



Staff Handbook

Higher Institute of Arts and Technology
5861 Harrison Street
Merrillville, Indiana 46410

(219) 359-1522

WWW.THE-HIAT.ORG



MISSION STATEMENT

Our Mission at Higher Institute of Arts and Technology is to ensure each of our Scholars meet high academic and social standards by improving competencies in reading, mathematics, science, technology, social studies, and the arts in order to thrive as leaders at home, in their communities, and in the world!

VISION STATEMENT

Our ultimate goal is that our scholars master key academic skills, and demonstrate strong character as exhibited by: honesty, service to others, a superior work ethic, and a strong belief in their future.

CORE VALUES

Children First: Work to ensure that all interactions & decisions put our scholars first.

Respect: Treat others as you would like to be treated.

Determination: With hard work and superior effort, we can achieve all things

Continuous Improvement: Try to get better and better every day.

Gratitude: Demonstrate gratefulness for all that we have done and the opportunity to serve our scholars and communities.

VIRTUES

Truth: I will always seek to know what is correct; I will not lie or speak falsely of myself, my peers, or my community members.

Justice: I will always be fair in what I do, and I will not cheat myself, my peers, or my community members.

Harmony: I will always be in rhythm with what is good and I will never be in opposition to what is good for myself, my peers, or my community.

Order: I will respect the natural and expected order of things, and I will not separate myself from that which gives order to myself, my peers, and my community.

Propriety: I will always seek to be correct and complete in everything I do. I will not allow others to influence me to do wrong to myself, my peers, or my community.

Balance: I understand and respect the need to be complimentary, and I will not be in conflict with myself, my peers, or my community.

Reciprocity: I will always strive to do the proper thing at the right time, and I will not bring shame to myself, my peers, or my community.

SCHOOL MOTTO

HIAT is where you come to be GREAT!

SCHOOL COLORS

Blue and Yellow

NICKNAME/MASCOT

Hornets

BOARD OF DIRECTORS

Sharla Johnson, President

Stephanie Davis, Vice President

Charles Reese, Treasurer

George Tucker, Secretary

April Brown, Fundraising

Earl Phalen, CEO Phalen Leadership Academies

Staff Directory

Regional Director	Mrs. Melissa Morris	317-372-3861
Principal	Ms. Jessica Acklin	1001/219-333-7456
Operations Manager	Ms. Monica Jackson	1002/219-370-9562
Office Manager	Ms. Katherine West	1000/219-649-0009
Instructional Specialist	Ms. Stacy Lindskog	1011/812-345-2034
Instructional Coach	Mrs. Asia Savado	1011
Enrollment Coordinator	Mr. Biafran Stiff	574-807-9600
Behavior Specialist	Mr. Antonio Brooks	1004
School Nurse		1003
Special Education Teacher of Record	Ms. Jennifer Zehner	
Special Education Teacher of Service	Mrs. Amanda Tate	
Special Education Teacher Assistant	Mr. Brandon Forbish	
Kindergarten Teacher	Ms. Martine Bullock	
First Grade Teacher	Ms. Aunteria Howard	
Second Grade Teacher	Ms. Danielle Boricich	
Third Grade Teacher	Ms. Dayzha Wheeler	
Fourth/Fifth Grade Math/Science Teacher	Mr. John King	
Fourth/Fifth Grade ELA/Social Studies Teacher	Ms. Erica Mousley	
Middle School ELA/Social Studies Teacher	Ms. Rehanna Allen	
Middle School Math Teacher	Ms. Sandra Hughley	
Middle School Science Teacher	Ms. Alicia DuBose	
Fine Arts Teacher	Mr. Jerome Stanley	1025
Music Teacher	Mr. Nathan Mason	1021
Physical Education/Health Teacher	Mr. Antonio Taylor	1022

Primary Teacher Assistant	Ms. Deondra Ratliff	
Intermediate Teacher Assistant	Ms. Antionia Woodson	
Math Resource Teacher	Mr. Eugene King	
Reading Resource Teacher	Ms. Tammi Bolden	
Reading Resource Teacher	Ms. Tashema Dancy	
School Custodian	Mr. Jeffrey Dortch	
School Custodian		

School-wide Goals

- Goal I. Strengthen curriculum and instruction based on identified needs to improve achievement of all scholars.
- Goal II. Strength and enhance the role of the school's leadership team.
- Goal III. Improve scholar support services.
- Goal IV. Establish and maintain highly qualified staff.
- Goal V. Strengthen relationships at all levels within the school.
- Goal VI. Improve leadership effectiveness and efficiency of the coaching cycle.

