



AMERICAN PREPARATORY  
ACADEMY

# Staff Manual 2018-2019

**Information in this Manual is deemed accurate, but may be subject to change.**

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## Welcome

Welcome to American Prep for our 16<sup>th</sup> amazing year! As you've personally experienced, our American Prep staff members have been through a highly selective process that includes written application, pre-interviews and screenings, school site visits, classroom observations, and for teachers often includes teaching in the classroom before an offer of employment is made. We are confident that members of the American Prep staff are among the best to be found! Thank you for being part of our team!!

We are excited to work together to advance our school mission. We have the utmost confidence that given clear direction, adequate resources and generous support each staff member will become a vital, contributing part of our team. Meaningful contribution in an atmosphere of support and growth combine to create an ideal work setting for our employees. ***Creating such an environment is one of our key objectives!***

The beneficiaries of an outstanding staff team are first and foremost, the students! Our students are fortunate to be in classrooms with highly effective, caring individuals who focus on delivering the highest quality education each day. They are fortunate to have support staff who ensure the environment is positive and motivating. The staff itself benefits from the opportunity to collaborate and work daily with other fine professionals who share their deep commitment to the academic success of each student. This creates an energetic, positive environment in which to work and from which both students and staff greatly benefit!

The administration benefits from a highly qualified, dedicated staff in obvious ways! With staff who are vibrant team members, who understand their contribution to the school's mission and are prepared to work hard, the administration's job is one of collaboration and support. Such harmonious collaboration allows administrators to spend their time finding ways to better support the teaching staff and "clear the way" for them. Administrators can use their time facilitating communication and procuring resources for teachers, which is a much more effective use of their time as opposed to dealing with staff non-compliance of policy, which may be an administration's primary role in other organizations. **American Prep is fortunate to have dedicated, responsible staff members who are truly contributing team members!**

## Purpose

This manual is meant to be a thorough and concise guide for staff members at American Prep. The purpose of this manual is three-fold:

1. To assist the American Prep staff in gaining a clear understanding of their responsibilities as staff members, and to serve as a valuable resource to them
2. To create uniformity at American Prep across classrooms, across grade levels and across schools in areas where uniformity will result in increased efficiency and promotion of the school's mission
3. To articulate successful strategies, policies, and procedures that will allow American Prep to achieve its mission of academic achievement and character development for each student.

The manual is issued to each staff member, and it is intended to be used as a resource and a guide. Nothing contained in this Handbook is intended to create, or can create, any contractual or other legal rights. Employment by American Prep remains at-will. Any procedure or

practice, whether set forth herein, or not, is employed at the discretion of the Governing Board and its designee(s). Either party may terminate employment at any time, with or without cause, warning, or notice. Nothing contained herein creates any expectation of continued employment.

It is intended that all issues relevant to a staff member's employment that are appropriately addressed in a general handbook be addressed in this handbook; in reality, it will not ever be complete but will be added to regularly as policies and procedures are adopted and refined. This manual may be amended at any time. It is incumbent upon each staff member to read and understand the information contained in this handbook and to take it upon themselves to be responsible to abide by the policies and to put the procedures into practice.

As true team members of our vibrant organization, we invite American Prep staff members to offer feedback regarding policies and procedures on an ongoing basis, and to assist the administration in developing a manual that is relevant, accurate and helpful. ***The purpose of the manual is not to increase the workload of staff members; to the contrary, its purpose is to assist the staff in carrying out their duties.*** With sound policies and procedures, we can potentially attain consistency in the delivery of our education services. It is beneficial to our staff to know what their responsibilities are, and what the responsibilities of their colleagues are, so that a positive working environment can be the daily experience of each staff member. This is our intention and our goal – to develop such policies, procedures and practices that our teachers can truly focus on the primary job at hand – that of educating students successfully each day.

Each policy and procedure is written with that intent in mind – to create an organization in which our teachers can do their job in a way that is most effective and enjoyable. Please accept our invitation to be an ongoing contributor to your staff manual. Because the purpose of this manual is to ensure your ability to complete your responsibilities effectively and enjoyably, we need you to let us know if the policies are achieving their purpose, or if there are additions that you believe would make the manual more beneficial.

Thank you for being a member of our American Prep team. Your contributions are valued. We look forward to working with you.

American Preparatory Schools

Carolyn Sharette, Executive Director  
Laura Campbell, Academic Executive Director  
Catherine Findlay, Character Executive Director



# The Trust of Public Education

## American Preparatory Academy

American Prep believes that a public school's central mission is two-fold:

1. To ensure that each student achieves maximum **academic proficiency** and,
2. To ensure that each student develops **virtuous character** and motivation for productive citizenry, that thereby students become effective citizens of a free, self-governing nation, and possess the intelligence, skills and desire to dedicate a portion of their lives to **changing the world for the better**.

The trust of the citizens of our nation, expressed in their hard-earned tax dollars flowing to our public schools, must be maintained through strict accountability to these two objectives, and repaid by students who benefit from that public trust by their diligence, hard work and commitment to community and self-government.

American Preparatory Schools accomplishes this central mission by espousing the following tenets:

Schools achieve maximum academic success and student character development by:

- teaching skills to mastery levels
- imparting valuable knowledge
- transmitting the common culture that binds us as a nation, and
- exposing children to supreme examples of artistic and intellectual achievement.

Mastery of a fundamental core of valuable knowledge is essential to a child's achievement in later grades. Material should be coherent, sequential, content-rich, and challenging, and must be taught to mastery level by the teacher.

Standardized testing is an essential tool for measuring student learning and teacher success, but it need only be summative and minimal to be effective in informing instructional practice and school goals.

The formation of good character goes hand in hand with mental training.

Serious scholarship requires a willing and enthusiastic mind, self-discipline, determination, patience, and humility.

All children can learn, although their pace may differ, and their response to higher standards is improved performance.

The school must be structured to support parents so that they may play an active role in all aspects of their child's education.

# About American Preparatory Academy

## *Mission and Vision*

### ***American Preparatory Academy Mission Statement***

*To provide a classical, liberal arts education through an orderly, safe and nurturing learning environment wherein content-rich, efficient curriculum and research-based instructional methodologies are utilized to ensure that every student achieves academic success and develops good character based on concrete measurements.*

### ***American Prep Jr. High Mission Statement***

*American Preparatory Academy Jr. High assists students in their efforts to become student scholars by providing an academically rigorous classical, liberal arts program that prepares them for advanced study at the high school level.*

### ***American Prep High School Mission Statement***

*American Preparatory Academy High School provides an academically rigorous classical, liberal arts education that prepares students for study at the university level or meaningful employment, thereby developing conscientious, confident citizens who think logically, are skilled at persuasion, and are actively involved in the building of our citizen-governed society.*

Each program at American Prep is evaluated through the lens of the mission statement – will it promote academic achievement and virtuous character development? We invite all members of the American Prep community to assist in promoting and supporting the school’s mission. Feedback and input are always welcome as we work to refine our programs to better reflect our mission.

American Preparatory Academy is a classical, liberal arts school model. We believe that the pursuit of truth, beauty, and wisdom are the purpose of education. We adhere to the concept of the Trivium, as interpreted to represent three stages of knowledge acquisition. The Grammar phase is identified with the young child (0-9), who easily memorizes songs, poems and factual knowledge. The Logic phase (9-14) is identified with learners “connecting” their factual knowledge in a logical manner, “making sense” of things. The Rhetorical Phase (14-beyond) is that in which students learn to coherently and persuasively defend their logic in writing and speech. (In medieval times, these three designations were the actual subjects of study preceding the study of arithmetic, geometry, astronomy, and music.)

We recognize that in order to succeed in our mission, American Prep must be a place where positive motivation guides students and staff alike. All members of the staff, students, and parents in the American Prep community work together to “build” our great school. Each person has a responsibility to be a “builder.” To help us firmly plant this ideal into our institution, which will result in a loving, positive atmosphere, we have adopted a “Builders” theme, based upon the following poem:



## ***Builders***

**I saw them tearing a building down,  
A gang of men in a busy town.**

**With a yo heave ho and a lusty yell,  
They swung a beam and the sidewall fell.**

**I asked the foreman if these men were as skilled  
As those he would hire if he were to build.**

**He laughed and said, “Oh, no indeed,  
Common labor is all I need,**

**For they can wreck in a day or two,  
What builders have taken years to do.”**

**So I asked myself, as I went my way,  
Which of these roles am I to play?**

**Am I the builder, who works with care,  
Measuring life by the rule and square;**

**Or am I the wrecker who walks the town,  
Content in the role of tearing down?**

**I’ve made my decision; I’ll start today,  
I’ll be a builder in every way.**

**-Anonymous and Howard Headlee**

Each student and staff member memorizes this poem. It is recited at school events and in classrooms. There is also a Builders Song (K. Woodcox, 2004). We ask all members of the American Prep community, when faced with a decision on how to conduct themselves, to ask – “what would be building behavior?” or “what would be wrecking behavior?” Keeping the standard of behavior at that of a “builder” makes it easy to know how to conduct ourselves and promotes a positive place for learning. Spontaneous, monthly and annual “Builders” awards are given to students (and given annually to staff) to promote the Builders theme.



*Ambassadors*

## **2018-19**

# **Monthly Builder Award**

## **Themes**

<b>August:</b>	<b>Be a Builder</b>
<b>September:</b>	<b>Build with Enthusiasm</b>
<b>October:</b>	<b>Demonstrating Integrity</b>
<b>November:</b>	<b>Expressing gratitude in word and deed</b>
<b>December:</b>	<b>Looking for ways to serve others (Kigatsuku)</b>
<b>January:</b>	<b>Thinking positive thoughts about myself and others</b>
<b>February:</b>	<b>Using my words to encourage others</b>
<b>March:</b>	<b>Quickly acknowledge mistakes and humbly make amends</b>
<b>April:</b>	<b>Facing obstacles with determination and positivity</b>
<b>May:</b>	<b>Respecting my body and mind</b>
<b>June:</b>	<b>Be a Builder</b>

## **Foundations**

**At American Prep, we understand that in order to build an excellent institution, we must have a strong foundation in place. Our foundation is built on the following five principles:**

### **Expectations**

High expectations in academics and character reflect the unwavering confidence we have in our students. We believe that our students can and will achieve whatever is set before them. High expectations are the vital first step toward achieving our school mission of academic excellence and virtuous character development for each student. The confidence engendered in our students by the high expectations we hold motivates them toward excellence.

### **Effort**

We believe that properly reinforced effort is the key to achievement. Our students and staff know the value of hard work, and are committed to working hard every day. The fruits of work are real and satisfying, and are won without exception by those willing to engage in work earnestly and consistently. The fruits of work cannot be borrowed or lent.

### **Enthusiasm**

Enthusiasm propels one on to greater effort. Enthusiasm makes work enjoyable and provides encouragement for others to put forth increased effort. It is the responsibility of every member of the American Prep community to bring enthusiasm to their work and to their associations at school.

### **Encouragement:**

Expertise in the art of encouragement is a hallmark of American Prep staff. Nearly constant, expertly applied encouragement is required to balance the high level of rigor we require of our staff and our students.

### **Excellence**

Excellence is a self-perpetuating value. When one achieves excellence, motivation is generated that leads to a natural increase in expectations, and encourages one to apply effort and enthusiasm to obtain new, even higher levels of excellence.

## ***Unity and Diversity; Religious (or other) opt-out policy***

It is vital to our mission and to our community that we are unified in purpose. We recognize the strength we have in our different cultures, nationalities and religious faiths and we honor the diversity of our students and families. Our strength and unity is built as we acknowledge our diversity while focusing on our shared mission of academic excellence and character development for each student. Parents have the opportunity to opt-out their student of any activity they determine is in conflict with their religious or cultural tenets. If it is a classroom activity (such as a book you don't wish your student to read), parents may exercise this opt-out by speaking with the classroom teacher and selecting an alternative activity. If it is a school-wide or Ambassador activity, parents may opt-out after first observing the activity themselves (without their student) and then submitting a Request for Waiver of Participation Form (available at the main office). Administration will review the request to ensure that religious freedoms or exercise of rights of conscience are not infringed. Alternative activities may be required of the student. American Prep Academy recognizes a student's prayer in school as a Constitutionally protected right.

