



La Salle

Since 1862

STANDARD OPERATING PROCEDURES

2022-2023 Staff Handbook

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Mission and Vision

Mission: Rooted in the Lasallian tradition of making quality education accessible to all, we provide excellence in education and promote service, justice, care, inclusivity, community, and zeal. We proudly proclaim, "I am somebody!".

Vision: Excellence in educational opportunity for all.

Core Values:



Care

We nurture loving relationships which build whole-person wellbeing.



Inclusivity

Empowerment, accessibility, every voice matters, active engagement.



Community

We open doors to our neighbors so all feel welcome.



Service

We are called to ask "how can I help"?



Justice

We see unfairness. We take responsibility to fix it.



Zeal

We feel unabashed enthusiasm for life, love and learning.

School Calendar & Bell Schedules

[2022-23 School Calendar](#)

[Regular Bell Schedule](#)

[Virtual Learning Bell Schedule](#)

[Early Dismissal Schedule](#)

Staff Contact List 2022-23

Teachers and Staff	Position & Room number	Location	Email
1. Ahrens, Ted	Special Education Coordinator	201	tahrens
2. Beck, Christy	Art Teacher	Art Lab	cbeck
3. Boone, LaShanda	Executive Director	Pound	lboone
4. Bounds, Christine	SIS Coordinator Consultant	Main Office	cbounds
5. Clay, Jasmine	Graduate Support Director	Encompass	jclay
6. Cobb, Lauren	Principal	Main office	lcobb
7. Davis, Fred	Building Maintenance /Custodian	n/a	n/a
8. Smith, David	PE/Health Teacher	204	dsmith
9. Finley, Rashaad	Building Maintenance/Custodian	n/a	n/a
10. Hall, Michael	Director of Operations and Business Services	Pound	mhall
11. Halliday, Jennifer	Office Manager	Pound	jhalliday
12. Harris, Ke-La	8th & 6th grade Math Teachers	103	kharris
13. Harris, Natasha	Marketing & Development Specialist	Pound	nharris
14. Hart, Karen	Food Service Manager	Cafeteria	khart
15. Howard, Jayne	Math Interventionist	203	jhoward
16. Loeffel, Kyle	Counselor	208	kloeffel
17. Martin, Laurie	Reading Interventionist	203	lmartin
18. Massenburg- Johnson, Massa	Assistant Principal	202	mmassenburgjohnson
19. Rosenkranz, Mary	7th & 6th grade Math Teacher	205	mrosenkranz
20. Ross, Nina	Registrar/Enrollment Coordinator	Main office	nross
21. Saddler, Tyler	Social Studies Teacher	101	tsaddler
22. Sobeck, Victoria	8th & 6th grade ELA Teacher	104	vsobeck
23. Taysi, Sharon	7th & 6th grade Science Teacher	207	staysi
24. Warren, Briana	8th & 6th grade Science Teacher	Science Lab	bwarren

Attendance

Staff members are expected to be at school every day. Faculty members receive 7 personal days, in addition to the 22 days of vacation that are built into the school calendar and the summer break. Personal days should be used sparingly and planned at least two weeks in advance to ensure a substitute can be arranged and with as little burden to the rest of the teaching staff as possible. Days used beyond the 7 allotted personal days will not be paid. Additionally, days taken during the blackout period will not be paid and may result in additional action.

2022-23

August 1-19
August 22
August 23
September 6
September 15
October 20
October 21
November 17
November 28`
December 16
January 3
January 12
January 13
January 17
February 16
February 17
February 21
March 16
March 17
March 27
April 7
April 17
April 11 – April 28
April 27
May 25

Blackout Days

Staff Professional Development
New Student Orientation
First Day of School & Welcome Back Family Dinner
First Day back from Labor Day
Star Breakfast
Star Lunch & Family-Teacher Conferences
Staff Professional Development
Star Breakfast
First Day back from Thanksgiving Break
Star Lunch
First Day back from Winter Break
Family - Teacher Conferences
Staff Professional Development
First day back from MLK holiday
Star Breakfast
Staff Professional Development
First Day back from President's weekend
Star Lunch & Family – Teacher Conferences
Staff Professional Development
First Day Back From Spring Break
Professional Development
First Day Back From Easter weekend
MAP Testing Window
Star Breakfast
Last day of school, 8th-grade Graduation

Planned Absences

Request an Absence Request and Approval Form from your supervisor well in advance of your planned absence. The form will be sent to you electronically through DocuSign. The submission is to include the date(s) and time (if applicable) of the absence and the type of absence (PTO, sick, etc.). When absent, staff is expected to email the leadership team lesson plans for the substitute as well as leave a copy of the lesson plans in your classroom along with copies of assignments for students. Please note your absence is not approved until the DocuSign is received and approved by your immediate supervisor.

Unplanned Absences

Occasionally, emergencies arise that make it difficult to follow the normal request-off procedure. While certainly the health and well-being of staff is of utmost importance, it is also important to recognize the strain unexpected absences place on the rest of the school staff who may need to sub at the last minute.

