

PANTHERS

FACULTY AND STAFF HANDBOOK

2023



2024





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 STATEMENT

Edythe J. Hayes Middle School will 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 will 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 rigorous instruction, for our students to prosper and flourish in our ever-changing society.

COMMUNITY PARTNERSHIPS

- We will collaborate to foster positive, cooperative partnerships between families, staff, administration, and our community.

ACADEMICS AND BEHAVIOR

- We will maintain high expectations for all students to succeed academically, behaviorally, and in leadership.

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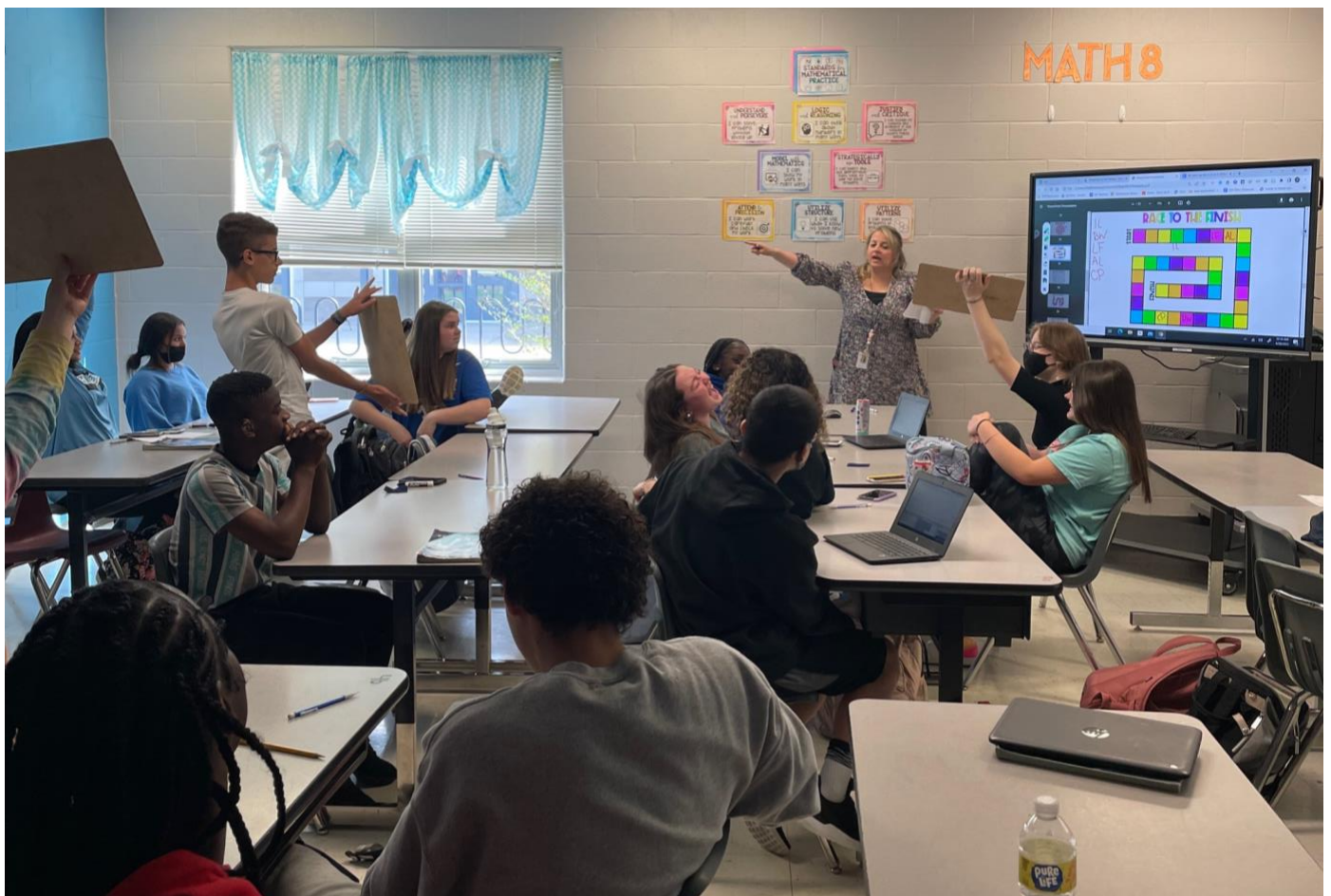
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SECTION 1

CURRICULUM AND INSTRUCTION



THE HAYES WAY FOR CURRICULUM, INSTRUCTION AND ASSESSMENT

| STRUCTURE | EXPECTATIONS | TIMELINE |
|--|--|--|
| POSITIVE LEARNING ENVIRONMENT | | |
| CHAMPS | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> Daily implementation of CHAMPS procedures and interactions. Common area CHAMPS need to be taught each nine-week grading period |
| eBucks Good News Postcards | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> Maximum impact – Daily Minimally - Weekly |
| Parent contacts | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> Teachers will deliver a planned SEL lesson every two weeks during their Educational Enhancement class Teachers will make intentional classroom connections to the SEL lesson | <ul style="list-style-type: none"> Deliver lessons twice monthly. Routinely make SEL connections with students. |
| Kagan Cooperative Learning strategies | <ul style="list-style-type: none"> Teachers will implement Kagan strategies into classroom instruction. Discuss Kagan strategies and implementation during PLC planning times | <ul style="list-style-type: none"> Maximum impact- daily Minimally- twice per week |
| PLANNING AND PREPARATION | | |
| PDSA Tool | <ul style="list-style-type: none"> Posted weekly by Friday on Google Drive within the department and grade level folder | <ul style="list-style-type: none"> By each Friday |
| Backward curriculum and instructional design process | <ul style="list-style-type: none"> All teaching staff will follow the cycle of "backward curriculum design" Identify the standards to be taught Develop classroom goal (CCI) Create or review common post assessment Identify learning intentions and success criteria Develop formative assessments Plan differentiated instructional activities/resources using high yield strategies Use PLC time to reflect on PDSA cycle, including student feedback Plan for reteach and interventions | <ul style="list-style-type: none"> Weekly One PLC meeting- Plan/Do One PLC meeting- Study/Act |
| Professional Learning Community (PLC) planning | <ul style="list-style-type: none"> 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-teaching teams will have a dedicated weekly PLC time | <ul style="list-style-type: none"> Protected PLC time twice weekly |

| ASSESSMENT- MONITORING STUDENT ACADEMIC GROWTH | | |
|--|--|--|
| Common formative and summative assessments | <ul style="list-style-type: none"> 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 Data related to class goal will be posted and reviewed (CCI) | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 and Tier 3 student progress to MTSS teachers and administration | <ul style="list-style-type: none"> Progress monitoring should occur weekly for Tier 3 students Teachers may participate in quarterly MTSS meetings with appropriate MTSS personnel |
| INSTRUCTION | | |
| Lesson agenda Learning intention Success criteria High yield strategies | <ul style="list-style-type: none"> 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)." Success criteria could be a model, exemplar, or rubric (Success Criteria Playbook) High yield strategies will be posted and visible | <ul style="list-style-type: none"> Learning intention- depends on length of lesson Success criteria- daily High yield strategies- daily |
| Differentiation | <ul style="list-style-type: none"> All teaching staff shall design instruction based upon student data, using Plus/Delta student feedback. 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 (Kagan, Get Your Teach On, etc.) Co-teaching teams will implement co-teaching models on a regular basis | <ul style="list-style-type: none"> Review collaboratively through PLC meetings |
| School wide writing | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> Teachers will follow the timeline outlined in the SBDM policy |
| PROFESSIONAL LEARNING | | |
| Professional development | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 (50%) | | ASSESSMENT DESIGN (10%) | | DATA ANALYSIS (50%) | |
|--|---|---|---|---|---|
| Task | Materials needed | Task | Materials needed | Task | Materials needed |
| Design at least one common formative assessment | <ul style="list-style-type: none"> • PDSA • Standards • Content resources | Develop/review pre-assessment for PDSA | <ul style="list-style-type: none"> • PDSA • Standards • Learning intentions and success criteria | Review formative assessment data from previous week (these may be required for MTSS meetings) | <ul style="list-style-type: none"> • Student work samples • Percentages correct for each standard • Learning intentions and success criteria |
| Activities planning <i>(Be prepared to discuss how the activities will be different between core and accelerated)</i> | <ul style="list-style-type: none"> • PDSA • Standards • Common summative assessment • Kagan strategies • High yield strategies | Develop/review post assessment for PDSA | <ul style="list-style-type: none"> • Copy of common summative assessment • Standards • Formative assessment data • Copy of learning intentions and success criteria | Review pre- or post-test data for PDSA | <ul style="list-style-type: none"> • Student work samples • Percentages correct for each standard • Learning targets • PDSA |
| Literacy strategies | <ul style="list-style-type: none"> • Academic vocabulary needed • Strategies banks | | | MAP data analysis | <ul style="list-style-type: none"> • Previous MAP scores • PDSA |
| Re-teaching strategies | <ul style="list-style-type: none"> • Formative assessment data • Student work samples | | | Review student Plus/Delta feedback | <ul style="list-style-type: none"> • Plus/Delta |
| Develop learning intentions and success criteria | <ul style="list-style-type: none"> • 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 TEACHER CLARITY AND VISIBLE LEARNING

CONSTRUCTING LEARNING INTENTIONS

- The learning intention is presented as the learning destination- where are we going?
- The learning intention is presented as a summary or general restatement of the learning.
- The learning intention is a global statement without specifics (i.e. learn to write an opinion piece or learn to use a ratio and proportions to solve a problem).
- The learning intention is age-appropriate, student-friendly language that retains the rigor and intent of the standard.
- The learning intention avoids specific details from the standard (specifics are addressed in the success criteria).
- The learning intention includes key terms and vocabulary.
- The learning intention provides insight into why the learning is important for students and teachers.

CONSTRUCTING SUCCESS CRITERIA

- The success criteria specify what students are to do to demonstrate learning.
- The success criteria provide a “map” to the learning destination – how are we going?
- The success criteria identify the details of what is needed to achieve the learning intention.
- The success criteria use specific terms from the standard(s) and maintain rigor of the standard(s).
- The success criteria include objective wording only, no subject language (e.g. some, few, many, etc.).
- The success criteria include other details not included in the standard, but necessary to achieve the learning intention(s).

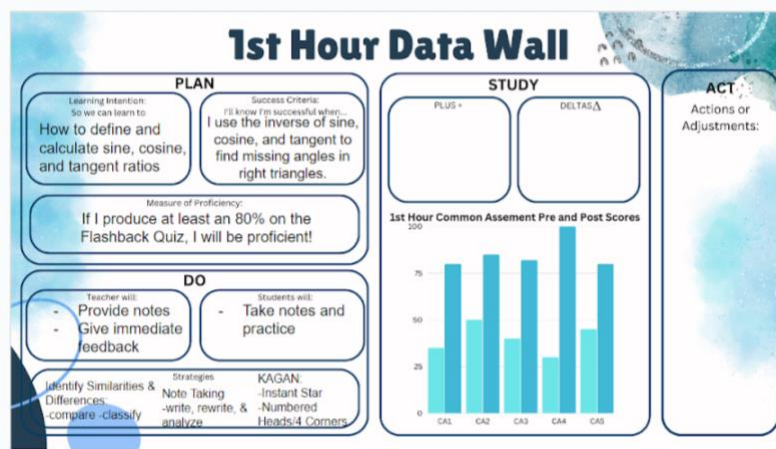
THE HAYES WAY FOR CONTINUOUS CLASSROOM IMPROVEMENT

Our goal at Hayes is to provide an environment that fosters student growth and achievement. Continuous Classroom Improvement (CCI) is a dynamic process that empowers our school staff to enhance teaching practices, optimize student learning outcomes, and promote a culture of ongoing development. We believe that high student achievement is a product of engagement, clear direction and ongoing evaluation and improvement of the classroom learning systems. All stakeholders – staff, students, and parents – have a role in the achievement of students through processes for continuous improvement and goals for performance excellence.

In a Hayes CCI classroom, the teacher and students have put into place processes and systems to guide the learning of the class and of individual students. Key to such a classroom is the development of a classroom culture which encourages students to communicate openly in a trusting and accepting classroom environment enabling them to take responsibility for their learning. Students can manage their learning and chart their progress. When things don't go right, teachers and students plan for a rapid change.

Elements that are common in a Hayes CCI classroom:

- Posted learning intentions & success criteria
- Posted classroom mission and goal
- Classroom data center with updated progress toward the class goal
- Regular feedback from students made visible on a plus/data chart, or other data collection tool
- Individual student goals, data notebooks/folders/digital files and action plans
- Daily use of high yield strategies and PDSA cycle in the classroom and weekly within PLCs



Example of Classroom Data center

Below you will find a tool useful in monitoring, reflecting, and evaluating your own progress in implementing a CCI classroom learning system. Please keep in mind this is for Level III implementation, which is our goal over time.

| COMPONENT | MET | N/O |
|--|-----|-----|
| Teachers and students collaborate to set and manage individual student goals and data. | | |
| Learning targets are based on the analysis of assessment results. | | |
| Students and teachers collaborate to analyze individual and classroom data. | | |
| Students track their individual data and progress towards goals. | | |
| Students effectively lead data conferences with their parents. | | |
| Students and teachers talk about changes made in their learning as a result of using the PDSA process. | | |
| Students and teachers collaborate to implement the "act" component of the PDSA process. | | |
| High yield strategies are implemented with fidelity. | | |
| Every student is on track to meet their individual goals of progress for the year. | | |
| Student growth is celebrated within the classroom. | | |

THE HAYES WAY FOR CO-TEACHING

SETTING AND ENVIRONMENT

- Flexible student groupings based on data (including Kagan groups)
- Well organized classroom and routines for smooth transitions
- Stations, alternate or parallel teaching groups are cognizant of noise level and teachers are faced away from one another
- CHAMPS is utilized and visible and teachers have agreed upon and reinforce noise level expectations
- Preferential seating for certain students/groups
- Desks and areas are labeled
- Coteaching model/Grouping charts/rotation schedules ready and visible
- Co-teachers have an area to place/organize their materials
- Co-teachers names are visible in the classroom
- In-class calm down/sensory station may be needed to accommodate student self-regulation needs
- Co-teachers move freely around the room
- Co-teachers begin and end class together & stay in the classroom
- Co-teachers actively support and model CCI approach (all 8 steps are evident & embedded in class culture)
- Include visual supports (word walls) as reference, vocabulary journal for content and academic vocabulary

PARTNERSHIP

- Parity of names: syllabus, classroom, canvas, IC, parent emails
- Co-planning lessons with joint input
- Shared responsibilities in terms of grading, prepping materials, follow up
- Co-delivery of lessons
- Behavior management agreed upon and implemented by co-teachers (positive & negative)
- Co-teachers share responsibility for providing accommodations and modifications - supporting ALL students in the classroom
- Jointly reflecting and debriefing on the success of a lesson and how it can be adjusted
- Inclusive language using "Us" "Ours" and "We":
- Constant, open, courageous communication

INSTRUCTION

- Co-teaching models used regularly, represented on PDSA tool and supports effective teaching of learning intentions & success criteria
- Station teaching: teachers segment class based on data and provide stations for prerequisite skills, core lesson and extensions
- Parallel teacher: teacher implement instruction at the same time to two smaller groups to increase participation and provide levels of supports/instruction
- Alternative teaching: One teacher works with a small group or individuals before or after the core lesson to provide reteaching or extensions
- Team Teaching: Both teachers support one another throughout the segment of the lesson taking pre-determined roles (i.e. one lectures while the other models notetaking; one reviews instructions orally, while the other write a visual task list/models the task)
- Implements daily high yield instructional strategies
- Multi-level questioning strategies
- Adaptations made (i.e. graphic organizers/thinking maps, checklists, visual supports, simplified directions, mnemonic aids, etc.)
- Learning intentions & success criteria posted and referenced throughout lesson
- Multiple checks for understanding throughout the lesson with data driving instruction
- Accommodations & modifications used in accordance with IEP
- Explicit instruction provided
- Instructional and scaffolded supports provided
- Multi-modal ways to participate throughout class (i.e. independent work, game,s whole group, in writing, orally, with a partner, small group)
- Multi-modal instruction (i.e. auditory, visual, kinesthetic)

