronic Devices

(use only before school or during lunch)

C	Conversation • Voice Level 2 (person) • Device should not be heard by other individuals
H	Help • Raise hand and ask the nearest adult
A	Activity • Student use of electronic devices during the school day are limited to prior to the start of school and during lunch only. Instructional use during class is at teacher discretion.
M	Movement • During lunch, students must remain at assigned seats
P	Participation • Students may use electronic devices before school in classroom or during lunch • During these times, students may use electronic devices with a pair of headphones only. • Volume should only be loud enough for the user to hear. Those around should not hear the music from the device. • Devices used outside of the allowed times will be confiscated.
S	Succeed!

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Detention

C	Conversation • Voice Level 0
H	Help • Raise hand for any assistance
A	Activity • Complete detention assignment(s) • Upon completion, ask permission to work on homework or class assignment
M	Movement • Enter the cafeteria • Sign in with detention supervisor • Sit in seat assigned by detention supervisor • Exit at the end of detention at Voice Level 0
P	Participation • Complete detention assignment(s) • Complete homework or classwork if time allows
S	Succeed!

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Activity Name

C

Conversation

•

H

Help

•

A

Activity

•

M

Movement

•

P

Participation

•

S

Succeed!