

EDNA KARR SECONDARY SCHOOL



TEACHER HANDBOOK

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INTRODUCTION

Effective schools are ones where teachers, students, administrators, and parents clearly understand their individual and collective roles and responsibilities. This teacher handbook is designed to provide all teachers, both veteran and those new-to-Karr, with information necessary for a smooth and efficient school program.

NAMESAKE

Edna Karr was born January 8, 1888, in Algiers and lived there most of her life. Between 1893 and 1907 she attended Belleville School, McDonogh Girls' High School, and the New Orleans Normal School. She received a Bachelor of Arts degree from Tulane University in 1930, twenty-three years after beginning her teaching career at the William O. Rogers school on September 28, 1907.

Between that date and June 7, 1952, when she retired, she also taught at McDonogh #4 and McDonogh #5, Adolph Meyer, Louis Schwarz, Martin Behrman, and Belleville schools. After serving as the principal of the Louis Schwarz school for almost a year, on September 7, 1933, Miss Karr had the unusual fortune of being appointed as principal of her alma mater, Belleville school. She held that position until she retired nineteen years later in 1952.

Miss Karr was known as a stern but just disciplinarian who encouraged self-discipline and self-reliance in her students. Late in life she married and became Mrs. Albert C. Glover.

Edna Karr Glover died on September 20, 1954. She is buried in McDonogh Cemetery on the west bank of the Mississippi River and near the schools at which she taught or served as principal.

Originally named Algiers Junior High School, Edna Karr Junior High school opened on February 23, 1964, having been renamed for this inspiring individual.

MASCOT: Cougar

COLORS: Purple and Gold

MOTTO: *"Second to None"*

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DAILY OPERATIONS/PROCEDURES

ATTENDANCE SHEETS

Recording student attendance must be completed via Power School each hour for each student.

BELL SCHEDULE

During the year we will employ several different bell schedules, which are included in the appendix of this handbook. Please review them carefully and be aware of when each is in use.

CLASS COVERAGE

There will be times when teachers are asked to cover classes when substitutes are not available and/or as emergencies arise.

1. Teachers will be assigned to cover classes without substitutes on a rotating basis. Teachers are asked to accept the class coverage assignments professionally.
2. If you wish to volunteer to cover classes during your planning period more often than the regular rotation, please let the school secretary know so that you may be offered the first opportunity to cover classes as they are available.
3. If you wish to change the location of the class you are covering (e.g., back to your own classroom), you must first obtain authorization from an administrator and notify the school secretary and office staff of the relocation room.
4. Teachers covering a class are expected to follow the lesson plan left by the absent classroom teacher. If there is no lesson plan, the covering teacher should notify the principal in writing of this situation.

DRESS CODE

Professional school personnel, including teachers, are requested to dress appropriately for the school day. Attire that is acceptable in the business world is usually acceptable for school. Extremes in dress are always to be avoided. We are role models for our students and representatives in our community and should dress accordingly.

GENERAL WORKDAY

The school day begins for teachers at 8:15a.m. Some teachers have morning duty assignments between 8:15 a.m. and 8:30 a.m. (see duty schedule in appendix). Teachers are expected to open their classrooms by 8:20 a.m. and to begin the instructional program when the first period begins at 8:30. Teachers assigned to afternoon bus duty should be at their station by 3:50pm and should remain there until 4:00pm.

During the school day teachers are asked to stand in front of their classrooms between class periods to assist with the movement of students in the halls.

HALL PASSES

Every student who leaves your class for any reason must be issued a written pass to do so. Teachers are expected to record the following information on the pass: date, student's name, destination, exact time leaving class, and teacher's signature. The

receiving individual (teacher, counselor, administrator, clerk) should ask for the pass, verify the information, sign the pass, and indicate the exact time the student has left the destination location. If you do not like to write, simply limit your passes.

HOMEROOM AND ATTENDANCE PROCEDURES

Student attendance is a key factor in overall academic success. Specific procedures to track attendance are required by the district and by the state, as money is distributed to the schools on the basis of average daily attendance. Attendance must be checked in EVERY class period. Teacher attendance records are official legal documents which may be subpoenaed in court if judged relevant to a court matter.

Morning announcements are made during homeroom period, usually between 8:35 and 8:40 a.m. It is important that students listen attentively to the information and directives from and the public address system. Except in emergencies, students should not be given passes to leave class during homeroom announcements. .

Homeroom attendance is checked and recorded daily in Power School. If students arrive tardy after roll call, please change the absence mark to a tardy. After 9:41 a.m. (beginning of second period) students who arrive at school tardy must report to the office, at which time their attendance record will be adjusted appropriately.

Students are expected to be on time both to school and to your classes. If a student arrives tardy to homeroom, list his name on the School-Wide Detention List (SWD). Tardy students are to be notified of their SWD and when their detention will be held. If a student is tardy to your class, please accept him into your room, and then follow the steps identified in the *Discipline and Classroom Management* section of this handbook.

Upon their return to school, students should present a signed parental note explaining their absence in order to qualify for an excused absence, or a note from a medical professional. Teachers should issue returning students an admit slip (blue slip) to show to their other teachers; mark the admit slip either excused (student has a signed note) or unexcused (no note). If a student returns after being absent three or more days, she/he must present an official doctor's note explaining his absence to an administrator and/or the school nurse. Teachers are responsible for requesting and maintaining a file of student absence excuse notes and/or medical excuse notes. Occasionally the attendance clerk or the school social worker will need to see these notes, and they will be used to determine whether students may receive credit in courses for which they have excessive absences (more than 8 days per semester, according to current state regulations).

An attendance bulletin is placed in your box each day, usually by 11:00am. Please check that against your students' actual attendance FOR EACH PERIOD to ascertain whether they are attending classes as required. If students have missed your class, but their names are not on the attendance bulletin for that day, please write a "cut slip" and put it in the box provided in the office. Students' grades are in great part affected by their attendance in your class. Please encourage them to be in class. Students must attend 160 days per year to receive credit (80 per semester). Students who miss more than 5 days need to be referred to the office and the social worker.

