



Re-entry Plan and Staff Guidebook

GEO Prep Academy 2020-2021

Date of Last Update: July 13, 2020

This Handbook and the Policies and Procedures

It contains are subject to change at any time.



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Dear GEO Prep Employees,

Welcome to GEO Prep Academy 2020-2021 school year! This handbook has been prepared for all members of the GEO Prep Academy staff to provide a clear understanding of the principles, policies, and procedures that govern the daily workings of the school. This handbook is to provide information that will help with questions and pave the way for a successful year. It outlines the essential practices of successful school systems in light of the need for seamless integration between distance learning and brick-and-mortar learning during the 2020-21 school year due to Covid-19.

This handbook is neither a contract nor a substitute for the official district policy manual. Nor is it intended to alter the at-will status of non contract employees in any way. Rather, it is a guide to and a brief explanation of district policies and procedures related to employment.

This handbook was built through discussions of a jointly appointed oversight committee, made up of CAO and all GEO administrators. We are glad that we have developed this handbook through that collaborative process. That's because we believe as a district that the best way to achieve results for children is to work together with our employees. We have skilled, dedicated staff and we hope this handbook supports you in doing your **BEST** work.



Mission:

*Beat poverty through a quality Education.....**Believe!***

Vision:

Our vision is to go beyond a typical college prep education and empower our students with college experience, workforce readiness, and community leadership so that they are prepared to compete, excel and lead in the 21st Century's global economy.

Motto:

Catch up! Keep up! Move up!

Distance Learning Goal:

GEO Prep Academy is committed to providing the most favorable learning experiences to all learners. During this unexpected time, our vision for distance learning is "Using today's technology to educate tomorrow's leaders." We strive to educate with the highest level of technology. We pledge to prepare students to graduate and achieve personal success.

The GEO Way

As employees of GEO Prep Academy, GEO Prep Mid-City and NGHS our behavior models the GEO Way in our daily interactions with all stakeholders. The GEO Way is the foundation for the vision and mission and these traits shape who we are, what we do, and how we educate our students. To that end, we affirm that our actions as employees of GEO Prep Academy, GEO Prep Mid-City and NGHS will exemplify the GEO Way as defined:

Respect: We treat students, parents and community with dignity and respect.

Effort: We will exert and model maximum effort, every day, as we facilitate achieving student success.

Perseverance: We will not celebrate mediocrity. We will not quit. We will take every step necessary to ensure student academic success.

Responsibility: We understand our role in ensuring the success of all our students.

Caring/Compassion: We serve the needs of our students, parents, and community with the utmost consideration and concern.



Citizenship: We are dedicated to making our schools, our country, and our world a place for future generations.
Honesty/Integrity/Trustworthiness: Our students, parents, and community can count on us to hold ourselves to high ethical standards.

GEO Reopening Model for 2020-2021 SY

Summary

GEO Academies will implement two models for the 2020-2021 school year in order to promote the safety and well-being of scholars and staff for this school year. Families will be able to choose from one of two options, depending on what will best accommodate their students; face-to-face or virtual learning. Please be aware that this plan was designed using all the information currently available from Louisiana State Department of Health, Louisiana Department of Education, and the Center for Disease Center; however it is subject to change at any time as we are all aware of the COVID-19 virus situation changing rapidly.

Parent Input

In an effort to capture the input and needs of our families, a survey was administered that provided the district with an understanding of the needs and desires of our families in the event that schools would re-open. The results of this survey revealed that 51% of the parents were comfortable with sending their children back to school as long as we adhered to the guidelines provided by the CDC, and 49% of the parents were concerned about sending their children back to the building with other children. Due to the number of families who chose the virtual learning model we will be able to have all scholars selecting face to face attend school four days per week (Monday-Thursday) and still adhere to the Louisiana Strong Start guidelines. All scholars will complete assignments virtually on Fridays to allow for a full deep cleaning.

Description

Students will still have a full year of instruction. Families may choose from one of two options for return, with an understanding that they should also be prepared for the possibility that even “face-to-face” days may change to “virtual learning” days for all students if we are ordered by the state or local health department officials to close buildings for any length of time. This decision could also be made at the school level if we have a reported case of COVID in the buildings, or if all schools state-wide are ordered to close again due to rising levels.

To help our families and students transition to our virtual model of learning for the coming school year we will be providing individual Chromebooks for all scholars, and we will also have internet “hotspots” available for families who need reliable internet access. Additionally, our schools are committed to continuing to provide



equitable access to healthy meals for all of our students whether in the building or at home. We are committed to providing as much continuity and stability to families during this time as possible.

The option selected by parents will be in effect for no less than 1 academic quarter (9 weeks) in order to abide by health and safety guidelines, but may extend further depending upon any additional updates/guidance from the CDC or our local health department.

Option 1- All Virtual

Scholars will continue to attend school virtually and receive instruction online. Parents will need to adhere and agree to our virtual learning commitment. (see virtual learning commitment below)

Option 2- Face-to-Face

- Scholars will attend school completely in the building. Class sizes will be reduced by 50% with a ratio not to exceed that of 1:12.
- Students will be in the building Monday-Thursday.
- Friday instruction is virtual (online) for all scholars.

GEO PREP ACADEMY: VIRTUAL LEARNING LETTER OF COMMITMENT

GEO Prep Academy is committed to creating a culture of excellence. This tradition is developed through a partnership with scholars, instructors, administrators and parents focused on the common goal of college readiness for all scholars.

The virtual learning model option is by 9 weeks. You will not be able to re-enter into the traditional setting until your nine weeks are over.