COMMUNICATION

- Student & teacher 1:1 conversations and check-ins to chunk/scaffold information or help regulate executive functioning
- Peer to peer feedback
- Small group conversations and teacher led discussions
- Intentional relationship building (teacher and students; and students as an overall community)
- Co-teachers communicate with all students
- Co-teachers have open and honest communication via face to face and email
- Scaffolded support for communication (i.e. sentence starters, peer buddy, accountable talk stems, prompting prior to requiring a response, supporting use of assistive technology to communicate)
- Student communication evidences a sense of community and is inclusive of all students
- Student communication evidences a sense of community and is inclusive of all students
- Visual/non-verbal cues for assistance or transition cues between teachers to indicate it is time to move on or switch roles
- Co-teachers model student thinking aloud

PLANNING

- Co-teachers complete the PDSA tool weekly, and plan for co-teaching models that will fit each day's content and purpose
- Special ed teacher will plan for specific SDI and role relate to general education teacher
- Co-teachers will use data to plan for specific student groupings
- Co-teachers attend 1x/week required plan and are flexible to meet throughout the week.
- Co-teachers determine plan for grading work
- Special ed teacher leads making accommodations and modifications, develops visual schedules, self-regulation supports and social stories
- Co-teachers recruit and train peer buddies/tutors as needed
- General education teacher creates assessments and provides special ed teacher with access to core plans and pacing guide
- Co-teachers develop differentiated lesson plan that includes co-teaching model, accommodations/modifications, specific student concerns, materials, data collection methods and prerequisite skills

THE HAYES WAY FOR CO-TEACHING PLCS

PRE-MEETING

GE Teacher reviews upcoming curriculum for discussion at the meeting and core PDSA is complete for upcoming week and shared with ECE teacher

MEETING

| Time Allotted | Topic | Materials needed |
|---------------|--|---|
| 9 minutes | GE teacher outlines upcoming curriculum and content for material that will be addressed next week. | <ul style="list-style-type: none"> • PDSA • Pacing guides • Unit framework • Curriculum materials • Standards |
| 7 minutes | GE & ECE teachers review student data and identify student learning progress, gaps and specialized student needs that may affect instructional decisions. | <ul style="list-style-type: none"> • IC gradebook • IEP progress monitoring • Pre-assessment, formative & summative assessment data • Student feedback |
| 12 minutes | GE & ECE teachers discuss points of difficulty in upcoming instruction. What are barriers to learning? How could these be lessened/overcome? Consider accommodations/modifications, scaffolds that will need to be made. | <ul style="list-style-type: none"> • IEPs (review present levels, SAS and accommodations) • Social stories • BIPs |
| 12 minutes | GE & ECE teachers discuss patterns for their co-teaching. They should consider all 6 co-teaching models and where they fit best for the next week, including what high yield strategies and SDI might fit best. (Creating a co-teaching pattern of models that you follow each day/for specific activities makes this easier.) | <ul style="list-style-type: none"> • Co-teaching models reference materials in google drive • CCI high yield strategies reference materials • Materials for stations • SDI grid for class |
| 5 minutes | Partnership discussions, including co-teaching concerns, communication, housekeeping, and success/issues related to the last month. | <ul style="list-style-type: none"> • IC gradebook/canvas |
| 5 minutes | Make shared & individual responsibilities clear by assigning tasks for next week. | <ul style="list-style-type: none"> • Email or task list |

POST MEETING

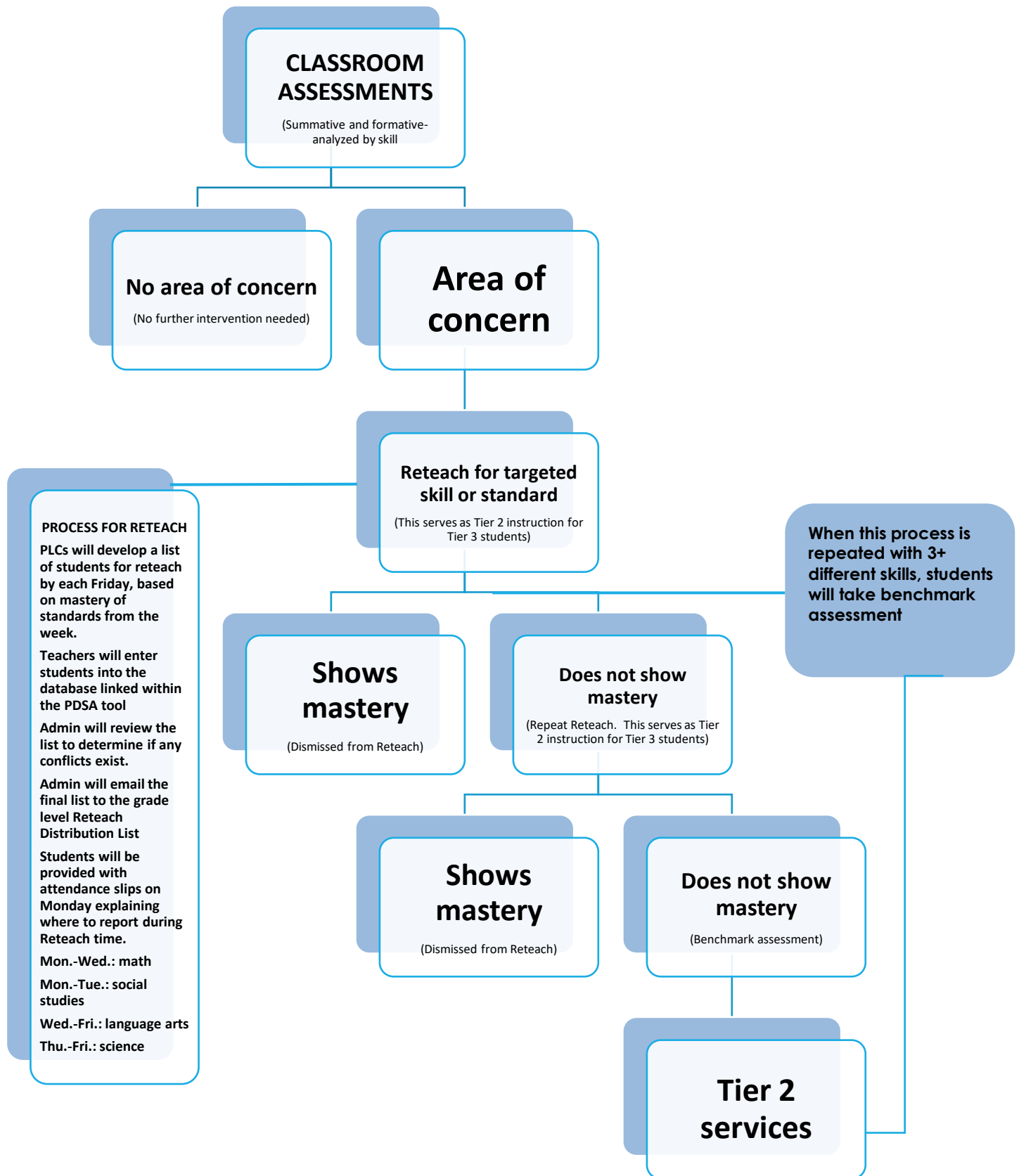
ECE teacher prepares any SDI, accommodations or modifications that are student-specific as well as contributes to general strategies for differentiation.

**Adapted from Marilyn Friend's 60-minute co-teaching planning protocol*

CO-TEACH PLC SUPPORT

| GRADE | LANGUAGE ARTS | MATH | SCIENCE | SOCIAL STUDIES |
|-----------------|---------------|-------------|---------------|----------------|
| 6 th | Jessica Moore | Kris Church | Andrea Straub | Jessica Moore |
| 7 th | Jessica Moore | Kris Church | Andrea Straub | Kris Church |
| 8 th | Jessica Moore | Kris Church | Andrea Straub | Kris Church |

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

BEFORE SCHOOL BEGINS

- New Panther Orientation focused on systems, structures, and protocols
- Meet and greet lunch with Onboarding Committee

QUARTERLY

- Onboarding Committee activity
- New teacher group check-ins with administrators

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

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

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.
- The Middle School Chief 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 chief reserve the right to deny any leave request that seeks post-approval.

PD PAPERWORK DUE DATES TO ADMIN ASSISTANT

- July 24, 2023, for the August 14 and August 28, 2023 board meetings
- August 21, 2023, for the September 11 and 25, 2023 board meeting
- September 25, 2023, for the October 9 and 23, 2023 board meeting
- October 30, 2023, for the November 13 and 27, 2023 board meeting
- November 20, 2023, for the December 4 and 14, 2023 board meeting
- November 20, 2023, for the January 8 and 22, 2024 board meeting
- January 29, 2024, for the February 12 and 26, 2024 board meeting
- February 26, 2024, for the March 11 and 25, 2024 board meeting
- March 18, 2024, for the April 8 and 22, 2024 board meeting
- April 29, 2024, for the May 6 and 20, 2024 board meeting
- May 27, 2024, for the June 10 and 24, 2024 board meeting

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



[LINK TO PROFESSIONAL LEARNING PLAN](#)

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:

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

For reporting purposes, please try to use Focus Taps, instead of eBucks in eOS. If you do not have the student, you will need to use eBucks.

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 or email, and a paper copy of notice given to the student. Students who miss detention will be given one opportunity to make it up. If the student misses the rescheduled detention, students may be assigned SAFE for a minimum of ½ day.

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

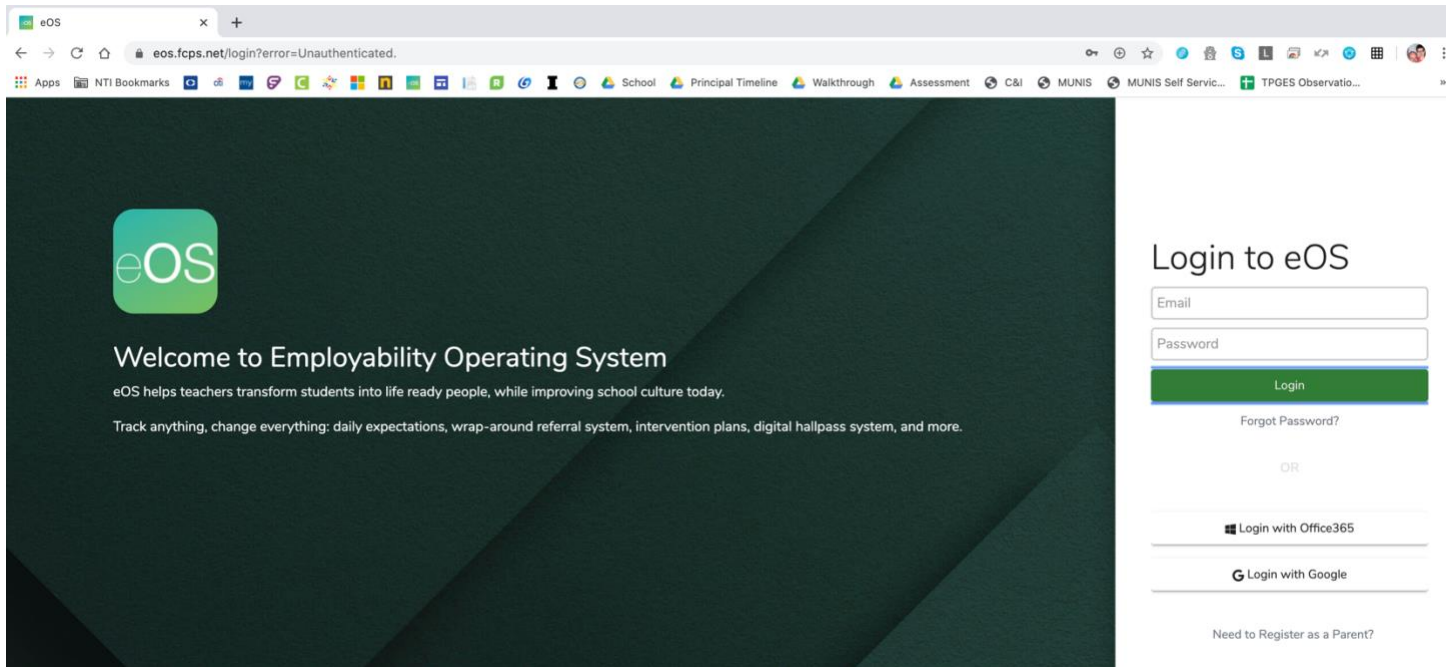
An intervention plan may supersede the eOS system for a particular student.

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

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?

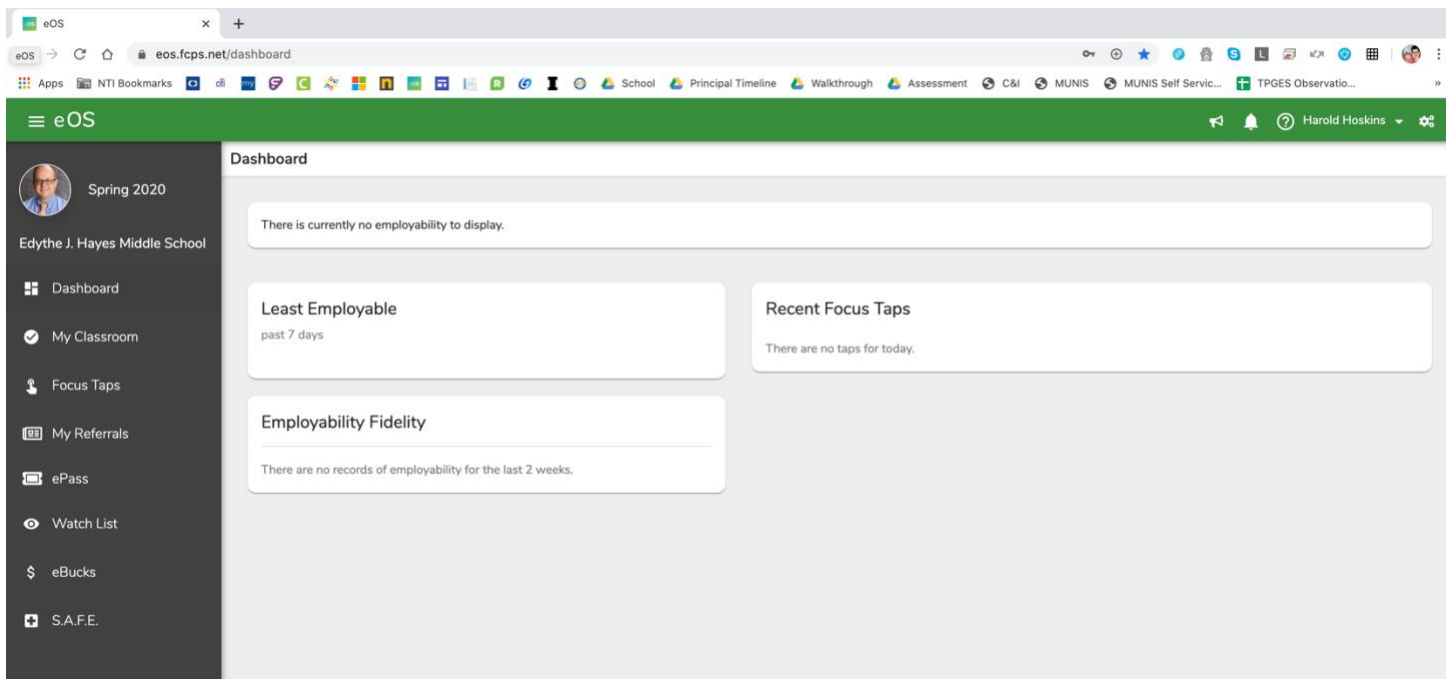
OR

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

Spring 2020

Edythe J. Hayes Middle School

Dashboard

My Classroom

Focus Taps

My Referrals

ePass

Watch List

eBucks

S.A.F.E.

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.