KEYS

Teachers are issued keys for their classroom, storage lockers, and faculty restrooms at the beginning of each school year. Teachers are expected to secure these keys at all times. **All classroom doors should be locked whenever the teacher is out of the room, at lunch, and before and after school.** Teachers who are covering an absent teacher's class should obtain the classroom key from the teacher who covered the previous class or from the school secretary. Teachers covering another teacher's seventh period class should return the classroom key to the school secretary before leaving school that afternoon. Substitute teachers will be issued a duplicate key by the school secretary to use for the day; these duplicate keys must be returned by the substitute to the school secretary at the end of the day.

MAILBOXES

Every teacher has an assigned mailbox in the main office. Attendance bulletins and scan sheets, telephone messages, memos, and other important information are placed in your mailbox daily. Much of this information is time-sensitive. As a result, teachers are expected to check their mailboxes every morning and at least one other time each day, either at lunch, their planning period, or after school.

ROLL BOOK

Teachers are expected to maintain accurate and current grades in their roll book or on the official Form 44 cards. These grades should reflect the students' actual achievement in their class and should follow the Pupil Progression Plan requirements outlined above. **The roll books/Form 44s are legal documents and can be subpoenaed by a court.** These records are also often required to prove student attendance at Karr when another school or school district claims the student as one of their own. Please review the *Guidelines for Maintaining Student Attendance Data* issued by the Louisiana State Department of Education in the appendix to this handbook.

SIGNING IN & SIGNING OUT

Each teacher/staff member must report by 8:15am. Dismissal for students is 3:48pm and teachers are expected to be on campus until departure of students. There are cases in which teachers may work flex time at the beginning or end of the day; however, this must be approved by the principal and under no circumstances interfere with the instruction of students. Teachers who wish to leave school during their planning and/or lunch time must first obtain authorization from an administrator, notify the office, **and sign out according to procedures.** Please keep in mind that any departure from campus for lunch or planning must not interfere with the instruction of students.

SUBSTITUTE FOLDERS

Covering another teacher's classes is seldom a desirable choice for most teachers, yet in the absence of a substitute there is no other option. In order to minimize the covering teacher's anxiety, and to ensure that student learning is continuous, please **comply with the following:**

1. Make sure that a current list of students and/or a seating chart is available in your substitute folder in Room 210A; please revise this list as students change in your classes.
2. Include a copy of your current teaching schedule in the folder, as well as any

- duty assignments you may have (lunch, before school, bus duty, etc.)
3. Include at least two assignments in the folder which have not been previously used and which can be successfully used by a substitute in your absence. These may be enrichment or review lesson plans. Be sure to include enough copies of any handouts or worksheets so that the substitute can implement these lessons successfully, and any special instructions you may require.
 4. Update these assignments at least quarterly, and more often if you are absent and these lesson plans have already been used.
 5. It is your responsibility to ensure that your students have meaningful activities in your classroom even in your absence.

TEACHER ABSENCES

Teachers are expected to be in their classrooms providing instruction each day during the school year. However, when a teacher needs to be absent due to illness or an emergency, the following procedure must be followed:

1. If you know that you will be absent for any reason, inform the school secretary as far in advance as possible so that she may locate a substitute.
2. Leave an appropriate lesson plan and required texts, workbooks, handouts, etc., for that substitute on your desk, clearly labeled (or else you may place it in your substitute folder in the office, clearly labeled for the correct date).
3. If an emergency or illness occurs after you leave school that prevents your attendance the following day, please notify a school administrator as soon as you realize you will be absent, preferably no later than 6:30 a.m. the day of your absence. You may leave your assignment by calling the school office (302-7135) after 8:30 a.m. to do so, or fax your assignment to the school secretary (301-2721). If you have an emergency after 8:00 a.m., please call the office number (302-7135) to report your illness or situation.
4. We will try to locate substitutes for every absent teacher. On some days, however, this will not be possible, especially for teachers who call in their absence after 6:30 a.m. In these instances your colleagues will have to give up their planning periods to cover your classes and supervise your students, which is not an ideal situation.
5. Karr's administrative staff has in place a program to reward teachers for perfect attendance.

TEACHERS WITH FIRST PERIOD PLANNING

Teachers without homerooms and not on assigned morning duty must report to the office and check in with the school secretary at 8:15 a.m. to find out if they are needed for class coverage.

CURRICULUM AND INSTRUCTION

ACCEPTABLE USE POLICY FOR THE INTERNET

Both students and teachers are required to sign an acceptable use policy statement before they can access the Internet from any computer at school.

COPY MACHINES

Three copy machines handle most of Karr's copy needs—one in the office area, one in the teachers' lounge, and one in room 216A Use of the office copy machine is restricted to administration and office staff only; teachers, in emergency situations, may use this machine with administrative authorization.

COUNSELING DEPARTMENT

Karr's counseling department includes three full-time, certified counselors and an office manager Students are assigned according to their last names (A-G, H-N, & O-Z). Serving parents and faculty as well as students, the Counseling Department provides services in the areas of personal development, academic progress, and career and college preparation and awareness. Students who need to meet with a counselor should do so before school, after school, or during lunch. In an emergency, students may be released from your class with your permission and with a pass to the counselor. The counseling office is located between the main building and the gym; office hours are usually 8:20 to 3:30pm.

CURRICULUM COMPUTER LAB

The CCL, located adjacent to the library and in rooms 113-115, contains 33 networked computers available for entire class visits. There are also two teacher workstations available for faculty use only and connected to either a laser printer or a color deskjet printer. Each of these computers has access to the Internet, to library resources, and to specific programs loaded onto a CDRom tower. Karr has a technology staff development coordinator who is available to assist you in planning lessons using the CCL. In addition, the CCL has a mobile computer station, projection device, and Smart Board display unit which can be used to conduct model lessons in your own classroom, prior to your visit to the CCL.

DEFICIENCIES AND PROFICIENCIES

At the midpoint of the first, second, and third quarter grading periods teachers are asked to complete deficiency reports on any student who is not performing well in their classes. Forms will be available in the office approximately two weeks before the deficiencies are due to the homeroom teachers. Homeroom teachers will then collate the deficiencies and prepare them for mailing. Those students who are excelling in your class may be issued proficiency reports during this time as well.

DEPARTMENT CHAIRPERSONS

Each department with more than three full-time teachers elects a department chairperson to represent them. Elections are usually held at the end of each academic year. The department chair is a member of the school's Leadership Team.