Scholars of GEO Prep Academy are expected and agree to:

- Must have access to an electronic device and internet access
- Finish all assignments and turn them in according to deadlines
- Attend school every day on time unless ill
- Follow assigned schedule
- Do their best every day
- Follow the virtual learning rules so that all can learn and be safe
- Ask instructor(s) questions when they do not understand something
- Study and read every school night
- Responsible for keeping electronic device charged



- Actively participating in lessons

Parents of GEO Prep Academy are expected and agree to:

- Being committed to providing learning support for their children in this environment, to include the monitoring and completion of their assignments
- Monitor their scholar's academic progress & communicate with instructors on a regular basis about their scholar's progress
- Encourage good study habits and reinforce good behavior at school
- Monitor scholar attendance and make every effort to ensure their scholar is logging on everyday
- Ensure their scholars are adhering to the rules and actively paying attention

Parents must follow the rules for how long children may be left unattended while doing their virtual studies.

- Children ten years or younger should not be left alone;
- Children between the ages of ten years and twelve years, based on level of maturity, may be left alone for brief periods of time with parents checking in every 30 minutes
- Children thirteen years and older, who are at an adequate level of maturity, may be left alone for up to three hours;
- Parents can't leave an older child who has a special condition or disability alone.

Technology Distribution Process and User Agreements

In addition to the Chromebooks that will be issued to all students, all special education students and English Language Learners receive differentiated packet options which include alternate work to meet the needs of their IEP or ILP and supports for speech, occupational, and physical therapy from our service partners.

Acceptance Use Policy and User Agreements

At the beginning of the school year or enrollment, parents and students must review and assign the Acceptable Use Policy which protects the scholar and school from any unforeseeable violations of privacy or impacts of student and system safety.

In the event of damage, loss or theft, the family will be charged a fine of \$150 to cover the actual repair or replacement cost for school-issued Chromebooks.



Stolen Chromebooks

If a Chromebook is known to be stolen, parents must file a police report and notify the school administration. It may be required that a copy/evidence of the report be shared with the school. The charge for the replacement of a stolen Chromebook will be at the discretion of school administration.

Damaged Chromebooks

If damage to the Chromebook is deemed not to be intentional a \$25.00 fee will be charged for the repair and a new device will be issued to the scholar. If damage to the Chromebook is deemed intentional, a \$150.00 fee for the device replacement will be charged and school administration will decide whether or not to issue a new device to the scholar.

Lost or Damaged Chargers

A replacement charger will cost \$20.00

Remote Learning Resource Guide

Grade Level Data Meetings and Clusters will be led virtually by the school administration and master teachers through Zoom. Teachers must attend their weekly data and cluster meetings virtually. This time allows for ongoing professional development of staff as well as consistent analysis of student data.

Meal Service Distribution

Each campus will be providing breakfast and lunches daily. For those students participating in a full virtual learning experience, meals will be mailed to them for the entire week. Office managers will track meal distribution through a google spreadsheet and delegate staff members from each school to assist with preparation and distribution. We will adhere to breakfast and lunch guidelines from LDOE.

Transportation

Transportation will be provided to scholars who selected the face to face instructional model. We will follow all guidelines provided LDOE in their Strong Start document. Families will sit together and all other scholars will follow social distancing guidelines.

BEST PRACTICES FOR REOPENING GEO Prep School's IN 2020-2021:

PROTECTING YOURSELF AND OTHERS AT GEO PREP ACADEMY



PRACTICE SOCIAL DISTANCING	WASH YOUR HANDS AND COVER YOUR COUGH	TAKE CAUTION WITH LOUISIANANS WHO ARE AT RISK
In public, keep at least six feet distance from others. Avoid unnecessary appointments	Cover your cough and sneezes. Use your elbow or a tissue. Avoid touching your eyes, nose and mouth.	Take special caution to avoid exposing the elderly and people with underlying health conditions. Avoid visiting those most at risk, and call instead.

Please take note of the following changes to our policies and procedures:

Check-In:

Staff

- All staff members will have their temperature taken upon entering the building by the school nurse and/or principal. Staff members will report directly to their classrooms, there can be no mingling at all. Staff members will need to confirm that they have not been on fever reducing medication in the last 24 hours and do not have shortness of breath or a cough.
Individuals who have a fever of 100.4°F or above or other signs of illness must not be admitted to the facility.
- Staff will be required to wash their hands immediately upon entering the building, and hourly throughout the day.

Scholars:

Sanitation:

- Staff will disinfect high-touch surfaces, such as door handles, light switches, faucets, toys and games that children play with on an hourly basis. (The times will be included in the daily schedules).
- Staff will wash their hands and children's hands a minimum of every two hours.
- ALL staff members and students (3rd grade and up) should wear face coverings, as able, to the maximum extent possible. *Face coverings should be worn in all areas of the school. This*



includes classrooms. Most importantly, Face Coverings should be worn during arrival, dismissal, and any other transition within the school building. Individuals with severe breathing difficulties should not wear face coverings. GEO has purchased several face coverings and shields for both staff and our scholars.

- Gloves are not necessary except for Custodial Staff or teachers cleaning their classrooms.
- Staff members are required to make sure student desks are cleaned before and after each student's use.
- Minimize sharing of materials between students.

Personal Health:

- Staff who start to experience [symptoms of respiratory illness](#), including a fever of >100.4 while at work, cough or runny nose, will be asked to go home.
- Staff will receive education on [COVID-19 symptoms](#), as well as preventive measures.
- Staff and students will not be able to use the water fountains. Staff members should bring their own bottle water and scholars will be provided water throughout the day.