Absences for Staff

You may find it necessary to be absent due to an illness or unexpected emergencies. However, no matter how well you prepare, when you are absent, scholars get less instruction time. Please be conscious of your obligation to show up for the scholars.

Tardiness by scholars should not be tolerated; it should not occur with staff members as well. All staff members are expected to be prompt and foster this attitude and model this behavior for our scholars. All staff members must report for duty by 7:45 a.m.

Higher Institute of Arts and Technology designates 7.5 days of accrued PTO time annually. All staff members are required to use the following procedure when requesting to absent from work:

I. Calling Off (Same day)

- a. Email calloff@the-hiat.org no later than 6:00 am. You will receive a confirmation email. Interventionists, email the Instruction Specialist also.
- b. Make sure that your sub plans are available and accessible for that day.
- c. Upload your PTO time in HCC for approval and be sure to specify the type of benefit day (sick, personal, jury duty, etc.).
- d. **If your PTO time is not posted in the system by 6:00 am, disciplinary actions may be taken.**

II. Requesting Planned Time Off

- a. Upload your requested time off at least 48 hours in HCC for approval.
- b. Please note that requests made the same day will not be granted.
- c. **If your PTO time is not posted in the HCC system 48 hours prior to your scheduled absence, your absence will be denied and disciplinary actions may be taken.**
- d. **After being absent for 3 or more days, a release to return to work (physician's statement) must be provided upon your return.**

***Please remember that all benefit days other than sick days must have an approval period of 48 hours unless an emergency situation arises.**

Accident Reports

- I. In the event that an accident occurs, please follow the guidelines listed below:
 - a. Teacher/Staff Member: Complete and sign the Accident/Incident Report Form.
 - b. Scholar/Staff Member: Refer the Scholar to the nurse if necessary.
 - i. Notify the parent/guardian of the scholar's involvement in the incident immediately. This can be a teacher, nurse, and/or front office staff.
 - ii. Teacher/Staff Member: Provide the Accident/Incident Report to the front office.
 - iii. Front Office Staff: Get the Principal to review, sign, and date the form.
 - iv. Front Office Staff: Make a copy for the parent/guardian.
 - v. Front Office Staff: File in Accident/Incident Report Binders.

Arrival/Dismissal Procedures

Staff daily work schedule is 7:45 am - 4:00 pm.

Staff is scheduled to report to work **by 7:45 am DAILY**. The building will be open at 7:00 am for early arrivals. Scholars arrive at school beginning at 8:00 am, therefore, it is imperative that all teachers and staff are on their post at 8:00 promptly to ensure that scholars transition throughout the building safely.

Homeroom Teachers

- It is **MANDATORY** that all core/homeroom teachers stand outside of their classrooms to greet and monitor the scholars as they enter the classroom and transition throughout the building.

Allied Arts, FLEX Teacher, Teacher Interns, and Teacher Assistants

- Report to the assigned door or hallway to assist in monitoring scholars at 8:00 am. Breakfast ends at 8:20 am at which time scholars will transition to assigned classrooms, instruction will start at 8:30am. All traffic will enter through Door A. Allied Arts Staff return to their classroom at 8:30am.

All staff **MUST** remain in the building after scholar dismissal until 4:00 pm daily. Staff will have access to the building until 5:00 pm daily.

Attendance

- I. Class attendance must be submitted via PowerSchool by 8:30 am daily. Scholars are considered tardy at 8:31 am and **MUST** be marked as such.
- II. Scholars that arrive after 8:30 am will receive a tardy pass from the front office. The front office will change the attendance for all scholars arriving after 8:30 am.
- III. If the teacher is absent, the sub will submit the attendance via paper roster.

Black Out-Days

Black-out days are defined as “Days that Staff will not be approved to be off”.

During all State Testing (NWEA, IREAD, ILEARN) and the day before/after breaks, staff will not be approved for PTO time during these days. If any staff member schedules to take off during black out days, they will not be paid. **Refer to the Assessment/School Calendar for the dates.**

Building Hours

Sunday: Closed

Monday: 7:00 a.m. – 5:00 p.m.