Responsibilities of department chairs include, but are not limited to, the following:

1. Attend and participate in Leadership Team meetings and report details to their

department members.

2. Discuss and encourage appropriate implementation of school and department policies.
3. Assist department members in development of successful lesson plans.
4. Discuss and issue teachers' guides, student texts, and all related curriculum materials.
5. Coordinate development and revision of course syllabi and department/courses scope & sequence and curriculum alignment.
6. Provide department members with notices of professional development opportunities and encourage their participation.
7. Solicit teaching requests for the next school year from department members, collect them, and turn them in to the data specialist.
8. Suggest teaching assignments for the next school year and submit them to the data specialist.
9. Prepare reports and conduct surveys as required.
10. Maintain accurate inventories of department materials, teachers' manuals, and student textbooks.
11. Obtain from departing members all pertinent school/dept. material(s).

DESIGNING A LESSON PLAN

Good lesson plans usually incorporate the following elements, as suggested by Madeline Hunter:

1. Anticipatory Set-an activity to focus the student's attention and/or to develop a readiness for the instruction that will follow. This set should relate to some previous learning and should allow the student to prepare mentally or physically for the lesson.
2. Objective-teacher clearly informs the student what is expected and what should be accomplished by the end of the lesson. The objective should be specific in content, focus on observable behavior, and be stated in the students' own words.
3. Input-what information must the student have in the lesson so that he may reach the objective. The teacher must determine how the student is going to obtain this information, what the means of instruction will be, and what new information is needed by the learner to succeed.
4. Modeling-the student sees an example of an acceptable finished product or what the new learning looks like. The teacher should focus on the essentials and label the critical elements.
5. Check for Understanding-the teacher checks for students' possession of essential information and the skills necessary to achieve the instructional objective.
6. Guided Practice-the teacher carefully guides the students' first attempts with the new learning to ensure that they are accurate and successful. The teacher monitors the students' attempts and quickly identifies and corrects any student errors.
7. Independent Practice-as the student is able to perform the newly-learned skill or process without major errors, he is ready to develop fluency by practicing without the guided assistance of the teacher. The teacher should review the finished product, which may be a classroom or homework assignment.

FIELD TRIPS

Field trips are an integral part of the curriculum here at Karr. It is important that each trip be closely related to what students are learning in the classroom. With careful planning, field trips can be an enhancement to your instruction and give students new ways to critically view the areas of knowledge they are exposed to during the year.

Checklist items: use this listing as a guide for what **MUST** be done at least one week before the trip is scheduled to depart. If any necessary item is incomplete, the trip will be in jeopardy.

1. Obtain a field trip request form from the office (mailbox area) for each trip you apply to take. Forms must be completed and approved at least two weeks before the date of the trip. Out-of-town trips require six weeks advance notice as they must be approved by the principal. **(No more than one field trip will be scheduled on anyone day in order to limit disruption of students not participating.)** Persons who will be chaperoning the field trip, including school personnel, must be clearly identified on the form.
2. A form to order the buses (school buses) is available in the office and must be completed two weeks before the date of the trip. If you are taking a trip in a vehicle other than a yellow bus, you must have that vehicle and/or it's company approved by the administration. Notify the teachers at least a week in advance that you are taking students out of their classes by putting an alphabetical listing in the Karr Daily Bulletin.
3. A 10-1 student to chaperon ratio is required on all field trips. All students are to be assigned to a specific chaperon before they board the school bus.
4. Students of yours who are staying at school on the day of the trip must be assigned to other teachers' rooms and given meaningful work. There are forms in the office. Please complete these a week before the trip departs. *You are also required to provide the office with a copy of the student distribution list(s), so that we may locate these students if necessary.* Information about students going on the trip must be left with office personnel and each chaperone, teacher, or parent before the buses leave.
5. Phone numbers where trip sponsors can be reached during the trip must be left with office personnel. It is preferred that a cellular phone be carried with the person in charge of the field trip.
6. Permission slips for all students going on the trip must be completed and returned 24 hours before the trip.
7. In any event, the cafeteria must be notified of all field trips, number of students and their grade level before the trip. Bag lunches are available from the cafeteria if desired.
8. When you return from a field trip, sign and WRITE THE EXACT TIME AND DATE on the form provided by the bus driver.
9. ALL FORMS MUST BE COMPLETED ONE WEEK BEFORE THE TRIP DEPARTS. THIS INCLUDES APPLICATION, BUS, INSURANCE, ETC.

FILMS AND MOVIE USE

Commercial, "Hollywood"-type films are usually inappropriate for showing in classrooms during school time. Any requests to show such films **must be approved by the principal, in writing, before such films may be used.** "Educational" films and

programs should be screened by the teacher ahead of time, and must be correlated to the curriculum areas currently being addressed in the classroom. The use of "recreational" films as a reward or to fill in a period of time while other grade levels are testing (for example) must also be approved, in writing, by the principal.

GRADE SHEETS

Teachers will receive scan sheets each quarter to record student grades, conduct, and comments. Specific instructions for completing these sheets will accompany the scan sheets. After these grade sheets have been scanned, teachers will receive grade verification sheets for review. Any errors, discrepancies, or corrections must be indicated on these sheets before being returned to the registrar. It is very important that both the grade scan sheets and the grade verification sheets be completed and turned in to the registrar by the deadline, so that report cards can be printed and distributed in a timely manner. Grade changes needed after the verification sheets have been returned should be submitted on the official grade change request form, available from the registrar.

GRADING AND EXAMS

The current Pupil Progression Plan permits two methods for calculating student grades:

1. Individual grades and averages are expressed as letter grades.
Letter grades are averaged according to the following quality point scale:
A = 4 quality points
B = 3 quality points
C = 2 quality points
D = 1 quality point
F = 0 quality points

2. Individual grades and averages are expressed as numerical grades. Numerical averages are converted to letter grades for the Report Card according to the following scale:
100-93 = A (4 quality points)
92-86 = B (3 quality points)
85-76 = C (2 quality points)
75-70 = D (1 quality point)
69-0 = F (0 quality points)

Grades- Student grades will be based on a semester of work. Students will earn $\frac{1}{2}$ units of credit at the end of each semester this year. Quarters one and three will be progress reports only.