ENSURE HEALTHY FOOD PREPARATION AND MEAL SERVICE:

- Students, teachers and cafeteria staff are required to wash hands before and after every meal.
- Classrooms should be utilized for eating in place.

COVID-19 DAILY ARRIVAL AND DISMISSAL PROCEDURES:

Staff will monitor arrival and dismissal to curtail congregating and ensure students go straight from vehicle to their classroom, and vice versa. We will stagger arrival and dismissal times to minimize crowding.

Screening at Home	Arriving at School	General Safety Precautions Throughout the Day
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<ul style="list-style-type: none"> • Prior to sending children to school via bus, or parent drop-off, it is highly recommended that families and staff take temperatures daily prior coming to school. Any person with a fever of 100.0 F or higher should not go to a school site. 	<ul style="list-style-type: none"> • Parents and visitors will not be able to visit the school unless it's an emergency deemed by the principal. This includes parents walking students to their child's classroom and volunteering on school sites. 	<ul style="list-style-type: none"> • Physical distancing will be implemented when possible and feasible throughout the day. We will use directional signage, signs encouraging social distancing, and floor decals throughout.
<ul style="list-style-type: none"> • Students and adults should also screen themselves for respiratory symptoms such as cough and shortness of breath prior to coming to school each day. Students and adults experiencing those symptoms should not attend school. 	<ul style="list-style-type: none"> • It is likely that arrival and dismissal time will vary to ensure students are not congregating together in large groups at the same time. 	<ul style="list-style-type: none"> • All students and staff will be encouraged to wash and clean their hands regularly throughout the day and sanitizer will be made available in all classrooms and common areas where hand washing stations are present.

Arrival Drop-Off Procedure between 6:30-7:45 a.m.

Car Riders:

- Students may be dropped off between 6:30 and 7:45 am. For the safety of the student's parents are to wait until an adult takes their child's temperature before pulling off. (Please make parents aware if they are going to work, they may want to factor in extra time for dropping off.)
- If a scholar comes after 7:45 Mrs. Stewart (along with another assigned person) will meet them at their cars for temperature check and sign-in.
- There will be 3 adults managing the morning drop off to keep traffic from backing up. Adults should have face coverings.



- Temperatures do not need to be recorded. If a scholar does not have a temperature it is clear for them to enter the building. Scholars showing signs of a temperature must leave with their parents/guardian.

Procedures for scholars with no temperature:

- Scholars must sanitize their hands before entering the building.
- Scholars must report directly to their assigned classroom.
- Breakfast will be served in the classroom.

Arrival Procedures continued:

Bus Riders:

We will be staggering the times for the buses. The first arrival time will be between 7:00-7:45 am, the second arrival time will be between 8:00-8:30 am.

- Buses will continue to enter in the middle driveway.
- Scholars in grades Kindergarten and 1st will exit the bus and use the middle entrance into the school (1st grade hallway). Scholars in 2nd grade will enter using the 3rd set of doors (by the library).
- We will utilize both entrances of the double doors. There will be 1 non-instructional staff member at each entrance. (2 staff members on 1st grade hall checking temperature; 2 staff members on 3rd grade)
- Scholars will report immediately to their assigned classroom for breakfast.
- Bus drivers will not be allowed to release all scholars at once.

If a scholar has a temperature after getting off the bus, the nurse should be called immediately to place the child in the identified isolation room.

Dismissal Procedures

In an effort to ensure that all students are consistently safe and secure during the dismissal process please review our dismissal protocol.

Car Dismissal (Regular day @ 3:15)

- We will have staggered dismissal times. Kindergarten will be dismissed at 3:15; 1st graders will be dismissed at 3:20; and 2nd graders will be dismissed @ 3:25.



- Due to limited space students will remain in their classrooms until their grade is called.
- All regular car riders will exit using the doors in the first building (office).

Car Dismissal (Extended Day @ 5:00)

- We will utilize all the exit doors.
- Kindergarten students will exit from the first building; 1st graders will exit from the second building; and 2nd graders will use the 3rd building exit doors but their parents will be in the line at the second building with the 1st graders.

Bus Dismissal at 3:15 and 4:00

- Buses will line up as they have previously done entering into the second driveway and the first bus pulling all the way up to the end of the third driveway.
- We will not dismiss all bus riders at one time. Bus riders will be called by their bus color in the order they are lined up following safety guidelines.
- Scholars are to adhere to the safety policy for riding the school bus upon loading.

Note: If the current situation changes and it becomes necessary to update our procedures or close our school temporarily, we will notify you. Thank you for your understanding and patience as we implement these new procedures. Our goal is to minimize disruption, while at the same time keeping you healthy and well.

Brick & Mortar/Distance Learning Teacher Expectations

Expectations of an Effective Teacher:



*An **Effective Teacher** always has high **expectations** for students. ... Positive **expectations** means that a **teacher** believes in every student and that all students can learn on their own individual levels.*

