

Maria Montessori Academy



Employee Handbook 2019-20

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Welcome to Maria Montessori Academy!

We would like to take this opportunity to formally welcome you to the Maria Montessori Academy (MMA) family. Together, we can make this year a rich and happy learning experience for everyone. The mission of Maria Montessori Academy is to provide an individualized grade K-9 education that promotes academic excellence founded on the authentic philosophy of Dr. Maria Montessori. MMA will craft each child's education in partnership with educators and parents to achieve higher levels of academic, personal and social achievement, thereby preparing students to become constructive contributors to their community. Our mission statement identifies key philosophical elements that will enable and encourage students in their educational journey.

We believe in our school and ask you to support us in our quest for providing the best educational opportunities for all of our children as they prepare themselves to be productive citizens in our global community. We are here to assist children in reaching their potential. We ask for your support and cooperation.

ABOUT THIS DOCUMENT

The policies stated in this Handbook are intended as guidelines only and are subject to change at the sole discretion of the Director of the school or the Maria Montessori Academy Board of Directors. All staff members are responsible for upholding the policies and procedures stated herein, and in the Parent Handbook, Junior High Handbook, employee agreement, and/or other procedural documents. Those guidelines should be read carefully and questions should be addressed to the Director for clarification.

SCHOOL PERSONNEL

A complete list of school personnel with contact information is listed on our webpages for [Faculty](#), [Staff](#), and [Instructional Assistants](#).

POLICIES AND PROCEDURES

A complete list of policies and procedures can be accessed on [MMA's website](#). It is your responsibility to know and abide by these procedures. Please consult with the Director if you need clarification.

CALENDAR and DAILY SCHEDULE

The school calendar is available on [MMA's calendar website page](#). A calendar will also be distributed at the beginning of each school year. The daily bell schedule, half-day kindergarten schedule, and early dismissal schedules are also found on [MMA's schedule website page](#).

STATEMENT TO STAFF

In this document we discuss our beliefs about, expectations of, and intentions with all staff members. Our fundamental premise is that we have selected a staff of talented, competent, responsible adults, and that you, in turn, have chosen MMA as the place you want to be. These individual decisions were based on our shared vision of what education and the MMA community might be. We would like to share the vision, which is based on valuing and practicing cross-cultural understanding, holistic teaching/learning, and family/community involvement.

We believe that learning is an active process of self-construction, which occurs as we (children, parents/guardians, teachers/staff, and friends) go about our everyday routines in the company of other people. There are two critical notions embedded in this view of learning.

First, all learning constructs (emotional, social, ethical, aesthetic, creative, wellness, intellectual and “school success”) are intertwined; they simply cannot be separated. Schools and homes are social learning environments— just being in the company of others affects and changes each of the participants.

Second, we each (children and adults) bring to this community our own unique personal history. We, as staff, need to listen to — in the deepest sense— children’s and parents’ personal stories (perspectives), and also to each other’s stories if we want our curriculum and everyday classroom experiences to be meaningful. If we do not base our curriculum and practices on these stories, we end up creating “busy work” environments. These “busy work” environments look good, but are not effective if true learning is to take place. Ongoing, two-way communication between families and staff is the only way to ensure meaningful home and school environments. If we only focus on our classrooms and ignore children’s home lives (their home stories), we are only doing half our job.

We come together as a staff, not only with our vision and personal stories, but also with expectations of and responsibilities to each other. We will promote the highest quality, professional, consistent, and respectful school environment. We will support each person’s personal and professional endeavors to the best of our ability. In turn, we expect each of you to be 100% accountable for your performance and to work collaboratively with all other members

of our community. We expect you to stay informed of school matters by attending staff meetings, Parent Education events, and other school functions, and by reading staff updates/emails and the school newsletter.

STAFF ATTENDANCE & PAYROLL

STAFF ATTENDANCE

- Attendance is a crucial part of the consistency and well being of the school and, more specifically, the child.
- All staff should be on time and work according to their agreement and schedule. The Director will address tardiness on an individual basis.
- Full-time staff are required to be in attendance at all school wide functions in which you sign-up and/or assigned.
- All teachers are required to attend all level meetings, which normally happen on Tuesday from 3:30-5pm.
- Attendance is required at all monthly staff meetings, which normally happen on Mondays from 3:30pm until 5pm.
- Absence from a staff meeting must be submitted in writing via email to the Director at least 1 week (7 days) prior to the staff meeting.
- Staff children should only be present for staff meetings in emergency situations. Please make arrangements for them to remain in your classroom with appropriate activities.

STAFF SIGN-IN / SIGN-OUT PROCEDURES

Non-salaried, hourly staff need to sign in and out each day under the "hourly daily sheet" tab in the sign in/out binder. Hourly employees who have to sign time sheets every other week will also complete their weekly timesheet under the timesheet tab. It is recommended that staff members fill in their time sheets each day; however, time sheets must be *completed and signed* by 3:15pm on the last Friday of the pay period to ensure timely payments. Hourly staff should not exceed the hours stated on their employee agreements unless they have completed the request for extra hours form and received approval from the Director *prior* to working over their hours.

Salaried teachers do not have to sign in daily, *unless* they arrive to school after 8am or leave before 4pm. In these cases, teachers should sign in/out under the "staff sign out" tab of the sign in/out binder.

Substitutes will sign in and out under the "substitute sign in" tab in the sign in/out binder.

Everyone who is present for work and then leaves the building for any reason during the school day needs to sign out and then in under the "staff sign out" tab of the sign in/out binder. This is for safety reasons, to account for all souls in the building if there were an emergency.

LEAVE REQUESTS

- Administration must approve all personal leave in writing. You must use the appropriate Request for Leave form. The forms are available in the teacher workroom and digitally available on the Google drive.

- If you are going to be absent or leave early for any reason, you must fill out a Request for Leave form and submit this form to the Assistant Director's mailbox at least 48 hours before your absence and after you have secured a substitute.
- It is your responsibility to confirm a substitute for your absence. A substitute for planned absences must be confirmed within one week of your absence.
- Special education assistants are required to secure a substitute for their absences. General education classroom assistants do not require substitutes.
- You will be emailed by the Assistant Director as to whether your request for leave was approved. The Request for Leave will be "pending" until a sub is secured.
- Special education staff needs to get the Special Education Coordinator's initials on the Request for Leave form prior to submitting the form to the Assistant Director.
- If you believe that your time off should be considered professional development and not time taken from your paid time off balance, please note that on the Request for Leave form and submit the accompanying PD Request form.
- Exception: Oral permission from an administrator by phone or in person is acceptable for emergencies only. Immediately upon returning to work, fill out the Request for Leave form and submit it to the Assistant Director.
- We have limited substitutes; therefore, leave approval will be determined by severity of need.
- Once a sub is confirmed, email office@mariamontessoriacademy.org with details of what arrangements have been made and accompanying sub plans.
- Email lesson plans to office@mariamontessoriacademy.org, the assistant, and related special educators.

PROCEDURES FOR EMERGENCY ABSENCES (Teachers only)

- Arrange for a sub to cover your absence.
- Once the sub is confirmed, email office@mariamontessoriacademy.org with details of what arrangements have been made and accompanying sub plans.
- Email lesson plans to office@mariamontessoriacademy.org, the assistant, and related special educators.
- All sub plans and emails must be submitted prior to 7:30am on the day of your absence.
- If you are unable to confirm a substitute, communicate that information by 7:30am via email to office@mariamontessoriacademy.org.
- Complete the Request for Leave form and submit it to the Assistant Director's mailbox immediately upon your return.