In the event of an emergency, or last-minute illness of yourself or a family member, the following process must be followed:

1. Call the principal at the first realization that you will be unable to make it in.
2. Stay in communication with the principal regarding any additional days you may be out. In this context, communication means letting the principal know by noon on the first day you missed whether you will be out for multiple days.
3. Upon return, complete the Absence Request and Approval Form for HR purposes and turn in documentation (i.e. doctor's note following three days of consecutive absences).

Tardiness

The school day for staff begins at 7:20 am. Please notify the principal if you are going to be tardy. This notification should occur as soon as you realize you will be tardy. If you arrive late, notify the principal of your arrival so your time can be documented. At 7:30 am, school staff is expected to be present in the designated morning meeting space. See Morning Meeting for more information.

On Star Breakfast days the school day for staff begins at 7:00 am. Attendance is mandatory, and 7:00 am is a hard start time.

After two instances of tardiness, all additional tardies—including the start of the school day, faculty meetings, staff meetings, transitions, and duty—will be calculated and may be deducted from personal days.

Sub Plans

Teacher absences cause a disruption to the learning process. To minimize the loss of instructional time when a teacher is absent, it is imperative that the assignments in Google Classroom for the day of absence (s) are current.

Emergency Sub Plans

At all times, teachers should have emergency sub plans updated in Google Classroom. The emergency sub plans should include a schedule, class roster, seating chart, and aligned content

with copies or virtual instructions for each student, a copy for the substitute teacher, and a key. **Sub plans should never include busy work or worksheets that have little to no connection to your current unit.** To that end, your emergency sub plan folder should be updated quarterly.

Sub Plans for Planned Absences

When planning your absence in advance, be sure to provide a schedule, class roster, seating chart, and content for the days you are going to be out. Provide copies for each student, a copy for the substitute teacher, and a key. Again, **sub plans should never include busy work or worksheets that have little to no connection to your current unit.** In order to keep up with pacing for the unit, you should provide the sub with plans that fit into your unit's predetermined calendar. The plans for the sub should not be isolated activities that do not fit into your curriculum map. The Principal must approve sub-plans prior to copies being made.

Communication

Quick and responsive communication is a critical responsibility of all school staff.

Mailboxes

It is important to check your staff mailbox daily for important documents, including professional development opportunities, accountability reminders, and treats. Staff should remove excess items from your mailbox promptly, including bulky mail items and subscriptions. If a subscription is unwanted, the staff member should email his/her department to ensure no one else would like the materials, then recycle promptly if unwanted.

Email

Staff should check email in the morning, during the planning period, and by the end of the day. Information that must be relayed quickly, including changes to the schedule, special programs, and student issues, is often shared via email, and many times action is required. **For emails requiring responses, a response is expected within 24 business hours.** Similarly, if an action is required, the action is expected to be completed within 24 business hours or by the specified due date. If this expectation cannot be met, it is the responsibility of the staff member to notify the sender of the email and his/her direct supervisor.

Check your spam folder often, as emails not sent through the La Salle platform will always be delivered to other email addresses within the network.

Cell Phones

Cell phone use for personal reasons during the school day should be limited to emergencies and/or break times. Phones should be set to silent or vibrate so as not to disturb learning.

It is expected that all staff members have their cell phones on their person in the event of an emergency. Cell phones are sometimes used during dismissal procedures and all school staff are expected to monitor phones during dismissal.

Under no circumstances should a staff member use his/her cellular device to utilize Snapchat, Instagram, TikTok, FaceBook, etc., or otherwise post photos or videos of students to their personal accounts. For special events like the gala or other school programming, posted photos should be approved by the school principal or designee. While most students have signed photo release forms, these forms explicitly state that images of students will be used solely for educational and/or public relations purposes. Any postings shared for public relations purposes should be approved by the school principal or designee

Family Contact

All school staff are expected to reach out to families often, for both positive relationship-building and to inform areas of concern. All family contacts should be logged in to Tyler. **The first time a family member hears from a staff member should not be due to an area of concern.**

When contacting families, it is imperative that staff remain professional, listen to the parent, and then work with the family to determine solutions. If a staff member is unsure how to proceed, he/she should immediately notify the principal, who will make appropriate arrangements. Remember: your job is to serve the client, and our clients are our students and their families.

If a student is struggling in a class, it is the responsibility of the teacher to notify the family as soon as possible. A parent/guardian should not find out a student is struggling when he/she receives the report card— student struggles should be made known well in advance of report card distribution. Keeping in regular contact with family members is a key component to ensuring student success. Individual planning time is reserved for contacting families. Under no circumstances should families be contacted during the instructional hour or front of other students.

Newsletters & Websites

Newsletters and websites provide a medium for the school to share important information with families, including upcoming events, sign-ups for health vans, permission slips, enrollment papers, and notes from teachers. The principal, assistant principal, counselor, are responsible for gathering information to send to parents/guardians. The principal and assistant principal are responsible for emailing the information to our families and maintaining the school's website.