Exams will count for 25% of the semester grade and are given at the end of each semester. Also, exams will be for 90 minutes and will be cumulative in nature. Students will take two exams per day and will report home to study for the next day's exams. Exams dates are tentatively set for December 12th-17th and May 5th-8th.

AP weight- AP courses have a new weight of 1.2 which results in a [possible 4.8 quality points for each AP course a student takes

In addition, the Pupil Progression Plan advises that:

"The grading system should weight the importance of each grade based upon the extent to which that grade indicates the student's mastery of the course objectives." For example, a term paper would outweigh a spelling test.

Teachers should share a syllabus that outlines the work of the course and the grading system with each student and parent during the first week of class each year or semester via the Parent Letter, with appropriate follow-up reminders. The syllabus should give parents and students a clear definition of what the student must accomplish and show how the grade will be earned over the duration of the course. In all instances, examination results shall be counted as 25% of the grade for the reporting period.

HOMEWORK POLICY

Homework is viewed as an important extension of classroom instruction. In most academic classes, students should expect to have meaningful homework assignments at least three times a week, requiring about an hour in each course to complete. Meaningful homework assignments complement and supplement classroom instruction; assist students in organizing what they have learned; help students develop good work habits; and stimulate student growth. Meaningful homework should be highly correlated with classwork; be definitive and specific; be performed by the student and not by parents or other adults in the home; be conducive for independent study; and serve as review and/or preparation for new work.

At the beginning of the school year students are issued a yearly planner. Train early and train often. Teachers are requested to have students record their homework assignments, project due dates, and test dates in this planner daily. Teachers may ask parents to initial the planner weekly to indicate that they are aware of the week's work in their class.

KARR 21

Each of these innovative programs ensures that Karr students will be able to meet the challenges of college, the workplace, and the world of the next millennium. *KARR 21* gives our students an edge in the highly-competitive worlds of today and tomorrow.

Grade Level	Technology & Research Initiatives			
	<i>Software</i>	<i>Department</i>	<i>Project</i>	<i>Department</i>
9	MS PowerPoint	Foreign Language	Writing Portfolio	Language Arts
10	MS Excel	Mathematics	Interdisciplinary Research Paper	English
11	Internet Web Design	Computer Science	Term Paper	Social Studies & English
12	Technology Portfolio	Social Studies	Literary Research Paper	English

LESSON PLANS

Teachers should prepare lesson plans on a weekly basis and submit them electronically to the designated administrator no later than the Monday morning of the week for which

the plan has been designed. Teachers are required to keep a copy of each lesson plan for their own use in the classroom, preferably in a binder. There is a specific lesson plan form available in the office for submission of the weekly plans; however, again, lesson plans must be submitted electronically via e-mail. Additionally, lesson objectives are to be posted on the board daily for each class.

Lesson plans accomplish the following:

1. Aid in good teaching
2. Help the teacher organize subject matter and its presentation
3. Insure that required materials and equipment are considered
4. Assist a substitute in providing continuous learning in your absence
5. Provide a method for evaluating the lesson taught

LIBRARY

The library is open from 8:30 a.m. to 3:48 p.m. Monday through Friday. Students may visit the library before school, after school, and at lunch, or during your class with your permission and with an official hall pass. The automated circulation system allows electronic access to library holdings and materials. Twenty network computer workstations provide access to the library collection, the Internet, and to the ProQuest periodicals database. In addition, three word processing workstations are available for student use to type research papers or projects. The librarian provides students and faculty members assistance with library resources.

Teachers may schedule their classes into the library for research and/or reading purposes or for library skills presentations. Individual students may be sent to the library with an official hall pass. Groups of up to five students (identified on an official hall pass) may be sent by the teacher to conduct research or locate resources in the library.

Teachers may request audio-visual equipment from the librarian, as they are available. Requests must be written and submitted at least a day in advance.

PARTIES IN SCHOOL

All parties in classes must have the prior, written approval of the principal. Some parties are given as rewards for class participation in activities such as "Pennies for Pride," or candy sales; these will be announced in advance and will be limited to a particular time.

PROGRESS REPORTS

Many parents require current updates on their child's progress, especially if the child is consistently earning grades of D or F. Rather than have teachers call these parents on a weekly basis, Karr has established a weekly progress report which serves the same purpose. Parents request the weekly progress report directly from the student's counselor. Each Thursday, the counselor will place a progress report sheet in the student's homeroom teacher's mailbox. On Friday of the same week, the homeroom teacher is asked to complete the information for his course (including current grade, homework, participation, and conduct) and give the form to the student. It is the student's responsibility to give the form to each of his teachers during the day for their completion. Teachers are asked to assist the student and his parents by recording the information accurately and returning the form to the student before he leaves for the next period. Progress report requests are reviewed and renewed as necessary at the

beginning of each new quarter.

RESEARCH INITIATIVE

Karr's library, now known as the Technology & Learning Center, is currently under redesign. Out-of-date and inappropriate materials have been removed; hours of operation have been expanded; and additional funding for new books and materials has been obtained. The new center is totally automated, with more than forty-three networked computers, each of which has access not only to the Internet (through a fast T-1 connection), but also to a variety of software programs stored on a CD-ROM tower capable of holding more than seventy discs. The card catalog is automated, and we now have a subscription to Bell and Howell's periodical database *Pro Quest* which provides access to more than five hundred journals and five local, regional, and national newspapers, including both current and back issues. Parents and students are given a logon ID and password so that they may access this information from their home or a neighbor's computer. As the entire main classroom building is connected to our local area network later this year, all computers in the building will have direct access to all of these resources. Teachers and students, therefore, will be able to conduct research and use software applications directly from their classrooms. Please schedule the use of the library, either for your entire class or for groups of between one and five students, with either librarian.

SCHEDULE CHANGES

Parents and students requesting a schedule change must first meet with the student's counselor. The counselor will review the request with the parent/student, and if warranted will forward an official schedule change request form to the registrar for consideration. For routine schedule change requests, the data specialist will make the change in Power School and notify the student and the counselor that the change has been approved and implemented. It is the student's responsibility to notify the current teacher that he has received a schedule change, and return any textbooks and/or materials to that teacher. The current teacher should sign the student's new schedule to indicate that he has been informed of the change. The student should then report to the new teacher who will add the student to his class roll and issue appropriate textbooks and materials. The student should then return the schedule with teacher signatures to the data specialist.