Tuesday: 7:00 a.m. – 5:00 p.m.

Wednesday: 7:00 a.m. – 5:00 p.m.

Thursday: 7:00 a.m. – 5:00 p.m.

Friday: 7:00 a.m. – 5:00 p.m.

Saturday: Closed – Seek Principal/Operations Manager’s approval

Building and Room Requirements

Room must remain neat and orderly at all times, including at the end of the day. Please teach scholars to keep the room environment clean and orderly.

The following are a few simple guidelines:

- Have scholars pick up papers, pens, pencils, and trash and deposit them in the trash cans prior to departure.
- Do not leave excessive clutter in your room. This includes shelving areas, closets, etc.
- It is the teacher’s responsibility to make sure desks are kept clean and sanitized DAILY! (Clorox wipes)
- Expect the best. Demonstrate the best. Be positive.

Bulletin Board Requirements

Bulletin boards help establish a positive academic climate and inviting atmosphere in our school. They serve as an incentive for scholars to do their best work, support our academic and social goals, and add interest for parents and visitors. Bulletin Boards must be updated monthly. The board should never be empty or display scholar work older than 30 days.

Bulletin boards should:

- o Be tied to content learned in class;
- o Promote goal-setting or scholar achievement;
- o Relate to character education or school-wide activities, events or themes;
- o Half of your class should be represented on the bulletin board.
 - Example: If you have a class of 30 scholars, 15 examples of scholar work should be displayed.

Bulletin Board Due Dates/Themes:

- o August 9th – Welcome Back/PBIS Character Trait
- o September 1st – Motivational/Inspirational/Teacher’s Choice
- o October 6th – Red Ribbon/Anti-Bullying/Hispanic Heritage
- o November 3rd – Fall/Thanksgiving
- o December 1st – Winter/Holiday
- o January 12th – Goal Setting/SEL
- o February 2nd – African American History/Valentines
- o March 1st – Women’s History Month
- o April 5th – Test Prep/NWEA/ILEARN/IREAD
- o May 3rd – Summer Fun Countdown

Cell Phone Usage Policy

Cell phone usage during instructional time is strictly prohibited for any reason.

It is important that scholars are properly supervised at all times and that we are “engaged” in the teaching and learning process. Personal cell phones are never to be used to take photos or videos of scholars during instructional time. As an employee of HIAT, you are expected to abstain from using your cell phone in the classroom or learning environment during working hours unless for work related tasks. Teacher/Staff members should not conduct personal business on cellular phones or other technological devices during instructional time.

Please see PLA’s cell phone policy for further details.

Classroom Decorations

- I. **No** fabric, paper, stickers, etc. can cover ANY door windows, only the provided emergency blinds may cover door windows.
- II. All classrooms must have the PBIS expectations posted in the classroom.
- III. The following areas should be included/posted in your room:
 - a. math & reading focus walls
 - b. word wall
 - c. data wall
 - d. expectations, consequences and rewards
 - e. current scholar work (can be posted outside the door)
- IV. **Your marker board should display the following information each day:**
 - a. Day and date,
 - b. I Can Statements,
 - c. Objective,
 - d. Standard,
 - e. Agenda,
 - f. Assignments,
 - g. Assessments,
 - h. Homework,
 - i. Daily schedule

Classroom Management

Establishing clear expectations for classroom behavior is absolutely essential in order for effective learning to take place. Equally important is identifying specific consequences for all scholars when those expectations are not met. As well as rewards when the expected behaviors are followed. All teachers are required to implement HIAT's PBIS plan. See the PBIS handbook for more details. All teachers are also required to record behavior infractions in LiveSchool.

To maintain effective behavior management and thus increase dynamic teaching, preventive strategies and control techniques should be implemented in the classroom. Preventive strategies refer to the need to prevent scholar misconduct, before it occurs.