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. | <ul style="list-style-type: none"> 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 |
|---|--|
| <p>Including, but not limited to:</p> <ul style="list-style-type: none"> 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 in the classroom without teacher permission (no earbuds or cellphones in the halls) | <ul style="list-style-type: none"> 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 |
|--|---|
| <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 |
|---|--|
| <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • 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 becomes defiance • Inappropriate use of technology (cell phones, music devices, computers, etc...) • Dress code violation | <ul style="list-style-type: none"> • 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 <p style="text-align: center;">Administrative action possible</p> |

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: <ul style="list-style-type: none">• Routinely does well in class• Always sustains positive behavior• Perfect attendance• Maintains positive relationships with other students• Maintains positive relationships with adults | <ul style="list-style-type: none">• 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: <ul style="list-style-type: none">• Illegal drugs• Weapons• Fighting• Stealing• Skipping school/class/detention• Threat made to staff member• Verbal abuse towards staff (i.e. cursing directed at staff member)• Sexual harassment• Racial slurs• Major inappropriate physical contact (PDA)• Bullying/cyber-bullying/threatening (intimidation) as defined by KRS• Issues of pornography on social media | <ul style="list-style-type: none">• 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 <p style="text-align: center;">Administrative action required</p> |

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 coach.**

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. **Make sure to include victim and witness names in the referral.**
- 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; 40096 for Mr. Hall; 40084 for Mr. Pack; 40133 for Mr. Jones).
- Please do not send the student unescorted to SAFE unless directed by administrator

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, written, or physical gestures)
- 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: Alan Ford, ext. 40005, cell (859) 619-5390
- 6th grade administrator: Dave Hoskins, ext. 40008, cell (859) 327-9739
- 7th grade counselor: Jonna Hayden, ext. 40006, cell (859) 230-6285
- 7th grade administrator: Kris Church, ext. 40009, cell (504) 669-8900
- 8th grade counselor: Timia Gardner, ext. 40003, cell (859) 536-0548
- 8th grade administrator: Matthew Sherrard, ext. 40010, cell (859) 536-6942
- School psychologist: Jenny Walker, ext. TBA, cell TBA
- Mental health specialist: Kylie Qualls, ext. 40014, cell
- Social worker: TBA, ext. TBA, cell TBA
- 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 |
|------------------|------------------------------|
| AUGUST | |
| 24, 31 | No dates |
| SEPTEMBER | |
| 7, 14, 21, 28 | 6, 11, 13, 18, 20, 25, 27 |
| OCTOBER | |
| 12, 19, 26 | 9, 11, 16, 18, 23, 25, 30 |
| NOVEMBER | |
| 2, 9, 16, 30 | 1, 6, 8, 13, 15, 20, 27, 29 |
| DECEMBER | |
| 7, 14, 21 | 4, 6, 11, 13, 18 |
| JANUARY | |
| 11, 18, 25 | 8, 10, 17, 22, 24, 29, 31 |
| FEBRUARY | |
| 1, 8, 15, 22, 29 | 5, 7, 12, 14, 21, 26, 28 |
| MARCH | |
| 7, 14, 21, 28 | 4, 6, 11, 13, 18, 20, 25, 27 |
| APRIL | |
| 18, 25, | 10, 15, 17, 22, 24, 29 |
| MAY | |
| 2, 9, 16, 23, 30 | 1 |

Tutoring is a paid activity through Extended School Services funds. There will be no required tutoring for all teachers. However, teachers will be required to supervise three after school events (games or concerts). Please contact [Katie Crum](#) if you are interested in serving as an ESS tutor.

Administration will handle all detention supervisions.

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.

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> |
| <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 <p><i>Required for fighting or acts of physical aggression in addition to school consequence</i></p> | <ul style="list-style-type: none"> • 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 10, 2023

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 and non-religious head coverings 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
- Sweatpants or warm up pants
- Shorts

EXCEPTIONS

- Physical education teacher
- Art teacher during clay projects
- Para educators and MSD teachers who are required to perform Safe Crisis Management during the day
- Para educators and MSD teachers 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 workday. 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
- NEVER add a student as a friend on your private account

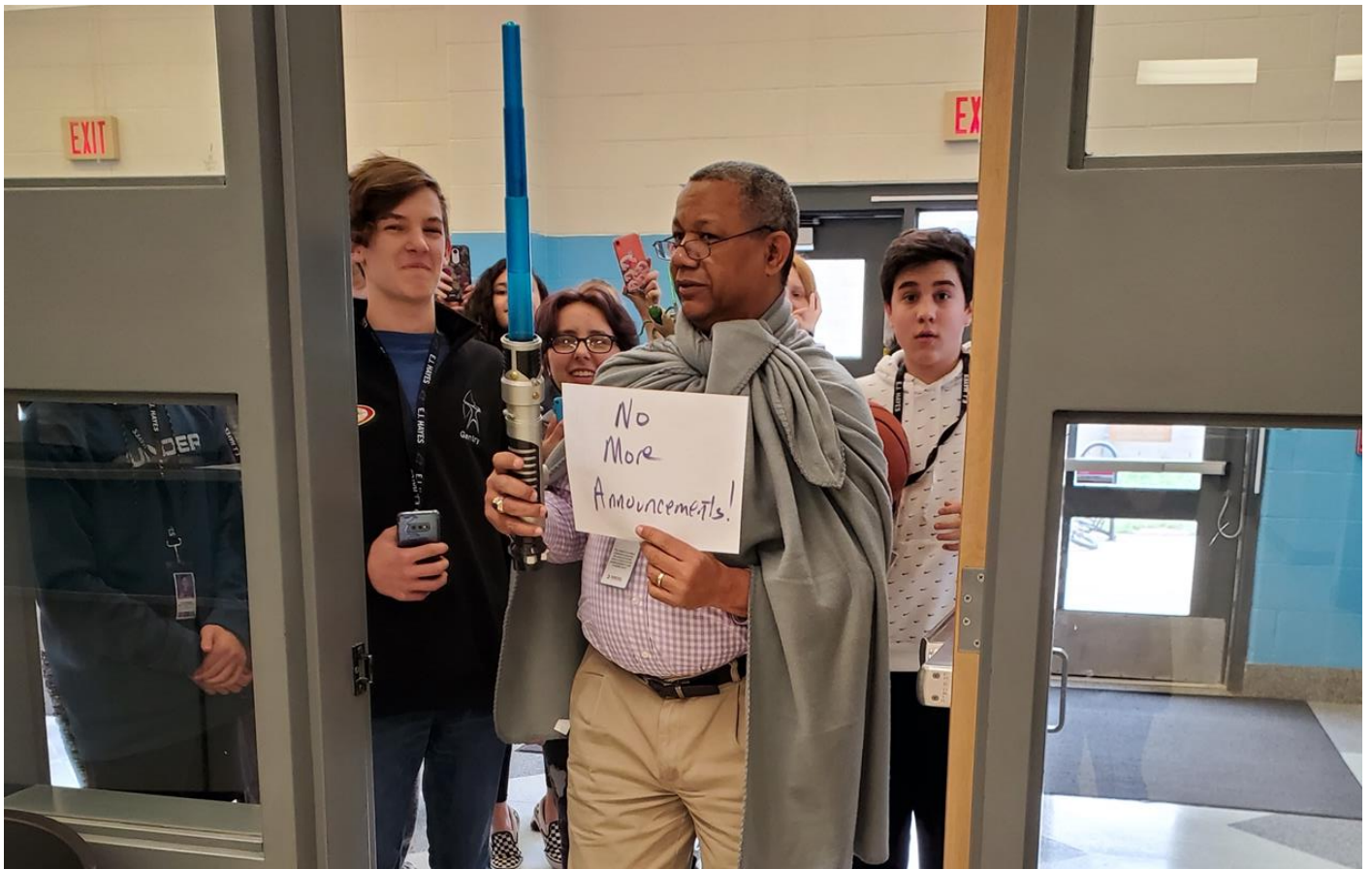
For coaches and club sponsors, create separate social media sites for your activities. Do NOT use your personal sites for information dissemination. Remember to ensure that students have a media release before you post any photographs on any social media site.



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. Each day will have a homeroom assignment as determined by the grade level. 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 stocks appropriate clothing for students who violate the dress code. Teachers should check dress code during first period attendance. **Please only send one student, not groups or pairs.**
- **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:** Due to the School Safety Senate Bill 1, students must be behind locked doors during instructional time. You may take a student to the hall to speak with them about behavior, but they cannot be left unsupervised in the hallway.
- **Students working in hallways:** Due to the School Safety Senate Bill 1, students must be behind locked doors during instructional time. Students may not work in the halls during instructional time.
- **Student dismissal:** Students will be dismissed by grade level (8th, 7th, 6th). Two teachers will come outside with the grade level (assigned by Mr. Sherrard). One room will be used for students staying for afterschool events or clubs. Other teachers will sweep the hallways to ensure all students are in appropriate locations and restrooms are clear.
- **Chromebook assistance:** Students who have issues with their Chromebooks will need to use a hall pass to bring the device to Mr. Hall in room 123. If Mr. Hall is unavailable, the student should take the device to the Student Center for a loaner.

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.
- **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 the top of 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 monetary donation, please complete a donation form from the bookkeeper for each donation. Turn the form in along with the donation (cash or check).

For non-monetary donations, please see the bookkeeper before accepting, since there are restrictions on items we can and cannot accept.

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)
- Laminated **Text Annotation** poster (available in the front office)
- Laminated **High Yield Instructional Strategies poster** (available in the front office)
- CCI Data Wall (sample provided)
- Emergency Management plan and Green-Yellow-Red cards
- Fire evacuation routes must be posted near the door
- Room number sign must be posted on the inside of the door
- CHAMPS posters for activities, or CHAMPS labeled section of one whiteboard
- eOS definition poster
- Pencil sharpener, electric or manual
- ViewSonic IFP
- Door window coverings must be up at all times, except during lockdowns

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.
 - 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
 - 2038-2039 Year 3

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

[LINK TO FIELD TRIP REQUEST FORM](#)

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 24, 2023, for the August 14 and August 28, 2023 board meetings
 - August 21, 2023, for the September 11 and 25, 2023 board meeting
 - September 25, 2023, for the October 9 and 23, 2023 board meeting
 - October 30, 2023, for the November 13 and 27, 2023 board meeting
 - November 20, 2023, for the December 4 and 14, 2023 board meeting
 - November 20, 2023, for the January 8 and 22, 2024 board meeting
 - January 29, 2024, for the February 12 and 26, 2024 board meeting
 - February 26, 2024, for the March 11 and 25, 2024 board meeting
 - March 18, 2024, for the April 8 and 22, 2024 board meeting
 - April 29, 2024, for the May 6 and 20, 2024 board meeting
 - May 27, 2024, for the June 10 and 24, 2024 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

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

| 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 | | Co-teach- Williams | Accelerated | Plan | Co-teach- Williams | Re-teach Reading | Plan | Core |
| Menke, Jessica | Math | 417 | 40060 | | 6 Math Plus | Core | Plan | Core | Re-teach Math | Plan | Core |
| Hale, Lana | Science | 411 | 40047 | | Core | Core | Plan | Co-teach- Wood | Science EE/RT | Plan | Accelerated |
| Bishop, Blake | Social studies | 412 | 40062 | | Core | Core | Plan | Accelerated | Social Studies EE/RT | Plan | Core |

| | | <u>Lunch time</u> | <u>Left line</u> | <u>Table #'s</u> | <u>Right line</u> | <u>Table #'s</u> |
|-------------|--------------|-------------------|------------------|------------------|-------------------|------------------|
| Team leader | Blake Bishop | 12:00-12:23 | Menke | 11, 12, 13 | Bayes | 13, 14, 15 |
| | | 12:04-12:27 | Bishop | 16, 17, 18 | Hale | 18, 19, 20 |

| 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 | | Core | Core | Plan | Core | Tier 2 Reading EL | Plan | Core |
| Hoback, Sarah | Math | 402 | 40056 | | Core | Co-teach- Wood | Plan | Core | Tier 2 Math | Plan | Co-teach- Wood |
| Hutchinson, Suzanne | Science | 408 | 40093 | | Core | Core | Plan | Core | Tier 1B Math | Plan | Co-teach- Spera |
| Logan, Abel | Social studies | 406 | 40086 | | Core | Core | Plan | Core | Social Studies EE | Plan | Co-teach- Williams |

| | | <u>Lunch time</u> | <u>Left line</u> | <u>Table #'s</u> | <u>Right line</u> | <u>Table #'s</u> |
|-------------|--------------|-------------------|------------------|------------------|-------------------|------------------|
| Team leader | McKenna Best | 12:08-12:31 | Hoback | 21, 22, 23 | Logan | 23, 24, 25 |
| | | 12:12-12:35 | Best | 26, 27, 28 | Hutchinson | 28, 29, 30 |

| 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 | | Co-teach- Spera | Core EL | Plan | Accelerated | Tier 1B Reading | Plan | Core |
| Malley, Maddie | Math | 415 | 40067 | | Core | Co-teach- Spera | Plan | Core EL | Tier 2 Math | Plan | Core EL |
| Bartley, Willie | Science | 416 | 40046 | | Accelerated | Core | Plan | Core EL | Science EE | Plan | Core EL |
| Randolph, Ashley | Social studies | 418 | 40045 | | Core EL | Core EL | Plan | Co-teach- Spera | Social Studies EE | Plan | Accelerated |

| | | <u>Lunch time</u> | <u>Left line</u> | <u>Table #'s</u> | <u>Right line</u> | <u>Table #'s</u> |
|---------------|----------------|-------------------|------------------|------------------|-------------------|------------------|
| Team leader | Willie Bartley | 12:16-12:39 | Randolph | 1, 2, 3 | Crum | 3, 4, 5 |
| Administrator | Dave Hoskins | 12:20-12:43 | Bartley | 6, 7, 8 | Malley | 8, 9, 10 |
| Counselor | Alan Ford | | | | | |
| Behavior | Jason Pack | | | | | |
| Custodian | Johnny Gunter | | | | | |

SEVENTH GRADE MASTER SCHEDULE

| 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 | Tier 1B Reading | Plan | Accelerated | Co-teach- Whitnell |
| Hyde, Lauren | Language arts | 312 | 40057 | Co-teach- Marshall | Plan | Core | Tier 2 Reading EL | Plan | Core | Core |
| Donahue, Jon | Math | 315 | 40059 | Core | 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 | Co-teach- Gilmer | Reteach Math | Plan | Co-teach- Gilmer | Core |
| Bohannon, Jessica | Science | 308 | 40053 | Co-teach- Gilmer | Plan | Core | Science EE | Plan | Co-teach- Marshall | Core |
| King, Kathryn | Science | 303 | 40051 | Accelerated | Plan | Accelerated | Science EE/RT | Plan | Core | Core |
| Sizemore, Morgan | Science | 311 | 40027 | Core | Plan | Core | Science EE | Plan | Core | Accelerated |
| Hollon, Colleen | Social studies | 306 | 40058 | Core | Plan | Core | Social Studies EE/RT | Plan | Core | Accelerated |
| Madison, Ashley | Social studies | 318 | 40049 | Accelerated | Plan | Core | Social Studies EE | Plan | Co-teach- Whitnell | Co-teach- Marshall |
| Railey, Steve | Social studies | 317 | 40044 | Core | Plan | Core | Social Studies EE | 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 | 11:28-11:51 | Goforth | 6, 7, 8 | Kidder | 8, 9, 10 |
| | 11:32-11:55 | Hollon | 11, 12, 13 | King | 13, 14, 15 |
| Administrator Kris Church | 11:36-11:59 | Bohannon | 16, 17, 18 | Adams | 18, 19, 20 |
| Counselor Jonna Hayden | 11:40-12:03 | Railey | 21, 22, 23 | Madison | 23, 24, 25 |
| Behavior Sammy Hall | 11:44-12:07 | Powell | 26, 27, 28 | Donahue | 28, 29, 30 |
| Custodian Elez Alija | 11:48-12:11 | Sizemore | 1, 2, 3 | Hyde | 3, 4, 5 |
| | 11:52-12:15 | Alcott/Marshall | 6, 7, 8 | Dean/Smith | 8, 9, 10 |