Teacher Article

Each teacher will submit an article for the monthly newsletter and/or a note to be emailed to families. This newsletter or note will include the following: an update on what students are doing in class, a list of any missing assignments, any upcoming assessments/major assignments, a shout-out section for student achievement, a core values spotlight, and relevant contact information.

Teacher Webpage

Each teacher is responsible for maintaining their own webpage. The homepage should contain a brief biography, current contact information, and class syllabus.

Google Classroom

Teachers are to post assignments weekly for all classes taught so that families can reference this material.

Google Calendar

All staff members shall check the Google Calendar each morning, and prior to each week. All important events are usually placed on the calendar at least two weeks in advance. If a staff member would like to include an event on the calendar, he/she should submit the event and all relevant details to the school principal at least one month prior to the event.

Failure to check the Google Calendar does not excuse tardiness or absence at scheduled events. It is the employee's responsibility to check the Calendar for relevant information. All staff members should be subscribed to the La Salle School calendar. Depending on your role, you may also need access to the Special Education calendar, the EnCompass calendar, and/or individual staff members' calendars. If you feel you need access to another calendar in addition to the La Salle School calendar, you should inform the school principal and the technology coordinator.

Staff Disagreements

Occasionally, staff members will disagree about a course of action relating to communication, student discipline, or other daily decisions. When these disagreements occur, **all staff involved must maintain a professional disposition**. Disagreements must be had behind closed doors—never in front of students or families. If the disagreement cannot be resolved by the involved parties, each party shall notify his/her supervisor, and the supervisor(s) will determine an appropriate mediator. After a restorative conversation, all staff involved will make a good faith effort to move on from the disagreement and maintain a professional relationship.

All staff should make every effort to assume the best intentions when disagreeing with another staff member. Any visible acts of disagreement, whether in front of students or families or via social media, will result in disciplinary action and will be documented in staff members' personnel files.

Staffing

Chain of Command

In the event of an emergency (i.e. threat to student safety or unknown person in the building), immediately notify the Executive Director. If the Executive Director is unavailable, the chain of command is as follows:

- Principal, Lauren Cobb
- Assistant Principal, Masa Massenburg-Johnson
- Director of Operations, Mike Hall
- Director of Graduate Support, Jasmine Clay
- Lead Teacher, Jayne Howard
- Office Manager, Jennifer Halliday
- School Counselor, Kyle Loeffle

Please see your direct supervisor for information on the chain of command for reporting department-level issues of concern.

Committees

All staff members are expected to serve on at least one school committee. Participation in whole-organization committees does not exclude a staff member from mandatory participation in a school committee.

Committees will meet monthly for part or all of a data team meeting. Committee meetings may be held off-site, but minutes are expected to be collected and shared to the Committee's Folder in Google Drive. A detailed description of each committee can be found in the Committee Folders in Google Drive.

Duty

All staff will share duty responsibilities, including but not limited to: recess duty, lunch duty, morning duty, dismissal duty, and detention duty. Duty will be assigned. If you are unable to perform your duty assignment, it is your responsibility to switch with another staff member. It is your responsibility to also notify the principal or designee of the change.

Morning Duty

While on morning duty, a staff member is expected to circulate, asking students about homework completion, encouraging students to read or complete assignments when needed and build relationships with students. Morning duty staff are also expected to monitor the breakfast procedure. When on morning duty, staff is expected to arrive in the cafeteria by 7:20 am

Lunch Duty

During lunch duty, a staff member should not have long conversations with individual students. While this is encouraged on non-duty days, while on duty, a staff member is expected to keep a watchful eye on the cafeteria as a whole. All staff members in the café are expected to model

appropriate behavior for students, including but not limited to the appropriate volume, language, conversation topics, portion sizes, and cleaning up after oneself. Lunch monitors are expected to keep track of time and dismiss students to clean their tables with an appropriate amount of time remaining in the lunch period. Staff members should continue to utilize Kickboard as a behavior intervention/incentive tool while on lunch duty.

Recess Duty

During recess duty, staff members should be diligent in monitoring students. Staff members should not be grading papers, checking their phones or emails, or otherwise engaging in activities that may take attention away from students. While on recess duty, staff members should continue to utilize Kickboard as a behavior intervention/incentive tool.

The Executive Director or principal will determine if weather prohibits recess from occurring. In this event, recess will occur in the Arts and Movement Center, unless a special event is concurrently occurring. Should the Arts and Movement Center be unavailable, study hall or games may take place in the classrooms of the recess monitors as an alternative.

Dismissal Duty

During dismissal duty, a staff member is expected to keep his or her cell phone out at all times. School staff members signed up for dismissal duty are expected to stay until the last child is picked up. The staff member should ensure the child calls his or her family no earlier than 15 minutes after the official end of the school day. The staff member on duty should document all children picked up more than 20 minutes beyond the official end of the school day, and email the date, time, and student name(s) of all children picked up beyond the 20-minute window to the principal. During dismissal, students should be encouraged to get an early start on homework or read. They may not access their cellular devices until their name has been called to exit the building. Cell phones are retrieved by students from the teacher designee upon exiting the building.