PROCEDURES FOR EMERGENCY ABSENCES (Hourly Staff)

Contact your teacher by phone, text, or email the night before or by 7:30am on the day of your absence. You must also email office@mariamontessoriacademy.org within the same time frame. Contact with your teacher and the school is important. Special education assistants should make every effort to secure a substitute and communicate this information when they email office@mariamontessoriacademy.org.

PAYROLL

MMA follows a bi-weekly payroll for all hourly employees, with pay dates every other Friday of each month. All salaried employees will be paid twice per month on the 15th and last day of each month. In the event these days fall on a holiday or weekend day, payroll will be done on

the business day before. All payroll will be processed through Direct Deposit unless otherwise arranged. Pay stubs are available online only.

SCHOOL SECURITY

KEYS

- All staff will be issued an electronic card key to the building. Lead teachers will be issued a hard key to your classroom and office. Your electronic card key will grant access to the building between the hours of 7:15am and 4pm Monday through Friday. You may email a request to the Director if you need to access the building outside of this schedule.
- Should you need access to areas of the building to which your key doesn't give you access, you may check out a key from the front office. You will be required to return this key to the office immediately after.
- Even for a short period of time, **YOU MUST NEVER LOAN KEYS TO ANYONE**, especially students and including your own family members.
- Do not label your keys.
- Report all lost or stolen keys to the front office immediately to ensure security.

ALARM SYSTEM

- Teachers will be given a 4-digit security code for the alarm system. It is your responsibility to remember this code and use it to arm and disarm the school alarm when appropriate.
- The first staff member to arrive in the morning disarms the alarm and the last staff member to leave in the evening arms the alarm.

CLASSROOM SAFETY & SECURITY

- Classroom security is your responsibility. Lock your doors when leaving for the day.
- Do not store valuables in your classroom. The school does not carry insurance on your personal things.
- Chemicals should be inaccessible to students. All chemicals should be in their original container or in a general container and labeled.
- Knives should be locked in a drawer or cabinet while not in use. Students should be instructed on proper knife use and safety. Students should be supervised while using knives.

BUILDING SECURITY

- When you enter or leave the building outside of working hours, make sure the door shuts and locks behind you.
- Never prop open doors as this is a threat to building security and also damages doors.
- Staff should enter the building through the front doors at the office. This is necessary to keep the gate on the south side secure and closed. This will also help prevent students hanging out before and after school.
- All gates should remain locked. If you unlock the gate, lock the chain securely to the gate while not in use and spin the numbers on the code to prevent the chain and lock from disappearing and to prevent others from seeing the code.
- All classroom doors should be in the locked position at all times. The magnetic strip should cover the latch when teachers do not want the door lock engaged. This procedure is

important in the case of an emergency lock down as doors will be locked and secured quickly by pulling the magnetic strip.

- Closet doors should be closed and locked. In most cases, this is where teacher supplies are stored and it is not appropriate for students to be in this area. Keeping these doors locked is especially important when you share access to that storage area. Children may hide in these spaces when left unlocked. Communicate with your closet partner to figure out what procedure will work best for you both.

VISITORS

All visitors will be required to wear a designated identification badge. Staff are responsible for all visitors in the building. If a staff member encounters another adult in the building without a badge, staff are required to confront the individual and then walk the visitor to the office to complete the proper protocol for being in the building. The school's administration will periodically conduct tests on this procedure.

EMERGENCY PROCEDURES

Room Clear: If a student or situation is causing danger to themselves or others in the classroom, the room must be cleared. If this happens, an administrator will be called immediately. One adult in the classroom (teacher or assistant) will instruct students to immediately leave in an orderly and calm fashion. This adult will supervise the class and teach in an alternative location while the other adult stays in the classroom to diffuse the dangerous situation. If the situation in the classroom becomes too dangerous, the teacher or assistant should leave the classroom to avoid injury and wait for the administrator to address the situation if they are not already present.

Staff should be familiar with and be ready to follow all procedures outlined in [MMA's Emergency Guide](#).

The curtains at the long windows beside your doors need to remain open at all times - unless we are in lock-down mode. Please push the curtains open or tie them with a ribbon. Let the office know if you are in need to a tie to keep them open.

COMMUNICATION EXPECTATIONS

PARENT/GUARDIAN COMMUNICATION

Every teacher will be responsible for maintaining a class blog and updating the blog weekly. Showing parents pictures of classroom activity is encouraged; please ensure that you follow safe and best practices when doing so. Since our blogs are open to anyone who clicks on the online link, it is best to *not* post pictures that show student faces or identifiable information – like their name on a folder. Save the personal pictures of students working for a class email – that is not open to everyone online.

Never post pictures of students who have opted-out. You can find out whether a family has opted out their child in Aspire.

Parent/Guardian communication is crucial to student success. Contact parents/guardians early if you feel as though a child is struggling - academically, behaviorally, socially, or emotionally. Junior high teachers are required to contact parents/guardians of students in danger of failing by email or phone each midterm as well as two weeks before the end of each quarter.

Follow the [Student Conduct and Discipline Administrative Plan](#) and contact parents/guardians early when there are level 1 behavior infractions. Contact to families should also be made when a child is excelling - academically, behaviorally, socially, and emotionally. Creating trusting partnerships with families is key to classroom management.

Junior high teachers will provide office hours at least once per week from 3:15 until 4pm where students can come to complete re-assessments or get extra help when needed. These office hours need to be advertised to parents and consistent in the day in which they are offered.

If you have direct parent confirmation or even hear that a parent may be withdrawing their child from MMA, please notify the office ASAP. Please do not assume that the family has communicated their intent to leave to anyone else. Please relay to families that there is a procedure for withdrawing their child and it starts in the office.

COMMUNICATING EVENTS & VOLUNTEER OPPORTUNITIES

All teachers will maintain [Track it Forward](#). All teachers are required to utilize this resource, provided by MAPA, our parent organization. Track it Forward is a way to advertise your events and how you will engage parents in volunteering in your classroom. When you first sign up, you will have to be approved and then you'll have to be switched from parent/volunteer access to organizer. This allows you to create events on the page.

When you create an event in Track it Forward, please tag it with your name. This allows parents to filter the millions of events on the calendar to only see their child(ren)'s teacher(s).

If you have technical difficulties, don't see a tag with your name, or have not been approved and/or designated as an organizer, please [email MAPA](#) as soon as possible as families expect to find your events here.

SCHOOL WIDE EMAIL COMMUNICATION

Each employee has been provided with a school email address. It is the responsibility of each employee to check this email address daily for updates from staff and administration. Any employee unsure of how to access their email should communicate directly with the school office for assistance.

REPORTING STUDENT ISSUES

STUDENT ILLNESS AND INJURY

We do not have a school nurse on staff. Therefore, when students are ill or have sustained an injury, you must notify the front office. Please comply with the following procedures:

- If any student experiences an injury on the playground, the first adult outside that they report their injury to will fill out an injury report and send the child with the injury report to the office for medical attention. If the injury is more severe, an adult or responsible peer will accompany the child to the office with the injury report.
- If a student experiences an injury in the building, the first adult inside that they report their injury to will fill out an injury report and send the child with the injury report to the office

for medical attention. If the injury is more severe, an adult or responsible peer will accompany the child to the office with the injury report.