EIGHTH GRADE MASTER SCHEDULE

| PANTHERS | | BLUE/BLACK | | 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 | Core | Core | Plan | Accelerated | Core | Tier 2 Reading EL |
| Maggard, Kelly | Language arts | 212 | 40017 | | Plan | Core | Core | Plan | Co-teach- Mullins | Co-teach- Mullins | Reteach Reading |
| Snodgrass, Susan | Language arts | 206 | 40031 | | Plan | English I | Core | Plan | Core | Core | Tier 1B Reading |
| Ali, Fatin | Math | 202 | 40071 | | 7 Core | Plan | 8 Core | Plan | 8 Core | 8 Core | Reteach math |
| Anderson, Derrick | Math | 916 | 40019 | | 7 Algebra | 8 Algebra | 8 Algebra | 7 Algebra Support | Plan | 7 Algebra | 8 Algebra |
| Hall, LeAnn | Math | 201 | 40033 | | Plan | 8 Core | 8 Core | Plan | Geometry | Geometry | Alg/Geo Extension |
| Wicker, Jess | Math | 207 | 40092 | | Plan | Co-teach- Wethington | Co-teach- Wethington | Plan | Core | Core | Tier 1B Math |
| Heaton, Tim | Science | 208 | 40029 | | Plan | Accelerated | Core | Plan | Accelerated | Accelerated | Science EE |
| Livingood, Jon | Science | 203 | 40034 | | Plan | Core | Core | Plan | Core | Core | Science EE |
| Morgan, Alexis | Science | 211 | 40055 | | Plan | Core | Core | Plan | Co-teach- Wethington | Core | Science EE/RT |
| Castillo, Brandon | Social studies | 215 | 40041 | | Plan | Co-teach- Mullins | Core | Plan | Core | Core | Social Studies EE |
| Deener, April | Social studies | 217 | 40039 | | Plan | Core | Accelerated | Plan | Core | Accelerated | Social Studies EE/RT |
| Kitchen, David | Social studies | 218 | 40032 | | Plan | Core | Core | Plan | Core | Core | Social Studies 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 | Ali | 6, 7, 8 | Livingood | 8, 9, 10 |
| Administrator Matthew Sherrard | 11:08-11:31 | Snodgrass | 11, 12, 13 | Wicker | 13, 14, 15 |
| Counselor Timia Gardner | 11:12-11:35 | Heaton | 16, 17, 18 | Kitchen | 18, 19, 20 |
| Custodian Ty Henson | 11:16-11:39 | Deener | 21, 22, 23 | Castillo | 23, 24, 25 |
| | 11:20-11:43 | Finley | 26, 27, 28 | Maggard | 28, 29, 30 |
| | 11:24-11:47 | Morgan | 1, 2, 3 | | 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 | | 8 Ag Science Part B | Plan 7 Ag Sci A | 6 Ag Sci Plan | 8 Ag Science Part B | 7 Ag Science Part A | 6 Ag Sci | Plan |
| Hawkins, Amy | Fitness/wellness | Gym | 40083 | | 8 CPR & First Aid | 7 Fitness & Wellness | 6 Intro to Fitness | 8 CPR & First Aid | 7 Fitness | Plan | Plan |
| Miller, Morgan | Medical sciences | 909 | 40020 | | 8 Pre-Biology | 7 Med Det Plan | Plan 6 Forensics | 8 Pre-Biology | 7 Med Det | 6 Forensics | Plan |
| ENGINEERING AND TECHNOLOGY PREPARATION PROGRAM | | | | | | | | | | | |
| Hardin, Art | Coding/robotics | 520 | 40117 | | Plan 8 Robotics | 7 Coding | 6 Pre-Engin Plan | 8 Robotics | 7 Coding | 6 Pre-Engin | Plan |
| Rambach, Rob | Design/innovation | 502 | 40070 | | 8 Flight Plan | 7 Design & Modeling | Plan 6 Invention | 8 Flight & Space | 7 Design & Modeling | 6 Invention | Plan |
| PROFESSIONAL SERVICES AND LEADERSHIP PREPARATION PROGRAM | | | | | | | | | | | |
| Grigsby, Teresa | Industry/service | 515 | 40076 | | 8 Culinary & Nutrition | 7 CR 7 Life Skills | 6 Intro to Life Skills | 8 Culinary & Nutrition | 7 Life Skills Plan | Plan/6 CR | Plan |
| Payne, Nick | Business | 519 | 40072 | | 8 Financial Lit | 7 Business 7 CR | 6 Keyboarding | 8 Financial Lit | Plan 7 Business | 6 CR/Plan | 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 | | 8 Creative Writing III | 7 Creative Writing II | 6 Creative Writing I | Plan | 7 Creative Writing II | 6 Creative Writing I | Plan |
| Collins, Devon | Theater | 503 | 40091 | | 8 Advanced Theatre | 7 Theatre II | 6 Intro to Theatre | Plan | 7 Theatre II | 6 Intro to Theatre | Plan |
| Dostart, Margaret | Visual art | 513 | 40075 | | 8 Advanced Art | 7 Visual Art II | 6 Visual Art I | Plan | 7 Visual Art II | 6 Visual Art 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 | | 8 CR | 7 Chorus | 6 Chorus | 8 Chorus | Plan | 6 General music | Plan |
| Summers & Ebel | Orchestra | 703 | 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 Morgan Miller

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

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 |
|--|-----------------|------|-------|----------------------|-------------------|-----------------------|-------------------------|------------------------|--------------------|----------------------|
| 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 | Plan | 7 Tier 3 Reading | 6 Tier 3 Reading | 7 Tier 2 Reading | 6 Tier 2 Reading | Plan | 8 Tier 2 Reading |
| Foster, Teresa | MTSS Math | 1008 | 40025 | 8 Tier 3 Math | 7 Tier 3 Math | 6 Tier 3 Math | 7 Tier 2 Math | Plan | 6 Tier 3 Math | 8 Tier 3 Math |
| ENRICHMENT TEAM | | | | | | | | | | |
| Leadingham, Kegan | Library media | 501 | 40013 | Library / CCI | Library / CCI | Library / CCI | Library / CCI | Library / CCI | Library / CCI | Library / CCCI |
| 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 Rotations | PASS Rotations | 6 Voc Strat- 1002 | 7/8 Voc Strategies- 213 | PASS Rotations | PASS Rotations | PASS Rotations |
| Alcott, Peyton | MSD | 509 | 40074 | MSD | MSD | Plan | MSD | MSD | Plan | MSD |
| Smith, Rachel | MSD | 507 | 40078 | MSD | MSD | Plan | MSD | MSD | Plan | MSD |
| Jones, Mike | Resource | 501C | 40133 | Resource Soc Studies | Resource Science | Resource Lang. Arts | Plan | Resource Math | Resource | Resource |
| Spera, Jaelyn | DHH | 1002 | 40088 | 6 LA CT- Crum | 6 Math CT- Malley | Plan | 6 SS CT- Randolph | 6 DHH Math Strat- 1005 | Plan | 6 Sci CT- Hutchinson |
| Marshall, Laura | DHH | 1002 | 40088 | 7 LA CT- Hyde | Plan | 6 DHH Lit Strat- 1004 | Plan | 7 DHH Lit Strat- 1004 | 7 Sci CT- Bohannon | 7 SS CT- Madison |

| EXCEPTIONAL CHILD EDUCATORS | | | | | | | | | | |
|------------------------------------|----------------|-----|-------|--------------------|--------------------|-------------------|------------------------|-----------------------|--------------------|--------------------|
| | | | | Minutes → | 55 | 50 | 50 | 81 (lunch) | 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 |
| Wood, Monyka | 6 Math/Science | 414 | 40024 | Plan | 6 Math CT- Hoback | Plan | 6 Sci CT- Russell | 6 Math Strat- 1002 | 6 Math Strat- 1002 | 6 CT Math- Hoback |
| Williams, Erica | 6 LA/SS | 405 | 40042 | 6 LA CT- Bayes | Plan | Plan | 6 LA CT- Bayes | 6 Lit Strat- 1001 | 6 Lit Strat- 1001 | 6 SS CT- Logan |
| | | | | Minutes → | 55 | 50 | 81 (lunch) | 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 |
| Whitnell, Emily | 7 LA/SS | 305 | 40040 | 7 LA CT- Goforth | Plan | Plan | 7 Lit Strategies- 1001 | 7 Lit Strategies- 318 | 7 SS CT- Madison | 7 LA CT- Goforth |
| Gilmer, Laura | 7 Math/Science | 314 | 40118 | 7 Sci CT- Bohannon | 7 Math Strat- 1002 | 7 Math CT- Powell | 7 Math Strat- 1002 | Plan | 7 Math CT- Powell | Plan |
| Mullins, Kevin | 8 LA/SS | 205 | 40068 | Plan | 8 SS CT- Castillo | Plan | 8 Lit Strategies- 215 | 8 LA CT- Maggard | 8 LA CT- Maggard | 8 Lit Strat- 1001 |
| Wethington, Sheena | 8 Math/Science | 214 | 40050 | 8 Math Strat- 1002 | 8 Math CT- Wicker | 8 Math CT- Wicker | Plan | 8 Science CT- Morgan | Plan | 8 Math Strat- 1002 |

| | | | | |
|----------------------------------|---------------|-------------|---------------------------|--------------------------------|
| Voc Strat= Vocational strategies | Res= Resource | Aut= Autism | EF= Executive functioning | Lit Strat= Literacy strategies |
|----------------------------------|---------------|-------------|---------------------------|--------------------------------|

PARA-EDUCATOR AND DHH INTERPRETER SCHEDULES

Department chair: Shea Thrash
Administrator: Kris Church

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 |
|------------------|-------------------|--|------------------|-----------------|-----------------|-----------------|

| Teacher | Subject | Rm | Ext. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---------|---------|----|------|---|---|---|---|---|---|---|
|---------|---------|----|------|---|---|---|---|---|---|---|

PARA EDUCATOR SCHEDULES

| | | | | | | | | | | |
|------------------|---------|------|-------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| Coleman, RaMona | LBD | 1002 | 40064 | Bayes | Wicker | Quire | Gilmer | Wood | Williams | Wethington |
| Deaton, Dawn | MSD | 507 | 40078 | Smith | Smith | Academy Prep | Smith | Smith | Academy Prep | Smith |
| Harris, Orlandus | LBD | 1002 | 40064 | Wethington | Castillo | Academy Prep | Quire | Morgan | Academy Prep | Mullins |
| Hudson, Shadawn | LBD | 1002 | 40064 | Bohannon | Gilmer | Powell | Quire | Academy Prep | Madison | Goforth |
| Lawrence, Greg | MSD | 509 | 40074 | Alcott | Alcott | Alcott | Alcott | Alcott | Alcott | Alcott |
| Vacant | LBD/MSD | 507 | 40078 | Academy Prep | Academy Prep | MSD Lunch | Academy Prep | Whitnell | Alcott/Smith | Alcott/Smith |
| Reid, Ihyan | MSD | 509 | 40074 | Alcott | Alcott | Academy Prep | Alcott | Alcott | Academy Prep | Alcott |
| Rucker, Jason | MSD | 509 | 40074 | Alcott | Alcott | Alcott | Alcott | Alcott | Alcott | Alcott |
| Shearer, Kristi | MSD | 507 | 40078 | Alcott | Alcott | Academy Prep | Smith | Smith | Academy Prep | Alcott |
| Smith, Dale | PASS | 508 | 40037 | PASS | PASS | PASS | PASS | PASS | PASS | PASS |
| Williams, Sarah | MSD | 507 | 40078 | Smith | Smith | Academy Prep | Smith | Smith | Academy Prep | Smith |

DISTRICT EMPLOYEE SCHEDULES

| | | | | |
|----------------|---------------|-------|-------|--|
| Damra, Rania | Social worker | 124A | 40012 | Tuesdays at EJH |
| Helton, Emily | OT | 114-B | 40094 | Tuesdays at EJH; Remainder of the week at Elementary schools |
| Walker, Jenny | Psychologist | 114-B | 40094 | Monday – Wednesday at EJH; Thursday – Friday at ACE |
| Qualls, Kylie | Mental health | 915 | 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 |

Color code for courses

| | | | | | |
|------|--------------|-----------------------|-------------|-------------|------|
| Plan | ECE Resource | Ed Enhancement Period | Accelerated | Co-teaching | ACES |
|------|--------------|-----------------------|-------------|-------------|------|

VISUAL LUNCH SCHEDULE AND SEATING CHART

E
N
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A
N
C
E

Johnny
Elez
Jimmie
Ty
Admin
Eddie

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TABLE 31
Allergy table

| | | | | | | | | |
|--|--|--|---|---|---|---|---|---|
| TABLE 21 Deener 11:16-11:39 Railey 11:40-12:03 Hoback 12:08-12:31 | TABLE 22 Deener 11:16-11:39 Railey 11:40-12:03 Hoback 12:08-12:31 | TABLE 23 AP / BC 11:16-11:39 SR / AM 11:40-12:03 SH / AL 12:08-12:31 | TABLE 24 Castillo 11:16-11:39 Madison 11:40-12:03 Logan 12:08-12:31 | TABLE 25 Castillo 11:16-11:39 Madison 11:40-12:03 Logan 12:08-12:31 | TABLE 26 Finley 11:20-11:43 Powell 11:44-12:07 Best 12:12-12:35 | TABLE 27 Finley 11:20-11:43 Powell 11:44-12:07 Best 12:12-12:35 | TABLE 28 AF / KM 11:20-11:43 EP / JD 11:44-12:07 MB / SH 12:12-12:35 | TABLE 30 Maggard 11:20-11:43 Donahue 11:44-12:07 Hutchinson 12:12-12:35 |
| TABLE 11 Snodgrass 11:08-11:31 Hollon 11:32-11:55 Menke 12:00-12:23 | TABLE 12 Snodgrass 11:08-11:31 Hollon 11:32-11:55 Menke 12:00-12:23 | TABLE 13 SS / JW 11:08-11:31 CH / KK 11:32-11:55 JM / SB 12:00-12:23 | TABLE 14 Wicker 11:08-11:31 King 11:32-11:55 Bayes 12:00-12:23 | TABLE 15 Wicker 11:08-11:31 King 11:32-11:55 Bayes 12:00-12:23 | TABLE 16 Heaton 11:12-11:35 Bohannon 11:36-11:59 Bishop 12:04-12:27 | TABLE 17 Heaton 11:12-11:35 Bohannon 11:36-11:59 Bishop 12:04-12:27 | TABLE 18 TM / DK 11:12-11:35 JB / TA 11:36-11:59 BB / LH 12:04-12:27 | TABLE 20 Kitchen 11:12-11:35 Adams 11:36-11:59 Hale 12:04-12:27 |
| TABLE 1 Anderson 11:00-11:23 Morgan 11:24-11:47 Sizemore 11:48-12:11 Randolph 12:16-12:39 | TABLE 2 Anderson 11:00-11:23 Morgan 11:24-11:47 Sizemore 11:48-12:11 Randolph 12:16-12:39 | TABLE 3 DA / LH 11:00-11:23 Morgan 11:24-11:47 MS / LH 11:48-12:11 AR/ KC 12:16-12:39 | TABLE 4 L. Hall 11:00-11:23 NA 11:24-11:47 Hyde 11:48-12:11 Crum 12:16-12:39 | TABLE 5 L. Hall 11:00-11:23 NA 11:24-11:47 Hyde 11:48-12:11 Crum 12:16-12:39 | TABLE 6 Ali 11:04-11:27 Goforth 11:28-11:51 MSD/Dean 11:52-12:15 Bartley 12:20-12:43 | TABLE 7 Ali 11:04-11:27 Goforth 11:28-11:51 MSD/Dean 11:52-12:15 Bartley 12:20-12:43 | TABLE 8 FA / JL 11:04-11:27 AG / JK 11:28-11:51 MSD/Dean 11:52-12:15 WB / MM 12:20-12:43 | TABLE 10 Livingood 11:04-11:27 Kidder 11:28-11:51 Smith 11:52-12:15 Malley 12:20-12:43 |
| | | | | | | | | TABLE 9 Livingood 11:04-11:27 Kidder 11:28-11:51 MSD/Dean 11:52-12:15 Malley 12:20-12:43 |

