Esperanza Cyber Charter School

EDUCATOR HANDBOOK
2022-2023

Contents

<u>Teacher Expectations</u>

All teachers and staff will comply with the school Employee Handbook and the expectations as put forth in the Educator Handbook.

Protocols set forth in this handbook will govern some operational issues but will primarily focus on curriculum and instruction.

1. Please be prompt in your attendance, reporting to work on time.
2. Clock in and out of Paylocity accurately and timely.
3. Lessons are developed to align with the school's approved curriculum maps and PA Common Core and Academic Standards.
4. Course design and lessons should also align with best practices in online teaching and learning through the standards developed by iNACOL.
5. Teachers should immediately report to school administration any awareness of a student carrying a weapon and/or illegal substances or engaging in at-risk behaviors or discussions such as self-harm.
6. Demonstrate professionalism always, refraining from the use of profanity or offensive language when communicating with others during school hours or sponsored events.

I read and understand my obligations as a teacher at Esperanza Cyber Charter School.

Teacher Name: _____

Teacher Signature: _____

Date: _____

Copy this page and submit to your direct supervisor.

Mission Statement

The mission of Esperanza Cyber Charter School ("Cyber") is as follows:

Esperanza Cyber Charter School will provide students with an academically rigorous yet flexible online learning program that tailors learning experiences to each child through a combination of curriculum choices and virtual tutoring and counseling. ECCS is targeted toward under-served and at-risk students who have not always found success in traditional schools. ECCS places students on a pathway to post-secondary success.

This mission was established by the founding entity, Esperanza, Inc. ("EI"), formerly Nueva Esperanza, a not-for-profit 501(c)(3) corporation dedicated to creating Latinx-owned and operated institutions that lead to the familial, economic, and spiritual development of our community. After thirty years of working with Latinx families in North Philadelphia, EI is keenly aware that unemployment and inadequate education are major problems. To break this cycle, EI provides avenues for affordable housing, growing businesses, great schools, safe streets, creative spaces, and engaged community life. The Cyber is a continuation of EI's desire to respond to the need for accessible schools that better meet the educational needs of the Latinx youth of Philadelphia and Hunting Park.

The Cyber believes in the fundamental ability of all students to learn, and we have designed the school with this in mind. We seek to set high standards and ambitious goals for all students by bridging educational gaps, reinforcing student self-esteem, and providing comprehensive support services. The Cyber staff undertake the essential responsibility of providing a safe and equitable learning environment that cultivates a growth mindset and empowers students to take initiative.

<u>Planning and Preparation</u>

Preparation Periods

Prep periods are to be used to help you prepare for classroom instruction. They are not intended to be free periods of time in which to deal with personal matters. However, in the event of an emergency or pressing matter, if you need to step away from work you must seek proper authorization from an administrator. Extra duty compensation cannot be approved for time worked during the school day or completed during prep periods.

This period may be used for:

> ❖ Being available to work with students
> ❖ Preparation of academic instruction
> ❖ Supervisor or peer teacher observations and pre/post-observation meetings
> ❖ Mentor/Partner teacher meetings
> ❖ Maintenance of student files/student work displays
> ❖ Preparation of all instructional materials
> ❖ Grading
> ❖ Preparing required reports, documentation, etc.
> ❖ Student support and tutoring
> ❖ Occasionally, teachers will be asked to cover another person's duties
> ❖ Parent contact
> ❖ Lesson planning – individually and interdisciplinary

Student Files and Access

Student files and their contents are confidential materials. Files are kept in the main office area or in student support services offices. There is a wealth of invaluable information in the student files. Teachers are strongly encouraged to review all their student files to gain as much information and perspective on their students as possible.

Staff must request a particular student's file from one of the office staff. Files may be reviewed in the office area. ***<u>Under no circumstances are student files to be removed from the office area.</u>***

Supplies

Supplies will be distributed to all teachers at the beginning of each semester. Each teacher will be provided with the supplies necessary for a given semester. Please see the front office staff prior to assuming a supply is not available in the school. Any purchase(s) not authorized by an administrator may not be reimbursed. It is important that you monitor your supplies carefully. Please refrain from helping yourself to office supplies; ask the office staff for assistance.

Teacher Computer Use

Teachers will abide by the Summary of Acceptable Use Policy and Summary of Internet Safety Policy

Textbooks

When applicable, students will be assigned textbooks and/or paperback reading/literature books. Each text is to be numbered and recorded when given to students. The student must sign a book contract for all materials provided by the school and the teacher must keep contracts on file. The teacher will note at the end of the term any replacement and/or reimbursement of any book rendered unsalvageable or lost.