American Preparatory Academy does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities. For a description of our non-discrimination policies, please visit [www.americanprep.org](http://www.americanprep.org). The following person has been designated to handle inquiries regarding the non-discrimination policies:

**APA District Title IV and Title IX Director:** Lisa Bennett  
12894 Pony Express Rd, Suite 600  
Draper, UT 84020  
office: 801-797-0089 x1026  
email: [lbennett@apamail.org](mailto:lbennett@apamail.org)

### **Regional Office of Civil Rights for Utah**

#### **Denver Office**

U.S. Department of Education  
Cesar E. Chavez Memorial Building  
1244 Speer Boulevard, Suite 310  
Denver, CO 80204-3582  
Telephone: (303) 844-5695  
Email: [OCR.Denver@ed.gov](mailto:OCR.Denver@ed.gov)

# American Preparatory Academy's Leadership Structure

## District Level

- Carolyn Sharette –Executive Director
- Laura Campbell – Executive Director-Academics
- Catherine Findlay – Executive Director—Character Education
- Tim Evancich - Operations Director
- Phil Collins – Chief Financial Officer (CFO), Business Manager
- Jen Walstad - District Academic Director
- David Bowman – District Area IT Manager
- Connie Sims - Human Resource Director
- Lisa Bennett – Executive Director - Compliance
- Debra Lloyd- Title III Director
- Lori Stephenson – Curriculum Director
- Lindsey Rees – Enrollment Director, Assessment Director
- Joan Ottley-Zeeman – Special Education Director
- Lari Evancich – Purchasing Manager
- Whitney Reich – Teacher Licensing, APT; APEF Director, District Calendar Lead
- Cindy Barrs – District Secretary Lead; Records Information Officer (RIO); Aspire Lead
- Cathie Adamson – District Substitute Coordinator
- Coaching Staff:
  - Stacie Woolley
  - Jen Brakey
  - Dee Dee Darby-Duffin
  - Sharon Lloyd
  - Erin Farr
  - Mary Knight
  - Lindsay Campbell
- Department Chairs - Assist in the direction of secondary programs within academic content areas:
  - English Co-chairs: Jeffrey Sorensen, William McKelvey
  - Math Co-chairs: Katie Blackburn, Bridget Sullivan
  - Science: Nicole Dye
  - History: Gina McGirr, Sara Ochs
  - Latin: Rebecca Allen
  - PE/Health: Mike Christensen
  - Music:
  - Art:
- Elementary District Leads
  - Kindergarten – Admin: Kelsey Mills Teacher: Aly Martir
  - First Grade – Admin: Belinda Durling Teacher: Lynzi Rojas
  - Second Grade – Admin: Jessica Barton Teacher: Ashley Glad
  - Third Grade – Admin: Eryn Woolston Teacher: Ashley Nash
  - Fourth Grade – Admin: Jacquie Chappell/Michelle Mulcahy Teacher: Angie Lawrence
  - Fifth Grade – Admin: Julie Rodriguez/Cody O’Brien
  - Sixth Grade – Admin: Deb Lloyd Teacher: Amanda Larsen

## **School Level**

- School Director and/or Administrative Director - Depending upon the particular campus administrative structure, some schools have a School Director, some schools have an Administrative Director, and a campus may have both. The School Director and/or Administrative Director may be assigned as leads on suspensions and/or expulsions, retentions, due process hearings, interactions with social services, exceptions to policy or procedures (such as dress code or participation requirements), or any issues that may affect the school's standing with parents or with the state. He or she will come to Carolyn Sharette or Laura Campbell (District Executive Directors) in all matters requiring additional direction.
- Elementary Directors – manage the Elementary Program
- Junior High Director – manages the Jr. High Program
- High School Director - manages the High School Program
- Special Education Case Managers - manages the special education needs within the campus

### **Early Learning Center:**

ELC Director: Carlene Dastrup

Assistant Director: Bea Juvera

Special Education Case Manager: Sandy Cuddy

### **Draper 1 Campus:**

School Director: Michelle Mulcahy

Administrative Director: LouAnn Corbett

1-3 Elementary Director: Kelsey Mills

4-6 Elementary Director: Michelle Mulcahy

1-3 Special Education Case Manager:

4-6 Special Education Case Manager: Sandy Cuddy

### **Draper 2 Campus:**

School Administrative Director: Kevin McVicar

Administrative Director: Cathie Adamson

Elementary Directors: Belinda Durling, Jacquie Chappell and Debra Lloyd

K-2 Special Education Case Manager: Megan Platt

3-4 Special Education Case Manager: Noelle Gatlin

4-6 Special Education Case Manager: Jody Jensen

### **Draper 3 Junior High**

Director: Todd Christensen

Assistant Director/Athletic Director 7-12: Bryan Durst

7-9 Special Education Case Manager:

### **Draper 3 High School:**

Director: Brad Sheneman

Assistant Director: LouAnn Corbett

10-12 Special Education Case Manager:

**West Valley 1 Campus:**

School Director: Laura Leavitt  
Administrative Director: MaryCarmen Gamez  
Elementary Director: Laura Leavitt  
Academic Coordinator: Melanie Ferlo  
Secondary Director: Tammy Okleberry  
6-9 Special Education Case Manager: Monica Brown  
K-5 Special Education Case Manager: Derek Lemon

**West Valley 2 Campus - Elementary:**

Administrative Director K-12: Cindy Barrs  
K-3 Elementary Director: Eryn Woolston  
4-6 Elementary Director: Julie Rodriguez  
K-3 Special Education Case Manager: Anna Reynolds  
4-6 Special Education Case Manager: Laura Schneider

**West Valley 2 Campus - Secondary:**

High School Director: Craig Peterson  
Junior High Director: Jake Winegar  
Assistant Director: Matt Hymas  
Assistant Director: Mitchell Argyle  
7-8 Special Education Case Manager: Laura Moody  
9-10 Special Education Case Manager:  
11-12 Special Education Case Manager: Scott Weber

**Salem Campus:**

**School Director: Richard Fillerup**  
K-3 Elementary Director: Jessica Barton  
4-6 Elementary Director: Cody O'Brien  
Secondary Director: Richard Fillerup  
K-4 Special Education Case Manager: Annika Connors  
5-9 Special Education Case Manager: Tyler Redd

**Governing Board:**

Governing board members meet monthly in open meetings where they receive administrative, financial, and operations reports from American Preparatory Schools Executive Directors. Governing board members provide governance and oversight, ensuring that school activities align with goals and assurances defined in the Charter Agreements.

**Utah Charter Academies Governing Board Members -**

Clay Hatch, Chair  
Dee Henderson  
Thomas Young  
Rick Peterson

\*The parent advocate is available for consultation with parents. He may be reached at [parentadvocate@apamail.org](mailto:parentadvocate@apamail.org).

# Professionalism

## 1.1 Staff Code of Conduct

One of the chief components of American Prep’s mission statement articulates that our students will develop positive character traits based on concrete measurements. Our students will develop good character largely to the extent that they see it modeled daily by the important role models in their lives. Thus, it is vital that the American Prep staff demonstrate good character in word and in deed at all times, including in the community and on social media platforms. Staff will impart to students principles of good citizenship and societal responsibility, both by direct teaching and by personal example.

Staff members should strive to be first of all, humble. Humility is an important characteristic of scholarship. Staff members should also work to be perfectly honest and utterly reliable. Students will develop confidence in the staff as they witness the staff of American Prep treating others with respect, dignity, kindness and fairness. As human nature dictates, we are not perfect and staff will consistently employ humility by acknowledging when they are wrong and quickly making amends. Students will follow this example and their lives will be changed.

Students will learn positive methods of conflict resolution and problem solving as they observe the American Prep staff utilize positive, cooperative, democratic methods to work through everyday challenges. Staff members should strive to live these high standards and when they fall short, should employ humility.

Specifically, staff should refrain from using a raised voice, and the communication model outlined in this manual should be followed.

**Staff members should refrain from physical contact with students.** Most physical contact is inappropriate for staff members with regard to students. Exceptions are handshakes, high fives, fist bumps and “side” hugs (an arm across a shoulder). ***Staff should never attempt to restrain or redirect a student utilizing physical force.*** The only exception is in the case where the safety of the student or of another student(s) is in jeopardy and it is clear to the staff member that an intervention is necessary to prevent injury to the student or others.

Staff members must maintain confidentiality, consistent with the law, regarding students and colleagues.

*Staff members are not to speak to students regarding topics such as human sexuality (with the exception of specified classes and utilizing approved curriculum). If a student approaches a teacher and wishes to discuss topics related to human sexuality, the staff member should include an administrator in the discussion, or refer the student to a school counselor.*

*Staff members are not to discuss topics that may be considered crude or offensive to students or others. Staff members may not violate generally accepted community standards of decency. Staff members should take care to refrain from using slang that may be offensive to students’ religious beliefs.*



*Staff should never direct students to keep information from their parents regarding what happens in a classroom, at the school or regarding something the teacher has said. Doing so is justification for immediate removal.*

Behavior that does not meet the high standards outlined above will result in an administrative conference, and possible loss of employment.

The reasons for termination or discipline listed in this manual are not all-inclusive. The Board retains the right to terminate employment with or without cause, and to determine whether cause for termination or discipline exists, regardless of whether such cause is included in this list.

At its discretion, the School, operating through its Board of Directors and the Administrators, may establish policies, guidelines, and regulations for the operation of the School. When the School, at its discretion, determines that progressive disciplinary steps or warnings, or evaluations of staff are in its best interest, it will employ those tools. However, no policy, guideline, regulation, or practice relating to the training and discipline of staff shall create any expectation of continued employment or any expectation of any particular process or disciplinary procedure.

#### **1.1.1 State license revocation notification**

The State of Utah requires that we inform licensed staff that the State Board of Education is required to permanently revoke the license of an educator who commits a sexual offense against a minor or engages in sexually explicit conduct with a student.

#### **1.1.2 Professional staff interaction**

Because all boundaries and/or interactions cannot be addressed in a single policy, it is each staff member's obligation to avoid situations that could prompt suspicion of inappropriate interactions by parents, students, colleagues, or school leaders. Trespassing the boundaries of acceptable professional behavior is deemed an abuse of power and a betrayal of public trust. If you have questions regarding what constitutes "professional behavior" please see your supervisor.

Definitions: For the purposes of this policy, "student" shall refer to a person under the age of 18 who attends or has attended APA, or who has participated in an APA program.

TRESPASS--These interactions trespass acceptable professional boundaries and are NOT allowed:

1. Giving gifts to students that are of a personal or intimate nature
2. Any type of unnecessary physical contact with a student beyond the APA side-hug, high five, fist bump or handshake
3. Inappropriate conversations, jokes, comments, personal stories, etc. (Sexual topics are inappropriate outside of approved Health curriculum.)
4. Discussing personal troubles or intimate issues with a student in an attempt to gain their support and understanding, or for any reason
5. Communication with students on social networking sites
6. Electronic communication outside of the acceptable standards detailed in APA's Staff/Student Electronic Communication Policy (1.2.3)

WARNING--This following activity is ONLY acceptable with parent permission in situations

where the families socialize outside of the school setting such as a church activity or children's play-date:

1. Social activity with a student that is not school-sponsored and approved
2. Transporting a student to/from a non-school related activity

CAUTION--Staff should exercise caution and inform their supervisor of any circumstance if they are aware of the following interactions at the school:

1. Being alone with a single student behind a closed door (see General Supervision Policy 4.3.1)
2. Giving a student (or students) a ride to/from school or school activities without written parent permission
3. Excessive attention toward a particular student
4. Social activity with a staff member or "student" who is under the age of 21.

When any employee becomes aware of another staff member interacting outside of these professional boundaries, it is the duty of the employee to immediately report the interaction to their administrator. All reports shall be confidential.

Based on the urgency of the report, it is the duty of the administrator to a) safeguard the student(s), b) investigate the allegation, and c) report the situation to Carolyn Sharette.

### **1.1.3 Drug-Free Workplace Policy**

American Preparatory Academy (APA) is committed to a safe, productive and drug-free work environment and to promoting the general health and well-being of all employees. This commitment is jeopardized when employees illegally use, manufacture, possess, distribute or sell drugs in the workplace. Therefore, in order to achieve the objectives of safety, productivity, health, and well-being in the workplace, APA established the following policy.

- a. It is a violation of APA's policy for any employee to manufacture, possess, sell trade or offer for sale illegal drugs and alcohol or otherwise engage in the illegal use of drugs and alcohol on the job.
- b. It is a violation of APA's policy for anyone to report to work under the influence of alcohol or illegal drugs.
- c. It is a violation of APA's policy for anyone to use prescription drugs illegally.

For the full policy, [please see this link](#) located on our Policy Manual wiki site.

### **1.1.4 Criminal Arrest or Charge of Misconduct**

If you are an education license holder from the state of Utah, and if you are arrested or charged with a crime, it is your responsibility to contact your direct supervisor and let them know of the arrest or charges as soon as possible.

## **1.2 Communication**

### **1.2.1 General Communication**

1. **American Prep's communication policy:** If a teacher (or parent, student, staff member) has feedback, a concern or a problem related to American Prep he/she should take it to the person most capable, in his/her estimation, of responding to the

feedback or addressing the concern *and to no one else*. If they are unsure who that person would be, they are to ask one of the School Secretaries. This is the first line of communication and we believe, is the most effective way of addressing concerns or providing feedback in the most expeditious and successful manner. Professionalism demands that this model be followed so that teachers and staff may enjoy a positive, motivating environment in which to work that is free from harassment, pressure or negativity.

2. **4 Step Communication:** If a staff member is involved in a communication with any member of the community wherein there is evidence of frustration, anger or other intense emotion, the following steps should be followed:
  - a. Listen carefully to the person's grievance. Validate their feelings. If the conversation is occurring in a public area where others may be disturbed, or where the individual's privacy is difficult to maintain, invite the person into an office with another staff member to listen to the grievance.
  - b. After listening, validate their feelings again. Repeat what you believe the grievance is.
  - c. Then ask the person for time so that you can look into the problem/gather more information, and then get back to them.
  - d. Follow up with the person and anyone else that needs to be in the communication loop.
3. **Information and Emotion:** It is often helpful, whether you are the one communicating or the one listening, to separate in your mind the "emotion" from the "information" in a communication. Sometimes it is necessary to acknowledge the emotion before moving on to solving a problem. Other times it is important to get good information, which can be difficult when there is a lot of emotion involved. Prefacing your communication with "I am going to share some emotion or how I feel" often helps the listener know what is expected of them. Likewise, "I am going to give you some information, and then I'm going to tell you how I feel about it" may help you express yourself clearly.
4. **Communication Logs** – a black spiral notebook is supplied to all staff members. They are to record in this spiral all telephone communications they have with regard to school. Incoming calls and messages must be recorded in the communication log. Follow up should be written in a different color ink for clarity. Non-telephone communications may also be recorded in this log. It is recommended that important communications are recorded.
5. **Professional Tone** – Staff should refrain from using a raised voice at any time, except in the possible case of matters of student safety, which would be rare. *"Use your feet, not your voice" should be a familiar staff communication motto.*
6. **Confidentiality** – Ensure that when you send an email that has information about any student that you put "confidential, please do not forward" in the subject line. This helps those receiving emails to be cautious about sharing the information in order to ensure confidentiality for our students.
7. **Verification** – A vital step in the communication process when there is an issue or conflict is verification. Be sure that you ALWAYS verify information BEFORE taking any action, making any statements or drawing any conclusions. This will require that you follow the 4-step communication process wherein you listen, restate, ask for time, and follow up (see #2 in this section).

## 1.2.2 Staff/Outside Communication

1. **Third-Party Communication** - Teachers are not to communicate with outside parties regarding student progress or any other information relating to a student without the written permission of the Academic Director or his/her designee. This includes surveys from medical doctors or other outside professionals. Teachers may fill out surveys at the request of parents, however, the survey must be given to the School Director or his/her designee for approval before being sent to the third party.
2. **Personal Communication** - Staff members should generally refrain from the use of cell phones during class times. Text messaging or talking on the phone during class is considered unprofessional conduct. It is understood that at times it will be less distracting for a teacher to communicate on the phone or via text message quickly rather than leaving the classroom to take care of personal business that is pressing. However, this should be rare and reserved for times when students will be least impacted, such as during independent work time. Generally, however, cell phone usage should not occur during class hours.