- All parts of the injury report should be completed objectively. For example: *NOT*: Student does not have concussion. --> Instead: Student's pupils were dilating.
- Do not mention other students' names on the Student Injury Form. If other students were involved and disciplinary action was necessary (fight at recess, for example), the entire incident should be documented in Aspire and steps of the Behavior Plan should be followed.
- If injury warrants immediate medical attention, office staff will notify the parent/guardian to determine next steps. In the event we cannot connect with a parent/guardian, the Director or designee will make that decision.
- If an injury is more severe, the child's parents/guardians must be contacted immediately from the office.
- If the injury to the head, or any part of the head (ear, eye, nose) is sustained, a *phone call* must be made to parents/guardians immediately - even if the child refuses an ice pack and therefore never visits the office. An email is not good enough when there is a head injury involved. After you make the phone call home - document this on the Student Injury Form before submitting it to the office. Student injury forms are located in the workroom.
- If the injury sustained did not involve the head (where office staff call home), the classroom teacher will contact parents/guardians via phone or email and document this on the bottom of the injury report. The teacher will scan the completed injury report and email to parents/guardians before submitting the final copy to the office.
- Notification of parents must be in such a way that undue apprehension is not caused the parents. Do not allow students to contact their parents regarding illness or injury until the school personnel have notified parents.

STUDENT BEHAVIOR REFERRALS

- All staff will follow the [Student Conduct and Discipline Administrative Plan](#).
- All minor classroom-level behavior infractions and consequences as well as administrative-level behavior infractions needs to be recorded in Aspire by the teacher.
- When documenting the incident in Aspire, be very specific about what caused the referral. For example: if the student is being referred for fighting, do not write, "Was in a fight." Write exactly what happened in objective terms.
- Unless a child is at infraction level 3 or 4, as outlined on the Student Conduct and Discipline Administrative Plan, they should stay in the classroom with appropriately assigned interventions and/or discipline.
- If the student needs to be addressed immediately by an administrator (level 3 or 4 on the Student Conduct and Discipline Administrative Plan), please alert the administrator to come to the child or accompany the child to the office - in addition to checking the "alert admin" box in Aspire. The administration should be alerted in person by contacting the office via phone, in person, or by radio.

STAFF EXPECTATIONS

PERSONAL INFORMATION

All staff should notify the Director immediately of any changes in address, phone number, or any pertinent life changes such as marriage or birth of a child.

NON-SMOKING/TOBACCO FREE POLICY

We believe in the right of all people to breathe clean air. To help protect the health of our learners, families, staff, and our global community, we are a Tobacco Free Campus. Smoking is not permitted on the school premises or at school events. Staff should take great care in assuring that if they go off campus to smoke and that they do not smell like smoke upon their return.

PROFESSIONAL DEVELOPMENT PROCEDURES

All staff members at Maria Montessori Academy are encouraged to be members of a professional Montessori organization and to adhere to the standards of the organization. All full-time staff members, in conjunction with administration, are expected to write goals each year to strengthen their personal and professional development. These goals will set the path for the evaluation process where self-evaluation and mentoring pave the road to further development of the individual and the school.

MONTESSORI & OTHER CONFERENCE FEES

A predetermined amount of the regular conference registration fee will be paid if you are delegated to attend a conference. If you are a presenter at the conference, you may apply to receive reimbursement. The administration will determine which employees will attend these conferences.

EXPECTATIONS OF A MONTESSORI PROFESSIONAL

All Staff Members are expected to:

- Demonstrate a true love and respect for children/teens and their individual learning differences.
- Demonstrate knowledge of and commitment to Maria Montessori Academy's mission statement, beliefs, school wide goals, personal, and professional goals and delivery of instruction.
- Demonstrate the characteristics of honesty, integrity and sense of humor.
- Demonstrate the ability to effectively deal with confidentiality issues.
- Communicate directly and effectively with all staff members without adhering to gossip or speaking ill of others at any time.
- Show compassion and empathy with parents/families at all times without adhering to gossip or speaking ill of others at any time.
- Be constantly aware of the appropriateness of the conversations that we have with co-workers, learners, and other adults.
- Show evidence of on-going professional growth.
- Model positive attitudes and courtesy for all children and adults,
- Demonstrate an ability to communicate and collaborate with colleagues, parents and community.
- Be flexible and open minded to new ideas and processes.
- Possess a strong aptitude for or willingness to grow in regard to technology and it's applications.
- Meet or exceed all other expectations in this Employee Handbook and the Helpside Policy Guide.

PROFESSIONAL CONDUCT AND EXPECTATIONS

Living up to the mission of MMA entails that we work in trusting, open, and consistent relationships; therefore, we insist on a high degree of mutual professional and personal respect and a high level of mutual support. In a community of mutual respect and support, we are able to converse freely among ourselves; the result being that our individual growth is accelerated.

We value staff actively participating in discussions of decisions affecting them. We value diversity in perspectives leading to a deeper understanding of organizational reality and an enriched knowledge base for decision making. We value staff members resolving conflict in a healthy way that leads to stronger solutions for complex issues. We value staff members reflecting on their own and others' thinking in order to achieve better organizational decisions.

We value all staff acknowledging mistakes and learning from them. Genuine community requires respect for individual rights. This means, among other things, a high degree of attention to confidentiality. We should share information about one another and our learners/parents/guardian on a judiciously defined need-to-know basis. If one needs to know something in order to carry out school responsibilities one should know it; otherwise one should not.

We believe that each of us is an educational leader and that each of us is equally responsible for creating the MMA community. To this end, we must be flexible and help out when needed. To continue to improve consistency in all areas of the school, staff may be asked to problem solve in other environments and to mentor new staff members.

We understand that many of us have additional jobs/hobbies/ services that are offered outside of MMA. It is not appropriate to send out emails, or other forms of communication, to families soliciting for your event/product. In the instance of a close, personal relationship with families at school — those communications are appropriate to those families. These instances would be considered personal communication and should be conducted via personal email. Social networking regarding students and/or staff, including photographs of students, is strictly prohibited.

STAFF DRESS CODE

All attire should be neat and appropriate for the day's activities and the season. Our daily dress should bear in mind that we are professionals in the community and models for the children. The School's primary objective is to have employees project a professional image. Proper grooming and attire have a positive impact on the School's image. Positions that involve frequent, direct public service contact: i.e. those where meeting the public is an inherent function of the position, and where such contact would normally occur daily, are subject to the following appearance standards. Items that may be perfect for working in the yard, going on a picnic or playing sports are not appropriate for the office, nor is clothing that is too revealing. Regardless of the item, it is essential to avoid wearing anything to the office that is excessively worn, frayed, or wrinkled.

Take your day's schedule into account when you are dressing. If you have a meeting scheduled with parents, or if you are advised that others in the School will have visitors with whom you will come in contact, you will want to dress in business attire. Business attire is always acceptable if that is your preference.

Listed below is a general overview of acceptable school wear, as well as a listing of some of the more common items that are not appropriate for the office/school. These items should help set the general parameters for proper school wear and allow you to make intelligent judgments about items that are not specifically addressed. A good rule of thumb is if you are not sure if something is acceptable, choose something else or inquire first.