Understanding, Following, & Processing Special Education Documents

It is the responsibility of the classroom teacher and all other instructional staff working with students with exceptionalities to be familiar with their Individual Education Plan (IEP) and to design instruction that

accommodates and/or differentiates the general education content according to the IEP goals. It is imperative that all teachers understand the significance of IEP and its contents, since the document defines the child's level of support(s), resource(s) and/or related service(s) aligned to his/her academic, developmental and/or behavioral needs to participate in the general curriculum. All teachers are required to review all IEP documents for indicated students rostered to the course. Completion of this requirement will be an aspect of the teacher evaluation process.

The Special Education Coordinator will work collaboratively with teachers to ensure that all IEP documents are filed in a timely manner, especially with local and state agencies. With this in mind, the Special Education Coordinator may direct teachers to complete and submit specific documents to the Special Education Department by a given date.   If this is the case, the Special Education Coordinator will provide the teachers with sufficient time to perform the task [a minimum of five school days]; and will ensure there is sufficient time to accommodate for uncontrollable or unforeseeable events (i.e. broken appointments; incomplete data; etc.). Nevertheless, if for any reason, the teacher cannot complete the task within the allotted time, the teacher must communicate with the Special Education Coordinator immediately. In the event of discrepancy or concern, the Director/Coordinator of Instruction will be invited by the Special Education Coordinator to facilitate the process.

Virtual Classroom Environment

Classroom Procedures

Classroom procedures are divided into those that are school-wide, department-wide, and those that are left to individual teacher discretion. School-wide procedures are included below. Departmental and individual teacher procedures are provided as needed.

MLA or APA Citation
Students are required to use a style of citation for all research writing, directed by their teacher. Typically, MLA is to be used for literary topics and APA for scientific.

Lesson Structure and Format
All teachers are required to display the information needed to align to the lesson format and structure as outlined by supervisor during orientation and onboarding.

Daily Agenda

All teachers are required to display the daily agenda in the virtual classroom and within the lesson content pages, including the following:
1. Standards being addressed (in student-friendly language)
2. Objective
3. Lesson Topic
4. Problem of the Day, Do Now, etc.
5. List of activities and assessments to be completed

Class Recordings

All live classes must be recorded and ~~links must be available upon request.~~ the link must be posted to the appropriate section of the class page in the LMS prior to the end of the day. This helps to maintain teacher and student safety and serves as a resource for students who missed the class or would like to review the content.

Class Banners

Banners for each class page must be updated at the beginning of each week to outline the lessons to be completed.

Guest Access

The virtual classroom settings must be formatted so that only registered users are permitted into the class. This prevents students from impersonating another student or using a name the teacher does not recognize.

Virtual Classroom Welcome Page

When possible, each virtual classroom must have a default page with class information (class name, name of teacher, time that class start and ends, and meeting schedule) that should be displayed at the end of each class. This page must not allow any student permissions such as chat, whiteboard permissions, etc. to prevent students from inappropriate use when the teacher is not in the room.

LMS Design

All class pages must be designed following the standardized format given as a template during orientation.

Daily Assignments

The teacher will design graded assignments in Core Classes that allow students to show mastery or competency on a particular lesson. No more than one graded activity should be assigned in a given class each day.

Dealing with Student Discipline Issues

See Student Code of Conduct.

E-mail

The use of e-mail as a form of communication is an invaluable tool. E-mail should not be used to discuss or resolve conflict, but for informational purposes only. Keep e-mail language professional and grammatically correct, as it may be used as a legal document. Teachers must check their email at least two times a day, in the a.m. and before leaving for the day, but it is recommended that teachers keep their email open throughout the day as it is a primary form of communication within the school. A sender should be able to expect a response in 24 hours, even if just an acknowledgement of receipt.

When discussing confidential information related to a student, please use student initials rather than the full name. Be aware that all written records and written correspondence referencing a student is available to the parent if they request. Keep in mind the school office is an open space and the confidentiality of student discussions should be maintained.

Student Behavior

Teachers must explain their expectations of student behavior when participating in virtual class sessions. All teachers in virtual classrooms should maintain the same school-wide behavior objectives and expectations. If you have particular additional expectations, they must be made clear and posted in the online course as well. Proper conduct applies throughout the school facility (inside and outside) at all events in accordance with the Cyber School's Code of Conduct. ***Consistent adherence and enforcement of school-wide behavior objectives is mandatory by all teachers.*** In order to create the school-wide culture that is desired, all staff must work together and support one another in implementing the school's positive reinforcement behavior plan and behavioral goals/expectations. The classroom teacher is expected to manage low-level student behavior

issues. This can include disruptive behavior, lack of engagement, mild disrespectful attitude, and other Level 1 offenses that do not present immediate harm to the student or others. Any Level 2 or Level 3 offenses, as well as repeated Level 1 offenses, should be immediately reported to the appropriate school administrator and the appropriate documentation and communication completed. Teachers and staff are responsible to contact parents to report behavior and/or academic challenges. Log entries in Power School are required for every contact made about the student.