## 1.2.3 Staff/Student Communication

1. Communication between staff and students should be positive, affirming and respectful.
2. If a student's behavior is in question, it is best to pull the student aside and speak in tones that will allow confidentiality, always with the aim of respecting student dignity.
3. Staff should refrain from using a raised voice at any time, except in the possible case of matters of student safety, which would be rare. "Use your feet, not your voice" should be a familiar staff communication motto.
4. When dealing with students involved in a conflict, the following steps should be followed:
  - a. Separate – students from each other, or from site of disturbance
  - b. Question – allow the student to explain what is happening or has happened
  - c. Counsel – seek to assist the student in appropriate self-direction
5. If a student is not apparently where they should be, and/or engaged in the appropriate activity, the staff member should ask the student "**May I help you?**" in a kind manner. "Where are you supposed to be?" or "What are you doing?" are not appropriate ways to communicate with students. A gentle redirection by asking if you can assist the student to get where they need to be is most effective as it allows the student to remain in control of themselves avoiding the false "control" implied by staff demanding answers and giving orders. *Appropriate student self-direction is the goal at American Prep.*
6. If a student is in need of redirection, it is helpful to remember the adage "be tough on the problem but soft on the person". Following this advice allows staff to set clear expectations and maintain the high standards of conduct we espouse at American Prep while building positive relationships with our students.
7. Staff members may not inquire of students, parents or guardians regarding their immigration status. **If a teacher is made aware of a student's legal status, they are not to disclose this information to anyone else and are required to keep it confidential.**
8. Electronic Communication – Staff members may use school computers and school email accounts to communicate with students via direct email and/or on school

website blogs set up and managed by the teacher. Email correspondence from students to staff members that is not strictly regarding an academic issue must cc admin on the reply. Staff members should not communicate with K-12 students on social networking sites or using their personal email addresses during school hours OR outside school hours. ***It is not appropriate for staff members to communicate with students on social networking sites.*** With permission of the administrator, Secondary teachers may set up a blog for students to communicate regarding school and subject-area issues and topics. With regard to texting, staff should limit text communications to one-way communications, on topics specific to subject-area or school activity information that is best communicated through texting. These communications should be in extraordinary circumstances and be approved by your school Director. ***No social-focused communication (non-academic communication) or dialogues should be initiated, responded to, or maintained by a teacher via texting or emailing.***

#### 1.2.4 Staff/Parent Communication

A hallmark of American Preparatory Academy is its parental satisfaction rate. We have achieved high rates of parental satisfaction by maintaining a high “level of service” (LOS) for our clients, who are the parents of our students.

It is school policy when emailing a group of parents, to address the email to yourself and then place all of the email addresses in the “bcc” area of the email, ensuring that email addresses are not disclosed. This is an important privacy practice. If a staff member is unaware of how to do this, the school secretary or any administrator can train them.

Parents choose to bring their children to our school, and in making that choice, become our clients. Parent satisfaction impacts the quality of our programs in many ways; in particular, satisfied parents support our school, its curriculum, its programs, and its staff to a degree that unsatisfied parents do not. Therefore, it is imperative that we achieve a high level of parental satisfaction so that our parents help us in the achievement of our School Mission. The school climate is highly impacted by parental satisfaction. Teachers are direct recipients of the benefits of parental satisfaction as parents work to support the teachers at school and also at home in encouraging their children to participate fully in the American Prep program.

Teachers and other staff members are on the “front line” of parental interaction. Therefore, it is important that each staff member views our parents as clients and seeks to provide a high level of service to each and every parent. This can be accomplished in many ways. Some guidelines follow:

1. Answer phone and email messages speedily – within 24 hours or on the next school day
2. Follow up on important phone conversations with an email to put conversations in writing and reiterate your interest and concern
3. Make 2 positive phone calls and/or send 2 positive emails every school day – keep a log of which students you did this for and make sure you get to all parents on a rotating basis
4. Keep a careful communication log (see 1.2.1 #4). Record the important aspects of parental conversations, so that you can be accurate about what you say and can follow up appropriately. Parents will be impressed by how much you remember about their

- concerns and ideas.
5. Use your communication log to write down important conversations you have about students with parents in person. Then, mark the conversations with regard to what follow up is needed. Review your communication log DAILY and always follow up in a timely manner.
  6. “Satisfaction Plus” – after you have resolved an issue with a parent, mark the communication so that several days or a week or so later you can touch base with the parent and **confirm their satisfaction**. You may also send a note of appreciation for them bringing the concern to you, or working with you to resolve an issue, et cetera.
  7. We recommend that teachers do their own parent survey after first quarter. Take the information and feedback you receive and make improvements and changes in your practice.
  8. ALWAYS, ALWAYS, use *sandwich* communication - a positive FIRST, the concern, issue or suggestion next, and END ON A POSITIVE! This is SO important that even if a parent has started talking to you about their student and a problem, the first thing YOU say is still something positive. For example, a parent says, “I am really concerned about Jessie, she is just not following through on her assignments and I am so frustrated.” The teacher response must begin with something positive about Jessie, such as, “Let me just first say that Jessie is such a positive contributor in class – she always has a relevant comment and shows interest in what we are studying. I really appreciate that about her.” Then address the parent’s concern and brainstorm solutions. End by saying something positive about Jessie again, and reiterating that **you enjoy teaching her**.
  9. Make it your goal that EVERY parent hears you say, “I really enjoy teaching (*student name*)”. Hearing the teacher say this early in the year is very important. Parents bring all different perspectives to the school, and some get the mistaken idea that a teacher “doesn’t like” their student. This happens for different reasons, but can be quite simply overcome by a parent hearing the teacher say, “I really enjoy teaching \_\_\_\_\_”. Sometimes students misinterpret something a teacher has said or done and go home saying, “Mrs. \_\_\_\_\_ doesn’t like me.” If the parent has heard the teacher say exactly the opposite, the parent can then say to the student, “Oh, I know that isn’t true. She told me specifically how much she enjoys teaching you.” This proactive approach can create a very positive chain of events and improve the teacher/student and teacher/parent relationship.
  10. Take it upon yourself to teach your parents the communication model at APA. If a parent comes to you and you feel you have addressed their concerns, but you hear “through the grapevine” they are still unsatisfied, PLEASE conference with them immediately. Be straight with them – “I heard from Mrs. X that you are still unhappy with X”. Listen to their feedback. THEN, be sure and teach them the model – “I am happy to continue to work with you on this, but if you feel you are unable to get what you need from me, you are welcome to take your concern to the next level, which would be “X” (show them the Parent-Student Handbook). Be sure and emphasize that they are to take it to someone who can address it (one of those people) AND NO ONE ELSE. This is what they signed they would do on the Acceptance of Policy. If they choose to go to friends and neighbors and “stir things up” PLEASE contact the APA School Board Parent Advocate and she will address it with the parent.
  11. Confidentiality – remember when you are speaking with parents that you may not talk about other students. This comes up sometimes in meetings where teachers and parents are brainstorming ideas and a teacher may slip and say “you know, we had a similar situation with X, and we tried X, and it worked” or something similar. It is



important to refrain from using names of other students in these cases and to maintain the confidentiality of all students.

### 1.2.5 Staff/Administrative Communication

The administration will utilize email and at times, the staff mailboxes for staff memos. It is important that staff members check their mailboxes daily and respond to staff email memos in the time specified on the memo, when a response is requested.

Likewise, staff members may place non-urgent written communication in administrators' mailboxes or send an email and can expect a response within a reasonable time period.

Administration will be emailing the entire group as questions from staff members that apply to the whole group are addressed. This way, we can be assured that everyone knows what our procedures are for different topics. We will be emailing them out to you as they come up.

Please make sure that you place these instructional emails in an email folder on your computer. You can label your folder "Policies & Procedures" and then you can refer back to them whenever you need to. Even if you have been with us for several years, please read this through entirely so you can be well versed in the policy. The topic will be placed in the subject line of each email so it will be easy for you to access it whenever you need a refresher. You may also print out a copy of the Policy & Procedure to be placed in your Grade Level Guide binder.

### 1.2.6 Student/Parent Communication

***Students are generally not allowed to use the school telephones to call home during the day.***

In cases of illness or injury, the school secretary will call the parent. Students should not be sent to the office to call home. If teachers instruct a student to call home to report missing work, etc., the teacher or other school employee must supervise the phone call (which should be made from the teacher's or the administrator's office) and the student **MUST** leave a message on the home phone if no one answers the phone. If this protocol isn't followed, parents arrive home, see that American Prep has called, and they call the school asking why. The secretaries don't know where the call originated and cannot help the parents. This happens daily at American Prep (5-6 times day) and our goal is to eliminate those calls completely.

### 1.2.7 Office Hours during Carpool:

The school office will be available to answer phone calls and assist parents from 15 minutes prior to the start of school until carpool begins (10 minutes prior to dismissal #1). **Any phone calls received during carpool will go directly to voicemail.** Any parents needing assistance during this time will be asked to wait in the front office waiting area until the end of carpool (after dismissal #2)

Special permits are given to disabled students or students who walk home into the neighborhood daily. ***Students who try to circumvent the carpool line by exiting the school through a non-designated exit may be placed on carpool suspension. This is an important safety measure at our school that students must not violate.***

## 1.3 Professional Development

It is the aim of American Prep to make available to our staff quality professional development

opportunities that will assist our staff in becoming experts in their field. Our staff training will center on the following objectives:

- Each staff member (full and part-time) will attend all scheduled team meetings and staff meetings
- Each teacher will attend annual training each year of employment, PD days as scheduled throughout the year and Post-Service.
- Elementary level teachers will hold grade level team meetings at least once per month where they review the 180-day plan and share plans for the upcoming month. Grade levels should follow the 180-day plan so that the students are learning the same content at the same time. Secondary teachers meet with their content area teams monthly.

American Prep offers two weeks of training prior to the start of every school year: Teacher's Institute and Pre-service.

All of the teaching staff at American Prep Academy or any American Prep School is required to be certified each year in the following areas:

1. Classical Education Pedagogy Training, including Direct Instruction programs
2. Spalding Spelling (if assigned)
3. CHAMPS classroom management
4. American Prep Transitions and Procedures
5. Data Collection and Reporting

Classroom teachers must also be certified in other areas, including, but not limited to:

1. Core Knowledge subjects (elementary levels)
2. American Prep Writing programs
3. Shurley English, Saxon Math (as assigned)
4. State and National testing ethics
5. State required trainings (compliance)

### **1.3.1 American Prep's Teacher's Institute**

Every year, the teaching staff at American Prep Academy or any American Prep school will be invited (at no cost to the employee) to the American Prep Teacher's Institute where certification in the above areas is available.

It is the teacher's responsibility to ensure they are at all sessions of these trainings so they can qualify for the appropriate certifications to fulfill their job duties throughout the year.

At the conclusion of the American Prep Teaching Institute week, certifications will be emailed to each participant. Those certifications should be kept by the employee to ensure they have the information available to submit to the state for re-licensure points.

### **1.3.2 Alternative Certification**

Any teaching employee (teacher or instructor) who is unable to receive a certification for an area they will be teaching during American Prep Teacher's Institute may attend certification trainings held by other organizations. *These trainings must be approved by the District Academic Director in advance of attendance.* These trainings may include (but are not limited to) the following:



1. Direct Instruction training in Eugene, Oregon
2. Spalding trainings held at other venues or other charter schools
3. Core Knowledge training held at the National or State level
4. Shurley English training held by the Shurley English representative
5. CHAMPS training held at a national or state level
6. Advanced Placement course Institutes

**Teaching staff that are unable to attend the certification trainings held at American Prep Academy or at other venues may be placed in a substitute teaching position until their training is complete.**

### **1.3.3 Make-up Trainings for New Hires**

Make-up trainings will be held at different times throughout the school year to provide new employees the opportunity to become certified to teach at an American Prep School. Employees who are hired after the training weeks will be responsible for ensuring they are certified as close to their hire date as possible. Some of the training for new employees will occur on the job. APA teaching coaches will certify these employees as they see they have developed the skills needed to be effective in the classroom.

### **1.3.4 APT and ARL Programs**

ARL - American Prep participates in the State of Utah's ARL program where qualified candidates are placed into a program managed by the Utah State Board of Education and through which a teacher may earn their Level 1 teaching license. Teachers may teach for 3 years while in the ARL program but must receive their Level 1 license by the end of 3 years.

APT – This is a fairly new program authorized by the USBE. American Prep offers an APT program whereby teachers with a Bachelors Degree but no certification may complete course requirements through APA and then be recommended for a Level 2 teaching license.

### **1.3.5 Waivers**

Teaching staff that have been certified in previous years may apply for a certification waiver if conflicts occur that prohibit them from attending the yearly certification training during the Teachers Institute in August. *All waivers must be approved by the District Academic Director in advance of the Teacher Institute Training week.* It is up to the discretion of the Director whether to grant the waiver for all subjects or to require the staff member to seek training in certain areas before school begins (or at the beginning of the year).

### **1.3.6 Pre-Service Training Week**

Pre-service training occurs at each campus just prior to the start of school. All APA staff is required to attend the pre-service week. Important topics specific to the campus, the school community, practical application of American Prep's mission and philosophy, and staff policies are covered. Staff photos are taken. Teachers set up classrooms and student orientations are held during Pre-Service week. No PTO will be approved to be taken during Pre- or Post-Service.

The state of Utah has required that all staff receive annual or periodic training in areas essential to student and staff safety. These required trainings occur during pre-service meetings as well as through online modules completed independently by each staff member. Online training

modules generally include a PowerPoint presentation followed by a short quiz. Every staff member must demonstrate understanding of the material with a score of 100% in order to be recertified annually on these training modules.

## 1.4 Staff Evaluation

Teachers at American Prep will be evaluated annually using the American Prep Teacher Evaluation for their corresponding level. These evaluations will generally occur during the last quarter of the school year and will be performed by the Administrator supervisor of the teacher, or his/her designee.

Most teachers will also receive coaching several times throughout the year, which may include written and/or verbal feedback from the coach. This may occur at any time during the year with or without notice.