Slacks—Slacks in a variety of materials are acceptable provided they are clean and wrinkle-free. Inappropriate items include jeans, sweatpants, wind suits, short shorts, leggings, spandex or other form-fitting pants.

Shirts—Casual shirts/golf shirts, both with or without collars, sweaters and turtlenecks are acceptable. Inappropriate items include non-MMA t-shirts, tank tops with straps less than two inches wide, sweatshirts, and shirts with large lettering, logos/slogans, or halter-tops.

Dresses and Skirts—Casual dresses and skirts, and split skirts at or below the knee are acceptable. Dress and skirt length should be no shorter than four inches above the knee. Mini-skirts and spaghetti-strap dresses should not be worn to school.

Footwear—Loafers, boots, flats, dress sandals, open-toed shoes, clogs and leather deck shoes are acceptable. Please note that bare feet are not acceptable.

Jewelry—Should be conservative. Conservative earrings (small stud type earrings) should be worn if employee has multiple ear piercings.

With the prior approval of the administration, jeans and athletic shoes are acceptable on certain days, such as cleanup days, field trips, and park days. If an item of clothing is deemed to be inappropriate for the School, the employee may be sent home to change clothes and will be given a verbal warning for the first offense. Progressive disciplinary action will be taken for further dress code violations. Any questions regarding proper school attire should be directed to administration.

GOALS WITH CHILDREN

All staff model attitudes and behavior throughout the learning environment and must therefore be meticulous about appearance, conduct, and language. If we want the children to sit a certain way at class meetings/line time, then we should sit that same way. We are also being role models at lunch and should use the same practices we expect from the children. We should follow the same lunch guidelines for children when we are in their presence. We should use low voices when speaking and should refrain from talking about any behavioral issues in the presence of students.

GOALS WITH PARENTS/GUARDIANS

Parents are their children's first and primary teachers. The main way we establish a collaborative relationship with parents is through authentic communication. Parents are welcome to observe in the classroom once normalization is achieved. We should meet with parents and discuss volunteer procedures in individual classrooms to build a community of parents active in the learning environment. MMA has events to welcome parents as partners in their child's educational life and we as staff work to support this practice.

Either parents or teachers may request a conference at any time. The Director of the school attends conferences at the request of the teachers or parents.

It is imperative that we as staff not risk compromising our standards by seeking or accepting gifts or favors. Each staff member has a strong obligation to the School and to the standards of the profession.

CONFIDENTIALITY

We emphasize the extraordinary degree of care that employees must take in maintaining the confidentiality of all school matters, including information about children, families, and employees. Our obligation to maintain confidentiality requires that information not be released to anyone other than the individual, the child's parent/guardian, or the transferring school without the express written consent of the individual or the parent/guardian if the individual is a minor. Exceptional care must be taken to protect confidential information; failure to abide by this procedure may lead to termination. This requires that private information not be discussed with parents/guardians, and that confidential information, including staff memos, correspondence, and student records, be safeguarded. The FERPA Policy includes provision allowing school employees to take certain actions if they believe the student is at risk of attempting suicide or harming others (H.B.23,53A-13302(7)).

COLLECTIVE NORMS DURING STAFF MEETINGS

1. Be present.
2. Contribute your expertise; lean in and out.
3. Presume positive intentions.
4. Seek clarification.
5. Put ideas on the table.

PRIMARY RESPONSIBILITIES AND GOALS OF STAFF

1. Your first responsibility is for the health and safety of all the children. Always be alert to any safety hazard and avoid even the appearance of a safety hazard or poor supervision of children or inattentiveness to their safety. Report any safety hazards immediately to the front office. Your next responsibility is for the development of each child's potential that help with the challenge of meeting their career goals and personal fulfillment needs.
2. You are expected to be non-judgmental towards people with different lifestyles, families who are from different ethnic groups and cultures, who have different goals and expectations for their children and themselves, and who may be dealing with the problems of changing life styles and family patterns in different ways. Families are subject to different stresses and have varying capacities for tolerating stress and organizing their life. We need to remember that parents may be under stresses and pressures we know nothing about. We can help them by being tolerant of their ways of coping and their occasional irritability or forgetfulness while continuing to remember that they do love their child.
3. We all have a serious responsibility toward the school, its reputation, and its success educationally and financially. If we, as a School, should fail, or even become less effective, we would be letting down the children and families who depend on us. Beyond all this, we have a responsibility to society as a whole by helping children become caring people with high standards and goals, people who are happy, successful, wise, and competent. You are in a unique position to help create a more compassionate democracy. By creating powerful learning environments, you can dedicate yourself to providing the most effective education ever for all in your care. Each of us at MMA plays a key role in the education and future of our community and global society.
4. Staff are expected to be at work and in their classrooms, preparing, maintaining, and implementing new materials at their contract start time and the agreed time for assistants, and leave no earlier than their contract end time - except by approval of the Director and by filling out the proper Request for Leave form. We are paid professionals and contract times

are minimal work times required of all staff. We should expect that on many occasions it would be necessary to meet on school matters outside of normal work hours.

5. It is expected that teachers will provide a Montessori educational program and that they will cooperate fully with the Director in matters of curriculum, pedagogy, and all other class matters. Each teacher should seek understanding of all materials in their class and diligently read Maria Montessori's beliefs and words to better understand the pedagogy. It is also expected that office staff will use the school's mission and beliefs as filters in determining school process and procedures. Any questions about the philosophy or the beliefs of the school should be asked explicitly to administration. Professional evaluation of faculty continues throughout the year for ongoing development through goal setting, staff self-evaluation, and ongoing dialogue. Ongoing evaluation leads to specific performance objectives and actions and is meant to encourage reflection and lead to continual improvements.

ALL STAFF MEMBERS WILL:

1. Smile and be friendly to all staff, children, and visitors.
2. Recognize that offensive language is never appropriate and set an example to your co-workers and the children in your care by speaking appropriately.
3. Be in their class except for brief breaks when necessary and appropriate. Copying materials and preparing activities should only take place during class time in extreme situations and another staff member in these cases should supervise students.
4. A student led "Pledge of Allegiance" will be practiced every day before 9am.
5. Be aware of the safety of all children in and out of your care at all times.
6. Stop any visitors in the building without a visitor's tag, greet them, and ask if you can assist, then and accompany them to the front office.
7. Recognize that safety and cleanliness is important at all times. Notify the office immediately of anything needing repair by emailing the main office. We also want to encourage the children to keep our school environment beautiful.
8. School wide — pick up papers on the floor or around lockers, properly clean up spills on carpets and floors, maintain outside areas (look from a family's eyes when they enter the building, and help our children to form good cleanliness practices).
 - a. Office Areas — Keep all areas dusted, vacuumed, and neatly organized. Keep all materials in their appropriate place.
 - b. Classrooms — Eliminate all clutter, keep all shelves dusted and neatly organized, and keep all storage areas organized and accessible. Although empowerment and ownership are important for children in classroom maintenance, modeling and collaboration is paramount in maintaining the overall beauty of the classroom.
 - i. Morning — Prepare all materials, put down chairs, prepare all shelves, make adjustments in lesson plans, and put together new materials. Greet all children as they enter with a smile and conversation.
 - ii. Lunch — Check/maintain work rugs, clean and sanitize snack area, check/maintain tile and carpet, and check/maintain all shelves.
 - iii. End of day — Clean/sanitize all work and snack areas, put up all chairs, re-roll rugs (launder at least once per month, use the school facilities or have a parent help with this), recount and check for completed activities, sharpen pencils, check supplies, check/maintain folder storage, lunch box and indoor shoe area, clean up any additional activities: outside, commons, teacher work space, storage rooms. Any areas needing additional attention should be communicated to the office for support.