Instruction

Grading Scales

Inflating grades or social promotion is not allowed at Esperanza Cyber. Modifications, in compliance with IEP's, are acceptable in adherence to, and in conjunction with, Special Education teachers.

A grade of Insufficient (INS) or Incomplete (INC) may be given only with the approval of administration based on specific student circumstances.

Grading for 6-12

A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = 59 and below

Incomplete (I)* – awarded at the end of a marking period when all but a portion of the work has been satisfactorily completed. An "I" is given in place of a failing grade as the student is expected to complete the missing work before an agreed upon time with the teacher. An "I" must be changed to the appropriate letter grade for the final report card (at the semester level for semester-long courses, and at the end-of-year for a full-year course).
Insufficient (INS) – used when the student has produced insufficient evidence to determine a specific percentage mark.
Passing (P) – used to indicate student has completed work assigned in a non-graded class. An 83 can be used if a percentage is warranted.
Shows Improvement (S) – (can be used to indicate progress towards a goal)
Needs Improvement (N) – (can be used to indicate progress towards a goal)
No Grade (NG) - used under specific conditions as approved by administration.
Grade Pending (GP) - used under specific conditions as approved by administration.

Grading for K-5

A	90-100
B	80-89
C	70-79
D	60-69
F	50-59
No Grade (NG)	
Withdraw (W)	

Grading for Class Assignments and Live Lesson Participation

Live Lesson participation and learning activity completion is expected at 100% for all scheduled sessions. Students **will not** earn a "participation grade' and in general will only earn grades for completing learning

activities to demonstrate competency. The "mastery checks" during class instruction are designed for students to demonstrate their understanding of the content being covered. Any assignment discussed in a live lesson can be completed by students outside the live lesson. For example, students watching a recording of a previous lesson have the same opportunity to complete any work by completing the activity in Schoology.

Re-test: In general, students may request one additional re-test on any major course exams or projects. The student is provided a review assignment, where learning that was not originally understood is presented. The review assignment should be completed before a re-test is offered.   The re-test score is the final score reported. There are no penalties for re-testing. (This policy is for ECCS testing only and does not apply to any state-wide testing).

Late work: Students are encouraged to complete assignments on time but will not be penalized for turning in work late. At times a 10% penalty may be applied. Student assignments will close/lock at the end of each quarter and grades calculated on the work submitted at that time. Work will typically not be accepted after the quarter has passed. Teachers should encourage students to check their grades frequently. When in danger of failing, teachers should contact parents as soon as possible to set up a meeting to discuss a course of action

Teachers are expected to stay current with grading assignments. All submitted assignments should be graded and posted in the gradebook within 5 school days.

In special circumstances, an 'Incomplete' may be recorded at the quarter grade. If the student does not complete the work as agreed, the "I" converts to an "F". Teachers change the grade at the end of the next marking period to indicate the student completed work or did not complete work.

Grading for a Transfer Student

If the student has earned any grades from a transfer school the Enrollment Specialist will enter the grades in the SIS under Historical Grades upon review of the application and school documents and indicate a transfer grade in the enrollment email to staff.

Teachers should incorporate the transfer grade into their course through the following:
- Create an assignment through Global Create and enter the grade.
- Ensure that the assignment also is added to the "classwork" category (worth 50%).
- The transfer grade should then be averaged along with all the other earned grades for the course in that particular grading time period.

It is at the teacher's discretion (with guidance from the DOI) to exempt class assignments that were given and/or due prior to the student's enrollment.

Grading for Exam (Keystone) Proficiency

If it is found a student is proficient or advanced on a state exam, the aligned course grade may be adjusted to reflect this mastery of content in the following:

Advanced on state exam = A (95) in the course
Proficient on the state exam – B (85) in the course
Basic on the state exam – C (75) in the course
Below Basic on the state exam D (65) in the course

Any grade adjustment must be approved by school leadership and should only be made in the event the student needs to earn a course credit towards a graduation requirement.

Lesson Plans

Teachers are to use a Lesson Plan template (developed by each department group) to develop daily lessons that are then developed digitally into the learning management system. Weekly lesson plans are submitted to the Drive* for the upcoming week at the direction of your supervisor. Lesson plans are used to ensure the scope and sequence is being delivered (teacher), for monitoring of instruction and alignment to the unit plan (teacher and administration) and during the evaluation/observation process to further identify areas of enhancement for teaching and learning (administration). All curricular materials developed to support Esperanza Cyber Charter School curriculum remains the property of the school.