- An orderly classroom enables the teacher to handle discipline problems, conduct effective lessons, and, in general, provide for continuing, optimum scholar productivity. The school year should begin with establishment of clear-cut procedures, routines, and rules. Effective teachers teach procedures, rules, and consequences.
- Teachers must be ready to teach as soon as Scholars enter the classroom. To accomplish this, a meaningful instructional activity (Do Now, Bell Work, etc.) should be given to scholars upon entering. When scholars are involved in this type of activity on a daily basis, a routine is established, and the teacher can take attendance and collect homework. **All attendance must be taken and entered in PowerSchool by 8:30 am daily. Instruction must begin at 8:30 am.**
- Classroom rules are crucial to an effective classroom management system. **Classroom rules and procedures must be enforced beginning the first day of school. Teachers must continuously enforce and lead scholars into practicing classroom rules and procedures during the first two weeks of school and throughout the school year.** Keep rules simple and limited in number. Usually, three to five rules are sufficient to cover most areas of behaviors. Display the rules in a prominent place and review them often as a constant reminder of behavioral expectations. Classroom rules are most effective when developed with scholars; this gives scholars ownership and "buy-in" of the rules!

Management Guidelines

- I. Establish yourself as the authority in the classroom, not the administrators.
- II. The 5Ps will serve as our scholar expectations (Prompt, Prepared, Productive, Polite, and Patient). Work with your class in establishing what the 5Ps look like in the classroom. It is easier for them to meet the expectation if they have had input in their making.
- III. Post the expectations where they are visible. Don't make an excessive number of rules. Keep them short and simple and easy to obey.
- IV. Do not play favorites. Be fair.
- V. Effective classroom management demands modeling behavior, which is congruent with behavior, expected of scholars.

- VI. Use a private conference to discuss a Scholar's behavior. Don't make the Scholar a class hero in attempting to humiliate him/her.
- VII. Inappropriate conduct on a teacher's part invites a scholar's response in kind and leads to further complications. Let go of the power struggle.
- VIII. Use firmness and consistency along with fairness and courtesy.
- IX. Do not use abusive, suggestive or foul language in the classroom.

School-Wide Management

Good school discipline is accomplished through a collaborative effort of all teachers, staff and administration. Each teacher, staff member, and administrator is expected to observe Scholar activity in the building, on campus and on activity trips. If a Scholar's conduct is out of order, it is to be corrected **immediately** by any staff member at any time or place. HIAT is a village. Scholars need consistent correction in a timely fashion and they must learn to respect ALL adults.

Classroom Procedures

From the time scholars enter your classroom, they must know your expectations. Procedures dictate what scholars are to do and how they will work. Procedures are necessary for several reasons. First, they are needed to effectively function in your classroom. Second, they reduce classroom interruptions and discipline problems because they tell scholars how things will work.

A smooth running classroom is the result of a teacher's ability to effectively teach procedures for just about everything in their classroom. There are basically three simple steps to follow when teaching a procedure. You must explain what you expect of the scholars, then practice it, and lastly reinforce it until it becomes a routine. Beginning the first day of school, you must have a procedure for the following:

- ❖ Entering the classroom
- ❖ Leaving the classroom
- ❖ Transitioning to/from activities
- ❖ Being in the hallway
- ❖ When to sharpen your pencil
- ❖ Collecting papers
- ❖ Asking a question
- ❖ Etc.

You must spend the first week of school introducing, modeling, and practicing procedures. This must continue until the procedures become a routine. If you find that scholars are not getting it, then reteach the correct procedure, offer feedback and rehearse until you find it acceptable.

Confidentiality/FERPA

A scholar's progress and behavior is a matter between teacher and parent (legal guardian) and should ALWAYS be kept that way. A scholar should NEVER be discussed openly in hallways, workrooms, teacher's lounge, parking lots, or in any open area. A scholar should NEVER be discussed with a parent other than his/her own, or with any school personnel

not having direct interest and/or contact with the scholar. If it is necessary to discuss a scholar with someone other than a staff member or parent (i.e., doctor, psychologist, tutor), a third party release must be completed and signed by the parent. FERPA is a federal law about scholar information. Please understand that knowledge of scholars and their families is power and must be used with extreme caution and care.

Copy Machines/Copy Codes/Copy Paper

The staff copy machine is located on the 2nd floor in the staff restroom. Supplies will be replenished daily as need. Please refrain from using the copy machine in the main office.

Discipline(Scholars)

See Behavior Handbook for Guidance.

Discipline(Teachers)

Below you will find our Discipline Levels as it pertains to teacher conduct and Performance!