CARE OF THE BUILDING

Much work that goes into keeping our building and grounds a pleasing environment and we ask for your help with the following:

- Turn off all lights when exiting a room.
- Turn off all water faucets, where applicable, and flush all toilets.
- Check all windows and exterior doors to make sure they are tightly closed and locked.
- Open flame candles are not permitted to burn in the school building.
- Only approved picture hangers are to be used to hang materials on the walls.
- Displays of student artwork should only happen on the display strips outside of each classroom. Refrain from putting tape or holes in the wall.
- Should something break and need repair, contact the front office.
- An adult should accompany call students (including junior high students) when they take the recycling or trash to the dumpster. If administration becomes aware of who the students are going to the dumpster unaccompanied, we will take appropriate, individual action with the teachers involved.

STAFF CELL PHONE USE

Personal cell phones can be carried for emergency use only. While the employee is charged with supervising students, the staff should not use technology for personal use that is not directly related to the classroom instruction.

Staff members should *not* be on their cell phones while students are in your classroom. There are, of course, very few exceptions to this and administration should always be notified if this is the case. For example, if your significant other is in the hospital and you are awaiting a call regarding their status - is a valid exception to this expectation.

There is a school phone accessible to every teacher if you need to call the office or make other phone calls. We realize that it is convenient to be able to communicate to other staff members and not have students overhear your phone conversation - which makes texting very appealing. Instead of texting on your cell phone, please use the Google chat feature on your computers in these cases. It is important that we model appropriate cell phone usage for our students.

STUDENT CELL PHONE USE

Cell phones are prohibited during school hours according to MMA's school-wide policy. The procedures in junior high in dealing with students and their cell phones are that upon entering the classroom, all students turn in their cell phones. The phones are then kept in a secure storage area within the class. Students may take their cell phones back at the end of class as the teacher has directed. Possession of a cell phone is forbidden during class time, unless allowance is given for an activity by the teacher.

CARPOOL AND RECESS DUTY

All teachers are required to be in their classroom by 8:00am. Teachers are responsible for their students until dismissal. Full-time staff will sign-up or be assigned before and/or after school duty. Please know when your duty starts and what is entailed in your specific assignment. Consult the chart on the bulletin board in the workroom for this information. Teachers

should *be in place* no later than 8:10am for morning duty and as close to 3pm as possible for afternoon duty. Please consult with the front office if you have questions.

Classroom assistants will be responsible for supervision during the recess period. Assistants must wear a safety vest and take a first aid pack, emergency clipboard with injury report forms, and a writing utensil outside each day. At least two recess monitors should have a mobile radio with them outside. Should a class not go out to recess at their scheduled time, the classroom assistant is responsible for finding a replacement and/or informing the lead assistant of their absence. We must have a minimum of 2 adults with first aid packs and radios at each recess. This will be the responsibility of the assigned classroom. During our hours of instructional operation, students should NEVER be left unattended.

GENERAL ADMINISTRATIVE PROCEDURES

These procedures are not all inclusive. All staff members are expected to read and thoroughly understand the Family and Junior High School Handbooks and ask any questions necessary for clarification. The procedures and policies contained in the Family and Junior High Handbooks are to be followed thoroughly by all staff members.

STUDENT RECORDS

- A cumulative record folder is kept for each student. These records are confidential and kept locked.
- It is important that we have current information for every child. If you receive a change of address, phone number, or email - notify the office immediately.
- Do not give any student information to anyone.
- Progress reports are to be printed and filed chronologically in the students' cumulative file a minimum of 3 times per school year within three days of parent teacher conferences for elementary and quarterly with report cards for junior high.

ATTENDANCE RECORDING

Accurate and timely attendance record keeping is an important teacher obligation and one to which we are legally bound. Attendance records can be a determining factor in a court battle, custody decision, the deciding factor as to whether a child is granted their out of boundary exception, or if they get accepted into private schools and other special programs. Accurate enrollment numbers and funding are also dependent on accurate attendance keeping. AND, for safety and legal reasons, *we must know what children are in the building at any given time.*

All teachers should complete their attendance in Aspire by 8:45am each day. Junior High teachers should complete their class attendance within the first 10 minutes of each class period.

MMA uses ASPIRE for student attendance keeping. Each teacher has been assigned a user ID to allow them access to this system. If you are having difficulty accessing the attendance portion of this application, it is your responsibility to notify the office staff immediately.

ASSESSMENT / GRADING

Philosophy - Students in elementary grades PreK - 6th do not receive grades. Student progress toward learning the required knowledge and skills is measured daily through observation,

evaluation of completed work, and other assessments. Student progress is formally shared twice per year during parent-teacher conferences. Additionally, the teacher or family can request a conference at any time during the year. During conferences, student progress will be demonstrated through the student presenting a portfolio and teacher sharing a knowledge/skills checklist - both aligned to standards.

Students in junior high, grades 7-9, will receive traditional letter grades on report cards. The purpose in junior high grading is to communicate what a student has learned (or not learned). The audience for grades includes the student, their parents/guardian, and the next school or teacher to work with the student. Grades are not primarily for motivating students or rewarding/punishing them for their behavior.

In addition to providing a 1-4 grade on summative assessments, junior high teachers are expected to provide personalized feedback to students, require students to self-assess their mastery of the standards, encourage students to strive for continual progress, and to celebrate the progress that they have made.

Standards Based Grading - Maria Montessori Academy embraces the standards based grading philosophy, using the Utah Common Core Standards.

Some subjects have numerous standards and substandards. For those courses, the expectation is that the teacher will create learning goals (“power standards”) by combining standards as is appropriate, so that students are not overwhelmed with a long list of standards to master, and the summative quarter grade report is kept relatively simple. The goal is that junior high students will learn, practice, and assess on one power standard per week.

1 to 4 Scoring - Junior high work that has been turned in will be given a score between 1 and 4. A rubric will be provided to clarify learning and success targets. A score is written on the assignment and recorded in Canvas.

4	Distinguished	A distinguished demonstration of the required knowledge and skills and the ability to apply them in each and every situation presented. Work completed exceeds defined requirements and is high quality and original. There is demonstration of the required knowledge and skills of the next grade level.
3	Proficient	A strong demonstration of the required knowledge and skills and the ability to apply them to different situations. No major errors or omissions regarding information and/or processes explicitly taught.
2	Approaching	An emerging demonstration of the required knowledge and skills. Independently completes simple pieces of the task and needs assistance with more complex ideas and processes. Without assistance, major errors or omissions are evident.

1	Developing	Minimal to no independent demonstration of the required knowledge and skills.
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Formative vs Summative - Adolescent students should receive feedback on formative (“while learning”) assignments within 7 days of submitting the assignment, ideally earlier. Formative assessment scores do not factor into the student’s final quarter grade. The expectation is that teachers will enter one formative assessment per week into Canvas.