Brick + Mortar	Distance Learning
TEACHERS ARE TO KNOW AND PRACTICE THE CHARACTERISTICS OF AN EFFECTIVE TEACHER	
<p>The Effective Teacher:</p> <ul style="list-style-type: none"> • Establishes good control the first week of school • Exhibits positive expectations for all students • Establishes good classroom management techniques • Designs lessons for student mastery • Works cooperatively and shares with colleagues • Goes to Professional Development Meetings to learn • Can explain the school's and grade level's curriculum • Is flexible and adaptable • Teaches with proven Research-Based Practices • Cultivates a positive reputation • Communicates with parents 	<p>The Effective Teacher:</p> <p>Makes remote learning activities available in a timely manner.</p> <ul style="list-style-type: none"> • Is available at scheduled times to answer student/caregiver questions. • Provide timely feedback on student work. • Communicate regularly with students. • Provide a range of meaningful learning opportunities that meet the needs of all learners during the period of closure. • Provide regular feedback to students on progress related to learning activities. <p style="text-align: center;"><i>Do your best and enjoy distance learning!</i></p>
POSITIVE EXPECTATIONS FOR STUDENT SUCCESS	
<p>The Effective Teacher:</p> <ul style="list-style-type: none"> ● Creates a classroom climate that communicates positive expectations ● Creates an environment for all students to succeed ● Is a role model for all students 	<p>The Effective Teacher:</p> <ul style="list-style-type: none"> ● Creates an online climate that communicates positive expectations ● Creates an environment for all students to succeed ● Is a role model for all students
EFFECTIVE TEACHERS ARE EXTREMELY GOOD CLASSROOM MANAGERS	
<p>The Effective Teacher:</p> <ul style="list-style-type: none"> ● Trains students to know daily expectations in classroom 	<p>The Effective Teacher:</p> <ul style="list-style-type: none"> ● Teaches daily - 7:30 a.m. to ____ p.m. ● Plan, prepare and post instruction and tasks



<ul style="list-style-type: none"> ● Prepares the classroom for effective work ● Assign seating on the first day of school ● Arranges the seats to expedite the task ● Has a posted morning or class-opening routine ● Posts daily assignments in a consistent location ● Takes roll quickly and quietly after the students are on task ● Keeps organized documentation of student progress ● Has the discipline plan posted when the students arrive on the first day of school ● Discusses the discipline plan so that students understand the logic of it and consider it reasonable ● Has well-thought-out and structured procedures for every activity ● Creates a safe environment for all students 	<p>daily for classes that meet that day</p> <ul style="list-style-type: none"> ● Post office hours. Be available for __ minutes during each school day for live video/text chat with students. ● Check and respond to email periodically throughout the day. ● Takes roll quickly once students enter ● Provide students with quality feedback on work that is in progress as well as work that is turned in. ● Record student work in PowerSchool. ● Keeps organized documentation of student progress ● Reach out to parents of students who are not engaging in distance learning. If a student continues to not engage, please notify your administrator. ● Has norms posted ● Shares their Google classroom with their administrators.
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School Culture & Wellness:

GEO Prep seeks to implement common systems and routines to attend to student well-being and reduce behavioral incidents in order to ensure the conditions for effective and high quality instruction. In order to build a joyful, engaging, and safe student culture, we will implement a set of practices to ensure students build and sustain relationships within their virtual learning space, classes and across the school community. These practices are designed to provide as much continuity as possible as students move between Brick-and-Mortar and Distance Learning settings. In both settings, we have an obligation to ensure our students' physical and emotional safety.

Rituals & Routines:

Consistent routines that focus on joy, positivity, and community help students continue to advance their learning despite the stress that might be impacting their families.

Brick + Mortar	Distance Learning
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<p>Morning Principal Announcement</p> <p>Thresholding to Greet Students at the Door:</p> <ul style="list-style-type: none"> • Teachers are to stand by the door to greet students as they enter. Teachers are not to have any physical contact with the students. This strategy sets your classroom expectations and reminds students that they are valued individuals. • Once students enter the classrooms they will immediately begin their do now or jumpstart. 	<ul style="list-style-type: none"> • Teachers can practice thresholding by greeting students when they enter a video conference call.
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School Culture Expectations:

At GEO Prep Academy, school culture results not just from clear rituals and routines informed by practice, but common expectations for observable behavior and the structures to reinforce expectations such as incentives, consequences, celebrations and rituals.

<p>Brick & Mortar</p>	<p>Distance Learning</p>
<p>Classroom:</p> <ol style="list-style-type: none"> 1. Students will be in class prior to the tardy bell and ready to begin work. 2. Students will have on uniforms and proper protective gear (masks, etc..). 3. Students will maintain social distancing protocol as recommended by the CDC, but will still be responsible for engaging and participating in classroom lessons. 4. Students will also follow all school rules for use of devices. 	<p>Zoom Access & Use Rules</p> <ol style="list-style-type: none"> 1. Show up on time and be prepared with any needed materials and ready to learn. 2. Video feature is on. Remember to wear appropriate clothing or uniform and have your device in a common space of your home, but not in a bathroom or other inappropriate setting. 3. Focus and engage. Remember that this is class and you are responsible for materials presented in class. 4. Respect privacy. Do not take a screenshot, picture, Snapchat, etc. of your teacher or



	fellow students and do not make any audio or video recordings. These behaviors violate our acceptable use policy and will result in disciplinary action.
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Discipline Plan:

A Discipline Plan is a system that allows teachers to clarify what behaviors to expect from their students. The success of the system depends entirely upon consistent implementation, which includes application of rules, consequences and rewards by the teacher and parents. In order to maximize learning opportunities, create a positive school atmosphere, and teach appropriate school behaviors, all components must be implemented.

Brick + Mortar	Distance Learning
Student Discipline Plan 2020-21	Student Discipline Plan 2020-21

PBIS:

GEO Prep Academy has adopted the Schoolwide Positive Behavior Supports (SW-PBS) framework for creating safe and orderly learning environments in schools, while improving the social-emotional outcomes for students. It is a proactive approach that relies on research based practices, including developing clear behavioral expectations, teaching these expectations, acknowledging appropriate behavior, consistently correcting inappropriate behavior, and using behavioral data to systematically solve problems.