## 1.5 Staff Dress Code

The student dress code at APA is one that helps to create an environment of respect and dignity. Student dress exemplifies student respect for themselves, their classmates, and for learning. It is not the intent of the American Prep administration to outline a specific uniform for staff members, however, the following guidelines should be considered. We often have visitors to the school and we want to always present a professional appearance.

- Staff should consider the level of formality of the student uniform, and ensure that their dress **rises to at least the same level of formality**. For example, boys in grades 4-12 wear a necktie daily. Male staff members should thus wear a shirt and necktie daily. Girls wear knee-length skirts and blouses or professional slacks; female staff members should dress at the same level of formality.
- Slacks/skirts must not be tight fitting-You must be able to easily pinch one inch of excess fabric in the front and in the back.
- Modesty should be an important consideration when determining appropriate dress for staff members. For women, shirts with sleeves and dresses or skirts **at least** to the knees are appropriate.
- Professional shoes and footwear should be worn (no casual flip-flops, et cetera).
- No facial piercings, with jewelry, should be worn by staff members.
- No visible tattoos.
- Male staff should maintain well-groomed facial hair, or be clean shaven.
- Male staff with long hair will keep it pulled back into a ponytail and well groomed.
- Hair colors must be natural.

Casual Fridays only: Staff may wear a collared shirt (either button or polo) with slacks/skirts that are not tight fitting. No tie is required. Jeans are NEVER allowed as part of the daily dress code.

## 1.6 Staff Guidance for those with children enrolled at American Prep

It is viewed as a positive aspect of American Prep that many staff members have their own children enrolled in the school. We appreciate the family culture this creates at our schools. There are a few guidelines we would like to bring to the attention of staff members whose

children are enrolled at American Prep:

- Staff children **MUST** be supervised at all times when they are on school property. Please do not leave your students unsupervised in your classroom.
- If available, we encourage staff to enroll their child in after-school care. Staff who are unable to formally supervise their children after school may be required to pay for the service.
- Staff must never give their school keys to their children.
- Staff children should not be in the teacher lounge or workroom.
- Staff children should not use school computers, including teacher laptops.

Additionally, parents are often highly sensitive and sometimes emotional when it comes to situations involving their children. Therefore, we wish to implement a communication flow that will assist parents in their dual roles as parents and professionals. In order to ensure that staff members are properly respected, the following communication policy is in effect for parents of staff children:

- If there are conflicts between staff children, the issue should be brought to the Elementary Director, Jr. High/Secondary Director, or Administrative Director for resolution.
- If teachers of staff children encounter issues that are not easily resolved through American Prep's communication policy, the teacher should bring the issue to the attention of the Elementary Director, Jr. High/Secondary Director, or Academic Director.
- ***If parents of staff children are dissatisfied with a teacher or staff member they should bring their concern to the Elementary Director, Jr. High/Secondary Director, or Administrative Director for resolution **BEFORE** speaking with the teacher. Administration will determine if it is best to have a presence at the meeting where the concern is discussed. This applies to concerns regarding grades, classroom practices, et cetera.***

## Instruction and Academics

The American Prep mission statement will be posted in each classroom. Teachers will lead students in a discussion regarding the school mission each fall, and will refer to it as appropriate, and frequently enough that students will be well familiarized with the school's purpose and will be able to connect the school mission to daily activities. Most importantly, staff members will model the school mission in their words and actions, demonstrating their commitment to and confidence in each child's potential success in academics and in building good character.

### 1.7 Classroom Organization

#### 1.7.1 General

Classrooms should be free of unnecessary clutter. Bookcases and other storage cupboards should generally not be in the front of the classroom, so that students who need to access them during class will not distract other class members, and so that the front of the classroom is neat and orderly. ***Only items used in American Prep's instructional programs should be housed in the classrooms or on school property.***

### **1.7.2 Student Files**

Elementary: Teachers must follow the Policies and Procedures for Student Files. Please review this document for more information. Teachers must keep a student file for each student.

Included in the file:

- “Student Notes” (behavior reports)
- Discipline forms (parent intervention, suspension, etc.)
- Report Cards
- Missing Work Summaries
- Group Change Forms
- A Writing Sample from the first, middle and end of the year

Jr. High/Secondary: A student file will be maintained for each Jr. High/Secondary student by the Jr. High/Secondary Secretary. Included in the student file:

- Copies of Student Progress Reports as mailed home
- Copies of Report Cards
- Discipline Records
- Student schedule

Red Health Files: The School Director will give to each teacher a red health file for any of their students who have special health considerations. These red files must be reviewed by the teacher and kept in an easily accessible place for quick reference in the case of a health problem with the student. They should also be quickly and easily transportable in case an emergency building evacuation is required.

### **1.7.3 Furnishings**

Each classroom will contain a teacher desk(s), student desks, filing, storage, bookcases, whiteboards, bulletin boards and shelves. Classroom setup will be determined by the facilities specialist, in consultation with the school director.

### **1.7.4 Teacher Valuables**

Valuable items belonging to teachers or staff members should not be kept at school. American Prep assumes no responsibility for loss or damage to personal items while on school property.

### **1.7.5 Seating**

Classrooms should be set up in rows and columns, with each student facing the front of the classroom. If modifications are necessitated by room-size constraints, students should still face the front of the classroom, but columns may be connected. Any deviation from the above should be undertaken AFTER consultation with the Elementary or Secondary Director or his/her designee.

Students in a small group setting should be seated at the front of the classroom. For example, in breakout rooms with a small class that doesn't fill every seat, students should fill the front seats first, filling seats in each subsequent row until all students are seated. Students should not be allowed to sit in the back of any classroom if there are no students in front of them. Desks should be placed so that teachers can access all parts of the classroom at any time to facilitate constant teacher monitoring.

### **1.7.6 Walls**

Each classroom should post the school's Mission Statement, Builders Poem and Builders Theme for the month. Jr. High/Secondary classrooms should have the Jr. High or Sr. High Mission Statement clearly posted.

The focal area of the students is the front of the classroom. Therefore, it is important that the front of the room be clear of clutter and of items that visually distract the students. Important content-related information is appropriate on the front walls of the classroom, in addition to the class schedule and Guidelines for Success and/or Classroom Rules and CHAMPs. Calendars, chore charts, card charts, birthday charts and behavior reminders should not be placed on the front wall of the classroom, but are more appropriately placed on a side or back wall. The front wall should contain a whiteboard and a screen. A daily schedule (elementary) and class agenda (secondary) should be placed in the front of the room so students can easily see it. The schedule should be updated daily.

Other walls should be used primarily for content-related visual aids. Word-strips, outlines, timelines, other information related to current topics of study, or review topics, should be posted on classroom walls. Every available wall space in the classroom needs to be used to visually reinforce content from the class curriculum. This can and should be done in creative ways that will be interesting to the students. Such information also allows for quick teacher-directed review sessions.

### **1.7.7 Bulletin Boards**

Only students' best work should appear on bulletin boards in school hallways and in classrooms. At the very least, best handwriting, proper grammar and neat presentation should be evident in each piece of student work chosen for display on bulletin boards. Students should be required to edit their work to the point that grammatical and handwriting errors are not evident before displaying student work.

### **1.7.8 Materials**

Students must have easy access to materials they will need each day. Teachers are responsible to ensure students have the materials they need, including pencils. Two baskets should be placed in the back of each classroom, one containing sharpened pencils, and one for the students to place pencils in that need sharpening. Students who need a pencil during a lesson should be instructed to quickly place their pencil in the "needs sharpening" basket, and get a sharpened pencil from the other basket. Students should be instructed to insure they have a sharpened pencil before each class begins, so a student leaving their seat during instruction to get a pencil would be a rare occurrence. A student or two should be assigned each week to ensure sharpened pencils are always available in the proper basket, but teachers are responsible to ensure there are always sharpened pencils available to students and that students don't lose instructional time to sharpen a pencil. Students assigned to pencil duty should sharpen pencils before and after school or during recess times, not during class time.

Jr. High/Secondary students will be given one pencil, one blue or black pen and one red pen each month. Beyond this distribution, students are expected to provide their own replacements if needed.

## 1.8 Student Organization

### 1.8.1 Dockets

Each elementary student will be issued a Docket in which will be color-coded file folders for each subject as follows:

- Red – Reading
- Yellow– Mathematics
- Green – Science
- Blue – History
- Orange – Spelling
- Purple – Literature
- Manila - Teacher’s Choice
- Gray – Reading University

All papers will be kept in the student’s docket. Teachers will instruct students to place papers in the correct folder at the end of each class or subject. Students who are in need of new docket may purchase one from the front office. Students in grades K-6 must use a school-issued docket.

American Prep maintains a “no loose papers” policy. This means that student desks, lockers and backpacks should be free of loose papers at all times. This policy will assist students in learning vital organizational skills, will assist parents in keeping abreast of student work, and will allow the teacher to save valuable class time as it will not be necessary to “hunt” for student papers.

Elementary school teachers are responsible to ensure that docket are taken by their students to groups, and also home each night and back to school each morning. This will enable parents to review student work, and will facilitate homework if a student becomes ill and is absent.

Teachers will also need to take time at the end of each instructional period to explicitly instruct their students to place their papers in the appropriate place in their docket. Teachers will need to monitor student compliance by watching the students as they learn this vital skill. It will be well worth one minute at the end of each class period to train our students in this organizational skill. Secondary teachers should participate in this procedure.

### 1.8.2 Learning Plans

Elementary Learning plans and Secondary planners have a spot each day for parent signatures. Parents are required to sign the learning plan each day. Signing serves two fundamental purposes – the parents stay abreast of what the student is learning in the classroom and therefore is able to extend the student’s learning at home and the student is not able to fall behind or become disorganized without the parent(s)’ and teacher’s knowledge.

Elementary - The first school day of each week, at the beginning of the day (before groups for grades 1-3) the teacher will distribute a learning plan to each student. Learning plans may differ from grade to grade, and the master can be obtained from school administration. Learning plans will have one column for each day of the week, and a row for each subject. Scheduled class work should be written on the learning plan, and students in grades 3-9 should write homework on the plan. Teachers may write homework in on learning plans in the younger grades. Learning plans belong in the front of the docket, visible from the outside. This way teachers and parents can easily check to see that the learning plan is in the docket.

Secondary – students are issued a year-long planner. Teachers in each class will have a

designated board space where they write the daily classwork and homework for each period. Students are expected to copy this information daily onto their learning plan. Secondary teachers may designate at least 2 students in EACH class as Teacher Assistants. TA's will be trained in checking the learning plans at the END of class each day and ensuring each student has written the day's information in the Learning Plan. A stamp may be placed on the learning plan in the designated space to indicate to parents that the information written is correct. Secondary students may be placed on mandatory parent signing until scholarly skills are consistent.

Teachers may also train the TA's to work with the teacher in posting the day's class activities and any classwork or homework on the teacher's communication page on the school website.

Secondary students are to keep their belongings in their lockers. Students are not to leave belongings in the hallways or on top of the lockers.

## **1.9 Student Daily Attendance**

Elementary - Teachers are responsible for taking attendance each morning. Student attendance cards of students who are absent should be marked and placed in the attendance envelope. Envelopes should be delivered to front office by 8:30 a.m. each day. Students who leave school during the day must take their attendance card to the office so that they may check out. Attendance cards will be placed in the teachers' mailboxes each evening. Teachers need to pick up their attendance cards each morning so that they may take attendance.

Secondary School - Teachers in grades 7-12 must enter first period attendance information (fifth period on Thursday) into Aspire before 9am each day so parents can be contacted regarding absent students. Teachers must take attendance at the beginning of each additional period using their clipboard or by entering the data directly into Aspire. Students are marked Tardy if they are not in their seats when the bell for that period rings

## **1.10 Introductory Meetings with Parents and Students**

### **1.10.1 Elementary Teacher Meet and Greet**

Class lists will be posted about one week prior to the first day of school. On the day they are posted or soon thereafter, Elementary teachers will be required to be at the school for an elementary teacher Meet and Greet wherein the parents and students can come into the school and briefly meet their new teacher.

### **1.10.2 Secondary Orientation Day**

Secondary teachers must attend the Secondary orientation day. Students will come to the school for approximately one hour, by grade. They will receive their schedule, locker assignment and combination, take a school tour, attend an orientation meeting and meet their teachers.

### **1.10.3 Parent Orientation Night**

Elementary School: 6:30-8:30 p.m. at each campus  
6:30-7:00 General Meeting in MP Room  
7:00-8:30 Classroom visits  
Session 1: 7:05-7:30



Session 2: 7:35-8:00

Session 3: 8:05-8:30

This will allow a parent to visit three classrooms (if they have three students in the elementary school). ***Students are not invited to Parent Orientation Night.***

Secondary: 6:30- 8:30 p.m. at each campus

Parents arrive at 6:30 p.m. Annual Orientation 6:30-7:00 pm. Topics covered: Schedules, on-time arrivals, discipline policy, lunch procedure, Aspire, uniforms, academic expectations, electronics policy, TV turn-off, carpool procedures, et cetera.

Parents begin student schedules at 7:05 pm. Parents attend each class for 25 minutes with a 5-minute transition. Teachers will introduce themselves, distribute the class disclosure, and answer any questions as time permits.

#### **1.10.4 Teacher initial newsletter to parents**

Elementary Teachers will prepare a newsletter and packet, and Secondary Teachers will prepare a disclosure and other pertinent information to be presented at Parent Orientation night (elementary) or go home with the students in the first few days of school – (disclosures in Secondary). The information or disclosure will include:

- a. Teacher introduction and an outline of classroom policies
- b. Classroom schedule
- c. Instructions for P.E. clothing (K-6)
- d. Overview of the teacher's procedures for enforcement of the uniform policy
- e. Information regarding homework expectations and procedures
- f. Ways in which the teacher can be contacted
- g. Reading Summary and instructions
- h. A sample Learning Plan and instructions regarding the purpose of the Plan, its use and mandatory signing (K-6, homeroom 7-12)
- i. Instructions regarding the docket, its use and how it should be used by parents and students (K-6, homeroom 7-12)
- j. Information about grading information on Alma (K-6) or Aspire (7-12)
- k. Information about the Academic Support Team and a volunteer sign-up sheet (K-6, homeroom 7-12)
- l. Information about the Character Support Team (CST) and a volunteer sign-up sheet (K-6, homeroom 7-12)
- m. Information regarding the procedures used for schoolwork corrections, confidentiality, and use of volunteers in correcting student work.