Students should receive written feedback on summative (“after learning”) assignments within 7 days of submitting the assignment, ideally earlier. These scores will make up the student’s grade.

Maintaining an Online Gradebook - All junior high teachers are expected to maintain an online gradebook using Canvas and input at least one score per week. Students and their parents/guardians will be taught how to access their scores in Canvas and teachers are expected to assist in this learning curve. Teachers will update the online gradebook at least once per week and by 8am every Tuesday. Every assignment must be designated as either formative by putting F- in front of the assignment name or summative by putting S- in front of the assignment name.

Junior high teachers will also use Canvas to track formative assessments. Flag formative assignments as ungraded and input the 1-4 score.

At the end of each term, on the dates set by the administration, each junior high teacher will lock student grades in Aspire. Each teacher is responsible for translating the 1-4 scores into A-F grades, using the Logic Rules for every term.

Report Cards - Junior high students will be issued report cards at the end of every term, on the dates set by the administration. The front office will print report cards from Aspire, and mail them to parents. Teachers are responsible for ensuring that accurate scores are recorded for all students by the deadline.

The Canvas progress report will include the power standards, as well as any formative scores inputted into Canvas. The Aspire report card will include only a single letter grade for each course as well as the course credit earned.

Consequences for Missing Assignments - Skipping or ignoring summative assessments is not acceptable. If a student has not completed a summative assessment by the deadline the teacher has set, they will receive an I (“Incomplete”) for the assignment. Students have until the end of the term to turn in the missing work, or do alternative make-up work as determined by the teacher. At the end of the term, any I grades will translate into an F quarter grade and no credit awarded. To be very clear: even one missing summative assessment will cause a student

to fail the entire course. Teachers should ensure that summative assessments are meaningful and tightly aligned to standards.

In order to remediate an I grade on a term report cards, the student and their parents/guardians will meet with the teacher, school counselor, and administration and write a contract. The contract will detail how the student will (on their own time) demonstrate mastery of all of the power standards for the term.

Re-assessing Assignments - Adolescent students may re-assess summative assessments. In order to re-assess any score, students must demonstrate that they have improved their learning. Before re-assessing a summative assessment, students need to have submitted all formative work. Each teacher may impose additional, reasonable requirements for students to demonstrate their improved learning before re-assessing. Examples may include extra practice problems or additional individual or small group lessons after school. Students must re-assess within one week of receiving their graded assignment back. This could be extended up to two weeks, upon teacher approval in writing to the student.

Original work must be turned in by the deadlines set by teachers in order to be eligible for re-assessment. The new (re-assessment) score will completely replace the old score, with no penalty for the re-take.

Students must be given a reasonable opportunity to re-assess. It is recommended that the last summative assessment to count in a quarter be due two weeks before the end of the quarter. The last summative assignment will be returned the week before the quarter ends and a formative assessment will be given this week as well. The last summative re-assessment will then be due the week the quarter ends. It is recommended that the teacher assigns a formative assessment the week the quarter ends or summative assessment, if appropriate. The score for the summative assessment assigned the last week of the quarter would count toward the next quarter's grade.

If a student has missed a deadline, they may still turn in the work until the last day of the quarter; however, students will not be given the opportunity to re-assess any work that is turned in late.

Once grades have locked at the end of the term, students may not re-assess any of that term's grades. Teachers are welcome to offer them another opportunity to assess on those standards; however, the new grade will be reflected in the current term, not in the locked term.

Logic Rules for turning 1-4 into A-F

- A+ - student has excelled in and exceeded the standards (More 4s than 3s, no 2s or 1s or Is)
 - Example: 4 4 4 4 3 3

- A - student has mastered the standards (More 3s than 4s, no 2s or 1s or Is)
 - Examples: 4 4 3 3 3 3 or 3 3 3 3 3 3
- B - student has shown significant progress in the standards (There is at least one 3 or 4, there is also at least one 2. There are no 1's or I's)
 - Examples: 2 2 2 2 3 4 or 4 4 4 4 4 2
- C - student is at an 'emerging' level on the standards (Regardless of how many 2s, 3s, or 4s, there is also a 1, but no Is)
 - Examples: 4 4 4 4 4 1 or 2 2 2 2 2 2 or 2 1 1 1 1 1
- D - student has demonstration minimal to no independent knowledge of standards (There are more 1's than 2s, 3s, and 4s, but no I's)
 - Examples: 2 3 1 1 1 1 or 1 1 1 1 1 1
- F - evidence is lacking for any standard, so no grade can be assigned for the course (There is at least one I there's at least one missing summative assessment)
 - Examples: 4 4 4 4 4 I or I I I I I I

Grading Students with Disabilities - Adolescent students with disabilities should receive accommodations, as noted in their IEP or 504 plan. However, unless the IEP explicitly states that the student is on an alternate curriculum, the student should be aiming for mastery of the same Common Core standards as their peers. Use the student's citizenship grades to reflect how hard they work and keep the citizenship grade completely separate from the standards-based grades that reflect student mastery of content.

STUDENT USE OF CLASSROOM PHONE

If a student is ill or injured, they should be sent to the office to call home. Students may use the classroom phone to call home for non-emergencies with the express permission and under the supervision of a teacher or assistant. The student must leave a voicemail in cases where parents/guardians do not answer their phone.

LUNCH

Students and teachers eat together in classrooms in a family-like atmosphere. Unless otherwise specified, junior high students may choose to eat in any classroom where a teacher is supervising. The expectation is that all full time junior high teachers will host lunch. Teachers will monitor student behavior to ensure that all people feel safe and respected during lunch.

Lunch time is a social time for students. They should be allowed freedom; and, they are still expected to demonstrate good manners. The atmosphere in the classroom during lunch should be like that at a casual dining restaurant.

Collective Commitments for Junior High Lunch

- Students must remain in their lunch room, except when using the restroom (with a pass). They may not go to another classroom. They may not borrow supplies or use utensils from another classroom. It is up to each teacher whether or not they choose to supply emergency utensils.
- Students may not use electronics (including phones) during lunch.

- Teachers will minimize the use of videos at lunch. You are welcome to play music for students.
- Candy and soda are forbidden at lunch.
- Students may only eat in areas that are supervised by an adult. Teachers may take their entire lunch group outside for a picnic. Ensure that the outdoor space is restored. No food or non-water drinks should be brought into the gym.
- Students must restore the classroom at the end of lunch time. All eating surfaces need to be wiped with disinfectant. The sink must be empty of all dishes.

CLASS ACTIVITIES

Class Celebrations — Staff members should communicate class celebrations thoroughly to families and give families opportunities to share their specific family beliefs and celebrations to increase children’s perspectives. Staff members should also communicate to families how to celebrate summer birthdays. Sometimes this is set up as a half birthday or scheduled at the end of the year. **Please remember that NO FOOD, DRINK OR PARTY FAVORS OF ANY KIND WILL BE PERMITTED FOR CELEBRATION OF LIFE or other class celebrations.**

Class Snack — Create a snack sign-up for parents/guardians on Track it Forward. The child that is scheduled to bring snack should assist or be in charge of snack preparation, maintenance, and cleanup with as much responsibility and independence as is developmentally appropriate. Staff members should always monitor snack area and maintain the cleanliness and safety of the children. This area should be closed if the food or drink has become contaminated.