Brick & Mortar	Distance Learning				
PBIS Expectations:	PBIS Expectations:				
<table border="1" style="width: 100%;"> <tr> <td style="width: 30%;">Ready 2 learn</td> <td> I am in class on time. I start the jump start upon entry. I am active and engaged </td> </tr> </table>	Ready 2 learn	I am in class on time. I start the jump start upon entry. I am active and engaged	<table border="1" style="width: 100%;"> <tr> <td style="width: 30%;">Ready 2 learn</td> <td> My chrome book is fully charged. I can find a place to work at home. I am logged into live lessons on </td> </tr> </table>	Ready 2 learn	My chrome book is fully charged. I can find a place to work at home. I am logged into live lessons on
Ready 2 learn	I am in class on time. I start the jump start upon entry. I am active and engaged				
Ready 2 learn	My chrome book is fully charged. I can find a place to work at home. I am logged into live lessons on				



	in every class.		time.
Respectful	<p>I follow the rules for wearing my school uniform.</p> <p>I use appropriate language and tone at all times.</p> <p>I wait my turn to speak.</p> <p>I follow instructions the first time asked.</p> <p>I follow school rules.</p>	Respectful	<p>I am dressed appropriately for learning.</p> <p>I use school appropriate language.</p> <p>I listen when others are speaking and wait my turn.</p>
Responsible	<p>I am prepared with all my materials.</p> <p>I have completed homework assignments ready to submit.</p> <p>I complete my classwork in the allotted time.</p> <p>I ask questions to better understand the lesson.</p>	Responsible	<p>I will sign-in daily</p> <p>I can complete assignments to the best of my ability.</p> <p>I will ask my teacher for help when I need it.</p> <p>I will post all assignments in on time.</p>
Safe	<p>I will stay in designated areas at all times.</p> <p>I will follow all rules for transitioning between classes.</p> <p>I will follow rules for proper behavior at school</p>	Safe	<p>I will remember my username and password</p> <p>I will use appropriate language and content.</p>



	<p>and on the bus.</p> <p>Follow all rules and procedures in accordance with CDC school regulations for schools and social distancing.</p>
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Social and Emotional Wellness:

GEO Prep Academy cultivates a caring and equitable learning environment that promotes students' social, emotional, and academic growth as an integrated part of their school day whether at home or in school.

Brick & Mortar	Distance Learning
<ul style="list-style-type: none"> ● Establish a social emotional wellness team to progress monitor implementation of wellness check-in systems and identify opportunities for additional support. ● Design Celebrations for the following: <ul style="list-style-type: none"> ○ Student of the month ○ 9 week Honor Roll Programs ○ End of the Year Promotion ○ Graduations: Kindergarten, 5th Grade, 8th Grade ○ End of the Year Field Day ○ PBIS ○ Other Annual Celebrations as deemed fit <p>Wellness Check-in Procedures:</p> <ul style="list-style-type: none"> ● Teachers shall assess students' social/emotional well-being by providing weekly check-ins via in person chat sessions. ● Teachers shall provide strategies that are effective in helping students work through complex emotions when they arise, i.e. <ul style="list-style-type: none"> ○ Breathing Techniques 	<ul style="list-style-type: none"> ● Social emotional wellness team will progress monitor implementation of wellness check-in systems and identify opportunities for additional support. ● Design virtual celebrations for the following: <ul style="list-style-type: none"> ○ Student of the week/month ○ 9 week Honor Roll Programs ○ End of the Year Promotion ○ Graduations: Kindergarten, 5th Grade, 8th Grade ○ Virtual PBIS ○ Other Annual Celebrations as deemed fit <p>Wellness Check-in Procedures:</p> <ul style="list-style-type: none"> ● Teachers shall assess students' social/emotional well-being by doing weekly wellness checks via phone call or video conference. ● Teachers shall provide strategies that are effective in helping students work through complex emotions when they arise, i.e. <ul style="list-style-type: none"> ○ Breathing Techniques



<ul style="list-style-type: none"> ○ Stretching Exercises ○ Visualization Techniques ○ Self-Affirmation <p>These strategies shall be implemented one at a time for a maximum of 10 minutes via whole group setting.</p>	<ul style="list-style-type: none"> ○ Stretching Exercises ○ Visualization Techniques ○ Self-Affirmation <p>These strategies shall be implemented one at a time for a maximum of 10 minutes via Interactive Videos or other Digital Resources.</p>
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Curriculum, Instruction and Assessment:

At GEO Prep Academy,, we believe that our students must think, speak, and write about rich, complex texts; explore math concepts; and learn about the physical and social worlds each day. In order to do so, students and teachers deserve rigorous, aligned, and culturally relevant curriculum and assessments in both distance and brick-and-mortar contexts. Therefore, we will use the following core curriculum in SY20-21:

Curriculums:

Brick & Mortar	Distance Learning
<p>K-8:</p> <ul style="list-style-type: none"> ● ELA: CKLA/Wit and Wisdom ● Math: Eureka Math ● Science: Amplify Science ● Social studies: LDOE/Studies Weekly (K-5), National Geographic (6-8) <p>High school:</p> <ul style="list-style-type: none"> ● ELA: My Perspectives ● Math: ● Science: ● Social studies: Choices 	<p>K-8:</p> <ul style="list-style-type: none"> ● ELA: CKLA/Wit and Wisdom ● Math: Eureka Math ● Science: Amplify Science ● Social studies: LDOE/Studies Weekly (K-5), National Geographic (6-8) <p>High school:</p> <ul style="list-style-type: none"> ● ELA: My Perspectives ● Math: ● Science: ● Social studies: Choices

Assessments:

Our suite of assessments will provide us with the critical information that we need in order to ensure all of our students access and learn the identified priority content.