Teachers should have three emergency lesson plans saved in the Drive, created as a lesson in the LMS, and shared with their direct supervisor. In the case of an emergency these lessons will be used. As such, the teacher is then to develop additional emergency lessons. See "Lesson Plans for Absences."

*Use the school year curriculum development Drive folder, shared by the administrator.

Attendance

(Also see Parent Student Handbook)

Esperanza Cyber Charter School believes that good attendance is essential if students are to achieve and reach their potential. Each day is important for learning. Parents are required to ensure their child maintains good attendance aligned in the school's Attendance Playbook. Absences from classes may impact student performance and disrupt mastery of content. Teachers should do their best to support and encourage students and parents to avoid unnecessary absences

ECCS expects all students in all grades to attend school and participate in all scheduled live lessons during the school day as scheduled.

Attendance is taken each day that the Cyber School is open; though students can continue working on days when the school is not open (weekends, holidays, professional development days, etc.). ECCS does not usually close for snow days; all classes will continue virtually as regularly scheduled and attendance will be taken. Meaningful participation is counted as engaging in daily online lesson activities, communicating with their teacher, participating in class activities (synchronous or asynchronous), or attending other scheduled academic events and is recorded as "meeting" attendance. Failure to log in or record meaning participation in main classes on all scheduled school days will be counted as a class absence. Failure to attend live lessons while logged into the instructional delivery system may also be counted as a **class absence.** ECCS will alert parents missed classes by email, text, and/or phone call.

Aligned with the Pennsylvania State Law regarding truancy (Act 138), the following protocol is used to monitor unexcused absences and truancy. Three unexcused **daily absences** will result in the student being identified as truant. Parents will be notified directly of truancy by the Attendance Specialist. Six unexcused **daily absences** or more will result in the student being identified as habitually truant. Parents will be notified directly of habitual truancy by the Attendance Specialist.

A justified absence can be excused for:

- A death in the family.
- An illness, with a provided doctor's note for an absence longer than three (3) days.
- An observation of a religious holiday not noted on the school calendar.
- A medical or dental appointment that cannot be scheduled after school hours.
- Authorized school activities.

- Educational travel, up to five (5) days a year, with prior approval.

A parent can provide a written excuse, but the attendance code remains "unexcused" for the following:

- Oversleeping.
- Job hunting.
- Working, if not approved by the School as following the law.
- Cannot login or lost school-loaned device.
- A justified absence not accompanied by an excused note.

As all instructional content is available to students twenty-four hours a day, seven days a week (24/7) there are very few times when students should be excused from attending school or completing school assignments. Teachers should recommend parents/guardians to notify the school for an absence followed by a written excuse:

- By calling the school office in between 7:30am and 4:00 pm at 215-967-9703. If no one answers the phone leave a message with your name, your relationship to the student, the student's name, and the reason for the absence.
- Providing a written excuse note: Bring the note in to the office, mail the note to Esperanza Cyber Charter School, Attention: Attendance Specialist, 4261 N. 5th Street, Philadelphia, PA 19140, or attach the note to an email:
    - Excuse Notes/Parent Questions Grades K-5: k-5attendance@esperanzacybercs.net
    - Excuse Notes/Parent Questions Grades 6-8: 6-8attendance@esperanzacybercs.net
    - Excuse Notes/Parent Questions Grades 9-12: 9-12attendance@esperanzacybercs.net
- Email all their teachers to let them know they will be absent. The student is not excused from school assignments and should plan to make up any work missed.

Truancy

A law passed in November 2016 defines "truant" as a child subject to compulsory school laws "having three (3) or more school days of unexcused absence during the current school year." The new law streamlines the definition of "habitual truancy." Under the new law, "habitual truancy" is defined as a child subject to compulsory school laws "having six (6) or more school days of unexcused absences during the current school year." Therefore, a child is habitually truant once he or she accumulates six unexcused daily absences during the school year. These absences do not need to run consecutively.

An unexcused absence is any absence from school or from any scheduled class without an acceptable reason and not verified by a parent/guardian, physician, court, or other agency within three days of the student's return to logging into courses. A planned absence of three consecutive days or more without prior approval is also considered unexcused. Unexplained absences are recorded as truancies.

The school will notify the parent/guardian in writing within ten (10) days of the child's third unexcused absence. The notice will include a description of the consequences if the child becomes habitually truant in the future (6+ unexcused absences), will be written in the mode and language of communication preferred by the parent/guardian as reported in the Home Language Survey, and may include an offer of an Attendance Improvement Conference (AIC).

A student missing ten (10) consecutive days may be withdrawn from the school.