Offense Levels

Level ONE	Level TWO	Level THREE
Behavior that conflicts with staff/organizational norms, values and culture.	Behavior that threatens the high quality educational experience for scholars/staff.	Behavior that directly threatens or harms scholars, staff or the organization.
Examples: → Tardiness → Attitude with staff → Inappropriate attire → Inappropriate use of technology → Gossiping → Minor theft → Breaking confidentiality	Examples: → Missing deadlines → General incivility → Leaving students unattended → Unapproved time off → Insubordination → Unapproved Absence → Theft	Examples: → Physical contact with a child/staff/parent → Bullying of any kind → Inappropriate relationships → Discrimination → Legal investigations outside of work

Below you will find an explanation of how each level will be addressed by your supervisor:



How to Address Level One Offense

	Owner	Steps to Take	Document
First offense	Manager	Manager will have a restorative conversation with staff member. The purpose of the discussion is to name the issue, gain understanding of why the issue exist and reinstate expectation.	Email
Second offense	Manager	Manager will have a second restorative conversation and will follow up by email that the conversation took place and the agreed upon steps that were taken.	Email
Third offense	Manager/ HR Rep	Manager will have a third conversation with employee during which a warning letter will be presented or immediately sent via email following the conversation.	Warning letter
Fourth offense	Manager/ HR Rep	This elevates to a level 2 offense and therefore, step 1 of level two is executed.	Warning letter



How to Address Level Two Offense

	Owner	Steps to Take	Document
First offense	Manager/ HR Rep	Manager will have a restorative conversation with staff member and warning letter will be issued. Depending on the offense, training may be provided as an additional step. For performance only related concerns, a Coaching Process is initiated. (We will create a separate process for this)	Warning letter
Second offense	Manager/ Reg Dir/ HR Rep	Suspension and final written warning letter is issued. This process will take place in partnership with Regional Director and following legal counsel.	Warning letter
Third offense	Manager/ Reg Dir/ HR Rep/ Legal	Recommendation for termination is submitted to Senior Leadership Team . An appeal process may follow, if staff member request one. The process will involve hearing staff member and reviewing any documents presented from the staff member. Final decision is made within 3-5 days.	Termination letter



How to Address Level Three Offense

	Owner	Steps to Take	Document
First offense	Manager/ Reg Dir/ HR Rep/ Legal	Regional Director is immediately involved. Disciplinary conversation takes place with final warning letter issued. Depending on the offense, immediate suspension and investigation will follow. Depending on results of investigation, termination immediately follows. Alternatively, training may be required as a result of the investigation.	Warning Letter
Second offense	Manager/ Reg Dir/ HR Rep/ Legal	Regional Director is immediately involved. Recommendation for termination is submitted to Senior Leadership Team . An appeal process may follow, if staff member request one. The process will involve hearing staff member and reviewing any documents presented from the staff member. Final decision is made within 3-5 days.	Termination letter

Dress code – Dressing for Success

Many times teachers are judged upon how well-dressed they appear. It does not matter if it is a classroom setting, teacher/parent conference, or open house, teachers should dress for success every day of the week. Failure to dress appropriately can impact the way you are viewed as an educator by parents and scholars. Dressing for success allows teachers to gain the respect needed to set a positive example for their scholars. Many times, scholars adamantly oppose their dress code policy for various reasons. For example, they feel they should have the opportunity to wear hats in school. An important point to remember is that children are very good at modeling the behavior they observe in adults.

All employees must exercise good judgment in their choice of professional appearance for work and work-related activities by always appearing in a way that is appropriate to the situation, and that will invoke;

- ✓ a positive impression from the community; we must dress in a way that promotes our school value
- ✓ provide appropriate role modeling for scholars,
- ✓ promote a working and learning environment that is free from unnecessary disruption, and be conducive to high scholar and staff performance.

Monday is HIAT POLO/Spirit Wear day for all staff. Staff must wear their HIAT POLO with professional bottoms.

Tuesday-Thursday Professional Formal or Professional casual is accepted (No JEANS). For field trips, staff should dress as the scholars are asked to dress. If scholars are wearing jeans (outdoor or activity trips only), staff may wear jeans.

Friday is Dress Down Day. Staff is allowed to wear denim but “school appropriate” clothing. Jeans and tennis shoes are permitted!

Dressing for SUCCESS!

- Dress slacks or skirts
- Dress shirts/tops/sweaters
- No spaghetti strap tank tops
- No low-cut shirts
- No dresses or shorts that are shorter than knee length
- No back out shirts
- No belly tops/halter
- No see-through or damaged clothing
- No shirts with inappropriate, racial and/or sexual language on them
- Crocs, flip-flops, slippers, etc. are prohibited

Email and Other Forms of Communications

- I. Within HIAT our primary source of communication occurs via HIAT’s email platform. All staff are required to check their email twice a day. **Once in the morning and once in the afternoon to ensure everyone is kept informed with**

the most current information.