Brick & Mortar	Distance Learning
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					Teachers will utilize securely to monitor scholars as they are assessed.
Grades	ELA	Math	SS	Science	
K-2	NWEA DIBELS	Unit assessments	Weekly assessments	Weekly assessments	
3-8	LEAP 360 Wit and Wisdom Formative Assessments(see guidance from LDOE)	Leap 360	Weekly assessments		

Preparing for and Delivering Instruction:

Good lesson planning is essential to the process of teaching and learning. A teacher who is prepared is well on his/her way to a successful instructional experience. The development of interesting lessons takes a great deal of time and effort.

Brick & Mortar	Distance Learning
<p>Extended Morning Homework check. Assist with homework as needed.</p> <p>Interventions (Reading and Math) Small group to re-teach current skills not mastered. Teach skills in RIT Band Small group to re-teach current skills not mastered. Teach skills in RIT Band for Intensive scholars.</p> <p>Whole Group Instruction in ELA, Math, Science and Social Studies Teach new concepts using an explicit model (I do, we do, you do). Use an exit ticket to assess mastery of skills taught daily. Assist with keeping scholars on task and assisting scholars as needed. Set up activities and computers as needed. Check Exit Tickets/student work. Follow the</p>	<ul style="list-style-type: none"> ● Create Lessons using available digital tools and resources <p style="text-align: center;">-Lesson Design</p> <p>A. Objective/Learning Target B. Instruction & Independent Practice (various formats available) C. Be flexible with learning. Learning is Constant: Time is the variable.</p> <p>Teachers can provide Formative Assessments in order to check for understanding. Some students may require reteaching during distance learning and/or upon return.</p> <ul style="list-style-type: none"> ● Post lessons daily to platform of choice ● Be available to monitor and support students' progress throughout the week



<p>curriculum as written.</p> <p>Small Group Instruction Rotate who will work with low scholars. Teach concepts using an explicit model ((I do, we do, you do). Monitor scholars on the computer and in independent groups. Reteach/teach concepts as directed by the teacher using an explicit model (I do, we do, you do). Assist with monitoring scholars on the computer and in independent groups.</p> <p>Planning Time Meet at grade level to plan for instruction, run copies and grade student work. Assist teachers as needed by planning for instruction, making copies and grading student work.</p> <p>Extended Day 3:15-3:30- Snacks 3:30-4:45- Re-teach/Enrich/Odyssey Rotation 4:45-5:15- Homework Practice ELA (M & W); Math (T & TH) Clubs on Friday Supper- Dismissal 5:25-5:45</p>	<p>Structure will be created in collaboration between the teacher(s) and Site Administrator.</p>
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Accommodating Diverse Learners/SOED Protocols:

Accommodations do not fundamentally alter or lower expectations or standards in instructional level (conceptual difficulty), content, or performance criteria. Instead, changes are made in the instructional delivery method, assessment method, or both to enable the student to have access to the same learning and equal opportunity to demonstrate learning.

Brick & Mortar	Distance Learning
<ul style="list-style-type: none"> ● Write Effective IEPs ● Provide services to students as outlined in the IEP ● Collaborate with the General Education Teacher ● Create and modify lessons that are scaffold ● Differentiate Instruction ● Teach Small Group and Individualized lessons ● Create opportunities for students to demonstrate progress and receive feedback 	<ul style="list-style-type: none"> ● If the IEP needs to be adapted to students needs to modify the special education and related services in an IEP, the teacher must contact the parent to see if the parent agrees to the modification without convening the IEP Team. If the parent does not agree to the modification or requests and IEP Team Meeting, an IEP Team Meeting will need to be held. ● All Review IEPs must be updated. ● Identify realistic, individualized time frames



<p>related to assignments and IEP goals/objectives.</p> <ul style="list-style-type: none"> ● Provide Accommodations/Modifications ● Maintain all Service Logs ● Maintain all caseloads ● Monitor Progress frequently ● Provide Specific and Timely Feedback ● Create SER Progress Reports ● 9 weeks-Elementary and Middle School 6-weeks-High School ● Make Parent Contact ● Meet all timelines given <p>Models</p> <p>Resource Teacher Inclusion/Resource</p> <p>Self-contained Teacher Mainstreaming Self-contained Instruction</p> <p>Community Based Self-contained LAA1 students-Middle School/High School Self-contained Instruction Community-Based Field Trips-Monthly</p> <p>Related Services</p> <ul style="list-style-type: none"> ● Speech Therapy ● Occupational Therapy ● Adapted PE ● Hearing Impaired ● Visual Impaired ● Gifted/Talented 	<p>Task completion.</p> <ul style="list-style-type: none"> ● Teachers have to continue to provide Special Education and Related Services to students with disabilities to the extent possible. ● Provide Accommodations\Modifications ● Provide specific instruction and mini-deadlines/benchmarks for assignments, especially those with multiple-tasks. ● Create opportunities for students to demonstrate progress and receive feedback related to assignments and IEP goals/objectives. ● Document Delivery of Services ● Use student Interest Profiles to inform lessons and activities ● Provide alternative options for participating in Virtual Class Discussions ● Create Video Modeling of how you expect a task to be completed and or what has been successful in the school setting, such as Hand-over-Hand assistance in the classroom ● Make Parent Contact ● Meet all timelines given
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Lesson Plan Internalization Protocols:

Lesson planning is at the heart of being an effective teacher. A teacher with a plan, then, is a more confident teacher. The teacher is clear on what needs to be done, how, and when. When preparing for in-person or at-home learning, include instructional strategies and content that prioritizes students who are instructionally vulnerable.