#### **1.10.5 Response to Parent Inquiries**

Teachers will respond to phone messages and emails from parents within twenty-four (24) hours or by the end of the next school day. This will require that teachers check their message on their phones AT LEAST daily and within a few hours of a message light coming on.

***A phone log will be kept of messages received and follow-up communication. Phone logs are available from administration.***



### **1.10.6 Bi-Monthly Student Progress Reports**

The Alma grading system allows parents to check their students' grades and missing work, daily, online. For families that do not have the ability to check their student's grades on line, please talk with the elementary director to request a paper bi-monthly report. Instructors are expected to update their gradebook within 24 hours of receiving work from students. Teachers are expected to update their gradebooks within 48 hours of receiving work from their students.

### **1.10.7 Secondary Progress Reports**

Secondary teachers must record grades in Aspire in a timely manner. All grades must be updated each week by Friday before leaving the campus. Secondary students and their parents will all have access to grades in Aspire, affording them day-by-day access to progress reports.

### **1.10.8 Homework response forms**

Elementary Teachers will send several Homework Response Forms home with students at the beginning of each year. This form allows parents the opportunity to communicate with the teacher regarding the homework assigned. A master copy of the homework response form is available from administration.

Secondary homework load concerns may be for a particular class or may be due to a combined load for any number of classes. Homework Response Forms are available in secondary offices and Homework Tracking Forms are available at the back of student Planners. Either tool may be utilized by a student or parent, or at the request of a teacher or administrator in response to homework load concerns.

If a teacher receives a Homework Response Form or Homework Tracking Form from a parent, he/she will respond within 24 hours by telephoning the parent and resolving the concern. *A copy of the response form and record of the follow-up will be forwarded to the administration.*

### **1.10.9 Grading**

Teachers will follow the Policies and Procedures for Grading.

### **1.10.10 Report Cards**

Teachers will prepare report cards for each student at the end of each term. There will be a date published when reports cards must be completed.

Elementary: Teachers will submit their students' report cards to their team partner, and then to their Administrator for final approval. The team partner will check the report cards against a rubric to ensure there are no missing elements or inappropriate reports and that the grading guidelines have been followed. They will return the report cards to their team partner with any deviations from the rubric noted. The teacher will make the necessary corrections and submit to the Administrator for final approval. Teachers will copy the report card and send it home with the student. Report cards will be sent home according to the school calendar. A copy will be kept in the student file.

Secondary: Teachers will finalize their grades by the end of the day on the date published in the staff calendar. Report cards will be available in Aspire for parents to view.

### **1.10.11 Parent-Teacher Conferences**

In grades K-6, at the beginning of the second and fourth terms, the teacher will meet with parent(s)/guardian(s) of each student in their class in a parent-teacher conference. The outline to use for the conference is the SEP and the PTC Promotion Discussion form, a copy of which is included in the Grade Level Guide. During this conference, goals for student achievement are set with the input of the parent/guardian. In grades 4-6 students may be invited to attend.

In grades 7-12, conferences are held according to the school calendar. Students will be invited to attend these conferences.

In grades K-6, at the end of the 2<sup>nd</sup> term, teachers will meet with parents who desire to conference with the teacher, or with a parent of any student who is not reaching the benchmarks set for promotion, or with a parent with whom the teacher feels a conference would benefit the student in some other way. Conferences after 2<sup>nd</sup> term are to be held on Thursday and Friday, and not on Wednesday, to allow for uninterrupted team meeting schedules.

Upon parental or teacher request, instructors may be invited to attend parent-teacher conferences. However, homeroom teachers are to take the lead in scheduling all conferences and should be in attendance at all conferences that involve their homeroom students.

### **1.11 Volunteers – Academic Support Teams (AST) and Character Support Teams (CST)**

Teachers are responsible to organize the parents of students in their classrooms into Academic Support Teams (AST) and Character Support Teams (CST). Team Leaders for each need to be identified by the teacher. These volunteers will work with the teacher, in and out of the classroom.

AST members will provide support to the teacher in the following ways:

- Communication – phone tree, organizing parents to volunteer for classroom events
- Transportation – for field trips
- Events – classroom activities, culminating activities
- Academic support – correcting papers, creating visual aids

The FSO has an AST Coordinator who will assist in training AST Leaders. AST members who correct student work need to be instructed verbally and in writing that the work is confidential and should not be discussed with anyone but the teacher.

CST members are grade-level Character Support Team leaders who help find volunteers for Ambassador events, promote the values represented in the monthly builder themes as well as provide a personal link to parent questions on APA's character development pillar and more. CST members report directly to their campus Character Development Director.

### **1.12 Schedules and Transitions**

Adherence to school schedules, such as arrival time to and from classes, lunch, P.E., and recess is important to ensure the smooth flow of each day at American Prep. Efficient transitions between groups (grades 1-6) and classes (grades 7-12) are vital to the academic success of American Prep students. Teachers will ensure that they release their students at the correct time,

with all materials including their docket, so that they can begin the next class on time. Teachers will also instruct their students in the importance of efficient transitions, utilizing reward systems that will encourage students to be prepared for each class on time.

Beginning times of groups and classes will be strictly adhered to. ***Teachers must not wait for students who are tardy to begin groups or classes.*** Class must begin on time, and late students should be required to “catch up”, with the intent of encouraging them to be on time. To ensure students can achieve on-time arrivals, it is vital that teachers release students on time. Students should not be held after class to talk with teachers or pay consequences for behavior.

### **1.12.1 Wednesday and Thursday Schedule**

Wednesday and Thursday are short days for American Prep students. Students are dismissed one hour earlier than full days, and staff meetings are held in the afternoon. Secondary grades will teach periods 1-4 on Wednesday and periods 5-8 on Thursdays.

## **1.13 APA Academic Guide**

American Prep has developed an Academic Guide that outlines the academic program of the school. Teachers participate in the development of the Grade Level Guide (Elementary) or Subject Area Guide (Secondary) for their particular grade level and/or subject. The Academic Guide includes the 180-day plan, Unit Overviews, and Daily Lesson Plans. The DLP are to be housed in binders (elementary) and may be kept electronically (elementary and secondary), one for each subject or unit of study. The AG is the template for instruction for each grade. Teachers will follow the AG, and will also add to it throughout the year, adding materials and references as they are used. The goal is to have a concise and comprehensive guide from which to teach each grade level each year, thus solidifying the American Prep curriculum and providing students with the best, most consistent education possible.

More detailed instruction on the AG will be presented at pre-service each year.

### **1.14 Daily/Weekly Lesson Plans**

Daily/Weekly lesson plans will be created and recorded on the teacher’s computer and printed and put in a binder that will be kept on the teacher’s desk. The plans will need to be at school each day so that plans are available for substitute teachers. The teachers will develop plans specific enough so that it is easily ascertained what is to be accomplished each day, with references to the appropriate places in the 180-day plan that are to be taught.

## **1.15 Culminating Activities**

### **1.15.1 Major Culminating Activities**

Elementary: Each grade (grades K-6) will host a minimum of two major culminating activities per year. These activities will be based upon Core Knowledge curricular subjects. The grade-level teams will determine the scope of the activities. Dates for the activities should be given to school administration by the end of each school year for the following year.

### 1.15.2 Minor Culminating Activities

Elementary: Core Knowledge Units should end with a minor culminating activity, unless they end with a major activity. Administration should be notified of the date and time of these activities, as should parents via a monthly newsletter and learning plans. Information about culminating activities, including resources, special items, contact information for specialists, etc., should be recorded and included in the Academic Guide.

### 1.15.3 Elementary Year End Culminating Show What You Know

Each grade (K-6) will conduct a year-end culminating SWYK showcasing the highlights of knowledge for their grade level. This is the ultimate celebration of success. School Administrators will also introduce summer packets stressing the importance of keeping their brains sharp over the summer.

### 1.16 Visual Media Usage

Use of DVDs or other media can be a legitimate educational activity. Guidelines for such use are as follows:

- Media should be used when the content contained has already been presented to the students, and they are at some level of mastery with the material.
- Media is used as a culminating activity, a review, or an additional presentation of material.
- **All media not listed in a 180-day plan must be pre-approved, specifically:**
  - a. If it has any kind of a rating (even if you are just showing a clip) it must be approved by your admin.
  - b. If it is a clip (under five minutes) from YouTube or some other internet site to enhance a lesson it must be approved through your district/department and the link should be on the lesson plan in the google drive folder for your district/department.
  - c. If it is a clip (over five minutes) from YouTube or some other site it must be approved by admin. If it is to enhance a lesson it must be approved by admin and your district/department.
- For admin approval, a teacher will:
  - a. complete a media request form at least one day in advance, submit it to administration for approval, and sign up for the DVD player on the cart if needed, or
  - b. include the media information in the 180 day plan, have the plan approved by administration, and sign up for the DVD player if needed.

### 1.17 Field Trips

Students may participate in approximately two field trips per year (some may have more). Field trips must be closely related to the content covered in history, science, or literature. Elementary Teachers will work as a grade-level team to plan and carry out these field trips. Parents may be asked to volunteer as chaperones and drivers.

### Driver Certification

At APA we value our students' safety above all else. In order to make sure that our staff and parent volunteers are obeying the safety requirements set forth by APA and Utah State Law, we require anyone driving students in their personal or APA-owned vehicles to undergo a thorough driver certification process. **Certification requirements are:**

1. Utah State Booster Seat Law (Please review and print for your own records.)  
<https://www.utahsafetycouncil.org/assets/pdf/utboosterlaw.pdf>
2. Driver Volunteer Agreement and Acknowledgement (Please complete and submit to an APA secretary or transportation administrator)  
<https://docs.google.com/document/d/1U5RjjRsAvqyY0QbTh80L6IqJ1VwrsZJUFJ6tXFpIcKw/edit>
3. Email copies of your driver's license and insurance declarations page to [transportation@apamail.org](mailto:transportation@apamail.org). *If transporting students in your personal vehicle, you must have Bodily Injury Liability coverage of at least \$150,000 (per occurrence).*

After you have completed the steps listed above please follow up to verify certification has been completed before you transport any students.

### **Transportation Request Forms -**

If additional transportation support is needed, staff shall submit requests for buses at least 2 weeks before the date of the event. Requests are submitted via the online transportation request form at: [www.americanprep.org/transportation-request](http://www.americanprep.org/transportation-request).

To minimize the impact of field trips on academic group instruction (reading, spelling and math groups), grades 1-3 and 4-6 should schedule their field trips on the same days. Teachers should plan and schedule field trips by the end of the prior school year and get dates to school administrators for the school calendar. If possible, field trips should be conducted in the afternoons to avoid group conflicts altogether.

Field trip permission forms and driver release forms can be obtained from administration (make sure full address of destination is listed on the form).

The budget for field trips can be obtained from the Business Manager.

## **1.18 Student Assemblies and Awards**

### **1.18.1 Elementary Weekly and Monthly Award Assemblies**

K-6 assemblies will be held each week on either Wednesday or Thursday morning at the start of school. Grades 7-12 will have assemblies during the afternoons, and periodically during the Study Hall period.

Elementary Awards: Each month, the Elementary teachers will identify a "Builder of the Month" and a Reading University award winner and forward this information via email to the Academic Secretary. **Teachers must also notify parents of winners AT LEAST a few days before the assembly (preferably a week before) and invite them to the assembly where the award will be given.**

Special assemblies may be held upon approval from the administration. Assemblies will reinforce curriculum, classical education or character development.

If one of your children is receiving a special award at the school, and you would like his/her school-age sibling(s) to observe that recognition, you must use the same procedures for checking your child out of school. No one is ever allowed to go directly to a classroom to pull a child out of class. Siblings may not be checked-out for grade-level culminating events such as Show What You Know.

### **1.18.2 Show What You Know**

Each elementary grade level is expected to “show what they know” at least once or twice every month. There is limited time available during the 1<sup>st</sup> and 2<sup>nd</sup> week assemblies due to awards. Classes will be scheduled based on a first come, first ready basis. “Show What You Know” (SWYK) presentations can include, but are not limited to, Songs, Poems, Chants, Jingles, Raps. “Show What You Know” presentations should focus on academic themes and grade level content, showing the other students what that grade has learned. “Show What You Know” presentations should include the entire grade – not individual classes or groups. This is not a talent show intended to highlight one or several students, but an opportunity for that grade to show their knowledge and celebrate their success. We do not have a schedule for each grade, but each grade should plan to “Show What They Know” once every 3 weeks (minimum). Band and Choir should perform at least once per semester so students can have exposure to both programs. All presentations should be no longer than 2 1/2 – 3 minutes.

Teachers will teach their students the expectations for performance. Classes can practice individually, and then should get together with other grade level classes to practice and perfect their performance.

Once a grade has practiced and mastered their presentation, they will notify a member of the administration that they are ready to pass it off. Pass offs can be done in two ways: as a whole group or as individual classes. Assembly performances are always done as a whole group (entire grade), however.

The administrator will come and watch and give any performance tips she/he feels are appropriate. Performances should be quick paced and interesting for the audience. If the students need more practice, the administrator will set up another time to pass off the performance. When the administrator can see that the students are ready to perform at the “Show What You Know” assembly, the grade level teacher emails the school director and school secretary.

It is recommended that the homeroom teacher notify the parents of their students that their class will be performing at the “Show What You Know” assembly (include the date and time).

The students most often perform presentations as they stand in their lines on the floor. If a stage and/or risers are available, it is up to the classroom teachers whose classes will be performing to find out in advance (the day before the assembly) where their class will be performing and have their students on the risers or stage when the assembly begins. There isn’t enough time during assemblies to allow for students to move to and from the stage or risers for performances. Follow all guidelines provided in the Policies and Procedures regarding assemblies.



## 1.19 Subject Area Groups

APA's academic program utilizes achievement grouping for the instruction of reading, spelling and math in grades K-6. This is an excellent, efficient method of instruction for our students. This method requires that our students leave their classrooms for possibly three subjects per day. Regardless who the students' group teachers are, the classroom teacher is the lead teacher for each of the students in his/her homeroom class. Teachers are responsible for their students' academic achievement in every academic area, regardless of whom the group teacher is. It is important that teachers know how their students are progressing in each subject area. Weekly staff meetings provide teachers a time to review their students' progress in their group subjects. Lesson Progress Charts or summaries will be reviewed at weekly staff meetings to assist teachers in tracking their students' performance.