- II. Please be aware that your work email is not your personal email. Please use it for professional purposes only.
- III. Mailbox: Each teacher is assigned a mailbox at the beginning of the school year. Names are placed under each mailbox. Teachers should check and clear their mailboxes daily. Mailboxes are located inside the teacher's copy center on the 2nd floor.

Evaluations

- I. All classroom teachers will be formally evaluated two times a year.
- II. Informal observations will occur regularly for coaching and monitoring purposes.
- III. Peer observations are expected and will occur regularly.
- IV. A feedback session will be scheduled after each evaluation/observation.

Grade Guidelines and Grade Book

Digital and Hard Copy Gradebook

In an effort to hold scholars (and parents) accountable for their learning, scholar performance will be communicated in a fair and conflict-free manner. It is imperative that scholar's progress be updated in PowerSchool weekly on Sundays, so that parents (and scholars) may view their current performance.

When scoring Scholars' work, please consider the following balanced grading system:

- ✓ Take into consideration individual differences and rates of learning.
You are grading scholars based on continuous achievement guidelines.
If scholars are being taught on their level, scholars should achieve.
- ✓ Grades should be based on performance of the learning objective and should be recorded accordingly.
- ✓ Provide scholars with the opportunity to work to a high standard that was not mastered or was missed due to excused absences within a reasonable amount of time.
- ✓ Grades should include multiple factors such as effort, class participation, exams, quizzes, homework, supplemental work, performance assessments, projects and reports.
- ✓ Make sure that your grading expectations are clear and easy to manage. The more straightforward your grading practices the easier for scholars and parents to understand.
- ✓ Communicate to parents when a scholar is doing well.
- ✓ Inform parents through informal and formal communication when a scholar's work and performance is unsatisfactory or shows marked or sudden decline. ***If a scholar is performing below expectations at the end of a quarter, parents will receive an official letter from the teacher to inform them of unsatisfactory progress. The teacher will be required to submit the names of these scholars on the distributed Google Forms document no later than a week before the grading period ends.*

Balanced Grading System

The following serves as a guideline for entering grades into PowerSchool:

A. Categories:

- (1) Summative assessments are weighted (30%). All tests are summative assessments.
- (2) Formative assessments are weighted (15%). Formative grading categories include **quizzes, classwork, and participation scores**.
- (3) Classwork grades are for work completed independently.
Participation/effort grades are to be reserved for small group learning tasks.
Classwork is weighted at (25%).
- (4) Homework (10%) and Project (20%) scores are separate categories.

Grading Scale

A= 100%-90%; **B**= 99%- 80%; **C** =79 %-70%; **D**= 69%-60%; **F** = Below 59%

Homework

Homework should be assigned Monday - Thursday. It is advised that you do not give out homework as “busy work”. Homework should be connected to the curriculum to reinforce previously taught skills. Timely and meaningful feedback on homework improves scholar achievement, so homework practices should be fair and manageable for parents and teachers.

Note: Although homework is a type of formative assessment, it is listed as a separate category in the gradebook.

Procedures

1. Teachers will only assign homework that is related to the curriculum.
2. Homework evaluated for learning should be recorded in PowerSchool.
3. Timely and meaningful feedback of homework will be provided; feedback may take a variety of forms, as determined by the teacher.
5. School staff will communicate these procedures in writing to scholars and parents at the beginning of the school year.

Intervention

Response to Intervention (RTI) approach represents a process for assessing and maximizing the “opportunity to learn” for scholars who are struggling in any content area. It emphasizes the importance of effective, culturally responsive instruction, and early intervening service for all scholars prior to making a referral to Special Education.

- I. RTI focuses on “accountability for results.” The plan, as it pertains to reading includes:
 - a. High-quality, culturally-responsive classroom instruction
 - b. Scientifically-Based Reading Research
 - c. Universal screening
 - d. Continuous progress monitoring

- e. Early implementation of research-based interventions
 - f. Progress monitoring during intervention
 - g. Fidelity Measures
- II.** The intervention block is mandatory and must be carried out with fidelity on a daily basis. The primary reading and math intervention skills will be determined based on NWEA data and weekly assessment data.