Brick and Mortar	Distance Learning
<u>Unit/Module Internalization</u>	

Grading:

It is important that we hold high academic expectations for students as we embark upon the “new normal” of the 2020-21 school year. Grading expectations will be the same for distance school and for brick and mortar school. Report card and other progress reporting cadences will also be the same across both modes, although family/teacher meetings about student progress will now take place through videoconference or phone rather than in person.

Brick & Mortar	Distance Learning
<p>Grades shall be entered in PowerSchool on a weekly basis.</p> <p>Grading Scale: A = 93-100 B = 92-85 C = 84--77 D = 76-69 F = below 69</p> <p>Progress Report (every 4 ½ weeks):</p> <ul style="list-style-type: none"> ● Students should have at least 4 grades. ● Students must have a re-test grade for any assessment not 80% or higher. <p>Report Cards (every 9 weeks)</p> <ul style="list-style-type: none"> ● Students should have at least 9 grades ● Students must have a re-test grade for any assessments not 80% or higher. 	<p>Grades shall be entered in PowerSchool on a weekly basis.</p> <p>Grading Scale: A = 93-100 B = 92-85 C = 84--77 D = 76-69 F = below 69</p> <p>Progress Report (every 4 ½ weeks):</p> <ul style="list-style-type: none"> ● Students should have at least 4 grades. ● Students must have a re-test grade for any assessment not 80% or higher. <p>Report Cards (every 9 weeks)</p> <ul style="list-style-type: none"> ● Students should have at least 9 grades ● Students must have a re-test grade for any assessments not 80% or higher.



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Additional Staff Expectations:

Communication:

Effective communication is essential for building school-family partnerships. It constitutes the foundation for all other forms of family involvement in education.

Brick + Mortar	Distance Learning
<ul style="list-style-type: none"> ● Teachers should make every effort to keep parents informed of their child’s progress. <ul style="list-style-type: none"> ○ Notification in addition to progress reports and grade reports are encouraged. ○ A positive contact prior to any problem will help ward off negative situations. ● All teachers are required to set up a Remind or class dojo. <ul style="list-style-type: none"> ○ A letter should go out during the first week of school notifying parents of the information for Remind or class dojo. ○ You must add your administrator in Remind or dojo. This should not be the only means of communication. ● It is your responsibility to communicate with parents through parent/teacher conferences, school work packets, mid-nine week reports, report cards, phone calls, and personal notes (especially for positive reinforcement). ● Document all contacts on a contact log for accountability. 	<p>GEO continues to encourage a strong school/family partnership with two-way communication. If you need to communicate with a staff member about a concern, please use the same protocols as you always have.</p> <p>Teachers are required to post their office hours.</p>



<ul style="list-style-type: none"> ○ Every effort should be made to make weekly parent contact. ● All letters and documents need to be approved by the principal. Weekly parent notification. 	
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Dress Code:

It may not be fair to judge a book by its cover, but it happens everywhere you go, even in the classroom. But as educators, is the way we dress really that important? According to GEO Prep Academy, it's quite important. How we dress can present an image we don't necessarily intend.

Brick + Mortar	Distance Learning
<p>It is important to dress professionally—as though you’re going somewhere important—because you are.</p> <p>Dress with these four main thoughts in mind: respect, credibility, acceptance, and authority.</p> <ul style="list-style-type: none"> ● No low-rise pants or skirts. NO EXPOSED midriffs. ● No low cut shirts or blouses. (No “spaghetti” straps or tank tops) ● Jeans may be worn on Fridays only with college or school T-shirt. <p>**This includes dressy, colored, trouser, denim, etc.</p> <ul style="list-style-type: none"> ● NO Warm-up Suits!! ● NO Ripped Jeans!! ● Leggings/Jeggings are allowed only with knee length sweaters/dresses. ● Visible tattoos on the neck, head or face; should be covered. ● Female staff should have all cleavage covered. ● We expect students to wear clothing that fits properly, shirts tucked in and belts worn with pants. 	<p>Learning from the comfort of your home can make it feel desirable to dress down, but we want to make sure we are looking presentable and professional, just as we do at school.</p> <ul style="list-style-type: none"> ● No pajamas ● No head scarfs ● Dressy/casual top



<ul style="list-style-type: none"> ● We set the example and the tone for our school. ● Flip Flops/Beach Sandals are NOT permitted. 	
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Student Engagement:

Student engagement is an important factor in a student’s school career, as high engagement levels can enhance academic motivation and achievement.

Brick & Mortar	Distance Learning
<ul style="list-style-type: none"> ● Implement TLaC techniques ● Student led discussions ● Teachers and students are asking and answering HOT questions. ● Implementation of rigorous lessons and activities. ● Early finishers activities. 	<ul style="list-style-type: none"> ● Start every virtual session with a quick check in. ● Use the chat window ● Provide routine feedback

Parental Involvement:

Parental involvement in school has been demonstrated to be a key factor for children’s academic outcomes. Teachers who focus on parent engagement often see a profound change in their classrooms. The more parents involved in their children’s education, the better their entire class’s motivation, behavior, and grades become.

Brick & Mortar	Distance Learning
<p>We believe that parents should be actively involved in the school. It is our intention to provide timely information in the areas of program, curriculum, special events, procedures, policies, etc. A school newsletter and communications with individual teachers will be the primary sources of school news. You are encouraged to become involved by:</p> <p style="text-align: center;">Emailing the teacher/DoJo/Remind app or writing a note when you have concerns</p>	<ul style="list-style-type: none"> ● Distance Learning Parent Orientation ● Virtual social/community building events, weekly check-in with families through calls, text or email.



regarding your child behaviorally or academically. It is the student's responsibility to share all parent notes with the teacher.