FIELD TRIP REQUESTS

All field trip request forms and accompanying documents and permission forms should be submitted to the office as soon as possible, but no later than 4 weeks before the field trip is scheduled. These forms will be found online in a Google drive shared at the beginning of the school year. Follow all field trip guidelines and procedures outlined in these documents.

It is the teacher’s responsibility to keep track of their class’ field trip budget. Field trip budgets will be determined and communicated to teachers by the Director at the beginning of each school year. Payments for field trips may not be required. If donations are accepted or appreciated, it must be clearly communicated on the permission form. Any monies paid toward field trip donations needs to be received by the front office staff. All other staff may not handle money and follow [MMA’s Cash Handling Policy](#).

Field trips are an integral piece of our program; and, field trips need to be well planned to provide a good experience for all parties involved. Please follow these guidelines when planning a field trip. The forms referenced below are on the Google drive.

- **Field trip request form:** Must be turned in at a minimum of **4 weeks** before the field trip. These will be checked by the office first to make sure we have all the necessary information and signed off.
- **Field trip permission slips created:** Please double-check that all dates, times, and location names are accurate. A copy of your permission slip should be turned in with your field trip request form.
- **Field trip permission slips sent home:** Permission slips should be sent home at least **2 weeks** prior to the field trip date. (You can make a digital copy to link to your blog for parents to print off at home as well. However, remember that you would have to attach a new link for each new field trip’s permission slip with new and accurate information.)

- **Permission slips collected and turned in to the office:** All permission slips must be turned in to the Office at least **48 hours** prior to the trip. No late permission slips will be accepted. **No exceptions.** Please put all the slips in a manila envelope with a class roster of all the students attending attached to the front and marked with a check to show if their permission slip has been turned.
- **Back-up plan for students not attending:** Please fill out the Plan for Students Not Attending form and have it signed by the teacher you intend to have your kids with while not attending the field trip. This must be turned in by the morning of the field trip.

JUNIOR HIGH INTERSESSION

Twice a year the junior high regular class schedule pauses for intersession. This is a 2-5 day period that provides our students an opportunity to try new interests, learn new skills, and serve their community. We travel near and far exploring and developing passions; we may stay in our school, the mountains, or our local community. Our students welcome an interlude from core academics and look forward to intersession because it gives them a chance to discover interests they did not know they had and interact with one another and their community in new and different ways.

During our travels students have a hands-on opportunity to engage in place-based education. They are able to expand their interests and studies in experiential education, problem-solving skills, and community service. Some intersession classes are offered year after year while others are newly designed to meet student's interests.

Teachers are expected to plan and/or facilitate students' planning of these experiences. The same procedures for planning a field trip planning will be followed for planning intersession - whether it is on-campus or off-campus.

MOVIES IN CLASS

If you are showing a movie or animation longer than a 5-minute clip, prior approval from administration is required. In these cases, please submit a Movies in the Classroom request form (found in the Google drive) at least one week in advance stating the movie title, length, standards addressed, and how it is being used to support the curriculum. Movie requests immediately preceding a student day off of school or during the last week of school will not be granted.

FACILITIES RESERVATIONS

The library, gymnasiums, kiva areas, and other common spaces are all areas that can be accessed, when available, by the classroom teacher with the approval of the administration. Please email all requests to office@mariamontessoriacademy.org. You will receive a reply stating if your request has been granted and therefore added to the school wide calendar. It is your responsibility to check the school calendar before scheduling or using a common area outside of your classroom so as not to conflict with others.

AFTER SCHOOL ACTIVITY REQUESTS

We are a community school and encourage after school events that engage families; and, we need to communicate these events with our entire community and the whole school. For this

purpose and to ensure that events do not overlap, there is a procedure to request permission to conduct an after school activity.

Please complete the After School Activity Request form found in the workroom and on Google drive at least 4 weeks before your event and submit this form to the Director's mailbox. You will receive notice when the event is approved. You may only advertise events to students or families after they are approved. When possible and appropriate, administrators will meet with student groups planning events to discuss details and grant approval.

REIMBURSEMENTS

Reimbursements **must be pre-approved by the Director**; if pre-approval is not obtained, the reimbursement will not be granted. After pre-approval, employees will submit receipts and the proper reimbursement paperwork, which can be obtained from the Director. Reimbursement forms are due as soon as possible after a purchase has been made. Legislative funds will be issued to teachers at the beginning of the school year. It is the teacher's responsibility to stay within the guidelines of the law ([Rule R277-459](#) Teacher Supplies and Materials Appropriation) and keep copies of receipts that will be submitted to the office at the end of the school year with a deadline determined by the Director.

STUDENT SUPPORT

STUDENT HEALTH, WELLNESS, AND SAFETY

For consistency with student health and wellness issues, each teacher should do the following:

- Be aware of all students' health conditions and have the child come to the front office to take their temperature or seek other medical attention when necessary.
- Follow procedures outlined in the [Child Abuse and Neglect Policy](#).
- Always put on exam gloves when treating or assisting a child with a blood related injury, vomiting, bowel, or bladder control issue. All contaminated clothing should be placed in a plastic bag to be sent home.
- Clean all bodily fluids properly and as instructed following OSHA guidelines, by using proper attire, cleaning, and disposal procedures for blood-borne pathogens.
- Any communication to a staff member about a communicable disease should be directed to the administration for appropriate communication.
- Communicate any incidents, complaints, and charges to the Director.
- If you come across a student having a hard time and there is an adult working with that child, please ask the adult before you intervene and also to see if the adult needs assistance. To do this, non-verbally ask the adult for a thumbs-up / thumbs-down to indicate if they need your assistance.

SUICIDE REPORTING PROCEDURES

If a student reveals suicidal thoughts or a suicide attempt to you - IMMEDIATELY bring that child to the School Counselor. **This is an emergency.** After connecting the child with the School Counselor, complete the Suicide Report Form - found in the file organizer on the counter in the workroom and in the Google drive. The Suicide Report Form should be submitted to the Director and does not go into the child's cumulative file. If the School Counselor is not available, bring the child to the Director. If the School Counselor or Director are not available, take the child to the Assistant Director.

The School Counselor and/or Director will handle notifying parents. Please *do not* take it upon yourself to contact parents.

SCHOOL COUNSELOR REFERRALS

If it is not an emergency and you are concerned about a child's social/emotional well-being or notice a drastic change in a child's behavior, you may complete a Counseling Referral form. These forms are found in the workroom and in the Google drive and will be submitted to the School Counselor's mailbox. Please be extremely detailed on the form and include as much information as you know. The School Counselor will arrange to speak with the child and/or follow-up with you as necessary.

The School Counselor will address referred children in order of need and after emergency situations are addressed. If a student you referred to the School Counselor experiences a change in their situation making their referral more urgent than originally stated on their paper - please email the School Counselor an update so they can adjust the docket accordingly.

If you have submitted a student counseling referral, have not heard from the School Counselor within two weeks, and desire an update - please email a brief summary to the School Counselor and ask for an update.

JUNIOR HIGH ADVISORY

The primary purpose for Advisory is to create a sense of community and to support each child's academic, social, and emotional growth. Advisors serve as the student's advocate and first point of contact.