SECTION 5

SUPERVISION

SCHEDULES



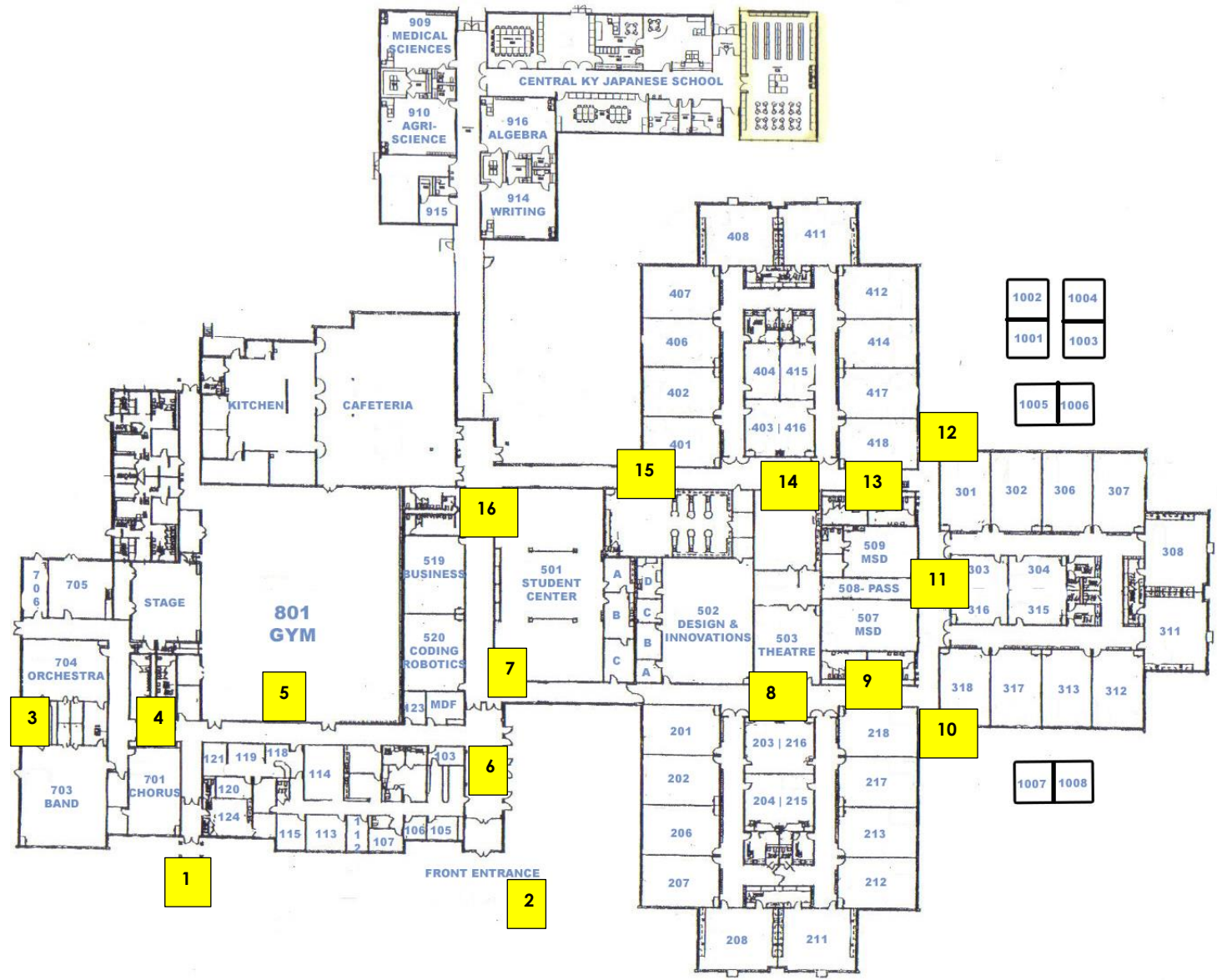
STAFF SUPERVISION RESPONSIBILITIES

- 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



**PEOPLE GET TAPED TO WALLS IF YOU
MISS HALL DUTY**

MORNING SUPERVISION MAP



MORNING SUPERVISION SCHEDULE

| 1- OUTSIDE ATHLETIC DOOR | 2- BUS / CAR UNLOADING | 3- MUSIC | 4- MUSIC RESTROOMS | 5- GYM DOORS | 6- FRONT ENTRANCE | 7- OUTSIDE STUDENT CENTER | 8- FRONT OF 8 TH GRADE COMPLEX |
|------------------------------------|--------------------------------------|--|-------------------------------------|-------------------------------------|--|---------------------------|---|
| Bischoff, Holland | Payne | Kite, Bowling | Levey | Hawkins | Mack, Miller, Pack | Hardin | Gardner, Sherrard |
| 9- 8 TH GRADE RESTROOMS | 10- ENTRANCE/EXIT TO FRONT PORTABLES | 11- FRONT OF 7 TH GRADE COMPLEX | 12- ENTRANCE/EXIT TO BACK PORTABLES | 13- 6 TH GRADE RESTROOMS | 14- FRONT OF 6 TH GRADE COMPLEX | 15- OUTSIDE ROOM 515 | 16- CAFETERIA RESTROOMS |
| Collins | Rambach | Church, Hayden, Hall | Lofton, Morera de Paz | Dostart | Ford, Hoskins | Grigsby | Brack-Jones |

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

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/Ebel |
| Gym doors | Hawkins | Hawkins | Hawkins | Hawkins | Hawkins | Hawkins |
| Outside student center | Leadingham | Leadingham | Leadingham | Leadingham | Leadingham | Leadingham |
| Outside room 502 | | Rambach | Rambach | Rambach | Rambach | |
| 8 th grade restrooms | Madison, Rambach | Kitchen, Quire | Deener, Castillo | Powell, Donahue | Litteral, Sherrard | Coleman, Rambach |
| 8A complex doors | L. Hall | L. Hall | L. Hall | L. Hall | L. Hall | L. Hall |
| 8B complex doors | Kitchen | Deener | Kitchen | Kitchen | Kitchen | Kitchen |
| Corner 7 th /8 th grade | Quire | Coleman | Coleman | Quire | Quire | Quire |
| 7A complex doors | Railey | Railey | Railey | Railey | Railey | Railey |
| 7B complex doors | Goforth | Kidder | Goforth | Kidder | Goforth | Goforth |
| 6 th grade restrooms | Bartley, Hollon | Bishop, Randolph | Bartley, Dostart | Dean, King | Logan, Malley | Bartley, Dostart |
| 6A complex doors | Randolph | Bartley | Randolph | Bartley | Bartley | Randolph |
| 6B complex doors | Crum | Crum | Crum | Crum | Crum | Crum |
| Front of room 513 | Dostart | Dostart | N/A | Dostart | Dostart | N/A |
| Front of room 515 | Grigsby | Grigsby | Grigsby | Grigsby | Grigsby | Grigsby |
| 900's Entrance/Exit | Payne | Payne | Payne | Payne | Payne | Payne |
| Back Portable Exit | Marshall | Goforth | Morera de Paz | Goforth | Lofton | Lofton, Morera de Paz |
| Café restrooms | VanHoose | VanHoose | VanHoose | VanHoose | VanHoose | VanHoose |

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

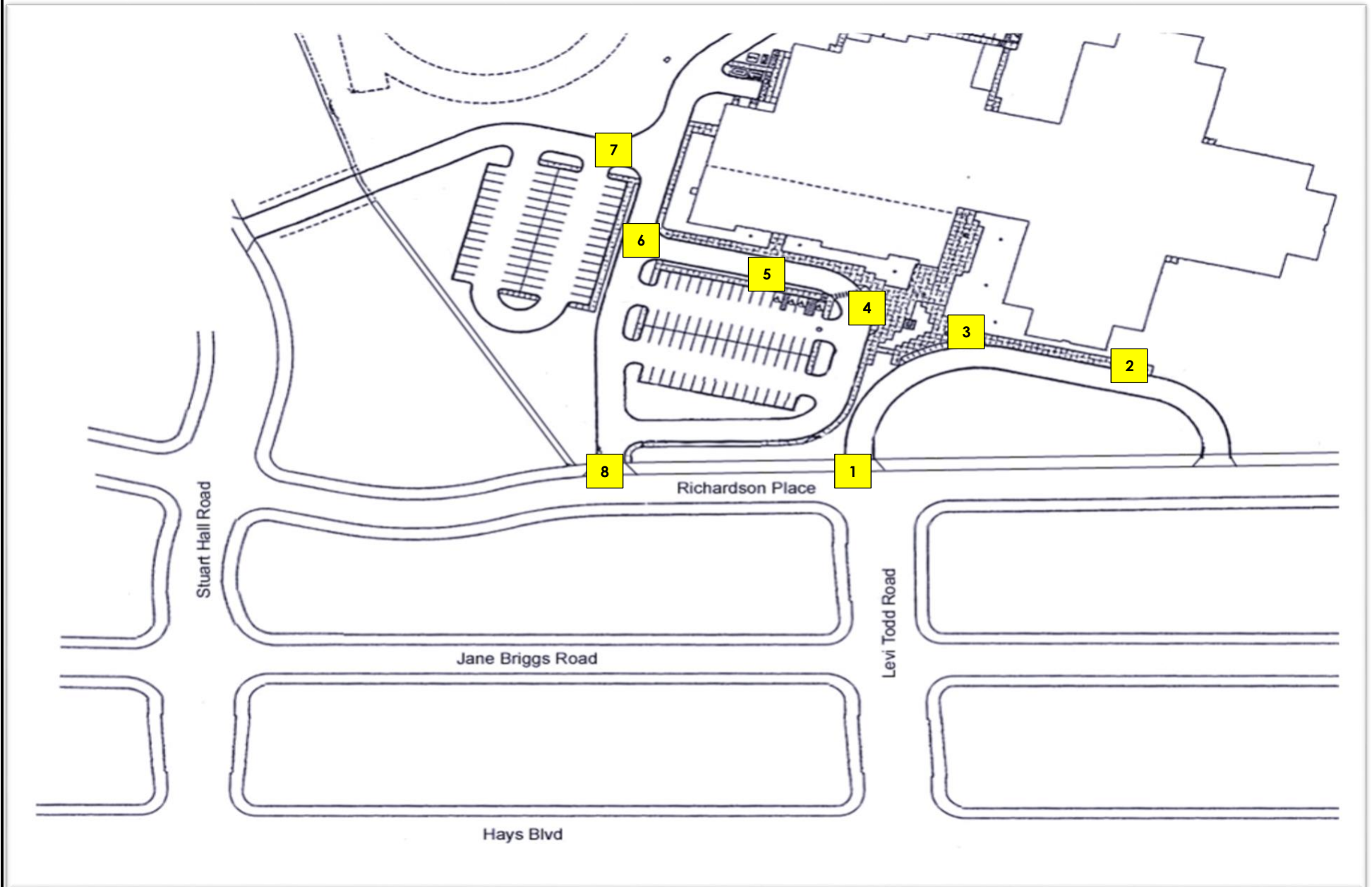
HALLWAY SWEEPS

| | |
|------------------------------|---|
| After 1 st period | Sherrard, Church |
| After 2 nd period | S. Hall |
| After 3 rd period | Hoskins (6 th grade at 11:48) Sherrard (8 th grade/7 th grade at 12:19) |
| After 4 th period | Pack |
| After 5 th period | Church, Hoskins |
| After 6 th period | S. Hall, Pack |

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. | Sidewalk outside bus exit door- Supervise and direct students to buses. | Rambach |
| 3. | Sidewalk in front of buses- Supervise and direct students to buses. | Church, Holland, Smith |
| 4. | Sidewalk by car lane- Supervise students loading cars | M. Miller |
| 5. | Car Lane: Supervise students loading cars and push cars along. | Bischoff |
| 6. | Front of car exit lane: Direct traffic out of parking lot | Hardin |
| 7. | Car exit lane beside side parking lot: Direct Traffic and supervise students | S. Hall |
| 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 |
| 3. | Outside student center | Moore, VanHoose |
| 4. | Front of 8 th grade complex | Dean |
| 5. | 8 th grade Restrooms | Collins |
| 6. | Corner of 7 th /8 th grade | Foster, Payne |
| 7. | Front of 7 th grade complex | Coleman, Quire |
| 8. | Back Portable doors | Morera de Paz |
| 9. | Sixth Grade Restrooms | Lofton, Dostart |
| 10. | Outside Café | Brack-Jones |
| 11. | Gym doors | Hawkins |
| 12. | Athletic entrance/car rider exit | Levey, Mack, Qualls |
| 13. | Music restrooms | Kite, Bowling |
| 14. | Music Hallway | Summers, Ebel |

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 and help push students outside. Staff may leave once all buses have left the premises.

DISMISSAL ORDER

- 8th grade- Maggard and Ali will follow students outside and supervise on the sidewalk by the busses
- 7th grade- Goforth and Madison will follow students outside and supervise on the sidewalk by the busses
- 6th grade- Hoback and Logan will follow students outside and supervise on the sidewalk but the busses.
- Grade levels will determine one room per complex for students who remain after school for clubs, athletics, etc.
- Other teachers will sweep the halls and restrooms to ensure students are in the correct location.
- Walkers and car riders will exit through the athletic doors. Bus riders will exit out the front door and side door between 7th and 8th grade

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.

- Pre-paid tickets are preferred.
- Teachers will set up two lines at the door, one for pre-paid and one for paying at the door.
- 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.

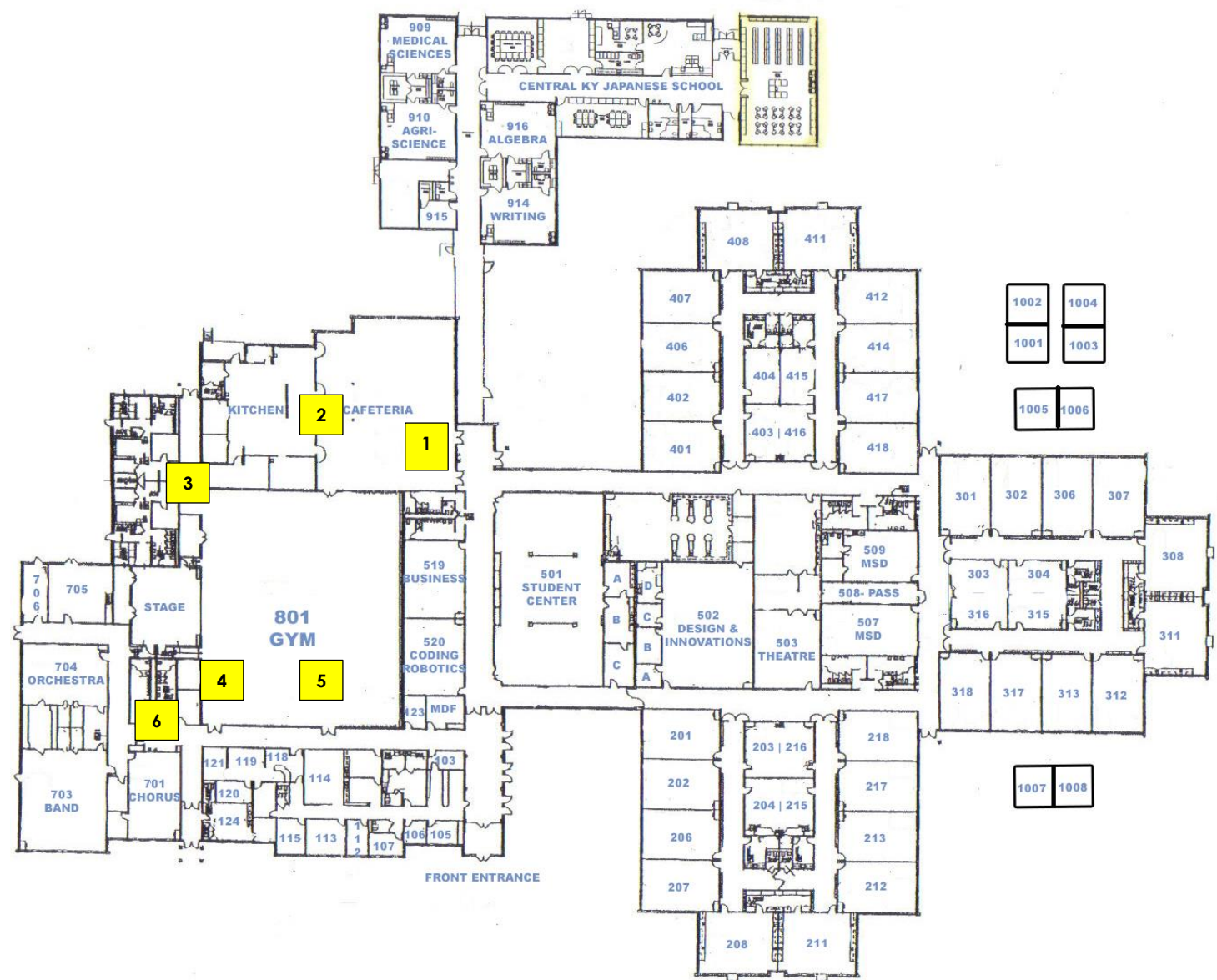
RELEASE FROM THE DANCE PROCEDURE

- 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 mid-term | 7:45-8:30 AM | Conference room |
| Instructional leads | Monday prior to each department meeting | 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 Friday of each month | 7 th - Fifth period 8 th - Fourth period 6 th grade- Sixth 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 math | 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 social studies | 7 th grade science | PLCs determine |
| 6 th period | 6 th grade math | 6 th grade science | PLCs determine |
| 7 th period | CTE teams | Arts & Humanities teams | PLCs determine |
| CO-TEACH PLC MEETINGS | THURSDAY | FRIDAY | 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 math | 6 th grade language arts 6 th grade science | PLCs determine |
| 4 th period | 8 th grade math | 8 grade science | PLCs determine |
| 5 th period | 7 th grade math | 7 th grade science | PLCs determine |
| 6 th period | N/A | N/A | |
| 7 th period | N/A | N/A | |

*- In November and March, SBDM and faculty meetings switch Tuesdays.