## 1.20 Reading University

Reading University is the school-wide reading program. Book lists have been compiled for each grade level at APA and a point system established. Students will receive a grade for their RU participation each term in grades K-6. Jr. High /Secondary RU grades are calculated into their English grades. Teachers should follow the RU guidelines with regard to the number of books required per term. Summaries and book reports are part of the Writing program.

Teachers need to express enthusiasm for the RU program by sharing books they are reading from the grade level list on at least a weekly basis. A place in the classroom must be dedicated to RU so the teacher can easily and frequently reinforce this important program. Teachers should recommend books via the learning plan frequently and students should be asked to share book responses with the class during lunch time or another appropriate time to help other students get excited about books their peers have read and enjoyed. Students will be allowed one reading selection per term that is not on the RU list each school year.

We generally do not give independent reading credit for books that are not on our RU lists, and we do not distribute book order forms from other companies to our students. We do, however, distribute a specially created order form specifically with our RU book list that we offer in conjunction with our November Book Fairs.

Elementary Teachers must identify an RU Winner each month, and submit the name and a short paragraph outlining the student's achievement in RU to the Academic Secretary so awards can be made at the Wednesday assembly.

## 1.21 Special Education

APA has on staff Special Education Case Managers, Speech Language Pathologists, Occupational Therapists and Licensed Counselors. Teachers are responsible for closely monitoring their students' progress through the RTI process using the **APA Huddle Form**. These forms are available from your academic director or may be located in your APA Data Binder. If a teacher believes a student would benefit from a special education evaluation, the teacher should meet and discuss the student with the Academic Director who will advise the teacher regarding the referral process.

If a parent makes a request for special education services or evaluation, the teacher should

**immediately** contact the Academic Director and the Special education Case Manager. This contact should be made this way; 1. Email both the AD and the Special education CM in writing (email). Include the name of the student, the name of the parent making the request and the **date** the request was made, then, 2. Follow up within 24 hours to confirm receipt of the email by both the Special education CM and the AD. The AD and the CM will discuss the request and follow through with the parent at that point. All questions from the parent on services, evaluations, possible outcomes, etc., should then be referred to the AD and/or the Special education CM.

If a parent of any student requests that the teacher fill out any forms for a student (such as from a physician, counselor, neurologist, etc.), or request that a teacher write any kind of evaluation of a student, the teacher will notify the Academic Director who will provide direction to the teacher with regard to fulfilling the request. This applies to both special education students and non-special education students. A completed copy of this kind of communication should be kept on campus in the student file or in the student Special education file, as applicable.

The Academic Director will review all correspondence, reports, evaluations or other communication regarding a student before it is sent to parents or other health care workers.

## 1.22 Testing

American Prep is a data-driven educational institution. In order to gather accurate data from which to make sound instructional decisions, proper testing procedures must be followed. As a public school we are required to participate in UCAS, and again, it is critical that we follow all testing protocols to ensure compliance and to achieve the desired outcome of reliable assessment data from which to structure our programs and ensure the academic success of each student.

Each instructional staff member receives a booklet entitled “Testing at American Prep.” Current testing procedures, policies and protocols are listed in the booklet.

It is the responsibility of all staff members to read and understand the testing procedures and protocols. Adherence to them will help us ensure accurate data collection from which we will build our academic program. Violation of testing protocols will result in a disciplinary conference with the School Director and appropriate Assistant Directors and the teacher.

## 1.23 Substitute Teachers

Teachers will have their Weekly Plan at their desk. Lesson plans will be specific, and will refer to needed resources, including information on where the resources may be found. Preparations for lessons (including copies, answer sheets) should be prepared at least a day in advance so that should the need for a substitute arise suddenly, the needed materials are prepared and available to the substitute. Elementary teachers will keep all of the daily prep materials in the Daily Bins. Instructors’ data binders and group teaching materials should be kept near the Instructor’s desk so that they are easy to find. Teaching manuals should be kept at the employee’s desk so that they can be found easily.

If you are in need of a substitute teacher, see section 5.5.2.1 for specific instructions.



## **1.24 Commitment to Instruction**

Teachers should focus their energy and preparation on delivery of a quality academic program. American Prep’s curricular program is rigorous and requires that classroom time is carefully planned and that delivery of instruction is consistently executed. “Bell to bell teaching” implies that teachers fill the instructional period with content learning. Study halls and extensive independent work periods are not appropriate.

Therefore, it is vital to the success of our program that classroom time is not spent on non-academic activities. Class “parties” and “rest time” are not appropriate. Birthdays should be celebrated at lunchtime. Class activities that are not academically based must be approved in writing by administration (for example, class auctions, videos).

## **1.25 The Secondary Ambassador Program**

The Ambassador Program is a major component of our character development program at APA. Each secondary staff member will have an assignment directly related to the Ambassador Program. Training will be provided at Teacher’s Institute, Preservice and throughout the year to help secondary staff learn about the program, the curriculum and their involvement in teaching and helping students to achieve excellent, virtuous character and great confidence.

# **Behavior and Classroom Management, Student Motivation**

## **1.26 CHAMPs**

CHAMPs is the classroom management, school-wide discipline and behavior management model used at American Prep. CHAMPs manuals are available for teachers and instructors.. Teachers should familiarize themselves with the CHAMPs program.

A 10-video training course is available for staff and parents to check out from the Curriculum Director. CHAMPs will be introduced at pre-service and ongoing training will occur during the school year during staff development meetings.

The Encyclopedia of Behavior Management by Randall Sprick is a companion to the CHAMPs manual. Staff members should use the Encyclopedia to address specific behavior challenges in the classroom. The Encyclopedia is housed in each Assistant Director’s office and the Special Education Director’s office. The Encyclopedia may be checked out from any one of these offices.

## **1.27 Student Discipline Grades K-6**

### **1.27.1 Card Chart**

Teachers in grades K-6 should use the classroom card chart. Teachers should instruct students and parents on how this chart will be used. Consistent use of the card chart will enable students to learn to control their behavior and facilitate their academic progress.

Students will each have 5 cards – one each of the following colors: green, yellow, blue, red, and purple. The goal is for students to “remain on green”. Students should be instructed to “**move a**

**card**” when they have neglected to bring completed homework or needed supplies to class, or when they misbehave. Reasons a student may be asked to move a card should be clearly outlined for the students. The card system is not a discipline system as much as it is a “reminder” and “practice” system and should be used as such. Teachers should never say in anger or frustration “PULL A CARD”. They should instead ask the student to PLEASE MOVE a card in a gentle way, including the reason for the card move, confidentially, if appropriate.

The card chart is essentially a self-governance tool. Students should desire to “stay on green”, thus become motivated to come prepared to school each day and to behave appropriately. Teachers should work so that their students, as a whole, are able to “stay on green” most of the time. Classroom rules should be made to provide for the realization of that goal. *A well-managed American Prep classroom will have fewer and fewer students moving cards as the year progresses.*

When a student is instructed to move a card, the teacher MUST use positive reinforcement of appropriate behaviors at a ratio of 3 reinforcements within 5 minutes of the card move. These reinforcements must be specific (student name, positive behavior stated out loud) and connected with positive emotional tone (enthusiastic, motivating to the student).

An effective way to motivate students is to keep a record of “green days” for each student. As students accrue a predetermined number of “days on green”, rewards may be given. Consecutive green days should not be required for rewards as this acts as a disincentive for students who have to work diligently to earn green days. Instead, as soon as a student hits the target, for example ten green days, regardless of when this occurs, the student earns the reward thus motivating him/her to more consistent green day conduct.

Most behavior and academic challenges in grades K-6 should be handled utilizing the card chart. Teachers must find time at the end of each day to mark the learning plan with the students’ status for the day (“green”, “yellow”). It is important that the color is recorded on the learning plan daily so that the parents have a daily communication regarding their students’ behavior and performance status. The reason for the move must also be written on the learning plan and can be represented by a numeral (see card chart for explanation of this).

When a student moves one or two cards in a day, this should be recorded on the learning plan so the teacher can be certain the parent is aware of the specific reasons for the card moves (as per their signature on the learning plan). Any time a student moves more than two cards in one day (or goes to “red” status), the student must fill out a behavior form, and it should be attached to the learning plan. If a student moves more than three cards (moves to “purple”) parents must be notified by a phone call from the teacher and a phone conference must be held.

Suggested consequences for card moves:

- 1st card – “on yellow” – 5 minutes of recess lost
- 2<sup>nd</sup> card – “on blue” – 10 minutes of recess lost
- 3<sup>rd</sup> card – “on red” - behavior form filled out, recess time lost, conference with teacher
- 4th card – “on purple” – recess time lost, behavior form filled out, phone conference with parents and teacher notifying parent that one more card move will require the parent to assist their child for the remainder of the day
- 5th card – “past purple” – student sent home, or parent intervention (that day)

In general, the classroom teacher is the one who instructs their student to move a card. If a

teacher or instructor who is not the student's homeroom teacher witnesses behavior they believe warrants a card move, they should communicate that behavior to the teacher and allow the teacher to determine if a card move is the best option.

Groups teachers should not issue card moves for behavior issues. They should report the behavior to the classroom teacher on the learning plan including a card move for unpreparedness.

Teachers in every grade should be familiar with the student dress code and consistently enforce it in their classrooms. Again, the teacher should be the only one to issue a card move to a student for a uniform infraction. If another staff member notices a uniform infraction, they should mention it to the CLASSROOM TEACHER and allow them to handle it as there may be extenuating circumstances already worked out between the parent and the teacher of which the staff member may not be aware.

## 1.28 Student Discipline Grades 7-12

### 1.28.1 Minor and Major Infractions

Teachers in grades 7-12 will have a clipboard with a student roster attached. Student attendance and classroom behavior will be recorded on this clipboard. If a student violates the code of conduct, the teacher should manage it within their classroom management plan, and may record it on the student roster. Rosters will be submitted to the Secondary Director or Assistant Director weekly.

If, after implementing the classroom management plan (verbal instruction and warning), the student exhibits behavior that is deemed to need immediate intervention beyond the classroom (such as continual disruption of instruction, defiance, refusal to follow teacher instruction, or any unsafe behavior such as horseplay, throwing items, etc.) the teacher will send the student to the Secondary Secretary to receive a referral form. The Secondary Director or Secretary will fill out the student name and date. The student will be counseled and will return to class, placing the form on the teacher's desk so as to not disrupt the class. The teachers must counsel with the student at the end of the class period and either fill out the form and return it to the Assistant Director –Secondary or decide otherwise. If the student returns to class and again violates the Code of Conduct, the student should be immediately dismissed from class. The Secondary Director will process the infraction, and the student may be sent home on a suspension.

***It is important that all staff enforce school rules equally.*** All teachers must demand the same level of scholarly comportment in order to achieve a school culture that provides the best learning environment for students.

The following behaviors are not acceptable at American Prep:

- Horseplay – running, climbing on chairs or desks or other students (piggy back rides), pushing, tripping, poking, bumping – students should keep hands and feet to themselves
- Public Displays of Affection - side hugs only are allowed
- Talking out, students should only speak when called upon unless otherwise instructed
- Interrupting the teacher
- Writing and passing notes
- Using cell phones or other electronic devices such as I-Pods
- Verbal teacher disrespect

- Non-verbal teacher disrespect (rolling eyes, sighing, shrugging shoulders)

### 1.28.2 Student Dress Code

Teachers in every grade should know all the details of the student dress code as found in the *current Student Dress Code brochure*. **Teachers are expected to know the details of the dress code and consistently enforce the dress code in their classrooms and at other times as well.** Teachers should note infractions of students not in their class and bring it to the attention of the teacher or administrator.

### 1.29 School Cleanliness and Order

Teachers are responsible to keep their classrooms tidy and organized. Students should be instructed to pick up litter any time that they drop anything, as well as throughout the day and again at the end of each day. **In an effort to help our students be more accountable for the school environment, teachers need to take sufficient time to ensure that their students have time and training in order that the classrooms are kept to a high standard of cleanliness.**

Classrooms and breakout rooms need to remain clean and organized. Students should be encouraged to leave breakout rooms clean and ready for the next class. This may require teachers to take one minute for a clean-up session at the end of their group or class.

Not One Thing, Ever (NOTE) campaign: American Prep schools will be participating in the “NOTE” campaign. This refers to the new expectation we are setting that students are to leave “Not One Thing, Ever” on the floor. Not in the hallway, not near their locker, not in the classroom or breakout room, not in the locker rooms, bathrooms, playing field or playgrounds – not anywhere. One of our emphases in this program is to teach students to be responsible for THEIR OWN things, their own messes, their own papers, pens pencils, paperclips, scraps, lunch trash, etc. Our goal is to raise the level of awareness of EACH and EVERY student to tend to their own belongings with care. **Thus, we are not looking to increase the group “clean ups” in the classrooms or hallways, but instead to increase the specific students who are leaving things behind to clean them up.** More information will be given on this program at Teacher’s Institute and Preservice.

## Health and Safety

### 1.30 Emergency Response Plan

The APA Emergency Response Plan is available as a quick-access flip-chart and is located at each classroom exit. Each staff member is required to read the Plan *annually* and be prepared to carry it out.

### 1.31 Building Security

Classrooms should remain locked when they are vacant. The workroom door should remain closed during the day and locked after 3:30 p.m. Due to the dangerous tools in the workroom (such as cutting boards) **students are not allowed in the workroom.** Teachers and Instructors should carry their keys so they can easily unlock doors when needed and resist leaving doors unlocked.

### **1.31.1 Single Point of Entry**

To ensure the safety of all building occupants ONLY the main entry doors should be used for visitor access and all visitors must sign in with the school secretary. All other doors must remain closed and locked at all times. Never leave an unattended door propped open or allow a locked door to be opened for a visitor. Instead, instruct them by redirecting them to the secretary through the main entrance. Visitors are any non-student or staff member. Staff should always carry their key card or classroom keys, allowing them appropriate access through locked doors.

### **1.31.2 Security Cameras and Release Form**

In order to increase security for our students and staff, and to facilitate staff development activities, security cameras may be present in classrooms throughout the school recording both audio and video. Staff members need to sign a release form stating their understanding that these cameras are present in their work environment. Altering or disabling a school camera may be grounds for termination.