When a parent requests a teacher change for their child, the parent **MUST** first schedule a conference with the currently scheduled teacher. The parent and the teacher should discuss any issues or problems with one another. If, at the end of the conference, the parent still wants a schedule change out of that teacher's class, the parent should meet with the student's counselor to initiate the formal schedule change request. The principal will then review the request and approve or deny it.

Schedule changes may also be initiated by the data specialist for specific reasons, such as balancing class sizes, bringing classes into state and district compliance, or adjusting the master schedule.

STUDENT ASSISTANCE TEAM

Karr's Student Assistance Team (SAT) accepts referrals from parents, teachers, counselors, administrators, other school personnel, and even student self-referral on

occasion. The SAT addresses any issues which might potentially cause a student to be unable to achieve academic, social, or emotional success. Special education referrals, 504 accommodations, and students experiencing learning difficulties all fall within the duties of the SAT. The SAT also reviews student progress for the state GEE/LEAP accountability program. The SAT is comprised of teachers, administrators, counselors, the school social worker, and the school nurse. Parents are invited to speak with the SAT as necessary. All discussions held during SAT meetings are strictly confidential.

The SAT meets once a month and more often for emergencies as needed. Referring teachers will be invited to speak with the SAT whenever possible. All teachers may be affected by the decisions made in the SAT meetings; therefore, it is important that we all remain current with the recommendations and decisions made by this committee. During the year, classroom teachers may receive direction from the SAT in the form of accommodations that **MUST** be made to assist particular students in achieving academic success. 504 accommodations are required by federal law, and must be implemented for daily classroom activities as well as all testing situations, including LEAP, GEE, ITBS, and ITED. The SAT provides assistance to teachers who are asked to make these adjustments in their teaching.

As students begin to experience difficulties in your class, you should attempt and document several adjustments to prevent a large number of referrals to the SAT and to assist the students. For example, using a variety of teaching styles, accounting for individual learning styles, changing seating locations, using cooperative learning, or altering testing methods might eliminate referrals for specific students. Sometimes, just the teacher's awareness of the student's difficulty (such as Attention Deficit Disorder) may be sufficient to provide the additional support the student needs to succeed in your class. Accommodations in the form of variant strategies, for example, for this student may, in fact, be used for the entire class on occasion and, as a result, help even more students.

A specific form, *300R*, must be used by teachers for referrals to the SAT. These forms are available in the main office or in the counselors' office. Completion of the *300R* initiates the request for services from the SAT.

Teachers are expected to:

1. Observe and assess student needs
2. Refer students to the SAT via the *300R* form
3. Inform parents of the assessment and the referral
4. Meet with the SAT and the parent to discuss the student's problem(s)
5. Make suggestions for classroom interventions
6. Implement the instructional accommodations as determined by the SAT

TEACHER ADVANCEMENT PROGRAM (TAP) & EVALUATION

Teacher Advancement Program (TAP) What Is the Teacher Advancement Program (TAP)?

We all want the best possible education for our children, and research has shown that the single most important school-related factor for student success is having a talented

teacher in the classroom. But unless we act now, we will come far short of having the talented teachers required to ensure that all children receive the high quality education they need and deserve.

To address this problem, the Milken Family Foundation created the **Teacher Advancement Program (TAP)**, a bold new strategy to attract, retain, develop and motivate talented people to the teaching profession. Because of its broad-based support, results, and high demand, TAP is now operated by the National Institute for Excellence in Teaching (NIET), a public charity.

TAP's goal is to draw more talented people to the teaching profession—and keep them there—by making it more attractive and rewarding to be a teacher. TAP provides the opportunity for good teachers to earn higher salaries and advance professionally, just as in other careers, without leaving the classroom.

At the same time, TAP helps teachers become the best they can be, by giving them opportunities to learn better teaching strategies and holding them accountable for their performance.

The Four Elements of TAP

TAP supports teachers in improving instruction and student achievement through the implementation of four key elements:

Multiple Career Paths

TAP allows teachers to pursue a variety of positions throughout their careers—career, mentor and master teacher—depending upon their interests, abilities and accomplishments. As they move up the ranks, their qualifications, roles and responsibilities increase—and so does their compensation. This allows good teachers to advance without having to leave the classroom.

How Multiple Career Paths looks in the schools:

Based on their skills, knowledge, ambitions and interests, classroom teachers in a TAP school have the opportunity to advance to master or mentor teacher positions. Master and mentor teachers are selected through a competitive, rigorous, performance-based selection process. Master and mentor teachers must have expert curricular knowledge, outstanding instructional skills, and the ability to work effectively with other adults. They take on additional responsibility and authority, and are required to have a longer work year. Master and mentor teachers are held to a different performance standard than other teachers in their school, and are compensated accordingly.

Along with the principal, master and mentor teachers are part of the school's Leadership Team and are responsible for setting specific annual student learning goals. They oversee all TAP activities aimed at meeting these goals. Among their many additional responsibilities, masters and mentors, along with the principal, also conduct teacher evaluations that are tied to teacher performance awards. The Milken Family Foundation

provides training and certification services to prepare masters and mentors to effectively conduct professional growth activities and teacher evaluations.

Ongoing Applied Professional Growth

TAP restructures the school schedule to provide time during the regular school day for teachers to meet, learn, plan, mentor and share with other teachers, so they can constantly improve the quality of their instruction and hence, increase their students' academic achievement. This allows teachers to learn new instructional strategies and have greater opportunity to collaborate, both of which will lead them to become more effective teachers.

Ongoing Applied Professional Growth in TAP schools focuses on identified needs based on instructional issues that specific teachers face with specific students. Teachers use data to target these areas of need, instead of trying to implement the latest fad in professional development.

How Ongoing Applied Professional Growth looks in the schools:

In TAP schools, Ongoing Applied Professional Growth means that time is set aside for teacher learning which is always focused on increasing student learning. This includes: cluster groups and individual growth plans (IGP). Cluster groups meet for one to two hours weekly during contract time in grade-alike or subject-alike groups. Clusters are led by expert instructors in the school—the master and/or mentor teachers.