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 | April 18 and April 20, 2024 | Ashlee VanHoose or Sammy Hall |
| KPREP | | 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 | August 31 | | | Sammy Hall or Jonna Hayden |
| Unit 1 Assessment: Literary | Sep. 13 | Sep. 15 | Sep. 1 | Lauren Hyde or Dave Hoskins |
| Unit 1 Assessment: Informational Reading | Sep. 29 | Sep. 27 | Sep. 29 | |
| Unit 1 Assessment: informational Writing | Oct. 14 | Oct. 13 | Oct. 19 | |
| Unit 2 Assessment: Informational Reading | Oct. 27 | Nov. 10 | Nov. 10 | |
| Unit 2 Assessment: Literary Reading | Nov. 11 | Nov. 30 | Nov. 21 | |
| Unit 2 Assessment: Argumentative Writing | Dec. 14-16 | Dec. 14-15 | Dec. 15-16 | |
| Winter MAP Reading | December 7 | | | Sammy Hall or Jonna Hayden |
| Unit 3 Assessment: Informational Reading | Jan. 27 | Jan. 22 | Jan. 26 | Lauren Hyde or Dave Hoskins |
| Unit 3 Assessment: Poetry Reading/Writing | Feb. 17 | Jan. 26 | Feb. 9 | |
| Unit 3 Assessment: Narrative Writing | Mar. 3 | Feb. 9 | Feb. 23 | |
| Unit 3 Assessment: Literary Reading | Mar. 30 | Feb. 21-22 | Mar. 1 | |
| Spring MAP Reading | April 25 | | | Sammy Hall or Jonna Hayden |
| Unit 4 Assessment: Informational Reading | Apr. 20 | Mar. 20 | Mar. 14 | Lauren Hyde or Dave Hoskins |
| Unit 4 Assessment | May 4 | Mar. 29 | Mar. 30 | |
| Unit 4 Assessment | May 22-24 | Apr. 12 | Apr. 20-May 4 | |

| MATH ASSESSMENTS | 6 TH GRADE Week of... | 7 TH GRADE Week of... | 8 TH GRADE Week of... | POINT OF CONTACT |
|-------------------|-------------------------------------|-------------------------------------|-------------------------------------|----------------------------|
| Fall MAP Math | August 29 | | | Sammy Hall or Jonna Hayden |
| Unit 1 Assessment | Sep. 25 | Sep. 14 | Sep. 29 | Jill Kidder or Kris Church |
| Unit 2 Assessment | Oct. 30 | Sep. 28 | Oct. 27 | |
| Unit 3 Assessment | Dec. 11 | Nov. 2/30 | Nov. 20 | |
| Winter MAP Math | December 5 | | | Sammy Hall or Jonna Hayden |
| Unit 4 Assessment | Feb. 12 | Jan. 11 | Dec. 19 | Jill Kidder or Kris Church |
| Unit 5 Assessment | Mar. 11 | Feb. 8 | Feb. 16 | |
| Unit 6 Assessment | Apr. 15 | Feb. 29/Mar. 31 | Mar. 8 | |
| Unit 7 Assessment | | Apr. 25 | Apr. 19 | |
| Spring MAP Math | April 23 | | | Sammy Hall or Jonna Hayden |
| Unit 8 Assessment | May 6 | May 16 | Finals week | 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 | | | | Kathryn King or Dave Hoskins |
| Unit 2 Assessment | | | | |
| Unit 3 Assessment | | | | |
| Unit 4 Assessment | | | | |
| Unit 5 Assessment | | | | |
| Unit 6 Assessment | | | | |
| Unit 7 Assessment | | | | |
| Unit 8 Assessment | | | | |
| Unit 9 Assessment | | | | |

| 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 | Oct. 12 | Oct. 27 | |
| Unit 2 Assessment | Sep. 28 | Nov. 9 | Dec. 15 | |
| Unit 3 Assessment | Oct. 17-18 | Dec. 7 | Mar. 8 | |
| Unit 4 Assessment | Dec. 14 | Jan. 18 | May 10 | |
| Unit 5 Assessment | Feb. 2 | Feb. 29 | | |
| Unit 6 Assessment | Mar. 22 | Apr. 11 | | |
| Unit 7 Assessment | May 16 | May 22 | | |

SCHOOL WIDE EVENTS WITH POINTS OF CONTACT

| EVENT | DATE | TIME | TARGET GROUP | PURPOSE | P.O.C. | SUPPORT STAFF | FLEX TIME |
|-----------------------------------|----------------------------|-------------------------------|---|---|--------------------------------------|---|---|
| New Panther Orientation | July 25, 2023 | 9:00-3:00 PM | New hires | Onboarding program for new hires | Ashlee VanHoose | Matt Sherrard | 8 hours |
| Back to School Bainbridge Rally | August 5, 2023 | 9:00 AM-1:00 PM | Bainbridge community | Provide school supplies to low SES students | Carla Mack | YMCA | 4 hours |
| Hayes Craze | August 8, 2023 | 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 7-8, 2023 | 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 | Dave Hoskins | CCI Coaching Team | 0 (mandatory professional development day) |
| Open House | September 19, 2023 | 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) |
| Color Run | September 29, 2023 | During the school day | EJH students | To fundraise for the PTSA | Lyndsey Calico | PTSA | 0 |
| Veteran's Day Program | November 10, 2023 | 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 | Vocal & instrumental music team | 0 |
| Curriculum Showcase | Tuesday, January 23, 2024 | 6:00-8:00 PM | Parents | To showcase all classes and curriculum | Instructional leads, Ashlee VanHoose | All teachers | 4 hours (2 hours prep, 2 hours attendance) |
| Student Growth Celebration | Thursday, February 2, 2024 | 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) |
| Site Visits to Elementary Schools | March 18-22, 2024 | 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 |
| Dance Blue | Friday, March 15, 2024 | 5:00-10:00 PM | Students | To raise funds for UK Children's Hospital | April Deener | Andrea Straub, Lana Russell, Taylor Adams | |

| | | | | | | | |
|-----------------------------|-------------------------|----------------|---|---|--|--------------------------------------|-----------|
| Impact Day | March 21, 2024 | All day | Exceptional children population | To raise awareness and acceptance of all students who learn differently | Mandy Wright, Andrea Straub | Admin team | 0 |
| International Day | Friday, March 29, 2024 | During the day | 6 th graders | As part of the YSC grant | Carla Mack | Counselors | 0 |
| New Panther Night | Thursday, May 2, 2024 | 6:00 - 8:00 PM | Incoming 6 th grade students | General orientation and welcome to Hayes | Alan Ford and Jessica Moore | 6 th grade teachers | 3.5 hours |
| 8 th Grade Dance | Friday, May 17, 2024 | 6:00-8:00 PM | 8 th grade students | Final dance | LeAnn Hall, Alexis Morgan | 8 th grade teachers, PTSA | 0 |
| Promotion Ceremony | Wednesday, May 29, 2024 | 10:30 AM | 8 th grade students | Recognize promotion to HS | LeAnn Hall, Alexis Morgan | 8 th grade teachers | 0 |
| Communications for events | FCPS TV: | Becki Cornett | Website Social media | Dave Hoskins Kris Church or Lisa Norris | Fall Dance: October 20, 2023, hosted by 7th grade Winter Dance: December 8, 2023, hosted by 6th grade Sweetheart Dance: February 16, 2024, 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.

The screenshot shows the Microsoft Outlook interface. The title bar reads "EJH Calendar - Calendar - Outlook". The ribbon includes "File", "Home", "Send / Receive", "Folder", "View", and "Tell me what you want to do...". The "View" tab is active, showing a calendar view for "October 27, 2020". A callout box with the text "Step 1: Start here. See instructions below." points to the "Open Shared Calendar..." option in the "Open Calendar" dropdown menu. The left sidebar shows "My Calendars" and "Shared Calendars". Under "Shared Calendars", "EJH Calendar" is checked. The main calendar area displays a weekly view with events for October 27, 2020, including "8th grade math PLC", "8th grade science PLC", "7th grade language arts PLC", "7th grade social studies PLC", "6th grade math PLC", "6th grade science PLC", "6th grade social studies PLC", "Dance Gym", "Girls Basketball Practice", "Committee Meeting", and "Football Practice".

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





| | | |
|---|--|---|
| <p>PRINCIPAL DAVE HOSKINS</p>  | <p>ASSOCIATE PRINCIPAL KRIS CHURCH</p>  | <p>ASSOCIATE PRINCIPAL MATTHEW SHERRARD</p>  |
| CURRICULUM AND INSTRUCTION | | |
| <ul style="list-style-type: none"> • Language arts • World language & ELL • Science • Biomedical sciences • Accelerated learning program • CCI coaching- Academy Prep Program | <ul style="list-style-type: none"> • Math • Exceptional child educators • MTSS process • CCI process • Kagan cooperative learning • Co-teach coaching- social studies & math | <ul style="list-style-type: none"> • Social studies • Professional services • Visual and creative arts • Vocal and instrumental music • Engineering and technology |
| TEAMS | | |
| <ul style="list-style-type: none"> • 6th grade • Instructional leads • Team leads | <ul style="list-style-type: none"> • 7th grade • CCI Coaching • Kagan Coaching | <ul style="list-style-type: none"> • 8th grade • Behavior management • Counseling |
| EVALUATIONS | | |
| <ul style="list-style-type: none"> • Language arts • World language and EL • Science • Biomedical sciences • Administration • Front office | <ul style="list-style-type: none"> • Math • Exceptional child educators • MTSS • Para educators • DHH interpreters | <ul style="list-style-type: none"> • Social studies • Professional services • Visual and creative arts • Vocal and instrumental music • Engineering and technology • Custodians |
| AD-HOC COMMITTEES | | |
| <ul style="list-style-type: none"> • CSIP • Cognia • Writing | <ul style="list-style-type: none"> • Credit recovery • Onboarding • Open House | <ul style="list-style-type: none"> • Foundations- Staff • Foundations- Students |
| PROGRAMS AND SUPPORT | | |
| <ul style="list-style-type: none"> • Budget and finance • SBDM • Monday cafeteria duty | <ul style="list-style-type: none"> • Co-teaching • Data collection and analysis • Friday cafeteria duty | <ul style="list-style-type: none"> • Athletics • Building and maintenance • Thursday cafeteria duty |

EJH ADMINISTRATIVE STRUCTURE







INSTRUCTIONAL AND BEHAVIOR COACHING ROLES AND RESPONSIBILITIES

| | | |
|--|---|---|
| <p>STC/DEAN OF STUDENTS SAMMY HALL</p>  | <p>PGES COACH JESSICA MOORE</p>  | <p>MTSS BEHAVIOR COACH JASON PACK</p>  |
| <ul style="list-style-type: none"> • 7th grade behavior • Behavior coaching • Technology management & coaching • Wednesday cafeteria | <ul style="list-style-type: none"> • Co-teach coaching- language arts • CCI coaching- language arts, visual & creative arts • MTSS management • WEB coordinator | <ul style="list-style-type: none"> • 6th grade behavior • Behavior coaching • eOS management • Tuesday cafeteria |
| <p>ACHIEVEMENT COMPLIANCE COACH ANDREA STRAUB</p>  | <p>MEDIA SPECIALIST KEGAN LEADINGHAM</p>  | <p>GT COORDINATOR ASHLEE VANHOOSE</p>  |
| <ul style="list-style-type: none"> • CCI coaching- science, biomedical, DHH, PASS • Co-teach coaching- science • Caseload management • Special education testing | <ul style="list-style-type: none"> • CCI coaching- math, professional services • Technology coaching • Professional library • Pre-teaching | <ul style="list-style-type: none"> • CCI coaching- social studies, Academy Prep • Instructional coaching- acceleration • ALP/GT placement & monitoring • Pre-teaching |

FRONT OFFICE ROLES AND RESPONSIBILITIES

| | | | |
|--|---|---|--|
| <p>ADMINISTRATIVE ASSISTANT BECKI CORNETT</p>  | <p>ACCOUNT SPECIALIST NIKKI KISER</p>  | <p>ATTENDANCE SPECIALIST SCARLETT BAILEY</p>  | <p>ADMINISTRATIVE ASSISTANT LISA NORRIS</p>  |
| <ul style="list-style-type: none"> • Class coverage • PD and flex time • Master calendar • Athletic physicals • Substitutes | <ul style="list-style-type: none"> • Payroll • Fundraising • Donations • Purchasing • Fee waiver | <ul style="list-style-type: none"> • Attendance • Behavior data • Volunteer database • Student helpers • Medical support | <ul style="list-style-type: none"> • Transportation • Badge management • Field trips • Social media/PR • Event management |

GUIDANCE DEPARTMENT ROLES AND RESPONSIBILITIES

| | | | |
|---|--|--|--|
| COUNSELOR ALAN FORD  | COUNSELOR TIMIA GARDNER  | COUNSELOR JONNA HAYDEN  | REGISTRAR JODY ASHER  |
| SUPPORT PROGRAMS | | | |
| <ul style="list-style-type: none"> • Foundations- Students • ALP support • Infinite Campus coach • 504 support | <ul style="list-style-type: none"> • Social Emotional Learning • Restorative practices • SEL coordinator • 504 support | <ul style="list-style-type: none"> • Foundations- Staff • PBIS Tier 1 • Building assessment coordinator • 504 support | <ul style="list-style-type: none"> • Medications • Immunizations • Out of area • Enrollment/withdrawals • IC updates |
| YSC COORDINATOR CARLA MACK  | SOCIAL WORKER RANIA DAMRA | MENTAL HEALTH SPECIALIST KYLIE QUALLS  | SCHOOL PSYCHOLOGIST JENNY WALKER  |
| SUPPORT PROGRAMS | | | |
| <ul style="list-style-type: none"> • Community resources • Restorative practices • WEB coordinator • Event planning • PTSA | <ul style="list-style-type: none"> • Truancy • Outside agency reporting • DPP contact • Prevention programs • Home visits | <ul style="list-style-type: none"> • Mental health resources • Individual counseling • Suicide assessments • Threat assessments • Parental contacts | <ul style="list-style-type: none"> • Counseling • Behavior intervention, development, and implementation • Threat assessments • MTSS guidance • Special education testing and documentation |