Calling the school to leave a message for the teacher when needed. All calls will be returned within a 24-hour period.

Volunteering for events/activities when needed. (Literacy/Math night)

Staying in the know with school information and programs by frequently visiting our website at:

www.geoprep.org.



Staff Attendance:

Timely and regular attendance is an expectation of performance for all GEO Prep employees. To ensure adequate staffing, positive employee morale, and to meet expected productivity standards throughout the organization, employees will be held accountable for adhering to their workplace schedule.

Brick & Mortar	Distance Learning
<ul style="list-style-type: none"> ● If the absence is planned in advance, you must submit a leave of absence form to _____. ● If you are calling in for work you will need to notify your principals and secure your sub by calling _____. ● If you get sick during the day, contact the office immediately and the administration will arrange a substitute. ● A substitute packet with lesson plans, class schedules, seating charts, rules and procedures, and any other helpful information should be turned into the front office. Materials in the substitute packet should be suitable for the substitute to teach. <i>If the teacher is absent, it is the responsibility of the TA to step up as the teacher and the sub will be the teacher assistant.</i> 	<ul style="list-style-type: none"> ● If a staff member is out sick, he/she will make sure to notify his/her respective person. ● In addition, teachers will post a note on their Google Classroom site or Canvas to notify students and parents that they will not be available for email communication or live support. The staff member will post their substitute plans on their website as is the normal practice



Professional Learning:

Professional learning is an organization's process for supporting the improvement of instruction through the professional growth of educators and support personnel. It is the process for continuous self-study and improvement of individuals, departments, schools and the school system.

Brick & Mortar	Distance Learning
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<ul style="list-style-type: none"> • Teachers will be required to attend a weekly data meeting. - Data Requirements: Completed Data Charts Prior to Data Meeting, Completed Data Analysis submitted to AP by Friday, All Scholar Assessments(Re-test included), Copy of Assessment, Data Binder • Teachers are expected to attend a weekly 90 minute cluster -Cluster Requirements: Career Teacher Handbook, All Student Work, Completed Characteristic Sheet, IGP, Cluster Binder • Teachers will be required to participate in bi-monthly professional development conducted by Instructional Partners. The focus will be Internalization of Models/Lessons. • Teachers will be required to participate in quarterly professional development conducted by NIET. Focus will be Student Work and Leadership. • ESS Teachers will be required to participate in quarterly professional development conducted by Futures. Focus will be providing intentional support to ESS scholars and ESS guidelines. 	<ul style="list-style-type: none"> • Teachers will be required to attend a Virtual weekly data meeting. - Data Requirements: Completed Data Charts Prior to Data Meeting (Google Doc), Completed Data Analysis (Digital) submitted to AP by Friday, All Scholar Assessments Reports (Re-test, Google Classroom, Zearn, ASSISTments, etc), Copy of Assessment (Digital) • Teachers are expected to attend a Virtual weekly 90 minute cluster -Cluster Requirements: Career Teacher Handbook, All Student Work Reports, Completed Characteristic Sheet (Google Doc), IGP(Google Doc), Cluster Digital Folder • Teachers will be required to participate in Virtual bi-monthly professional development conducted by Instructional Partners. The focus will be Internalization of Models/Lessons. • Teachers will be required to participate in Virtual quarterly professional development conducted by NIET. Focus will be Student Work and Leadership • ESS Teachers will be required to participate in Virtual quarterly professional development conducted by Futures. Focus will be providing intentional support to ESS scholars and ESS guidelines.
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Staff Wellness:
*There's no debate that healthy people make better employees. **Science says wellness programs work.** There's plenty of research that shows wellness programs can have a positive impact in schools by improving healthy behaviors, improving productivity, controlling healthcare costs, and reducing health risks.*



Brick & Mortar	Distance Learning
<ul style="list-style-type: none"> • An established social & emotional support team for staff to communicate mental health concerns (nurse, counselor, principal) • Weekly staff wellness check-ins • Joy committee is formed to create ongoing staff culture initiatives that will be announced during the daily announcements. 	<ul style="list-style-type: none"> • An established social & emotional support team for staff to communicate mental health concerns (nurse, counselor, principal) • GEO EAP Program provides up to five free counseling services. • Online virtual check-ins using Google forms. • Joy committee is formed to create ongoing staff culture initiatives that will be announced during the daily virtual announcements.

Evaluations:

*Strong instructional leadership will help guide teachers to success, but **teacher evaluation is key for the professional and personal growth that leads teachers to improved performance.***

Brick & Mortar	Distance Learning
<p>Each teacher is evaluated using the TAP rubrics. Teachers will receive three observations within the year (1 announced and 2 unannounced). Evaluations will be done by an administrator, master or mentor teacher.</p> <p>Teachers will receive weekly walkthroughs by someone from the leadership team. Teachers will be provided feedback from observations.</p>	

GEO Prep Handbook Acknowledgement

I _____, hereby acknowledge that it is my responsibility to read and adhere to the guidelines in this handbook. I understand that it is my responsibility to read



the handbook. The information in this Handbook is subject to change. I understand that changes in District policies may occur from time to time. As the District provides updated policy information, I accept responsibility for reading and abiding by the changes.

If there are any policies or provisions that I do not understand, I will seek clarification from my immediate supervisor.

By signing my name, I acknowledge that I have read and agree to abide by the provisions outlined in the GEO Prep Academy Employee Handbook.