Each teacher is also expected to have an IGP that includes identified goals and activities within clusters and classrooms that support new teacher learning. This new teacher learning is required to meet an identified student learning need. Cluster work and IGPs follow the TAP STEPS for Effective Learning that provides a framework for improving instruction to meet student-learning needs. The STEPS guide teachers to:

- Set learning goals based on an analysis of student performance;
- Identify research-based, proven learning strategies to address goals;
- Work collaboratively to develop new instructional practices;
- Bring the new learning to the classroom; and,
- Measure how well the new strategy helped students meet the learning goals set by teachers.

Instructionally Focused Accountability

TAP has developed a comprehensive system for evaluating teachers and rewards them for how well they teach their students. Teachers are held accountable for meeting the TAP Teaching Skills, Knowledge and Responsibility Standards, as well as for the academic growth of their students.

How Instructionally Focused Accountability Looks In the Schools:

All teachers are held accountable in a TAP school by participating in the TAP instructionally focused evaluation system. Within this system, each teacher is evaluated

four to six times a year by multiple trained and certified evaluators using the TAP Teaching Skills, Knowledge and Responsibility Standards. All teachers in the school are evaluated collectively based on the learning growth of *all* students in the school. Further, each teacher is also evaluated individually based on how much learning growth the students in his or her classroom have achieved during the school year. TAP also provides ongoing training, mentoring and classroom support during the school day to help teachers meet these accountability standards, while providing financial incentives for success. Master and mentor teachers are also held accountable for their additional roles and responsibilities.

Performance-Based Compensation

TAP changes the current system by compensating teachers according to their roles and responsibilities, their performance in the classroom, and the performance of their students. The new system also encourages districts to offer competitive salaries to those who teach in "hard-to-staff" subjects and schools.

How Performance-Based Compensation looks in the schools:

TAP Performance-Based Compensation means that teachers are compensated differentially based on the increased demands of the positions they hold, how well they perform in those positions, the quality of their instructional performance and by their students' achievement growth. Salary is determined by more than simply years of teaching experience and training credits. All teachers are eligible for financial awards based on these factors.

TEACHER MANUALS

Each teacher will receive the appropriate teacher's manual for the courses he teaches. If you do not have a teacher's manual, please request one in writing to your department chair who will try to obtain one for you. Teachers' manuals are very expensive, and should be managed carefully. At the end of the school year, manuals and resource material should be stored securely in your classroom until school opens. If a teacher plans on or decides to move/leave during the school year, teacher manuals and any other appropriate school property should be returned to the department chair or assistant principal.

TEACHING SCHEDULES

If at all possible, teachers will teach the same courses the following year that they did the previous and should tentatively plan on these for the following year. Teacher requests for changes in their teaching assignments are always accepted. Teacher certification, previous courses taught, student course selections, and seniority all play a role in deciding teaching assignments. However, as the master schedule is built, teaching assignments may need to be changed. Teachers whose courses will change will be notified as soon as possible so that they may begin to prepare for these new classes. Teachers are officially notified of their teaching assignments after the master schedule has been set, usually before the end of July each summer. Please keep in mind that while we attempt to accommodate teaching preferences, teaching assignments may also be reflective of a teacher's area of expertise and strength, as it pertains to the needs of the student, rather than the preference of the teacher.

TECHNOLOGY

Karr's technology staff development coordinator works directly with the faculty in developing technology-rich lesson plans, integrating technology into the curriculum, teaching the software applications, and supervising the Technology & Learning Center (TLC) computer lab. Using a mobile teaching station (complete with projection device and SmartBoard), the technology coordinator can also conduct model lessons and instruct large groups of students while the TLC lab is being used by other groups. Please speak with the technology coordinator to schedule your classes into the TLC, to assist in planning your technology lessons, or to schedule a visit from him using the mobile teaching station.

TECHNOLOGY AND RESEARCH INITIATIVES

Preparing our students to succeed in college, the workplace, and the 21st century is Karr's primary focus. To help our students meet these important goals, Karr has implemented several programs, named *KARR 21*, on the cutting edge of technology and educational practice.

Two programs, the technology initiative and the research initiative, are the cornerstones of our *KARR 21* endeavor. At each grade level students are required to learn specific software applications and develop requisite research products. Across a four-year span *all* Karr students will engage in productive, meaningful interaction with appropriate technology and research models. The technology and research components, along with the departments responsible for implementing each, are listed in the table that follows. Technology and research projects are created, shared, and displayed using state-of-the-art projection and scanning equipment.

TESTING POLICIES AND PROCEDURES

Student testing occurs through the year in many forms. Standardized tests are administered by teachers with the assistance of school administration and the counseling department. The state mandates *i*LEAP/GEE (Louisiana Evaluation Achievement Progress) tests be given and passed by all graduating seniors. LEAP is a basic minimum competency test in English, writing skills, math, science and social studies.

Karr administers a series of standardized tests to our students, including PLAN, Explore, Interest Inventory, ASVAB, PSA, and the ACT. Some of these tests determine not only academic ability, but also career interest, and allow students and teachers to plan the instructional process so as to build on student strengths as well as motivate through interest. The test series culminates in the ACT test, which students take to get into college and which all of our juniors are required to take. Karr offers a semester-long ACT preparation course to all juniors.

In order to assist our students in performing at their highest level on the ACT, it is very important to realize that 99% of the ACT tests higher order thinking skills. There are no knowledge-based questions on the test. In addition, the state is revamping the LEAP and GEE tests to demand student proficiency in higher levels of communication, problem solving, and synthesis. These tests will become part of the state accountability plan for our school. Please use this information in planning and teaching your lessons.

NOTE: Students who qualify for test accommodations according to SAT recommendations MUST be afforded that assistance during school-wide testing.

TEXTBOOKS

Textbooks have become increasingly more expensive over the past few years. It is crucial that our textbooks remain usable for at least seven years, and sometimes longer. Please insist that your students cover their textbooks once they are issued, and periodically monitor this for us. Please follow the guidelines for issuing textbooks that are included in the appendix of this handbook. Teachers, not students, should record the student's name in the textbook, place their own initials following the name, and indicate the condition of the book (for example, new, excellent, good, poor, etc.) Students should be encouraged to indicate any problems with their textbooks on the back of the bookslip, which you collect and store until the end of the year.