If the child continues to be truant and incurs additional absences after the written notice is issued, the school will schedule an AIC with the student and parent/guardian. During this meeting the school, student, and

parent/guardian will determine the best plan that fosters improved attendance with or without additional services. Other individuals may be invited to participate, such as an individual identified by the parent/guardian who may be a resource (e.g. grandparent, sibling, etc.), appropriate school personnel, and recommended service providers (e.g. case managers, probation officers, etc.). The Attendance Improvement Plan (AIP) is approved via parent/guardian and student signature and implemented.

Esperanza Cyber Charter School will not impose discipline for truant behavior that excludes the student from the classroom. The new law forbids schools from imposing discipline that excludes a student from the classroom for truant behavior. Specifically, the law states that "schools shall not expel or impose out-of-school suspension, disciplinary reassignment or transfer for truant behavior."

Taking student attendance is a legal requirement. In general, all teachers are required to take attendance in PowerSchool every virtual classroom session within the first 10 minutes of the period.

The following codes are commonly used:
- 1st – student attends orientation and is not expected in the virtual class that day
- Present – (system default): students attends the virtual class
- AAS – students attends an asynchronous class
- NC – no credit is given for participation in the live lesson for a student who was Present
- N-A – the virtual class did not meet (only used as directed by school administration)
- NIA – unexcused absence, indicates the student had no internet access at home
- A – unexcused absence
- E8 – temporary excused absence for placement in a treatment of juvenile facility (only used as directed by school administration)
- I2 – unexcused absence, used to identify a student who is non-compliant with immunizations (only used as directed by school administration)
- IS – in school suspension (only used as directed by school administration)
- OS – out of school suspension (only used as directed by school administration)
- RS – reinstated from a suspension (only used as directed by school administration)

Teacher/Parent Communication

If parents have a suggestion, concern or complaint regarding a grade, an assignment or a disciplinary action taken by a teacher, they are instructed to please first contact that teacher directly. Teachers are to be very willing to listen to their questions and concerns and need to work with parents. Out of courtesy for the teaching staff, parents are asked to please address their questions and concerns with them first rather than immediately going to the administration.

If, however, they do not feel that their question or concern has been correctly addressed, then they are instructed to contact the recommended administrator:
- Issues relating to schedules, rosters, personnel, curriculum/instruction, ESL and/or Special Education services
- Issues relating to academic and behavioral interventions, guidance, after-school activities, and/or student support services
- Issues relating to Health, Facilities, or Organization.

If the administration is unable to resolve a single issue with a parent, the administration will refer the issue to the CEO for resolution. If after meeting with the CEO the situation continues to be unresolved, the CEO will refer the issue to the Governing Board for resolution.

Note: the above procedural protocol has been established as a guideline to support parents with their concerns that are directly [or indirectly] related to school matters. These guidelines serve to facilitate the process and are not meant in any way to impede the educational process. Subsequently, if the visitor insists he/she wishes to speak with a specific administrator, then every effort should be made to satisfy the parent's request to minimize

conflict and to ensure the peace and tranquility of the school learning environment. Further detail is provided in the Visitation Policy.

Creating Log Entries

Communication is paramount within the online environment. Students and parents/guardians must be communicated with regularly, and these communications must be logged into the school's Student Information System. This requirement is necessary to ensure student and staff safety and is part of the teacher evaluation process.

Teachers are required to communicate progress with the parent/guardian of each student in their classes at least twice every quarter, and attempts must be made until the parent/guardian is successfully reached. More communication may be necessary based on parent/guardian request, IEP requirements, or student need. Behavioral concerns, attendance issues and lack of academic progress must be communicated with the parent/guardian. It is also recommended that an additional communication is made upon a student's enrollment to serve as an introduction and begin to build school culture and the parent-teacher partnership. All attempts and successful communications must be logged according to the guidelines below.

- Do not use any code preceded by "DNU"
- Use "Parent Contact" as the Log Type for any communication to parent/guardian
- Use "Student Contact" as the Log Type for any communication or contact with a student including tutoring (virtual, on-site, or within Open-Office Hours or the virtual classroom) or conversations with students via email, chat, phone, or in-person which fall outside of basic instructional topics.
- Most log entries created by teachers should be coded as "Parent Contact" or "Student Contact". Discuss any exceptions with the DOI/COI.
- Ensure to select the appropriate Log Subtype
- Ensure the recorded date is correct
- Include an appropriate title
- Within the Log Entry Text include the topics discussed, with whom the information was communicated, and any resolutions agreed upon.
- Log only objective observations. Log entries may be subpoenaed and must be professional, clear, and objective.

Use of Video as Instructional Aids

Teachers are encouraged to include short video clips that appropriately align to content or to use teacher-created videos. Each teacher has a school supported YouTube channel and should use this storage area as a repository of all video clips used during teaching and online course development.