Keys/Fobs

All teachers and support staff will be issued keys and fobs at the start of the school year. You are responsible for returning all school issued items at the end of the year and/or immediately following employment separation. It is your responsibility to notify the Operations Manager if keys and/or fobs are lost or stolen during the school year. Each key fob has a \$25 replacement fee and classroom keys are \$5 to replace.

Language/Speaking to Children

Children will always need correction to grow and mature properly. When correcting a scholar, staff should not “yell” or swear. Staff should not insult children or put them down when correcting them. There should never be an argument between staff and scholars.

Legal Responsibilities

- I. Child Abuse. Teachers are legally responsible for reporting suspected child abuse as required by state law and PLA policy. After reporting suspicions, teachers must verbally inform an administrator immediately (not via email).
- II. Threats of Harm to Self or Others. Teachers are legally responsible for reporting threats of harm as required by PLA policy. Teachers must verbally inform an administrator immediately of the situation (not via email). An Incident Report will be required for documentation.
- III. Sexual Harassment/Bullying. Teachers are legally responsible for reporting incidents of sexual harassment/bullying as required by PLA policies. Teachers must verbally inform an administrator. An Incident Report will be required for documentation.
- IV. IEPs and 504s. Teachers are legally required to attend meetings. Teachers are also required to complete and return to the Special Education Teacher necessary documents by the date specified.

Lesson Plan & Assessment Requirements

Weekly lesson plans and staff created assessments must be submitted to the Instructional Coach and Instructional Specialist (interventionist) via online submission by Sunday at 4:00 pm.

Parent Communication and Conferences

It is important to develop and maintain positive and on-going communication with your parents. Communication should focus on useful information regarding the scholar's academic and behavioral progress.

Making Connections with Parents:

- o K-8 Academic teachers **MUST** make contact with parents **ONCE** every 2 weeks.
- o Document **ALL** communication in your communication log. Monthly communication logs must be submitted to the principal by the 5th of month via Google Drive.
- o **It is imperative that all written communication (notes, memos, newsletters, etc.) going out to parents MUST be submitted and approved by administration.**

Returning Calls/Notes:

- o All telephone calls from parents should be returned within 24 hours.
- o All written notes from parents should be answered with a phone call or a note home within 24 hours.
- o Get email addresses from parents and utilize email as frequently as possible.
 - Do **NOT** delete these communications.
- o Keep the communications for documentation for Parent-Teacher Conferences

Conferences:

- o Teachers are required to be present for conferences during each scheduled report card pick up day.
- o Teachers may schedule additional conference time before or after school, or at a mutually convenient time.
- o Teachers are asked to please maintain a log of all conferences held and/or attempted. Additionally, a conference should be initiated any time a scholar is experiencing academic or behavioral complications.

Parties

All parties dedicated to holidays (i.e. Halloween, Christmas, etc.) **MUST BE APPROVED BY THE OPERATIONS MANAGER!** An email explaining the party logistics must be submitted a minimum of one week before the scheduled party. Classroom birthdays are allowed at the teacher's discretion. Parents that wish to celebrate a birthday may bring treats to be shared during the lunch period **ONLY**.

Progress Reports

- o Parents will receive progress reports four times per year. Additional reports may be sent out when scholars are performing below academic expectation.
- o Teachers will communicate with parents of scholars who are failing bi-weekly. The method of communication is entirely up to the teacher—email, phone, written note attached to progress report, etc. Please document your communication. This documentation will help school administration with future communications with families and parents.

Recess

Scholars in grades K - 5 school day will include a recess time. Typically, scholars will go outdoors for recess. Inclement weather, excessively cold wind chill, or unsuitable playground conditions may result in an indoor recess period. Administration will determine whether recess will be inside or outside keeping the health and safety of scholars in mind. Instructional assistants and security will supervise scholars during recess.

Restroom Breaks

- o Scholars in grades 6-8 may not use the restroom during mini lessons. Scholars may be allowed to individually use the restroom during independent activities and/or small groups with a pass.
- o Scholars in grade K-5 will have scheduled bathroom breaks.