Advisory is held daily for half an hour and may consist of solo time, group initiatives/team-building, and community meetings. Each advisory should have a day set aside each week for "solo time." The advisor and students will participate in solo. During solo, students may not use electronics. Solo is silent (white noise is acceptable), or the teacher can lead guided meditation. Advisors will lead at least two group initiatives per quarter. The instructional coach has a wide selection of team building games and activities that would be suitable for this requirement. Advisory period should begin with community meeting at least three times a week. These (approximately) 10 minute meetings are run by students. There is flexibility in what community meetings entail, but each one should have a greeting and a planner review. The entire junior high will periodically gather for a large community meeting in the commons. Each advisory will have a turn facilitating the large community meeting.

STAFF SUPPORT

ADMINISTRATIVE SUPPORT

Staff members seeking the support or attention of an administrator (Director or Assistant Director) should schedule a time to meet with these individuals. You can send an email requesting a meeting, send a meeting request, or ask the front office staff to schedule an

appointment for you. Scheduling an appointment honors everyone's time and allows the administrator to focus fully on the individual seeking their support.

INSTRUCTIONAL COACH OR SPECIAL EDUCATION COORDINATOR SUPPORT

The Instructional Coach and Special Education Coordinator have office space located in the back of the original gym. You may stop by their office space anytime to meet with them. If they are in a meeting or out of the office, leave a message on the whiteboard. Do not use student names on the message board. Alternatively, you may also send an email requesting a meeting or a meeting request.

SCHOOL COUNSELOR

If you would like to speak with the school counselor, stop by their office right after the connecting hall in the addition. If the counselor is not available, leave a sticky note on the door. Do not use student names on the note. Alternatively, you may also send an email requesting a meeting or a meeting request.

If you are concerned about a child's social/emotional well being or notice a drastic change in a child's behavior, you may complete a Counseling Referral form and submit it to the School Counselor's mailbox.

If a student reveals suicidal thoughts or a suicide attempt to you - IMMEDIATELY bring that child to the School Counselor. **This is an emergency.**

TEAM LEADS & MENTORS

Early childhood, lower elementary, and upper elementary have a team lead. The team lead is part of the school's advisory committee and communicates information and decisions made at advisory committee to the level team. The team lead is responsible for leading weekly PLC (professional learning committee) meetings. Seek guidance from your team lead regarding issues such as instructional matters and field trip coordination. In the junior high, the team lead responsibilities will be shared amongst the four core teachers who will create a schedule of which weeks each person will facilitate the PLC meeting, write and post the junior high blog entry, and attend monthly advisory meetings.

All level one teachers will be assigned a mentor teacher. Your mentor will check in with you periodically. Seek guidance from your mentor first when you have questions about procedures, teaching, or discipline.

CURRICULUM OFFICE

Space located in the back of the original gym and beside the offices of the Instructional Coach and Special Education Coordinator that also stores curriculum materials. Please take a moment to peruse these materials and/or speak to the Instructional Coach for guidance and ideas of how to use the materials. The materials located in this space are available to be borrowed.

- Please check out any materials being borrowed from the curriculum office.
- Team building bag - materials should be checked out individually, unless you are using all of the materials in the bag for an activity.
- Microscopes – before microscopes can be checked out, you must schedule a lesson reviewing proper use and care.

IMMEDIATE ASSISTANCE

If you require immediate assistance with a student who has an IEP, call from your classroom phone or radio and give your name, location, and state that you are requesting *instructional support*. Refrain from using student names over the radio.

If you require immediate assistance with a student who does not have an IEP, call from your classroom phone or radio and give your name, location, and state that you are requesting *administrative support*. Refrain from using student names over the radio.

WORKROOM

Students are not allowed in the workroom unaccompanied. Refrain from sending students to the workroom to make copies, check your mailbox, or retrieve supplies. The workroom is a part of the Montessori prepared environment and should be kept clean and clutter-free. It is not appropriate to put items “up for grabs” in this area. It would be appropriate to email your colleague stating that you have items you are giving away and they should retrieve these items directly from you.

- Mailbox – every teacher has a mailbox. Check your mailbox at least once per day. Assistants may have mail inside their cooperating teacher’s box.
- File folders on the counter – this is where you will find forms for
 - Time off request – submit to Assistant Director’s mailbox
 - Requisition form – submit to Director’s mailbox
 - Extra hours request for part-time staff – submit to Director’s mailbox
 - PD & Scholarship Request – submit to Director’s mailbox
 - IT Requisition & Service Request form – submit to Technology Specialist’s mailbox
 - Counseling Referral form – submit to School Counselor’s mailbox
- ★ These forms are also available digitally on the Google drive.
- Binders – contain assessment hard copies
- File cabinet – contain cultural lesson materials organized by subject
- Cleaning needs clipboard – hanging on side of mailboxes, addressed by school custodial staff
- Calendar – display events and specials schedules
- Bulletin board – pertinent information, carpool assignments, PD opportunities, and schedules

BREAK ROOM / KITCHEN

The break room kitchen is also a part of the Montessori prepared environment and should be kept clean and clutter-free. Expectations for this shared space include:

- Sharp knives should be inaccessible to students. Staff members may check out sharp knives from the office where they will be stored in a locked area.
- Wipe down spaces after use and put items back where they belong when you are finished with them. If your meal explodes in the microwave, clean it up.
- Do not leave dishes in the sink. Clean your dishes immediately after use and before leaving the room.
- Be mindful of others who are in the break room and keep noise to a minimum.
- Use the refrigerator to keep your meals for that day. Do not let your food sit in there for weeks (or months) on end.
- Label your items. There are small sticky notes and a sharpie on top of the microwave for this purpose. Only eat foods that you brought.
- Every other week at 3:30pm the refrigerator will be cleaned out and items will be thrown away – labeled or not.

EMPLOYEE INJURY REPORTING PROCEDURES

If you sustain an injury at school, you must report your injury to the Director and fill out an Employee Incident/Injury Report form within 24 hours. These forms are now located in a red file folder in the file organizer on the counter in the workroom. If you would like to utilize workman's comp for medical attention for your injury, please see the office staff immediately.

If the injury is not life threatening, you will be required to call to speak to a triage nurse. That nurse will then advise your next steps - which may include visiting a doctor from an approved provider list. Part of the workman's comp evaluation and medical treatment will include a drug screening test. Please see the Director if you additional questions.

Acknowledgement of Receipt and Understanding

I hereby certify that I have read and fully understand the contents of this handbook. Furthermore, I have been given the opportunity to discuss any information contained herein or any concerns that I may have. I understand that my employment and continued employment is based in part upon my willingness to abide by the School's policies, rules, regulations and procedures, including its "Internet and Other Resources Policy." I acknowledge that the School reserves the right to modify or amend its policies at any time, without prior notice. I acknowledge that these policies do not create any promises or contractual obligations between the School and its employees and that my employment with the School continues to be at will. I further affirm that I have sought such independent legal advice as I have deemed sufficient as regards this Acknowledgement and that my signature below certifies my knowledge and acceptance of and adherence to the School's policies, rules, regulations and procedures regarding the use of its electronic resources. I acknowledge that a violation of any of these policies may be grounds for discipline, up to and including termination.

Employee Name: _____

Employee Signature: _____

Date: _____