Professional Responsibilities

School-Sponsored Activities

Teachers are encouraged to sponsor "after-school" activities or clubs. More information as to the process of starting an activity can be obtained from the Director of Instruction. Teachers are required to attend all Professional Development Days and sign up for the following events during teacher orientation Parent-Teacher Conferences, Open House, FunZones, graduation ceremonies, parent engagement nights, prom, or field day. Should there be a conflict, this must be discussed with the staff member's direct supervisor as soon as the staff member is aware.

Copy Machine

Teachers have use of copy machines. Please inform the front office of any repair needed immediately. Please attempt to not make color copies when possible as their cost is much higher than black and white. Scan copies of worksheets to email as PDF to add them to courses.

REMEMBER: We work in a virtual environment and paper copies, for the most part, are not needed to support instruction. Students should not be given paper copies of assignments or be permitted to turn in physical copies of assignments that should be submitted online unless required for the purposes of an IEP or prior approval from an administrator has been given.

Dress Guidelines

([See Employee Handbook](#))

It is essential to set good examples and be positive role models, both in-person at the school building and on-line in the virtual classroom by dressing in a professional manner at all times. It is easier to teach by precept and example than to expect students to do as we say and not as we do. We must first be practitioners of the principles and values we are trying to instill in them. Demonstrating respect for rules and regulations is one of the most important values. We must be good leaders first and then expect the students to follow our lead.

External Correspondence

Occasionally, there will be instances when you will send correspondence, on behalf of the school, to external individuals and/or organizations. Prior to sending out any correspondence, please use school letterhead and have your work proofread by another teacher then submitted to the Director of Instruction for approval. When submitting correspondence to the front office for approval, please allow adequate time before the correspondence must be sent out as it may need translation. The best option is to send the correspondence as an attachment to an email. This will result in the most expedient response.

Field Trips

Periodically, field trips and community outings will occur. All field trips must be clearly defined in the course overviews. A field trip request form, addressing the trips educational objective, location, and budgetary and transportation needs must be completed and submitted to the appropriate administrator four weeks prior to the trip's date. A field trip request will not be considered approved without the proper administrative approval.

The day before/after holidays and any PD days are blocked out for field trips. Please do not schedule any field trips during these times or get the appropriate administrative approval.

A field trip permission form MUST be signed by a parent/guardian for each field trip. Students will not be permitted to participate in any field trip without written permission from their parent/guardian. All field trip permission forms are to be copied – one copy is to remain in the front office and the other is to be taken with the teacher on the field trip. A final list of students attending the field trip must be submitted to the appropriate administrator at least 2 weeks prior to the trip's date. Administration will approve all students' participation and notify the rest of the staff.

It is the responsibility of the teacher planning/coordinating the field trip to ensure adequate supervision/chaperones, and list them on the field trip request form. All chaperones must be at least 21 years of age, submit appropriate clearances to the front office, and be approved by administration. The general chaperone/student ratio is between 1:8– 1:10 (dependent on the nature and location of the field trip). *A trip without adequate chaperones will not be approved.* **It is the duty of the teacher to be responsible for all students, at all times, during any field trip experience**. *At all times, the supervising teacher must know where students are and should coordinate, with students, time limitations, restraints in mobility, and central meeting points. In case of an emergency, school staff should immediately notify school administration and emergency personnel as needed.* When traveling by bus, there must be a minimum of two chaperones on each bus. Chaperones must be present in the front and the back of the bus to adequately monitor student behavior. Chaperones must ride in the bus with students on field trips unless otherwise authorized by administration.

Also, remember that Esperanza Cyber students, while participating in any event represent the school. Proper behavior, appearance and representation are expected at all times. School dress guidelines are to be followed. For special occasions, such as a school picnic, sporting event, etc. exceptions will be discussed and decided by the administration. Students not in compliance with the dress guidelines, will not be permitted to participate in

the field trip experience. Some form of culminating project or paper should be generated from most field trips. Photograph displays, with narrative, of these events are strongly encouraged.

Fund Raising and the Handling of Money

Fundraisers occur and are encouraged. However, funds must be handled in an appropriate manner. Please see the appropriate administrator for more information.

All monies accepted must be given a receipt (use the receipt book maintained by the Director of Operations. All monies must be accounted for on a daily basis by the appropriate Administrative Assistant.

Lesson Plans for Absences

With illness, professional development and other unexpected absences, emergency lesson plans must be prepared. While it is preferable for teachers to leave regular lesson plans that are in line with the curriculum, we understand emergencies do occur. This is what the emergency lesson plans are for. When preparing them keep the following in mind:

- Create at least three emergency lessons that can be easily published to your online course.
- Lesson plans are added to your class page by adding a page titled "Lesson Plans for Teacher Absence".
- Leave the page unpublished so students do not have access.
- File and share the lessons on Google Drive in the curriculum folder.