BEHAVIORAL AND SAFETY ISSUES

ACCIDENTS

All accidents, no matter how minor, must be reported to the office. Accident reports must be written by the teacher who reports the accident. Within 24 hours of the accident, one of the school secretaries will type the report and present it to the principal for his signature. If you witness or have an accident reported to you, get as much information as possible, including names of witnesses, etc., and report it. Your first task, of course, is to take care of the student who may be injured.

Accidents which involve school personnel must also be reported to the office, and the school secretary will complete that form for you if you are in an accident on the school grounds or at a school-sponsored activity.

BEFORE LEAVING SCHOOL EACH DAY

At the end of each day, teachers should check that:

1. All windows are closed and locked.
2. Room unit air conditioners have been turned off.
3. No money has been left in the classroom.
4. All doors are locked.

CHILD ABUSE

If a teacher suspects that a child is being abused or if a child reports child abuse to a teacher, the teacher is legally obligated to notify the appropriate authorities of the suspicion or report. Abuse may be physical, sexual, mental, or emotional. Teachers should call 680-9000 at their earliest convenience to report the incident. Failure to do so may result in charges against the teacher. In addition, teachers should speak with the principal and/or the child's counselor. However, speaking with school personnel does NOT release the teacher from personally notifying the child abuse authorities. If you are unsure of what you must do, see an administrator, counselor or other appropriate support personnel.

COVERING OF WINDOWS

Classroom door windows must remain uncovered at all times, except during

homecoming and holiday contest periods when door-decorating contests are in effect. There will be no exceptions to this policy.

DETAINING STUDENTS AFTER CLASS

Teachers are not allowed to detain students after their class without the expressed permission of the principal or an administrator. Additionally, unless prior approval is obtained from an administrator, students are never to be kept from another teacher's class.

DISCIPLINE AND CLASSROOM MANAGEMENT

It is the responsibility of each classroom teacher to create an environment conducive to student learning. Clear rules and efficient routines should be enforced fairly and consistently as soon as the school year begins. All Algiers Charter Schools School Board policies and regulations regarding classroom management, student behavior, and discipline must be followed.

The school district has issued a document to assist us in communicating our expectations to students and to their parents—The Algiers Charter Schools Student/Parent Handbook. The handbook is distributed to students at the beginning of each school, year; parents and students are requested to sign that they have received and reviewed each document.

Teachers are responsible for maintaining discipline in their own classes. This starts with posting the teachers' rules/expectations. Disruptive students and students who are habitually tardy to class or fail to bring proper materials to class should be dealt with using the following suggested sequence of steps:

1. private counseling with student
2. student detention
3. contact with parent on telephone
4. work with counselor and other support staff (social worker, school nurse)
5. parent conference at school
6. referral to discipline office

Occasionally, a serious disruption of a class requires immediate student referral to the office. The teacher should notify the office that he is sending a disruptive student to the disciplinarian and should complete the official discipline referral form as soon as possible and send it to the disciplinarian. If the student refuses to leave the class, or the teacher needs immediate assistance, the teacher should notify the office by clicking the intercom button rapidly twice, which overrides normal calls to the office.

Referrals to the office should be written in an objective, professional manner; they must be complete and reflect the specific details of the incident or infraction. **Teachers must remember that the information recorded on the referral is an official school document which will be shared with the parents/guardians of the child in question.** As a public record, these referrals are also subject to perusal by other involved parties, including courts.

The administration is often limited in its response to teacher requests for specific

punishment of disruptive students, but teachers are reminded to state their case for appropriate consequences. The administration must adhere to and follow the policies and procedures outlined in the Algiers Charter Schools Association Student/Parent Handbook. **Teachers who can document that they have followed the previous listed sequence of interventions prior to an official referral are more likely to have their recommendations upheld by the hearing committee than if these steps have been overlooked.**

The following kinds of student punishment must be avoided at all times:

1. Corporal punishment-includes, but not limited to, physically touching a student, using objects to touch a student, requiring students to stand for an extended period of time, requiring students to hold textbooks or other objects for an extended period of time, and writing extended punish work.
2. Punishing an entire class because of one or several students
3. Sending students out of the classroom and/or into the hall
4. Detention of large numbers of students after school hours (often indicates mismanagement of class)
5. Nagging, harsh, abusive language aimed at students
6. Criticizing students, their homes, families, etc.
7. Humiliating the student in any way

Generally, the more a consequence is linked to the offense, the more timely the consequence takes place, the more dispassionate a teacher is in enforcing the consequence, the more students will take note and be willing to change their behavior—our ultimate goal.

FIRE DRILLS

Fire drill evacuation route **MUST BE POSTED IN EVERY CLASSROOM PRIOR** to the first day of classes. Close classroom doors as your class exits for a drill. Return by the same route you exited. All teachers are expected to assist in the evacuation of the building. Administration will signal when it is safe to return to classes

LEAVING A CLASSROOM UNATTENDED

Students **REQUIRE ADULT SUPERVISION AT ALL TIMES** and must never be left in the classroom alone. If you need to leave your classroom for an extended period, you must notify the office first; a substitute will be sent to your classroom as soon as possible. If you need to leave your class for a short period of time, please ask a neighbor to monitor your students while you are gone.

PARENTAL CONFERENCES

Teachers may and are encouraged to make direct requests to parents for conferences when the need arises. Teachers may request an administrative/teacher/parent conference. Teachers will be given 24 hours written notice of all conferences scheduled

by parents via the office staff. Teachers should meet parents in the office at the time scheduled, which will be during their planning period. If you are absent on the day of a conference, please notify the office when you call to report your absence so that the parent can be notified.

STUDENT HANDBOOK

At the beginning of each school year students are issued the official Karr student handbook, which includes expectations, policies, and related school information. Teachers receive the teachers' edition of this same handbook. Teachers are requested to read the information in a timely fashion and be prepared to respond to student questions regarding the handbook. All homeroom teachers are requested to cover the Student Handbook with students, during the first two weeks of school.

SUICIDE AND STRESS

Teachers are often the first line of defense in identifying students whose personalities, work ethics, or class participation have changed dramatically over a short period of time. Often these students are experiencing real or imagined traumatic incidents which can cause them to react irrationally to their situation. In the appendix to this handbook are two pages presenting the warning signs of suicide and depression and how to respond in a suicidal crisis. As teachers have a suspicion of such stress, it should be reported to the school social worker, nurse, or counselor.