INSTRUCTIONAL & TEAM LEAD ROLES AND RESPONSIBILITIES

| INSTRUCTIONAL LEADS | TEAM LEADS |
|---|--|
| INSTRUCTIONAL | |
| <ul style="list-style-type: none"> • Conduct minimum one meeting monthly devoted to the instructional needs of the department • Lead the department in developing goals for the school year | <ul style="list-style-type: none"> • 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 | |
| <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | |
| <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | |
| <ul style="list-style-type: none"> • Maintain agenda and meeting minutes on Google Drive • Maintain textbook inventory annually, if applicable • Develop and maintain supply list for annual team letters <p>See next page for timeline</p> | <ul style="list-style-type: none"> ▪ 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 ▪ Schedule team members to attend ARC and 504 meetings. ▪ Develop schedule for morning Panther Huddle <p>See next page for timeline</p> |
| TIMELINES | |

| | |
|---|---|
| <p>July-August of each year</p> <ul style="list-style-type: none"> Review norms with department Set department goals Facilitate updates of curriculum for upcoming year Facilitate orientation of new department members <p>January-February of each year</p> <ul style="list-style-type: none"> Work with department to develop a budget proposal to the principal Submit final budget by date determined by administration <p>Monthly</p> <ul style="list-style-type: none"> 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 | <p>July – August of each year</p> <ul style="list-style-type: none"> 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 <p>Weekly</p> <ul style="list-style-type: none"> Conduct team meeting devoted to infractions and eOS system Conduct team meeting devoted to weekly planning of assignments Conduct parent meetings, documenting IN PLP Maintain minutes <p>Monthly</p> <ul style="list-style-type: none"> 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 |
| <ul style="list-style-type: none"> End of year contract Grade level point of contact | <ul style="list-style-type: none"> Maintains records Handles purchase orders Deposits money Fundraisers | <ul style="list-style-type: none"> Grade level dance Picnic Promotion ceremony |
| Rewards | Trips | Communication |
| <ul style="list-style-type: none"> Determine no go's Schedule dates Activities/snacks | <ul style="list-style-type: none"> Point of contact Organize and distribute info Organize parent meetings | <ul style="list-style-type: none"> Team letter Master calendar |
| Team letter/distribution | Event planning | Other |
| <ul style="list-style-type: none"> School info to go out PTSA info to go out | <ul style="list-style-type: none"> Hayes Craze Open house Grade level dance | <ul style="list-style-type: none"> Medical training |
| Communication | Lockers | |
| <ul style="list-style-type: none"> IC messenger Parent conferences PTSA contact | <ul style="list-style-type: none"> Change combos Assign to teachers Assign lockers to new students Maintain Google doc | |

EXCEPTIONAL CHILDREN DEPARTMENT ROLES AND RESPONSIBILITIES






| | | | |
|---|---|---|---|
| <p>ACHIEVEMENT and COMPLIANCE COACH <i>Development</i> ANDREA STRAUB</p>  | <p>DEPARTMENT CHAIR <i>Implementation</i> LAURA GILMER</p>  | <p>ADMINISTRATION and MANAGEMENT <i>Monitoring</i> KRIS CHURCH</p>  | <p>COUNSELING and BEHAVIOR INTERVENTION <i>Support</i> JESSICA MOORE</p>  |
| ADMINISTRATIVE AREAS | | | |
| <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 data analysis sessions Assist in data checks for the department and co-teaching strategies Monitor use of budget and instructional resources. | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> 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. Attend elementary transition ARCs. Implement data progression system for case managers. Provide internal coaching for instructional practices |
| SUPPORT /COLLABORATION | | | |
| <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> 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 team in planning of data analysis sessions | <ul style="list-style-type: none"> 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 |

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:

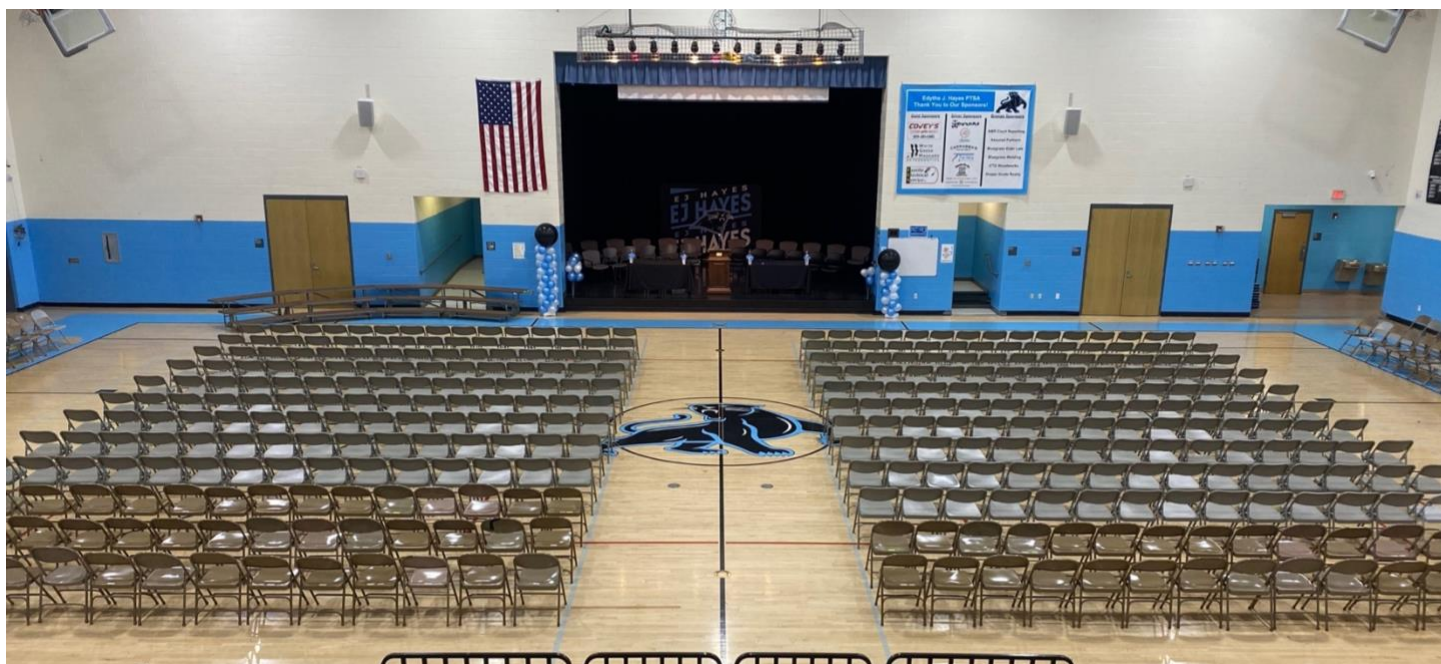
| SCHOOL TECHNOLOGY COORDINATOR SAMMY HALL  | DISTRICT LAN TECHNICIANS | DISTRICT HELPDESK | STAFF TECHNOLOGY RESOURCE |
|---|---|---|--|
| SUPPORT | | | |
| <ul style="list-style-type: none"> • First line of support for network and internet • First line of support for staff active directory accounts • 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 | <ul style="list-style-type: none"> • Second line of support for network and internet • Switch support • Server support • AD support • Hardware support • Chromebook support | <ul style="list-style-type: none"> • Remote computer management • Password resets • Network outage • Sub and student teacher account management | <ul style="list-style-type: none"> • Phone/Ext. support (Becki Cornett) • Infinite Campus (Alan Ford, Sammy Hall) • eOS (Jason Pack) • Badge management (Scarlett Bailey) • Website content (David Hoskins, Sammy Hall) • Master Calendar (Becki Cornett) • Assistive technology (Andrea Straub) • STLP (A. Hardin) |
| MAINTENANCE | | | |
| <ul style="list-style-type: none"> • Preventative maint. • Hardware maint. • Printers • Chromebooks • Projectors • Document Cameras | Network | Not applicable | Not applicable |
| SOFTWARE/HARDWARE | | | |
| <ul style="list-style-type: none"> • Hardware issues • Computer imaging • Printers • Windows 10 • Chrome management • Support for all content platforms | <ul style="list-style-type: none"> • Software installs and upgrades • Chromebook repairs | <ul style="list-style-type: none"> • Remote installation of programs | <p><u>Schoolwide</u></p> <ul style="list-style-type: none"> • Kagan software (J. Bohannon) • CERT (A. Vanhooose) • Classkick (E. Powell) • Imagine Learning (K. Leadingham) • MAP (S. Hall) • KPREP (J. Hayden) • ACCESS (D. Dean) <p><u>Language arts</u></p> <ul style="list-style-type: none"> • Collections (L. Hyde) • NoRedlink (K. Maggard) • Reading Plus (B. Litteral) <p><u>Math</u></p> <ul style="list-style-type: none"> • iReady (J. Kidder) • Freckle (E. Powell) <p><u>Science</u></p> <ul style="list-style-type: none"> • Amplify (J. Bohannon) |

WEB COORDINATORS ROLES AND RESPONSIBILITIES

| JESSICA MOORE | CARLA MACK | BLAKE BISHOP | McKENNA BEST | MADDIE MALLEY |
|---|---|---|--|--|
|  |  |  |  |  |
| WEB LEADER SELECTION PROCESS (MARCH) | | | | |
| <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> Organize town hall meetings with 7th grade team leaders Participate in selection process Compile Yes/No Letters for distribution Notify students Complaint responses | <ul style="list-style-type: none"> Participate in selection process Notify students Spring WEBinar | <ul style="list-style-type: none"> Participate in selection process Notify students Spring WEBinar | <ul style="list-style-type: none"> Organize interviews Participate in selection process Finalize the Yes and No lists Notify students Spring WEBinar |
| SUMMER PREPARATION FOR DAY ONE (MAY-AUGUST) | | | | |
| <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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) | | | | |
| <ul style="list-style-type: none"> Turn in WEB leader attendance Manage sixth grade attendance and reconcile | <ul style="list-style-type: none"> Turn in WEB leader attendance Manage sixth grade attendance and reconcile Closing assembly with WEB leaders | <ul style="list-style-type: none"> Lead opening and closing assembly Update WEB lists using no-show list and new enrollee lists | <ul style="list-style-type: none"> Music for assembly | <ul style="list-style-type: none"> Communicate the schedule to teachers |
| THROUGHOUT THE YEAR | | | | |
| <ul style="list-style-type: none"> Develop agenda for monthly coordinator meetings Logistics, planning, and timing of events Lunch logistics | <ul style="list-style-type: none"> Logistics, planning, and timing of events | <ul style="list-style-type: none"> Student communication Maintain WEB group lists using withdrawal and enrollment info from guidance office Probation meetings | <ul style="list-style-type: none"> | <ul style="list-style-type: none"> 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 | Scarlett Bailey |
| • Books and materials | Department chair |
| • Building issues, including keys | Matthew Sherrard |
| • Canvas | Sammy Hall |
| • Curriculum questions | Instructional lead or department administrator |
| • Custodial issues | Eddie Chenault |
| • Discipline | Team leader, grade level admin, Jason Pack, Sammy Hall |
| • Extended field trips | Lisa Norris |
| • 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 or Matt Sherrard |
| • Master scheduling | Grade level counselor or Dave Hoskins |
| • Money | Nikki Kiser or Dave Hoskins |
| • SBDM items | Becki Cornett |
| • Scheduling for students | Grade level counselor |
| • Special education | Kris Church, Andrea Straub, Laura Gilmer |
| • Student center | Kegan Leadingham |
| • Students with basic needs | Carla Mack |
| • Student registration | Jody Asher |
| • Technology needs | Sammy Hall, Jason Pack, or Kegan Leadingham |
| • Transportation | Lisa Norris 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

Be specific in your sub plans! Remember, this guy could be your sub!



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 multiple receipt form for fees
- Have transportation stops ready for seventh period via Bus Route Finder
- 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
- Parents notified syllabus is posted to Canvas
- 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

- Teacher have cross checked caseload IEPs with schedules for compliance
- 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. All textbooks (Collections, Envision, Saavas) should be collected and inventoried. These should be stored in grade level lockers, clearly marked using masking tape.