Academics

Lesson Plans

Lesson plans are to be posted in the shared drive by the Friday before the week of intended delivery. The principal will review these lessons each week and use these plans to post lesson snapshots for each grade level and content area in the drive. This will allow teachers, staff members, and volunteers to support students with their current work. If appropriate, share lesson plans with the special educators, substitutes, and enrichment staff in advance. Lesson plan templates are located in the Team Drive. Individual teachers may be asked to include additional items or use alternative lesson plan templates.

BBC

The BBC (blackboard configuration) should be prominently displayed in the classroom. It should be current, written in student-friendly language, and used as a resource throughout the lesson. The BBC should include the Learning Target, Do Now, agenda, and homework. Teachers may include any additional information they see fit (themes, vocabulary, essential questions, etc.). The BBC should be displayed in a location where it is visible throughout the lesson—that is, not on the monitor or display screen where it disappears after the Do Now. Individual teachers may be asked to include further information. Additionally, teachers are to post the daily BBC virtually in Google Classroom.

Bulletin Boards

Class bulletin boards are a living reflection of a classroom and what others use as a first impression of a teacher and a class. Current student work should be posted on bulletin boards and updated monthly. A rubric and/or scoring guide should be posted with the work and descriptive feedback should be included on all work. There should be no identifying student information on scored work. There are volunteers and support staff available to assemble your bulletin board if the students' work and directions are provided. If you would like assistance, please notify the principal or designee.

Planning Period

The planning period is a time to plan lessons, call parents/guardians, observe other teachers, update data charts, grade papers, and input grades, check in with students in alternate learning environments, or complete other work-related activities. The planning period shall not be used to run personal errands, and staff should not be offsite during planning periods. Leaving the building during the planning period may result in a deduction from personal days. To leave campus during the school day, submit a request-off form.

Classroom Libraries

Each classroom shall maintain a small classroom library with a variety of titles, book levels, and genres. Teachers shall ensure the shelf is kept orderly and shall reach out to the volunteer staff bi-monthly to rotate titles. The classroom library should be a clearly defined space in the room. Books should be organized in a systematic way (by topic, reading level, or author). If you need

assistance with locating books or setting up your classroom library, please see the principal or designee.

School Library

There is no librarian at La Salle though the space is available for teacher and student access with staff supervision. No student should be sent to the library without adult supervision at any time.

While in the library with students, it is the adult's responsibility to ensure students maintain appropriate library volume, students replace books on shelves correctly and/or place them in the reshelve bins.

To reserve the library for special events, research activities, or other purposes, speak with the principal or designee.

Word Walls

Each classroom shall maintain a word wall. Word walls should be organized in a systematic way and should contain current content vocabulary and definitions as well as academic vocabulary and definitions. Transferable language word signs will be provided to each classroom. The word wall should be visible from all areas of the classroom. Students should understand the function of the word wall.

Assessments

Students will take the Star reading and math assessments four times during the academic year. **ALL** students may be assessed as often as the instructor chooses, but not sooner than weekly, using the STAR Assessment.

- Renaissance Learning has recommended, for best results, the administration of the math screener test first and reading screener test second.

Students will take assessments as outlined in the assessment calendar. Students will take common formative assessments (CFAs) quarterly on identified priority standards in all content areas.

Students will participate in the Missouri Assessment Program (MAP) from April 11-28, 2023. In addition to these formal assessment windows, teachers are expected to provide daily formative assessments and summative assessments at the end of each unit. Summative assessments can be teacher-created, norm referenced unit tests via USA TP, or content area curricular resources.

Gradebook

Teachers are expected to maintain a current grade book in Tyler, the Student Information System. Grades should be entered *by 9pm on Thursdays*. For students struggling with particular standards or assignments, it is the expectation that teachers enter comments for those fields in the grade book. Progress and report card grades are due according to the dates on the Google calendar. Grades are due by 7:30 am on the day they are marked due on the calendar. It is imperative that grades and comments are entered by this time, in order to provide ample time for fixing errors and printing documents.

Accountability Dashboard

Data will be posted for Star (reading and math), MAP, assessments, socio-emotional behavior, and attendance. Student data will also be posted for attendance, tardiness, and any other all-staff initiatives. Staff is encouraged to reference the data often. Current lesson plan summaries will also be posted in the team drive.

Professional Learning Community (PLC) Meetings

Teaching and administrative staff will participate in weekly PLC meetings on Tuesdays, Wednesday, and Thursdays during Teacher Planning Periods. Attendance is mandatory. This time is to be used for discussion of student data, academics, and school business.

Cell phones should not be used at meetings. Teaching staff should be prepared with laptops and other pertinent information, as outlined in the agenda sent by the principal prior to the meeting.

Instructional Expectations

Teachers have a multiplicity of responsibilities of which greatly attribute to the day-to-day instructional components in the teaching and learning process. It is essential teachers meet each deadline stated in the Teacher To Do spreadsheet in an effort to ensure updated information is submitted as requested in a timely manner. Adherence to universal instructional expectations is required.

School Culture

Discipline

All staff will utilize Kickboard as a system for positive incentives and behavior management. It is critical to provide both motivational and developmental feedback through this platform. The principal and designee will monitor each staff member's input into the system.