Social Networking Sites

HIAT employees are personally responsible for all comments/information they publish online and social media. By posting your comments, having online conversations etc. on social media sites you are broadcasting to the world. Be aware that even with the strictest privacy settings what you 'say' online should be within the bounds of professional discretion. Comments expressed via social media under the impression of a 'private conversation' may still end up being shared into a more public domain, even with privacy settings on maximum. **Please see PLA Social Media Policy for more details.**

Staff Meetings/Team Meetings

- O Daily/Weekly staff meetings will take place at 7:50 at the Principal and/or IS discretion.
- o Team/Department PLCs will take place weekly on Tuesdays during your scheduled planning time.
- o Attendance is mandatory at all scheduled meetings.

Scholar Ambassadors

All classrooms are required to have a scholar Ambassador. The scholar Ambassador's responsibilities are the following:

- o Greet guests when they enter the classroom (This includes admin, other teachers, other staff, guests in the building).
- o Explain what they are learning at that moment. (They can recite the "I can statement" and/or explain what activity they are engaged in).
- o Ambassadors should change every quarter!

Scholar Helpers

All Classrooms are required to have scholar helpers. The scholar helpers may be

responsible for the following:

- o Passing out/collecting papers
- o Sharpening pencils
- o Bathroom monitors
- o Line Leaders
- o Hallway Monitors (During Middle school passing periods)
- o Cleaning the board

Helpers should rotate every quarter! This will give all scholars a chance to do something. There should only be 1 job per helper. Your Ambassador can be a helper as well.

Substitutes FOLDER

Each teacher must have an up to date substitute binder that includes the following documents:

- o Class Roster
- o 3 days of work complete with: Hard copy of the plan, classwork and homework uploaded. The work should be reviewed and relevant, not busy work. The folder should be updated monthly. If the sub work is used, be sure to replace it within the next week.
- o Daily Schedule
- o Class Expectations
- o Procedures
- o Management Plan
- o Any other relevant information the substitute may need
- o Login Information for online applications (Google, Zearn, etc.)
- o Websites and login access that will be used for scholars

Supervision

Supervision in the halls, on the playground, during assemblies, etc., is a responsibility we all share. If a staff member witnesses misbehavior by a scholar, not in his/her class, it is that person's responsibility to recognize it. Likewise, if a teacher witness's extraordinary behavior, it is the teacher's responsibility to recognize it. A teacher or instructional assistant must supervise scholars if they are allowed to leave the classroom and work in another location.

Tardiness

All staff members are expected to be on time for work daily. It is understandable that situations occur that are beyond our control, please contact the main office if you know you will run late.

- o Arrival time for all staff is 7:45 a.m. You are officially late at 7:46 a.m.
- o Staff members that are tardy three or more times will result in a formal write up.

Time Management/Urgency

Urgency is the opposite of complacency. A complacent school, complacent administration, or a complacent teacher is detrimental to our scholars; every minute of every day matters. The only way our scholars will learn to effectively manage time and to execute tasks with fidelity is through our demonstration. Below are some of the ways staff will be expected to demonstrate urgency:

- o Transitions between activities should be completed swiftly.
- o Plan around and follow the outlined schedules.
- o Every minute of instructional time should be used for instruction. Scholars are never done learning and teachers are never done teaching. There is always more to accomplish.
- o Build the relationships: Everything that happens (or doesn't happen) in your classroom is greatly impacted by your relationships with the scholars.
- o Set specific daily goals and achieve them.
- o Arm our children with knowledge; Scholars should know their current grade, skills they've mastered, and what they need to work on. If they do not know, it can be hard for them to be invested in their classwork, especially older scholars. If scholars consistently know their grades, are given clear feedback about why their grade is what it is, what skills or topics they need to focus on for improvement, then they're more likely to feel empowered and have a sense of urgency to work on the specific things that will push them forward.
- o Make it meaningful; as often as possible, we want to connect each daily lesson to a meaningful context. If scholars are excited for an upcoming project or lab later in the unit, their sense of urgency will increase if they know how each specific skill prepares them for success. A big picture context can also increase urgency, like being able to relate skills to success in college or a specific life situation.



ACKNOWLEDGEMENT

RECEIPT AND REVIEW OF STAFF HANDBOOK

After reviewing this handbook, please print out this page, sign and date it and return it to the Office Manager on or before **August 11, 2023**.

I acknowledge that I received HIAT's 2023-2024 Staff Handbook and I understand that it is my responsibility to read and comply with the policies contained in this handbook and any revisions made to it.

Employee's Signature

Employee's Name (Print)

Date