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

MAINTENANCE AND FURNITURE REQUEST

Teacher: _____ Current Year Room #: _____

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

SECTION 9

APPENDICES



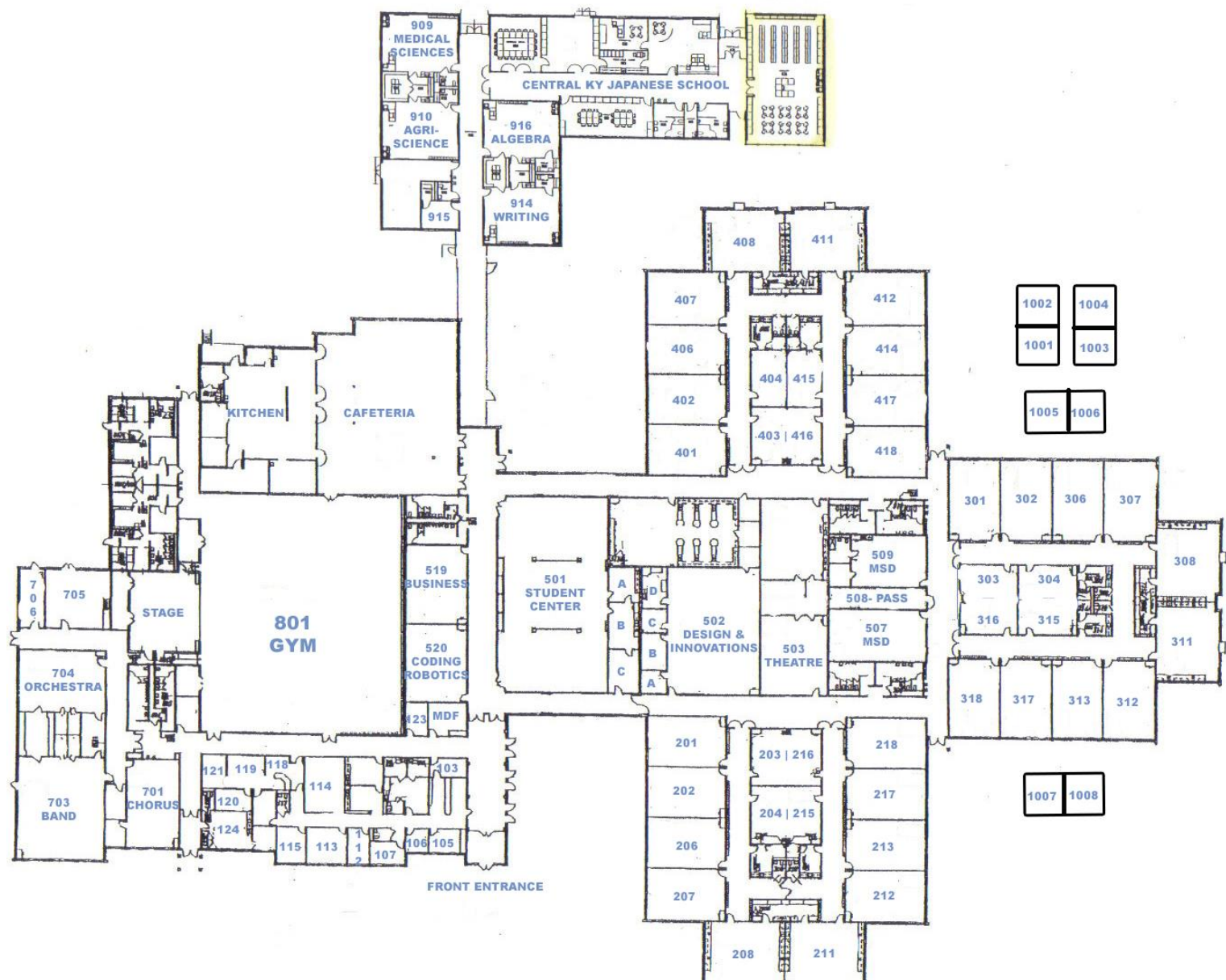
ALPHABETICAL STAFF LISTING AND PHONE EXTENSIONS

| STAFF | POSITION | RM | EXT | STAFF | POSITION | RM | EXT |
|----------------------|------------------|--------------------|-------|----------------------|----------------------|----------------|-------|
| Adams, Taylor | Language arts | 307 | 40095 | Johnson, Jimmie | Custodian | 706 | 40073 |
| Alcott, Peyton | ECE- MSD | 509 | 40074 | Jones, Mike | ECE- resource | 501C | 40133 |
| Ali, Fatin | Math | 202 | 40071 | Kidder, Jill | Math | 302 | 40065 |
| Alija, Elez | Custodian | 706 | 40073 | King, Kathryn | Science | 303 | 40051 |
| Anderson, Derrick | Math | 916 | 40019 | Kiser, Nikki | Bookkeeper | 103 | 40002 |
| Ansley, Eric | Cafeteria | 601 | 40011 | Kitchen, David | Social studies | 218 | 40032 |
| Asher, Jody | Registrar | 118A | 40004 | Kite April | Band | 703 | 40080 |
| Bailey, Scarlett | Attendance | 105 | 40001 | Lawrence, Gregory | Para | 509 | 40074 |
| Bartley, Willie | Science | 416 | 40046 | Leadingham, Kegan | Student center | 501 | 40013 |
| Bayes, Susan | Language arts | 413 | 40063 | Levey, Emily | Chorus | 701 | 40079 |
| Best, McKenna | Language arts | 407 | 40066 | Litteral, Bonnie | MTSS reading | 1007 | 40054 |
| Bischoff, Will | Ag. science | 910 | 40026 | Livingood, Jon | Science | 203 | 40034 |
| Bishop, Blake | Social studies | 412 | 40062 | Lofton, Jasmine | Spanish | 1005 | 40022 |
| Bohannon, Jessica | Science | 308 | 40053 | Logan, Abel | Social studies | 406 | 40086 |
| Bowling, Kevin | Band | 703 | 40080 | Mack, Carla | YSC | 122 | 40012 |
| Brack-Jones, Yolanda | Creative writing | 914 | 40085 | Madison, Ashley | Social studies | 40049 | 40049 |
| Castillo, Brandon | Social studies | 215 | 40041 | Maggard, Kelly | Language arts | 212 | 40017 |
| Chenault, Eddie | Custodian | 706 | 40073 | Malley, Maddie | Math | 415 | 40067 |
| Church, Kris | AP | 112 | 40009 | Marshall, Laura | ECE- DHH | 1004 | 40088 |
| CKJS Library | | 901 | 48005 | Menke, Jessica | Math | 417 | 40060 |
| Coleman, RaMonia | Para | 1002 | 40064 | Miller, Morgan | Med. sciences | 909 | 40020 |
| Collins, Devon | Theatre | 503 | 40091 | Moore, Jessica | PGES coach | 106 | 40043 |
| Cornett, Becki | Admin assistant | 104 | 40000 | Morera de Paz, Belen | Spanish | 1006 | 40052 |
| Crum, Katie | Language arts | 401 | 40018 | Morgan, Alexis | Science | 211 | 40055 |
| Damra, Rania | Social worker | 122 | 40012 | Mullins, Kevin | ECE- 8th | 205 | 40068 |
| Dean, Donald | ELL | 1003 | 40069 | Vacant | Para | 509 | 40074 |
| Deaton, Dawn | Para | 509 | 40074 | Norris, Lisa | Admin assistant | 104 | 40191 |
| Deener, April | Social studies | 217 | 40039 | Pack, Jason | MTSS behavior | 501C | 40084 |
| Donahue, John | Math | 315 | 40059 | Payne, Nick | Business | 519 | 40072 |
| Dostart, Margaret | Visual art | 513 | 40075 | Powell, Emily | Math | 313 | 40038 |
| Ebel, Madison | Orchestra | 704 | 40081 | Qualls, Kylie | Mental health | 915 | 40014 |
| Finley, Amy | Language arts | 213 | 40089 | Quire, Amy | ECE- PASS | 508 | 40037 |
| Ford, Alan | Counselor | 119 | 40005 | Railey, Steve | Social studies | 317 | 40044 |
| Foster, Teresa | MTSS math | 1008 | 40025 | Rambach, Rob | Design/innovation | 502 | 40070 |
| Gardner, Timia | Counselor | 121 | 40003 | Randolph, Ashley | Social studies | 418 | 40045 |
| Gault, Jessica | Nurse | 109 | 40007 | Reid, Ihyan | Para | 507 | 40064 |
| Gilmer, Laura | ECE- 7th | 314 | 40118 | Resource room | ECE | 1001 | 40035 |
| Goforth, Alexis | Language arts | 301 | 40036 | Resource room | ECE | 1002 | 40064 |
| Grigsby, Teresa | Industry/service | 515 | 40076 | Rucker, Jason | Para | 509 | 40074 |
| Gunter, Johnny | Custodian | 706 | 40073 | Shearer, Kristi | Para | 507 | 40064 |
| Hale, Lana | Science | 411 | 40047 | Sherrard, Matt | AP | 107 | 40010 |
| Hall, LeAnn | Math | 201 | 40033 | Sizemore, Morgan | Science | 311 | 40027 |
| Hall, Sammy | STC/Dean | 123 | 40096 | Smith, Dale | Para | 501C | 40084 |
| Hardin, Art | Coding/robotics | 520 | 40117 | Smith, Rachel | ECE- MSD | 507 | 40078 |
| Harris, Orlandus | Para | 507 | 40064 | Spera, Jaelyn | ECE- DHH | 1004 | 40088 |
| Hawkins, Amy | Fitness/wellness | Gym | 40083 | Snodgrass, Susan | Language arts | 206 | 40031 |
| Hayden, Jonna | Counselor | 120 | 40006 | Straub, Andrea | ACC | 114 | 40016 |
| Heaton, Tim | Science | 208 | 40029 | Summers, Laura | Orchestra | 704 | 40081 |
| Helton, Emily | OT | 114 | 40094 | VanHoose, Ashlee | Gifted/talented | 501A | 40021 |
| Henson, Ty | Custodian | 706 | 40073 | Walker, Jenny | Psychologist | 114 | 40094 |
| Hoback, Sarah | Math | 402 | 40056 | Wethington, Sheena | ECE- 8 th | 214 | 40050 |
| Holland, Joseph | SRO | 109B | 40015 | Whitnell, Emily | ECE- 7 th | 305 | 40040 |
| Hollon, Colleen | Social studies | 306 | 40058 | Wicker, Jess | Math | 207 | 40092 |
| Hoskins, Dave | Principal | 115 | 40008 | Williams, Erica | ECE- 6 th | 405 | 40042 |
| Hudson, Shadawn | Para | 1002 | 40064 | Williams, Sarah | Para | 507 | 40074 |
| Hutchinson, Suzanne | Science | 408 | 40093 | Wood, Monyka | ECE- 6 th | 414 | 40024 |
| Hyde, Lauren | Language arts | 312 | | Wright, Mandy | SLP | 802 | 40082 |
| Admin | Cell | Direct line | | Matt | (859) 536-6942 | (859)381-4932 | |
| Dave | (859) 327-9739 | (859)381-4931 | | Main office / Fax | (859) 381-4920 | (859) 381-4937 | |
| Kris | (504) 669-8900 | (859)381-4925 | | Guidance / YSC | (859) 381-4922 | (859) 381-4592 | |

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 | Morgan Miller | Assistant coach | Will Bischoff |
| Language arts | Lauren Hyde | Assistant coach | Willie Jones |
| Math | Jill Kidder | Assistant coach | Randy Hutchinson |
| Science | Kathryn King | Assistant coach | Bryan Carrol |
| Social studies | Ashley Randolph | Assistant coach | Brock Carroll |
| Special education | Laura Gilmer | Cross country | |
| Team leads | | Head coach | Brandon Castillo |
| 6 th grade Bobcats | Blake Bishop | Assistant coach | Monyka Wood |
| 6 th grade Cougars | McKenna Best | Volleyball | |
| 6 th grade Lynx | Willie Bartley | Head coach | Laura Mayes |
| 7 th grade Wildcats | Alexis Goforth | Assistant coach | Ashley Randolph |
| 8 th grade Panthers | LeAnn Hall | Assistant coach | Jordan Bland |
| 8 th grade Panthers | Alexis Morgan | Girls' basketball | |
| Clubs | | Head coach | Dale Smith |
| Academic team | Jasmine Lofton | Assistant coach | Shelby Frazier |
| Student council | Bonnie Litteral | Assistant coach | Jason Rucker |
| Art club | Maggie Dostart | Cheerleading | |
| Yearbook | Blake Bishop | Head coach | Taryn Fields |
| Beta club | April Deener | Assistant coach | Lauren Younger |
| Drama club | Devon Collins | Dance | |
| Fiddle club | Laura Summers | Head coach | Taylor Adams |
| Jazz band | Kevin Bowling | Assistant coach | Maddie Malley |
| KYA/KUNA | Blake Bishop | Boys' basketball | |
| Panther Men of Quality | Timia Gardner | Head coach | Jason Pack |
| | Carla Mack | Assistant coach | Abel Logan |
| Real Girls Stand Strong | Ihyan Reid | Assistant coach | Jason Rucker |
| | Carla Mack | Track and field | |
| Dungeons and Dragons | Alexis Goforth | Head coach | Alexis Morgan |
| Somos Panteras | Belen Morera de Paz | Assistant coach | Steve Railey |
| | Jasmine Lofton | Assistant coach | |
| WEB coordinators | Blake Bishop | Assistant coach | |
| | McKenna Best | Assistant coach | |
| | Carla Mack | Lacrosse | |
| | Maddie Malley | Boys' head coach | Brandon Castillo |
| | Jessica Moore | Girls' head coach | |
| Math Counts coach | Jessica Menke | Wrestling | |
| Staff support | | Head coach | |
| BAC | Jonna Hayden | Archery | |
| Kagan coaches | Yolanda Brack-Jones | Head coach | Stephanie Minor |
| | LeAnn Hall | Athletic administration | |
| | Bonnie Litteral | Athletic director | Sammy Hall |
| | 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 <ul style="list-style-type: none">• Voice Level 0 |
| H | Help <ul style="list-style-type: none">• Raise hand and wait for adult assistance while remaining in your seat |
| A | Activity <ul style="list-style-type: none">• Students and staff will enjoy and appreciate the assembly or presentation |
| M | Movement <ul style="list-style-type: none">• 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 <ul style="list-style-type: none">• Students have eyes on and listening to the program and presenter(s)• Participate as appropriate |
| S | Succeed! |

Edythe J. Hayes Middle

Pep Rallies

| | |
|----------|--|
| C | Conversation <ul style="list-style-type: none">• Voice Level 2 or Outside Voice when cheering• Voice Level 0 any time attention signal is given |
| H | Help <ul style="list-style-type: none">• Go to staff member and request assistance as needed |
| A | Activity <ul style="list-style-type: none">• Students will celebrate the accomplishments of other students and groups |
| M | Movement <ul style="list-style-type: none">• 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 <ul style="list-style-type: none">• Students have eyes on and listen to the program and performers• Participate as appropriate |
| S | Succeed! |

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Field Trips

| | |
|----------|--|
| C | Conversation <ul style="list-style-type: none">• Voice Level 0 during any group instruction• Voice Level 1 to 2 during completion of tasks indoors |
| H | Help <ul style="list-style-type: none">• Raise hand and wait for teacher during group instruction• Go to staff member and request assistance as needed |
| A | Activity <ul style="list-style-type: none">• Attending a curriculum based activity off school grounds; completing tasks as assigned by adults in charge |
| M | Movement <ul style="list-style-type: none">• Travel with group and chaperones to which you are assigned• Always walk• Follow CHAMP for riding bus during appropriate times |
| P | Participation <ul style="list-style-type: none">• 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! |

Edythe J. Hayes Middle

Cafeteria

| | |
|----------|---|
| C | Conversation <ul style="list-style-type: none">• 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 <ul style="list-style-type: none">• When going through lunch line, ask lunchroom workers politely (use please, thank you, etc.)• Once seated, raise hand and ask for assistance |
| A | Activity <ul style="list-style-type: none">• 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 <ul style="list-style-type: none">• Once seated, stay seated. Raise hand if you need anything.• When entering and at dismissal, walk at all times following traffic pattern |
| P | Participation <ul style="list-style-type: none">• Enjoy your lunch• Clean up your table and floor area when done• Use appropriate manners at all times |
| S | Succeed! |

Edythe J. Hayes Middle

Hallway- Class Change

| | |
|----------|--|
| C | Conversation <ul style="list-style-type: none">• Voice Level 2 |
| H | Help <ul style="list-style-type: none">• Ask teacher or another student for help as needed |
| A | Activity <ul style="list-style-type: none">• 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 <ul style="list-style-type: none">• Walking• Hands, feet, and comments to self |
| P | Participation <ul style="list-style-type: none">• Arrive to next class on time with materials and begin first activity promptly |
| S | Succeed! |

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Restrooms

| | |
|----------|--|
| C | Conversation <ul style="list-style-type: none">• Voice Level 0 or Voice Level 1 |
| H | Help <ul style="list-style-type: none">• Go to nearest adult |
| A | Activity <ul style="list-style-type: none">• Use restroom appropriately• Flush toilet• Wash hands (1 squirt of soap)• Dry hands |
| M | Movement <ul style="list-style-type: none">• Walking |
| P | Participation <ul style="list-style-type: none">• Sounds: quiet• Looks: toilets flushed, sanitary |
| S | Succeed! |

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Arrival

| | |
|----------|--|
| C | Conversation <ul style="list-style-type: none">• Voice Level 1 or Voice Level 2 |
| H | Help <ul style="list-style-type: none">• See an adult on supervision for help |
| A | Activity <ul style="list-style-type: none">• Entering school and proceeding to appropriate destination in a safe and orderly manner |
| M | Movement <ul style="list-style-type: none">• Move directly to appropriate destination<ol style="list-style-type: none">1. Go immediately to your grade level for breakfast (if needed)2. Report to seventh period (not your lockers). |
| P | Participation <ul style="list-style-type: none">• 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 <ul style="list-style-type: none">• Voice Level 0 during any announcements• Voice Level 1 or Voice Level 2 in hallway or when there are not announcements |
| H | Help <ul style="list-style-type: none">• Go to nearest staff member on hallway supervision (raise hand while still in classroom) |
| A | Activity <ul style="list-style-type: none">• Students will exit the school in a safe and orderly manner• School rules apply until students arrive home |
| M | Movement <ul style="list-style-type: none">• 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 <ul style="list-style-type: none">• 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 <ul style="list-style-type: none">• Voice Level 0 unless otherwise instructed (maximum Voice Level 1) |
| H | Help <ul style="list-style-type: none">• Raise hand and wait for adult assistance if seated during group instruction• Otherwise, approach librarian politely and wait to be recognized |
| A | Activity <ul style="list-style-type: none">• Using student center resources respectfully and responsibly<ol style="list-style-type: none">1. Checking out books2. Working at computers or independent work at desks3. Participating in lessons with teacher/ librarian |
| M | Movement <ul style="list-style-type: none">• Seated during group instruction• Walk at all times; move about quietly when using resources |
| P | Participation <ul style="list-style-type: none">• Quiet academic work |
| S | Succeed! |

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Emergencies

(fire, earthquake, severe weather, lockdown)

| | |
|----------|---|
| C | Conversation <ul style="list-style-type: none">• Voice Level 0 |
| H | Help <ul style="list-style-type: none">• None, continue moving as directed by teacher; raise hand once everyone is in correct area. |
| A | Activity <ul style="list-style-type: none">• 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 <ul style="list-style-type: none">• 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 <ul style="list-style-type: none">• Voice Level 2 (person)• Device should not be heard by other individuals |
| H | Help <ul style="list-style-type: none">• Raise hand and ask the nearest adult |
| A | Activity <ul style="list-style-type: none">• 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 <ul style="list-style-type: none">• During lunch, students must remain at assigned seats |
| P | Participation <ul style="list-style-type: none">• 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 <ul style="list-style-type: none">• Voice Level 0 |
| H | Help <ul style="list-style-type: none">• Raise hand for any assistance |
| A | Activity <ul style="list-style-type: none">• Complete detention assignment(s)• Upon completion, ask permission to work on homework or class assignment |
| M | Movement <ul style="list-style-type: none">• 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 <ul style="list-style-type: none">• 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! |