Staff members should utilize a plethora of classroom management skills prior to having a student removed from the classroom. This includes strong voice, what to do, private individual corrections, parent/guardian contact, restorative conversations, utilizing trauma-sensitive spaces in the classroom, encouraging students to self-regulate, and incorporation of movement. If a teacher requests a student be removed by the principal or assistant principal, the teacher should be prepared in the event that the administrative team deems the student ready to re-enter class prior to a discussion with the sending teacher. Upon requesting a student be removed from class, the teacher can expect a follow-up observation by a member of the administrative team for the purposes of coaching and problem-solving.

Positive behavior interventions and supports shall be utilized whenever possible. At La Salle, it is our purpose and duty to instill in our students' effective self-regulatory practices at all times. To ensure not only the fairest but appropriate disciplinary actions, school and classroom rules should be conveyed, reiterated when necessary, and posted in your classroom. At La Salle, there are two rules: it is never okay to disturb learning, and it is never okay to be hurtful. The administrative team's role is to assist you as the school staff. Therefore, school staff should document all unacceptable student behavior in Tyler SIS and Kickboard. Entries in Tyler that are for documentation purposes only will be coded with "no action;" others will be coded with the appropriate action prescribed by the La Salle code of conduct. According to the La Salle code of conduct, each student is entitled to due process, therefore a recorded statement will be taken from the student. The administrative staff will check SIS multiple times per day for any entries.

Advocacy Forms

Each student is entitled to submit an advocacy form to the school counselor in the event that he or she feels an unjust consequence was distributed by a staff member. The advocacy form includes an essay portion and asks the student to reflect on the situation. After reviewing the advocacy form, if the school counselor deems it necessary, a restorative conversation between the staff member and the student will be scheduled. The counselor, student, staff member, and member of the administrative team will be present for the restorative conversation if deemed necessary.

Incident Reports

In the event that an accident occurs during recess or at another time throughout the day (i.e. a student getting hit with a ball, running into one another, etc.) an incident report must be filed with the principal. Even if you do not believe the child to be hurt, you must notify the principal of the situation, and she/he will determine the appropriate course of action. Do not deny the child the opportunity to visit the principal after such an incident, as you can be held liable if it is determined the child has an injury and you did not report it to the appropriate staff member.

Peer Observations

Each teaching staff member is expected to conduct bi-monthly peer observations for each member of his/her grade level team and content-area team. While it is preferable to conduct these observations during the planning period, in the event that there is a scheduling conflict, notify the principal who will make alternate arrangements for the 20-minute observation period.

These observations are not evaluative in nature, but instead serve to ensure consistency among grade-level teams, the linkage between 6th, 7th, and 8th-grade content, and an opportunity to share best practices and provide motivational and developmental feedback on our craft. A template for the peer observation form can be found in the Teacher Resources folder in Google Drive.

Coaching Cycles

Each teaching staff member can expect at least one walk-through observation per week by a member of the administrative team. These observations are not evaluative in nature, but instead serve to ensure consistency, standards-alignment, consistency in management practices, and progress monitoring. Each teaching staff member will receive feedback in the form of an email or written note at the end of each informal observation.

In some instances, the administrative team will schedule a meeting with the staff member to debrief from the observation and practice a specific skill. Again, this is not evaluative but rather an opportunity for development. Staff members may, at any time, request a member of the administrative team to observe specific lessons for specific skill sets. Please request specific observations at least one week in advance to allow the administrative team time to rearrange their calendars.

Professional Development Plans

All staff members are to submit an individual professional development plan (PDP) with SMART (Specific, Measurable, Actionable, Realistic, Timebound) goals aligned with the area of organizational focus and growth. Professional development plans are to be submitted to staff members' direct supervisor within three weeks of hire. The supervisor and staff member will meet to review the PDP to ensure appropriate goals are being set.

Staff Meetings

Once monthly, a staff meeting will be held after school following dismissal from 3:30-4 pm or virtually. All staff are expected to attend the 30-minute standing meeting. During this meeting, all staff are expected to participate fully in the discussions and activities. Meetings for the year are on the school Google Calendar.

Morning Meeting

All staff are expected to participate in morning meetings daily from 7:30 am - 7:50 am with students in the cafeteria.

Morning meetings are student-driven. Students should be speaking more than adults, and

adults should model appropriate behavior for students by paying attention, showing appropriate responses (such as clapping or nodding along), and refraining from cell phone use or any other activity during the time frame.

Student Ambassadors will lead most morning meeting sessions. Staff is expected to sit/stand with students and redirect students when necessary or appropriate.

Technology

Staff Devices

Staff must sign the Technology Agreement for Staff document before being issued electronic devices - laptop & charger, iPad with the case & charger, remote control to classroom monitor, and digital pen. Staff will be responsible for any cost incurred as a result of damage or loss of the laptops, iPads, and other electronic devices. Staff should report any technical issues to the assistant principal immediately. Any issue that cannot be resolved should be submitted via the IT Service Request Form linked [here](#).