These lessons should be reviewed periodically to bring lesson plans, rosters, and duties up to date.

Work From Home

(*Also see Employee Handbook*)

Work from home is considered a privilege and may be revoked at any time at the discretion of administration. All staff will be required to be available to come on-site for high stakes testing and other mandatory events.

Teachers and Academic Assistants can expect to have the option to work remotely from home offices except for professional development, NEI events, family engagement events, FunZones, and high-stakes testing.

All staff that work remote are eligible for an internet stipend of $500 a year to help cover the cost. In order to receive the stipend staff must have a minimum internet speed of 50/5 (50 Mbps download and 5 Mbps upload). 100/10 is suggested for homes with multiple users online during the day.

Paid Time Off (PTO)

(*Also see Employee Handbook*)

Scheduled PTO

- PTO can only be requested for a half day equalling 4 hours or a whole day equaling 8 hours.
- PTO requests are submitted through Paylocity to the direct supervisor and must be given at least 1 week in advance of the days requested.
- ECCS does not provide substitute teachers when a scheduled teacher is absent therefore, it is recommended that teachers make every attempt to not schedule multiple PTO days in a row as that negatively impacts instruction.
- PTO requests may be denied if days interfere with a parent conference day, before and after a school approved professional development day, holiday or break, with benchmark, end-of-marking period exams, and/or state assessments, school projects/tasks, or if more than one request has been submitted.
- 12-month employees are encouraged to take PTO during the school year if days requested do not negatively impact the academic program and protocols are followed as outlined above.

- **Staff members should not make advance plans to miss any days that include staff PD days, state testing, or end of quarter assessments. Additionally, staff should not make advance plans to miss the 'day before' or 'day returning' from Vacation Weekends or Break Weeks to in-effect 'extend' an existing vacation.**

Urgent, Emergency PTO

Employees use PTO days for urgent and emergency situations where they cannot work on a specified day. Examples could be: use a PTO as a sick day, for doctor's appointments, family emergencies, funerals, etc.
- A call-out should be done before 7 am on the day you are absent.
  - Call your direct supervisor's school phone and leave a message and
  - Send an email to your direct supervisor
  - When possible, email students to let them know of your absence.
- Emergency lessons should be available and shared within the course structure.
- Place a notice/announcement in your online course and an email to all students instructing them what to accomplish in your absence.
- In the case of an emergency, school administration will communicate with students and publish the emergency lesson plan.

Reporting Child Abuse and Training

If you suspect child neglect or abuse, please report this to the school counselor and the Director of Instruction immediately. Please see the Child Abuse Policy and information about mandated reporting. Per PA Act 126 all staff must complete a mandated reporter training once every five years for a minimum of 4 hours. Provide updated certificates to your direct supervisor.

Self-Inflicted Harm and Suicide

If a student discusses harm or suicide notify the school counselor and the Director of Instruction immediately. Please see the Suicide Policy. Per PA Act 79, all staff must complete suicide prevention training every five years. Provide updated certificates to your direct supervisor.

Smoking & Vaping

Smoking and vaping is prohibited in the school offices and on camera or within view of students or other staff. Anyone who does smoke or vape must not be smoking in view of cameras when working remotely or leave the building and be off property to smoke when working in the office. Using discretion and respect for those around you while smoking and vaping is expected at all times.

Staff Meetings

Regularly scheduled faculty meetings are a valuable component of an effective school. The day of week designated for staff meetings will be determined by the administration. Some staff meetings will be reserved for data meetings. ***All staff meetings are mandatory***. In the event of extreme extenuating circumstances which warrant a missed meeting, the Director of Instruction should be notified. It is also the responsibility of the individual teacher or staff member to seek out a colleague to find out what information was reviewed and/or discussed at the staff meeting.

All teachers are required to complete an Induction program before changing certificates from Instructional I to Instructional II. ECCS holds a mandatory Induction program for all new teachers and highly recommends all teachers new to cyber education attend as well. Please discuss with your direct supervisor. If you have completed an induction program at another school, provide the school office with the certificate of completion.

Student Referrals and Support

Please note: The school will not conduct a psychological examination, test, or treatment without first obtaining the parent's written consent unless required by state or federal law for special education purposes or by the state of Pennsylvania for child abuse investigations and reports. (consistent with § 445 of the General Education Provisions Act (20 U.S.C.A. § 1232h) and in compliance with § 12.41(d))

Protocol for Student Referrals:

Teachers are to contact the grade level counselor for all academic related matters and contact the Student Engagement Team for any social and emotional matters.