## **1.32 Student Supervision**

### **1.32.1 General Supervision**

Students should not be left unattended in classrooms, wherever possible. K-6 students should line up in the hall outside the classroom or breakout room and wait to be invited in by the teacher. The classroom door should be closed and locked if teacher is not or cannot be there.

K-6 teachers need to pick up their classes in the multi-purpose room/gym in the mornings 10 minutes before the start of class on non-assembly days.

It is important that whenever possible, staff members are not alone with one student. It is best to have two staff members present in as many settings as possible, for the protection of the staff members. However, as this is not often possible, staff should at least be careful to avoid being alone with one student. If there are less than three students working with a teacher or instructor, they need to be in an open, public area. If this is not possible, doors should remain open at the least. This also applies to after-school events such as tutoring or other extra-curricular activities or clubs.

Staff may not use physical force with students in order to achieve compliance, except in matters of personal safety (either the student's safety or the staff member's safety). Staff may not utilize corporal punishment defined as a painful, intentionally inflicted physical penalty administered by a person in authority for disciplinary purposes. Doing so is grounds for immediate termination.

Appropriate student/staff physical contact includes the 3 "H"s: High 5's, Side Hugs and Handshakes. It is not recommended that side hugs be used as staff/student contact in Secondary (7-12) with students of the opposite sex.

### **1.32.2 Playground Supervision**

Staff members who are assigned playground duty should abide by the following safety rules:

- o Students may not leave the fenced area. Staff must retrieve balls that go beyond the fence.
- o Staff should carry a pack that includes a whistle, bandaids, and a red emergency card.

- o In case of an emergency, the staff member should give the red emergency card to a student to take to the front office to summon help.
- o In the case of lightning and thunder, students should be returned to their classrooms.

Playground Equipment General Rules: Students should be instructed on safe equipment use. Instructors and playground supervisors must watch students carefully and ensure no unsafe behaviors are allowed to occur. ***Playground supervisors will stop any unsafe behavior immediately and re-teach students.*** If students do not comply, they will be banned from equipment use for a specified time period. At this point, parents must be notified of the ban and will be asked to speak with their student regarding playground behavior.

Playground supervisors may not use their cell phones during recess. They must be observing students at all times and teaching students appropriate, safe play behavior.

Long lists of playground rules do not replace the use of good judgment on the playground and may actually inhibit it. Activities that are perfectly safe for some students, may be taken to the next level by other students and become suddenly unsafe.

Students should be instructed and supervised in keeping the playground clean. ***Litter and trash should be picked up and properly disposed of each recess.***

Students should not be allowed to play directly outside class windows as this is very distracting to students in the classrooms.

Students should be encouraged to be ‘CHAMPs’ on the playground, play cooperatively together, to include others, and to be respectful and kind at all times.

Staff may engage in conversation with one another, but must ensure that they are 1) properly supervising students, 2) able to ensure students are not leaving appropriate play areas, 3) close enough to the students to determine what is transpiring at all times, and 4) able to take action as needed (including interrupting verbal bullying).

### 1.32.3 Student Lunchtime Supervision

Elementary: Students eat lunch at their desks. Students may have access to microwave ovens\* in the classroom. It is very important that there is adequate supervision of the microwave ovens as these create a potential hazard to students. As there is not enough time each day for all students to use the microwave oven, if microwaves are available, a schedule should be created so the students know which day they may bring items that require the microwave oven.

There should be a minimum 5-minute “chew time” at the beginning of lunch during which students should concentrate on eating their lunch and little conversation should occur. During this time, the instructor may wish to read aloud to the students or play a book on tape. After the chew time students should be allowed to converse and finish eating their lunch. Students should be allowed to finish their lunches, and 20 minutes should be scheduled to give them ample time to eat. If a student needs more time, they should be allowed to take their lunch out to recess and finish.

\* not all campuses have microwave ovens available in classrooms.

Secondary: Lunch is divided into three periods by grade. Lunch period is 30 minutes. There will be two lunchtime supervisors at a minimum each day. Students must go to the lunchroom to

eat their lunch. If a teacher wishes to meet with a student during lunchtime, the student must show a pass to one of the lunchtime supervisors. Students may not eat their lunches in the classrooms. After lunch each day, students will have time to go outside (weather permitting) but MAY NOT return to the classroom areas without a pass during lunchtime. Lunchtime supervisors must ensure students leave the lunch and recess areas clear of all trash and wipe down tables and benches prior to the end of the lunch period.

#### **1.32.4 Carpool supervision**

All Staff will have an assignment during afternoon carpool hours. Many staff members will have an assignment during morning carpool hours also. Please plan your day accordingly.

Each staff member will receive training and instruction on carpool procedures and expectations specific to their campus. **For the purposes of student safety, staff members MUST be at their assigned carpool duties on time each day they have an assignment. Failure to do so will result in disciplinary actions.**

##### **Student behavior at carpool:**

Students are to walk directly to their vehicle. No students are allowed to play on the playground during carpool pickup. No pushing, shoving, or horseplay of any kind. Hands, feet and belongings must be kept to self. No swinging of backpacks, lunchboxes, or any other items. No yelling, screaming, or speaking in loud voices. Students are expected to have all belongings when they go out to carpool. They are generally not allowed back in the school to retrieve items.

##### ***Student arrivals and departures outside of normal school hours:***

Students arriving late to school, or any other time during the day outside of carpool times, must be accompanied into school by an adult to be signed in.

If a student needs to leave the school during school hours, the parent/guardian must come into the school and sign the student out. Students will not be sent out to meet parents at the curb outside of regular carpool times.

***Students left at the end of carpool are to report to the office.***

#### **1.32.5 Supervision of Staff Children before/after school hours**

Children of staff members must be supervised by their parents before and after school. ***Children of staff members should stay in the classroom with their parents until 25 minutes prior to the start of school, at which time they may line up in the designated space (grades K-6).***

Secondary students of staff members should remain with their parent until 15 minutes prior to the start of school. At 10 minutes prior to the start of school, students in grades K-6 will be led to their classrooms by the classroom teacher.

***Children of staff members MAY NOT remain in the school unsupervised after school.***

American Preparatory Academy or its agents, subcontractors or assignees are not responsible for your student's safety or security outside of the regular school day in-session time. Staff, who are unable to formally supervise their children after school, may be required to pay for this service.



## **1.33 Student Health**

### **1.33.1 General Student Health**

Teachers will be given health files on students with health concerns, chronic illnesses or who take daily medication administered during school hours. Teachers will keep health files on these students readily available to them. If a staff member has a concern regarding a student's health, they should bring the student to the school office immediately.

### **1.33.2 Student Illness/Accident Procedure**

If a student becomes ill during the school day, the teacher should send the student to the school office. The school secretary will attempt to determine the nature and severity of the illness, and may contact the student's parents to come and pick them up. Parents will be called to pick up any student who has an elevated temperature, has vomited, or is in sufficient discomfort to keep them from attending class.

Students are not generally allowed to call home during the school day. School secretaries will call parents in the event of illness or accident.

### **1.33.3 EpiPen Training**

Any teacher or staff member who wishes to be trained to use an EpiPen may request training from Administration. The school has an EpiPen on site for use in emergencies by trained personnel.

### **1.33.4 Accident reports**

Accidents that result in injury to students or staff need to be reported to a school administrator. An Accident Report Form needs to be filled out and submitted to administration.

If a student is injured in an accident or under any circumstances, the staff should bring the student to the school office and explain what happened to cause the injury. The school office personnel will initiate first aid and assess the severity of the injury, and will call the parents of the student, if necessary.

### **1.33.5 Child Abuse or Neglect**

Any staff member who witnesses or suspects child abuse or neglect is responsible to report such abuse or neglect to the proper legal authority. The staff member is encouraged to bring this information to the School Director, who may also make a report. However, regardless of the action or inaction of the school, it is the responsibility of any adult in the state of Utah who witnesses or suspects abuse or neglect to report this information to Law Enforcement and/or the Division of Child and Family Services (DCFS) Hotline, 1-855-323-3237. This is a 24/7 intake line.

### **1.33.6 Child Protection Trainings**

Staff members are trained annually on Suicide Awareness and Prevention, Child Abuse Awareness and Reporting, Head Injury Recognition and Response, and other topics relevant to protecting the physical and emotional safety of students. Some situations require notification to law enforcement or child protective service agencies. If a staff member has a concern related to student safety and is unsure how to respond, he/she is expected to promptly consult a school



administrator. Consulting a school administrator alone may not absolve a staff member from legal reporting requirements. Staff are expected to follow the procedures outlined in annual trainings. PowerPoint modules are available for additional review.

### 1.34 School Safety Violations

As a public school, American Prep is required to report all incidents that qualify under the Safe Schools Violation Report. If a staff member is a witness to a safe school violation, it should be reported immediately to school administration. Included in safety violations: possession of weapon, knife, lighters, controlled substances, razor blades, matches, etc. In addition, physical assault including hitting, kicking, biting are violations. If a student requires medical attention due to an accident, such as stitches, a broken bone, concussion, or anything that requires a doctor's attention, such incidents must also be reported so that it may be recorded and responded to appropriately.

### 1.35 Student Privacy

In order for American Prep to remain compliant with federal and state privacy laws, student records must be treated as confidential. Personal identifiable student data that has not been released by parents as student directory information (as designated in registration materials) may only be shared by and between staff on a need-to-know basis. This includes ensuring that information with student information is not left unattended, such as on hallway printers. **Failure to implement these policies will result in employee counseling with administration and a potential warning or other employee discipline.** Administrative Directors act as Data Security Officers in communicating, training, monitoring, and enforcing records security processes.

#### 1.35.1 Student Schoolwork and Grading.

With regard to student schoolwork, it is allowable to have volunteers and other students correct student work. Volunteers must be instructed in writing, and verbally by the classroom teacher in the importance of student confidentiality. Students will correct work in class, utilizing the red/blue pen system (students take the tests or work the assignment in pencil, then pencils are put away and red/blue pens are taken out. Errors are circled in red, correct answers are given a checkmark, and corrections are made in blue ink following the correcting session.) Students may exchange papers to correct each other's work or they will correct their own work in different situations.

Any unneeded paperwork that has student names or identifying data on it should be shredded using designated shred bins located in staff workrooms. Paperwork that includes student names or identifying data should NEVER be thrown away in the garbage or recycled in the regular recycling containers.

#### 1.35.2 Printing and Transmitting Confidential Student Information.

Public Education Employee and Volunteer Responsibilities (Also see R277-487 and New Policy D-6.5 Data Security and Remediation):

(1) All public education employees, aides, and volunteers in public schools shall become familiar with federal, state, and local laws regarding the confidentiality of student performance data and personally identifiable student information.

(2) All public education employees, aides, and volunteers shall maintain appropriate confidentiality pursuant to federal, state, local laws, and LEA policies created in accordance with this section, with regard to student performance data and personally identifiable student information.

(3) An employee, aide, or volunteer may not share, disclose, or disseminate passwords for electronic maintenance of:

(a) student performance data; or

(b) personally identifiable student information.

(4) A public education employee licensed under Section 53A-6-104 may access or use student information and records if the public education employee accesses the student information or records consistent with R277-515, Utah Educator Standards.

(5) A public education employee may be disciplined in accordance with licensing discipline procedures if the public education employee violates this R277-487.

### **1.35.3 Photographs or Videos of Students.**

Staff members may NOT post pictures or videos of students participating in school activities on ANY social media accounts (whether personal or professional) without written permission from administration. Staff members may post pictures or videos of their own children.

## **Administrative**

### **1.36 Ownership of Curricular Materials**

All materials and works created by the teacher or staff member during their employment shall be the property of American Preparatory Academy. Staff members may use school equipment to generate a copy of lesson plans, schedules, or curricular materials for their personal files; however, the original documents belong to American Prep and are to remain on American Prep premises. This applies to creative works such as illustrations, bulletin board items, vocabulary wordstrips, and any and all work created electronically or otherwise by the teacher or staff member during their employment.

### **1.37 Employee Compensation**

Employees will be paid according to the information outlined in their Letter of Understanding (LOU). Paydays are twice a month. Instructors are paid through the last day of school unless they are on an annualized pay system. Teachers are paid year-round. Benefits for full-time, continuing employees extend year-round. Classroom instructors may be paid on an annualized pay scale over a 12-month period and includes 37 weeks of school and 2 weeks of training and Pre-service. The annualized salary will be paid out in 24 equal payments.

### **1.38 Staff work schedule**

Full-time instructors work 40 hours per week. Part-time instructors work 36.5 hours per week. Administrative hours differ and are assigned on an individual basis. Individual employees may have different hours depending upon their assignment, and this is outlined in their LOUs. Teacher hours are Monday, Tuesday, Friday 7:45am to 4:15pm and Wednesday, Thursday 7:45am to 4:30pm. Instructor hours vary by campus due to different start and end times as follows.

Draper 1, Draper 2, Salem:

- Full-time Instructor hours are 8:00 a.m. to 4:30 p.m. Monday-Friday.
- Part-time Elementary Instructor hours are 8:15 a.m. to 4:15 p.m. Monday, Tuesday, Wednesday and Friday, and 8:15 a.m. to 3:15 p.m. on Thursdays.

Draper 3, West Valley 1, West Valley 2:

- Full-time Instructor hours are 7:45 a.m. to 4:15 a.m. Monday-Friday.
- Part-time Elementary Instructor hours are 8:00 a.m. to 4:00 p.m. Monday, Tuesday, Wednesday and Friday, and 8:00 a.m. to 3:00 p.m. on Thursdays.
- Part-time Secondary Instructor hours are 8:00 a.m. to 4:00 p.m. Monday, Tuesday, Thursdays and Friday, and 8:00 a.m. to 3:00 p.m. on Wednesdays.

Early Learning Center:

- Part-time Instructor hours are 7:45 a.m. to 3:45 p.m. Monday, Tuesday, Wednesday and Friday, and 8:00 a.m. to 3:00 p.m. on Thursday.