Student Devices

Students and parent/guardian must sign the Chromebook Usage Agreement before they are issued a Chromebook or a hot spot.

1. Students are to bring their Chromebooks to school each day.
2. Chromebooks must be fully charged.
3. If a student fails to charge their Chromebook or bring it to school:
 - a. Parent/guardian receives an email and calls reminding them of school policy
 - b. The student receives a loaner while Chromebook is charging
 - c. Parent/guardian meetings will be necessary for students who continue to violate the policy

Students should only be on Chromebooks/calculators when needed for classroom instruction/intervention.

1. Each student will be provided their login credentials at the time of Chromebook distribution. If a student experiences difficulty logging in, contact the assistant principal for assistance.
2. Students should only log in as themselves when working on devices. Teachers should report any violation of the acceptable use policy (listed below) to a member of the school leadership team immediately.

Teachers should review with students the Acceptable Use Policy and Chromebook Agreement outlined in the Student and Family Handbook.

GoGuardian

Teachers are to utilize GoGuardian anytime students are logged into Chromebooks.

1. Complete the [GoGuardian training](#) prior to the first day of school.
2. Actively monitor what tabs students have open.
3. Close tabs when students are off task.

Technology Requests

Due to the filters that are in place, there are websites that are restricted to students. To ensure your students have access to online instructional resources, complete The Technology User Agreement form. Be sure to include the URL of the site(s) that you would like students to utilize, **2-3 days prior to your lesson** so that it can be added to the safe list. The assistant principal will confirm via email when the website is usable by students. Note: You can check students' access to a website at any time by logging into a student device as a *student* (see username/password sheet for logins). Teachers should report any technical issues to the assistant principal immediately. Any issue that cannot be resolved should be submitted via the IT Service Request Form linked [here](#).

Virtual Instruction

During certain times of the year, it may be necessary for teachers to provide instruction to students virtually via Google Meet and Google Classroom.

Virtual Alternate Method of Instruction days are announced to all stakeholders with students and teachers adhering to the virtual bell schedule. It is imperative that staff arrive in their virtual classrooms on time. Staff should be dressed appropriately for being on camera and in an environment that is free of distractions.

Students will be able to access your classroom without having to be admitted. Should you get a request that someone wants to join this meeting, contact the assistant principal or another member of the leadership team immediately. We will be able to tell you whether your class is being visited by a parent/guardian, our sponsor, etc. If this is not the case, click the **Deny entry** button to keep the individual from joining the class. **DO NOT ADMIT THE USER** into your classroom to see who it is.

If you need to remove someone from a Google Meet session, click the Remove icon under their name in the participant list.

Special Events and Activities

Field Trips

Field trips shall be scheduled at least one month in advance. To schedule a field trip, notify the principal and assistant principal of the field trip idea by emailing the completed [Field Trip Request Form](#). Include the connection to the current unit plan, complete with standards alignment, as well as pertinent information regarding potential date(s), time(s), number of supervisors needed, which students will be participating, and whether a sub will be needed for additional class periods. In the event that a sub is needed to cover additional classes, follow the Sub Plans procedure outlined on page 4 of this manual.

Field trips more than a mile away from the school building require signed permission slips. Permission slips will be emailed home to families using DocuSign no later than two weeks prior to the event. This form is sent by the DocuSign Administrator after the field trip has been approved by the principal and trip details are confirmed. It is the responsibility of the individual planning the field trip to notify other teachers of the planned activity, as well as to determine the plan for any students who may be remaining behind.

For all field trips, with the exception of some college visits, students are expected to be in uniform. With the exception of college visits, students are not permitted to bring cellular devices. Should an issue arise on a field trip, the chaperone in charge of scheduling the field trip shall call the principal immediately to determine a plan of action. If transportation is needed for the field trip (i.e. buses), the individual planning the trip is responsible for working with the administrative assistant to contact the bus company to arrange transportation as soon as the field trip is approved. It is also the responsibility of the individual planning the field trip to follow up with the bus company 24-48 hours before the field trip to ensure transportation is confirmed and the itinerary has been recorded correctly.

Class Parties

Class parties should be approved by the principal. This includes but is not limited to holiday parties, celebrations for birthdays or accomplishments, Kickboard parties, and/or incentive parties. Any activity done in place of instruction needs to be approved by the principal. *Please note that extra recesses are considered classroom celebrations and need to be approved by the principal.*

During class parties, only packaged food and drink may be provided (that is, no homemade items from staff or students). When notifying the principal of the party, be sure to provide information regarding activities, snacks, and/or clean-up needs. It is the responsibility of the teacher to ensure the classroom is cleaned up after the party—it is not the sole responsibility of custodial staff.

Movies

To show a film in your classroom, outline the purpose and standard alignment in the weekly lesson plan and must adhere to the guidelines outlined below.

1. Films rated X, R, or NC-17 will not be shown.
2. Films rated PG-13 will be shown only with written parent/guardian authorization.
3. Content of the film must be appropriate for the age and interest level and must relate to

the total instructional program.

4. Teachers must take responsibility for showing film to students.
5. Films used as incentives must be approved by the principal.