Child Study Team

The Child Study Team is a comprehensive team of stakeholders with the primary goal of formulating an unique plan that strategically uses resources and supports to ensure academic and/or behavioral stability. The team will include the school administration, the SET Team, the MTSS team, Guidance Department and classroom teachers.   In addition, the team may include teachers from the English as a Second Language (ESL) Department or Special Education (SPED) Department.   Examples of supports include but not limited to daily reports, attendance monitoring or behavioral modification plans.

During the Child Study process, the Guidance Department will play the leading role of initiating, organizing, facilitating and collecting attendance and academic data to be used by the team. The school administrator will support the Guidance as needed, while monitoring and assessing the overall effectiveness of the program. The Child Study team will collectively decide to exit the student from the program based on quantifiable data that demonstrates learning/behavioral goals have been met, and no further supports and/or resources are needed based on his/her performance-data. The Child Study team will meet on a regular basis under the direction of the Guidance Department.

Student Assistance Program (SAP)

The SAP Team is a systematic process used to mobilize school resources to remove barriers to learning. SAP is designed to assist in identifying issues including alcohol, tobacco, other drugs, and mental health issues which pose a barrier to a student's success. The primary goal of the Student Assistance Program is to help students overcome these barriers so that they may achieve, advance, and remain in school.   The Student Engagement team will play the leading role of initiating, organizing, facilitating and collecting all viable data to be used by the team. The school administrator and guidance will support the Student Engagement team as needed, while monitoring and assessing the overall effectiveness of the program. The SAP team will meet on a regular basis under the direction of the Student Engagement Department.

Protocol for SAP Referrals

Teachers are to use the following protocol when referring a student
The teacher will:
1. Define the one [or more] of the following factors being recommended for an intervention:
   a. Attendance & Tardiness
   b. Academic (performance-based; grades; etc.)
   c. Health
   d. Behavioral
2. Complete a SAP Referral Form
3. Include data to support the recommendations for the referral. Keep in mind; the collection of data [or lack of] should not impede the process of making the referral. Nevertheless, the teacher should be able to demonstrate and/or articulate the evidence that supports their findings.

ECCS is required to conduct ongoing child find activities to identify children who may be eligible for specialized services. This process is listed in detail in the ECCS Child Find Notice in the ECCS Supplemental Policy and Procedures document. The Child Find team will meet on a regular basis under the direction of the Special Education department.

Teacher Evaluation and Professional Improvement Plan

Teachers will participate in the Pennsylvania differentiated supervision model, through which all teachers will either 1) be observed regularly by their supervisor and members of the administrative team or 2) participate in action research. All observations and action research projects will inform the final evaluation. If a teacher is found to need additional support, an improvement plan may be established, and the Professional Learning Coordinator and/or lead teachers assist with the implementation and analysis of the plan. The Professional Learning Coordinator and/or lead teachers can conduct virtual walk throughs to assess fidelity to the plan, provide ongoing coaching and support, and identify additional areas of improvement as needed

Each evaluation consists of four domains and important components about effective online teaching and learning. Each observation cycle will focus on one Domain (unless otherwise indicated) and the final observation will look at all four domains.

Teacher Mentoring Program and Induction Plan

Every new staff member meets frequently with the Professional Learning Coordinator. When possible, a mentor teacher is also provided. New staff members, or those who have not previously completed a formal induction program, are required to attend the monthly induction meetings. Only one absence is allowed for a successful completion of the program.

Purchasing Procedure

If you need a specific resource for your instruction, please discuss with the Director/Coordinator of Instruction. If approved for educational need, complete a Purchase Order, signed by the DOI/COI and present it to the administrative assistant who will provide a purchase order number. Once all signatures are obtained the order can be placed.

Reimbursement for Purchases

If an educational supply or material that is not available at the school is needed, please submit a purchase order beforehand and give this to the Director of Instruction. An item purchased which did not receive prior approval, will not be reimbursed. Many times, items can be purchased through school vendors at a significantly lower rate. Also, obtain a tax-exempt form from the front office to present to vendors when your purchase is approved.

Travel and Lodging Expenses

Travel and Reimbursement will be handled on an individual basis and should be approved prior to the date of travel.

Supplemental Policy And Procedures Notification

Federal and State law require the school to have many Board-approved policies on file for specific sub-groups of staff and students that do not impact the larger staff or student body. These other policies pertaining to specific students and staff may be found in the Supplemental Policy Handbook. Included but not limited to: MTSS Program, School Safety Plan, Independent Evaluation, Confidentiality, Child Find, Assistive Technology,

Positive Behavior, Surrogate Parent, Newly Enrolled IEP or ELD students, Litigation Hold, IEP and Grading, Family and Non-Family Visitation, Student Policy and Loan Agreement, Technology Resource Manual, and other policies and procedures as determined necessary by ECCS School Board