In addition, there are occasions when staff members will need to be at school, or involved in school activities outside of school hours as follows:

**Elementary Teachers – required attendance events**

- Parent Orientation Night
- Parent Teacher Conferences
- Any event pertaining to your subject area or grade, such as:
  - Music concerts
  - Science Fair
  - Culminating activities
  - Drama performances
  - Maturation Night (5<sup>th</sup> grade)
  - IEP meetings upon invitation (required by federal law)
- Teachers are expected to co-chair one of the following events:
  - Spelling Bee
  - Geography Bee
  - Science Fair
  - Speech Competition
  - Talent Show

**Secondary Teachers – required attendance events**

- Student Orientation
- Parent Orientation Night
- Parent Teacher Conferences
- Student Progress Conferences (grades 7-8)
- SEOP Conferences (grades 9)
- The school musical (tickets are free to staff members and one guest)
- One game or event for each sport the school participates in
- Saturday senior graduation ceremony and banquet afterward
- Ambassador events as assigned – some are held after school, some in the evenings/weekends
- IEP meetings upon invitation (required by federal law)
- Any event pertaining to your subject area, such as:

Music concerts  
Science Fair  
Math competitions  
Drama performances

**Optional activities:**

- Other Sporting events
- School Community events such as Classic Skating, Carnivals, Fun Runs, etc.

## 1.39 Staff Attendance

### 1.39.1 General

School employees enjoy days off and vacations according to the school calendar throughout the school year. American Prep Employment Agreements outline 178 instructional days and 2 professional days per year during which staff need to be in attendance at school. If American Prep is to reach its goals and achieve its mission, it is critically important that our staff consistently attend school on all scheduled school days. Vacations and days off for recreational purposes should be scheduled during school holidays. ***We believe that educators should attend school every day school is in session*** unless extenuating circumstances prohibit attendance.

### 1.39.2 Staff Leave

If a contracted teacher is ill or must be absent on a student attendance day, it will not impact their contracted pay for days 1-5. Absences in excess of five days will be deducted from the staff member's pay. An administrative conference may be held with the employee to discuss work attendance if a staff member exceeds the allowable 5 day limit. Excessive absenteeism or failure to properly notify school administration in advance of an absence is considered cause for dismissal from American Prep.

To request leave, staff members should fill out a Staff Leave Request form and give it to the School Administrative Director who will process the request. ***The School Administrator will most likely deny requests made for days off unless they are due to circumstances beyond the employee's control, such as funerals, non-elective surgery, sickness, etc. However, we understand that employees may still choose to request a day off and the form still needs to be filled out if the employee plans to miss work so that suitable arrangements for a substitute may be made.***

***There will be NO approved scheduled absences during summative assessment weeks, Teacher's Institute, as well as Pre-Service and Post-Service.***

### 1.39.3 Sick Leave

American Prep full-time employees are allowed 5 total paid days per year, part-time staff members that work more than 30 hours per week are allowed 2 total paid days per year, regardless of the reason for the absence, be it sick leave or personal leave. In the case of illness, staff members should call the following numbers as soon as they recognize they will not be attending school, (preferably the night before) and at least by 6:15 a.m. of the day of absence to report their absence. To protect the dignity and respect of APA staff, it is not necessary that you give details regarding your illness. You may simply leave a message stating the date and that you are ill and will not be attending school. We will assume you will be absent the entire day

unless you leave more detailed information (such as – “I’m going to the doctor’s at 9:00 and I may be in by noon – I’ll call in later”).

Salt Lake County Staff: Contact Cathie Adamson – 801-674-7455

Utah County Staff: Richard Fillerup -- 801-652-7740

#### 1.39.4 Personal Leave

Paid leave may be taken for appointments and other personal reasons. ***For appointments or other personal leave, requests should be made two weeks in advance.*** Any paid leave taken, whether for sickness or personal leave will accrue to the 5/2 allotted paid days for FT/PT respectively. If taking leave during reduced summer hours, 6 hours will be deducted from the paid time off instead of the full 8 hours.

Leave taken in connection with a holiday time off, meaning the day(s) just before or just after a school holiday, will nullify the option of using employee paid time off.

#### 1.40 Staff Meetings

Each Wednesday and Thursday school will dismiss one hour early to allow the American Prep staff to meet. Staff should be prepared to attend full staff meetings and team meetings each Wednesday.

Periodically there will be full staff meetings/trainings held on Wednesday afternoons. In the event that a full staff meeting is not held, teachers will be notified of the start time for their team meeting by their team leader. Teachers and Instructors should be prepared to meet each Wednesday.

Staff should arrive at meetings on time and prepared to participate. Cell phones should be silenced. It is unprofessional to be working on other things while a staff meeting is progressing, such as entering grades, grading papers, preparing lessons, etc.

Instructors are expected to attend campus team meetings. Staff of grades K-6 will be reviewing the Lesson Progress Chart Summary (LPCS) each week. Teachers and Instructors of students listed on the LPCS as not achieving mastery should bring data and information that will allow for a fruitful discussion of student progress. Group placement recommendations will be discussed at team meetings.

District Team Meetings (DTM) will be held monthly for each grade level in K-6 and for each subject in Secondary as follows:

- Elementary (K-6) meets the 2nd Wednesday of each month from 2:30-4:30 pm at D1
- Secondary (7-12) meets the 1st Wednesday of each month from 2:30-4:30 pm at D3

Each meeting will be led by an Administrator or Department Chair.

The primary goal of the meetings is to coordinate academics so that best practices are being utilized across all campuses. The focus activity of the meeting is to review academic achievement scores of students district-wide on accountability elements and determine what practices are resulting in student success, and sharing those ideas. Additional things that can be done at this meeting are synchronizing the use of 180-day plans in each grade or subject,

replicating materials, sharing bulletin board displays and test prep activities, and SWYKs prep (elementary). The meetings should also include updating Grade Level Guides and subject unit binders in elementary.

## **1.41 Staff Mailboxes**

Each staff member has a mailbox in the school office. Mailboxes will be used by administration to communicate with staff members, as well as a place to route employee mail that comes through the postal service system. Mail should be checked daily by all staff to ensure smooth and timely communications.

Anyone other than school administration who desires to distribute communication via staff mailboxes must obtain administrative approval.

Many communications will be done via email. Staff should check their email several times each day and on weekdays respond within 24 hours.

### **1.41.1 Expectation of Privacy**

Staff Members shall have no expectation of privacy in any School property, including but not limited to vehicles, buildings, lockers, desks, mailboxes, computers, or other furniture, equipment, or fixtures.

In order to increase security for our students and staff and to facilitate staff development activities, security cameras may be present in classrooms throughout the school, recording both audio and video.

## **1.42 Technology Usage Policy**

All American Prep staff members must read and sign the technology usage policy and abide by the policy. This signed policy will be a part of the employee file.

## **1.43 Copier and school equipment usage**

All staff members will be given an access code for the copy machines. Staff members are required to use this code to use the copy machines. ***Codes should be kept confidential.*** School equipment should be used for school business only. Staff members may consult with the Business Manager if they have questions about this policy.

Staff are expected to know and obey the law regarding copyrighted materials. American Prep is not responsible for staff abuse or infringement of copyrights.

## **1.44 Purchasing**

### **1.44.1 Teachers**

Teachers will be allotted a budget of \$350 to be used for the purchase of items needed and used in the classroom. \$100 may be used for incidental classroom supplies such as stickers, plan book, dry-erase markers, correcting pens, incentives, et cetera. The remaining \$250 is to be used to purchase items that support the curricular program in the classroom – books, reference books,

maps, et cetera. An Expense Report must be filled out clarifying which category the purchase falls into (incidental or curriculum expense) and submitted to the Academic Director. The Academic Director will initial the Expense Report to signify the items have been inventoried before reimbursement can be made and will forward the Expense Report to the Business Manager.

Teachers may wish to discuss with the Academic Director which items they are looking for and would like to purchase so that the administration can assist the teacher in finding the items at the best price possible. Curricular items purchased must be checked in by the administration (stamped with the American Prep stamp and entered into the American Prep Inventory).

#### **1.44.2 Instructors**

Instructors will be allotted a budget of \$175 to be used for the purchase of consumable items for student motivation such as stickers, et cetera. Instructors will fill out an Expense Report form, attach their receipts and submit them to the Business Manager for reimbursement.

#### **1.44.3 School Property**

Items purchased by Staff Members using their class budget or school monies are the property of American Prep. Each classroom will be inventoried from time to time to ensure American Prep property remains in the school.

The goal of American Prep is to own all curricular materials needed to provide the highest quality academic program. Therefore, we ask teachers to utilize their budgets fully and purchase curricular items for American Prep. For example, if a teacher owns a particular resource (book, CD, map, poster, visual aid etc.) that they use to teach a particular unit, the teacher should purchase a copy of the resource utilizing American Prep's funds, and ensure it is placed into the school inventory.

#### **1.45 Mileage Reimbursement**

Staff members who attend training or conferences, or drive their personal vehicles on school business at the request of the APA administration, in addition to their routine travel to and from a campus, may apply for a mileage reimbursement. Forms may be obtained from the Business Manager.

#### **1.46 Other Reimbursement**

Teachers and licensed professionals are required to be properly licensed, and are responsible for all costs associated with professional credentialing, with two exceptions:

1. Praxis exams taken and successfully passed as a result of APA requiring that faculty members teach classes outside of their original licensed area.
2. Reimbursements up to a maximum of \$3,000 for ARL teachers after their licenses have been successfully earned and only for those who commit to teach at APA for two additional years.



## **1.47 Staff Parking**

Each campus has its own staff parking spots set aside. Staff members need to orient themselves to the permitted staff parking and abide by the traffic procedures at their particular campus. Refer to the Staff Parking Policy for more information.

## **1.48 Facility usage outside of school hours**

The American Prep facility is available on a limited basis, for use outside of school hours by staff members upon prior written approval of the Business Manager. This use does not include use for income-generating activities. The Business Manager will make available a form to fill out requesting use of the facility, including the date, time, et cetera and permission will be granted on an as-available basis. Any costs will be communicated in writing by American Prep and an agreement will be signed before usage can occur. The facility cannot be used by staff for income-generating projects.

## **1.49 Classroom Inventory**

The Curriculum Specialist (CS) is responsible for maintaining a comprehensive school inventory. Because all school curriculum must be administrator-approved, teachers and instructors who purchase curriculum materials with classroom funds must also have those purchases pre-approved. Administrators must copy or scan Expense Reports that include curriculum items to the Curriculum Specialist before the teacher or instructor may be reimbursed. This alerts the curriculum specialist that an item needs to be barcoded and included in the comprehensive school inventory.

Teachers will periodically receive an inventory of curriculum supplies that are coded to that particular classroom. Teachers will be responsible for reviewing the inventory and ensuring that those items are, indeed, contained in the classroom. Discrepancies must be reported immediately to the Curriculum Specialist. End-of-year check-outs will include teacher and administrative assurances that all inventory is present and accounted for. Teachers will be held financially responsible for missing items. Compensation may be withheld until missing curriculum is returned or the school is reimbursed.

Students will be issued textbooks and library books, by the curriculum specialist and/or the classroom teacher. Teachers will be responsible for scanning the books they check out to students into APA's library inventory database. Teachers and instructors will ensure students write their name in the front of their textbook, along with the current year. Teachers and Instructors will instruct students that they may not switch books with classmates, and that they will be responsible to turn in the correct book number at the end of the year or unit of study. Teachers should communicate this information to parents at the beginning of the school year as well.

## **1.50 End-of-year checkout**

At the end of the school year, the Curriculum Specialist is responsible for maintaining a school-wide inventory and collecting book fees from parents for lost and/or damaged books. All staff will need to fulfill their duties associated with the end-of-year checkout instructions. More details will be distributed each spring from the CS, and these procedures need to be filed in the



staff member's binder.

## 1.51 Employee Insurance

**In accordance with Utah state law, American Preparatory Academy purchases insurance.**

**That Insurance includes, but is not limited to:**

- Workers Compensation insurance to cover you for injuries resulting from the performance of your job duties. Employees are required to report all work-related injuries to their supervisor and the HR Director within 24 hours of the injury.
- General Liability insurance to cover bodily injury and property damage to third parties.
- Professional Liability coverage covering claims against the school and staff for allegations of failure to provide professional services.

**To secure coverage:**

- You must immediately notify the school administration of any claim or lawsuit.
- You must immediately provide all legal documents served on you.
- You must cooperate with the school and the insurance carrier in the investigation and defense.

**What is not covered:**

- Fraud
- Impairment due to drugs or alcohol
- False testimony under oath
- Criminal behavior and punitive damages are uninsurable in the state of Utah.

**Coverage is provided for acts or omissions occurring:**

- During the performance of your duties.
- Within the course and scope of your employment;
- Or Under the Color of Authority

## 1.52 Policy Manual

This year, we have launched our new Policy Manual wiki site (link below) that will house all of our policies and procedures. This site will be the most up-to-date location to find our policies. If there are any updates that need to be made, please contact the site's administrator (listed on the front page of the Wiki site). Thank you for all your efforts to make sure we have updated documents, policies, procedures and forms!

American Preparatory Academy Policy Manual:

<http://wiki.apaserver.org:8090/display/PM/Policy+Manual>

## Receipt of Staff Handbook

### **At-Will Employment Statement**

Employment by American Prep remains at-will. Any procedure or practice, whether set forth herein, or not, is employed at the discretion of the Governing Board and its designee(s). Either party may terminate employment at any time, with or without cause, warning, or notice. Nothing contained herein creates any expectation of continued employment.

I have read and understand the foregoing statement titled “At-Will Employment” and have received a copy of the American Prep 2018-19 Staff Manual. I acknowledge that the School retains its status as an at-will employer at all times.

### **Expectation of Privacy Statement**

**I understand that security cameras and audio recording equipment may be present in classrooms and common areas throughout the school. I have no expectation of privacy on any APA property, including but not limited to vehicles, buildings, classrooms, lockers, desks, mailboxes, computers, or other furniture, equipment, or fixtures.**

**By signing below, I acknowledge that I have received, read, and agreed to abide by the American Prep 2018-19 Staff Manual, At-Will Employment Statement, and Expectation of Privacy Statement. I recognize that nothing contained in the Staff Manual is intended to create, or can create, any contractual or other legal rights.**

\_\_\_\_\_

Print Name

\_\_\_\_\_

Staff Number

\_\_\_\_\_

Signed

\_\_\_\_\_

Date