Staff Gatherings and Celebrations

Please be respectful of your peers at staff gatherings and celebrations. Take an appropriate amount of food so that all staff members are able to eat (be particularly mindful of those who have recess or lunch duty and maybe eat after everyone else). Wait until everyone has eaten before getting seconds. Leftovers are offered to staff on a first-come, first-served basis.

People outside of the La Salle staff should only be invited after everyone on staff has had a chance to eat OR the person organizing the event has invited them in advance.

During Star events and other meals we share with our students and the larger community, staff members should eat last. We call this FHB, or family hold back.

Miscellaneous

Mandated Reporting

All school staff members are mandated, reporters. Notify the Executive Director immediately if child abuse or neglect is suspected or if a hotline call is made.

PROCEDURE FOR REPORTING ABUSE AND NEGLECT

If notice of alleged child abuse or neglect is received, a report will be made to the Children's Division by telephoning the Abuse Hotline at 1-800-392-3738. The call will be logged with the date, time, and nature of the report. If the Children's Division declines to accept the report, the name of the Division's representative, the date, and the report made must be documented.

When the Division's representatives interview students on La Salle Charter Schools, Inc. property, a school staff member will be present. Division representatives may not meet with a child at the school if the child's alleged abuse occurred at the school.

When the Children's Division receives a report of suspected abuse involving a school employee, other than reports made under subsection (1), the Division is required to notify the Executive Director/designee. If the alleged perpetrator is the Executive Director/designee, the Children's Division will inform the Board Chair. However, if the report relates to spanking or reasonable force to protect persons or property according to Board policy - a report will be made to city law enforcement officials. The investigation into such a report will be made by a law enforcement official in the city.

When LSCS and the student involved request mediation of the child abuse situation in a school setting, the matter will be referred to the Office of Child Advocate.

Reporting Student Abuse

The Board of Directors believes that school staff members, school volunteers, and school contractors are in unique positions to assist children, families, and the community in dealing with child abuse and neglect. Child abuse is defined as any physical injury, sexual abuse, or emotional abuse inflicted on a child other than by accidental means. Neglect is defined as the failure to provide the proper or necessary support, education, nutrition or medical, surgical, or other care required for the child's well-being. Employees, volunteers, and school contractors making reports of allegations of sexual abuse of a student will be provided immediate unrestricted use of communication technology and will be temporarily released from their work duties to make an immediate report.

If a school employee, volunteer, or school contractor has a reasonable belief that a student has been or may be subjected to abuse or neglect, such employee, volunteer, or school contractor and the Executive Director shall report the information immediately upon receiving the information to the Children's Division. Thereafter, the Executive Director will investigate the

allegation to make decisions about the accused person's employment. Depending upon the specific facts, LSCS may place the alleged abuser on a paid leave of absence; place the employee in a non-student contact position; initiate dismissal proceedings, or continue the employee in their present role pending the outcome of the investigation

Any school employee, volunteer, or school contractor acting in good faith, who reports alleged sexual misconduct on the part of a school employee will not be disciplined or discriminated against because of such reporting.

LSCS will annually provide employee and volunteer training, which will include but not be limited to current information concerning the identification of the signs of sexual abuse in children and the identification of the danger signals of potentially abusive relationships between children and adults. This training will emphasize the importance of mandatory child abuse reporting, including the obligation to report suspected abuse by other mandated reporters. Employees and volunteers will receive training on the need for and methods to create an atmosphere of trust so that students believe their school and school employees are available to discuss matters concerning abusive behavior.

LSCS will post in each student restroom and a visible location in each school office the toll-free child abuse and neglect hotline number. Such child abuse and neglect hotline numbers shall be depicted in large print and at eye level for easy viewing. The hotline number will be shown in bold print. The signs shall also contain instructions to call 911 for emergencies and include directions for accessing the Children's Division's website for more information on reporting abuse and neglect.

Sexual Abuse Awareness Training

La Salle Charter Schools will provide trauma-informed, developmentally appropriate sexual abuse training to students in grades 6-8. Student training will include, but not be limited to:

1. Instruction in recognizing sexual abuse;
2. Instruction in reporting incidents of sexual abuse;
3. Instruction in actions that student-victims of sexual abuse can take to obtain assistance and intervention; and
4. Instruction in resources that are available to students affected by sexual abuse.

Before the inception of the training, families will be notified of the training content and of the family's right to have their student excused from the training. Upon written request of the family, their student will be excused from the training.

GENERAL ADMINISTRATION

Prohibition Against Sexual Harassment and Retaliation under Title IX

As required by Title IX, sexual harassment is prohibited at La Salle Charter Schools, Inc. in its educational programs and activities, including in admissions and employment. LSCS also prohibits retaliation against a person who files a complaint of sexual harassment or participates in an investigation of allegations of sexual harassment under this Policy and Regulation.

This Policy governs LSCS' compliance with Title IX of the Education Amendments of 1972. The following person is designated and authorized as LSCS' Title IX Coordinator, with the responsibility to coordinate LSCS' efforts to comply with its responsibilities under Title IX:

Mr. Michael Hall, Director of Operations and Business Services
1106 N. Jefferson
St. Louis, MO 63106
(314) 531-9820
MHall@lasallemiddleschool.org

A complaint regarding sexual harassment or related retaliation of a student or employee under Title IX and that is alleged to have occurred on or after August 14, 2020, should be filed in accordance with the procedures outlined in the Regulation above. A complaint by students, employees, parents/guardians, and patrons of LSCS alleging harassment, discrimination, or related retaliation based on a protected classification under the laws identified above (outside of Title IX) should be filed in accordance with the procedures outlined in the Regulation above. A complaint regarding the identification, evaluation, the educational program or placement of a child with a disability under Section 504 should be filed in accordance with the procedures outlined in Regulation 2110.

Classroom Cleanliness

Teachers are expected to maintain a neat, orderly, and student-friendly classroom. Students and teachers are both responsible for keeping classrooms clean. Therefore, teachers are expected to hold students to high standards of cleanliness and orderliness in the classroom. Food should not be kept in classrooms overnight. Do not put tape on the floors or hang anything on the walls without prior approval from the principal. Blinds should remain open throughout the day unless during a presentation where a screen must be used.

At the end of the day, chairs should be stacked and the board (with the exception of the BBC) should be cleaned. Floors should be clear of any trash or debris. If something in your classroom requires custodial attention or repair, contact the Director of Operations and Business.

Office Etiquette

Staff should not congregate in the main office. Use a quiet voice when speaking in the main office, and be mindful when the administrative assistant is on the phone or meetings are being held. Use discretion when talking about students and anything confidential with other staff or families while in the office. Do not take records from the main office for any purpose without the explicit approval of the administrative assistant. Do not disburse medication. The only staff members authorized to disperse medication are the registrar, principal and executive director.

Staff Workroom Etiquette

The staff workroom is available for the use of all staff. Proper etiquette is essential. Please clean up after yourself. This includes the work table, sink area, microwave, and refrigerator. If you use the microwave, cover your food and clean up any spills. The refrigerator is for short-term storage only. Avoid leaving food in the refrigerator for more than three days. Only eat food items that belong to you, or have been placed there to share with corresponding email notification. All supplies of the "Coffee Bar" are for all staff use! Enjoy!

Students are not permitted in the workroom.

If you have made copies, be sure to pick them up and recycle anything that you are not using. The work table should not become a storage table for unwanted printables. Do not leave bulky mail items in the staff lounge for extended periods of time. See Mailboxes for more information.

COVID - 19 Protocol

In an effort to ensure the health and safety of our students, teachers, and staff, COVID-19 protocol is established and expected to be adhered to by each employee. Flexibility and patience are expected as the rapidly evolving challenge of the COVID-19 pandemic will mean that there may be changes from day-to-day, week-to-week, quarter-to-quarter, and perhaps semester-to-semester all while ensuring our students are receiving a quality and rigorous education.

1. Complete your health screening self-assessment by 7 am every morning.
2. If you are not feeling well or answer YES to any of the questions on the health screening self-assessment you are advised to stay home, inform your immediate supervisor, and contact your health care provider.
3. Face masks are required for all employees when in the presence of students.
 1. staff are responsible for laundering their masks and changing them if they become soiled at any time while on campus
4. Sanitize your hands.
5. Refrain from hugging, hi-fiving, fist-pumping, etc. your colleagues and co-workers.
6. Two persons per table in classrooms diagonally (in an effort to ensure we always maintain safe social distance you should not move your chair for any reason).
7. To the extent possible maintain a safe social distance of 6ft. at all times while in the hallways, classrooms, common areas, etc. and a 3ft. radius while sitting in the cafeteria and or classroom
8. Refrain from crowding outside of the restrooms, drinking fountains, break room, and or supply room.
9. To the extent possible, only use the fillable option on the drinking fountains
10. Wipe down all frequently used surfaces/areas after use (Clorox wipes will be provided to all teachers).
11. Take breaks to wash your hands and maintain proper hand washing hygiene before and after using frequently touched surfaces/areas and or shared supplies (i.e. copy machine, staplers, butcher paper, etc.), before and after eating and before and after engaging in any group activities.
12. The building closes daily at 5 pm Monday - Thursday and 3:30 pm on Fridays.

It should be noted that we are abiding by the Families First Coronavirus Response Act. Generally, under the provisions of this act, La Salle employees are eligible for paid leave under any of the following conditions:

- The employee is subject to a Federal, State, or local quarantine or isolation order related to COVID-19.
- The employee has been advised by a health care provider to self-quarantine related to COVID-19.
- The employee is experiencing COVID-19 symptoms and is seeking a medical diagnosis

If or when an LS staff member is identified with symptoms:

- We will remove the individual from the general population immediately.
- If they are medically stable, we will send them home immediately.
- We will advise the staff person to contact their healthcare provider if they exhibit symptoms or answered YES to any daily screening question. The healthcare provider will be able to determine whether the symptoms are a result of COVID-19 infection or if there are other health issues.