SUPERVISORY DUTIES

Each teacher will be assigned morning and afternoon duty periodically throughout the school year. In addition, each teacher is expected to stand outside the entrance to his classroom as students change classes. Copies of these duty rosters will be distributed are in the appendix of the handbook and are also available in the office.

VISITORS

Visitors are always welcome at Karr School, but they are required to stop in the office to obtain a visitor's pass before proceeding through the building. Your first responsibility is to your students, and no visitor will be sent to your classroom unless you, the teacher, have given permission for that person to see you.

From time to time, parents request to observe a teacher. Permission will be granted, with a 24hr. notice for the teacher; however, the parent must be cautioned that the time to be spent is observation and not conversation with the teacher. Class time should never be used for parental conferencing, unless authorized by an administrator. However, we do not encourage former students, brothers and sisters, and younger-aged children from visiting the school. The principal or an administrator must approve a visitor's pass for any such person to enter the school premises.

AUXILLORY SERVICES ANNOUNCEMENTS / DAILY BULLETIN

Announcements are made twice a day during the school year, once during homeroom and once near the end of seventh period.

Teachers or sponsors who need an announcement made should complete the school announcement form, indicate the date and time the announcement should be made,

sign the bottom, and place the form on the podium next to the PA system. Announcements turned in late will not be made until the next scheduled announcement time.

A daily attendance bulletin is prepared each day and distributed to teachers. It is the teachers' responsibility to read this bulletin each day. Check the daily absence bulletin to be sure that students who missed your class were indeed absent for that day. If you suspect they were cutting class, submit a deficiency slip to the office. Also, please read any pertinent items on the bulletin to your students.

The attendance bulletin may also include lists of field trip attendees or officially excused students; these lists must be turned in to the attendance clerk at least two days in advance for inclusion in the attendance bulletin.

ASSEMBLIES

When assemblies are held in the auditorium, cafeteria, or gymnasium, all teachers are expected to escort their classes and remain with them throughout the entire program. Those teachers who have planning periods at assembly time are to report to the assembly site to assist in the expeditious loading and continued supervision of students. Teachers must be at the front of their class as they enter the assembly site to receive seating instructions from the administrators and teachers assisting with the loading process. In the auditorium, loading is always done from the left as the teacher/student faces the stage. Teachers should direct students to fill in every seat starting from the first rows toward the back of the auditorium. A diagram of the auditorium assembly plan is included in the appendix. In the cafeteria, teachers should direct students to sit facing the podium or microphone. In the gymnasium, teachers should direct students to the next available seating area.

CONFIDENTIAL INFORMATION

Teachers are reminded that much of the information they deal with on a daily basis (such as grades, discipline issues, results of parent conferences, etc.) is privileged and as such should remain confidential. All academic and personal records pertaining to individual students are confidential and can only be inspected by authorized personnel. If outside personnel wish to speak with you about your student(s) (for example, for special education evaluation purposes), please insist on proper identification before discussing any privileged information with them. In addition, actions and behaviors of students or other faculty members should not be discussed with unauthorized persons or in the faculty lounge.

EXTRA-CURRICULAR ACTIVITIES

Karr offers many athletic and extra-curricular opportunities for our students. Teachers are encouraged to sponsor at least one of these activities. Teachers who work with students beyond the classroom environment not only provide students with positive role models but also often reap rewards of their own. Additionally, teachers are encouraged to attend after school performances and games in which our students participate.

FACULTY / DEPARTMENT / LEADERSHIP TEAM MEETINGS

Faculty meetings are scheduled twice monthly on Fridays, at a 7:30am breakfast or may be scheduled by Department Chairpersons as needed. Teachers are required to attend

these meetings. Department meetings may be scheduled for either the second or the third Tuesday in each month. Teachers are required to attend their appropriate department meeting(s) as scheduled. Teachers who are unable to attend a faculty or department meeting should notify the principal in writing in advance of the scheduled meeting. Leadership Team meetings are held each Tuesday, during 3rd period, on the first Tuesday of each month.

LOST AND FOUND

As teachers find items that students have left in their classrooms, they should first try to return the item to the student as soon as possible. Items whose owner cannot be identified should be sent to the office for placement in the lost and found box.

MEDIA CONCERNS

All media calls to the school are to be directed to the principal. If a teacher notices news personnel on school property, he/she should notify the office immediately.

PERSONNEL RECORDS AND FILES

The school secretary maintains a personnel file on each teacher, including the teacher assignment letter, emergency contact information, state teaching certificate, and any other related information. Teachers who receive advanced degrees should give the transcript and new teaching certificate information to the school secretary to be included in this file, as well as to the ACSA Human Resources Department. Copies of commendations, as well as items of a disciplinary nature, may be placed in this file.

REQUESTING SUPPLIES

Teachers should anticipate in advance their needs for materials and supplies. Requests should be made in writing on the official request form, and submitted to the attendance secretary for processing. The supplies will be placed in your mailbox as soon as possible the next school day. Teachers are able to request two packs of duplicator paper per month, and other supplies (paper clips, rubber bands, passes, cut slips, etc.) as needed within reasonable limits.

SACS

Edna Karr is accredited by the Southern Association of Secondary Schools. Our most recent ten-year evaluation was completed in **2006-07**. To remain accredited, Karr staff members must earn "at least six semester hours of credit, or the equivalent, during each five-year period of employment." Teachers are required to maintain accurate records of college coursework, workshops, conferences, professional travel, etc., that can be used to meet this academic requirement for continued accreditation. The Registrar will disseminate the proper forms to all teachers during the faculty's first week.

TEACHER PARKING

At the beginning of each school year, parking spaces are assigned to each teacher by the administration by seniority and classroom location. Most teachers whose classrooms are in the main building are assigned parking spaces in the main parking lot; those teachers whose classrooms are in the annex area are assigned parking spaces in the rear parking lot.

TEACHERS' LOUNGE

The faculty lounge, located near the side entrance to the auditorium, is available for your use before school, during your planning period, at lunch, and after school. It contains the teacher copy machine, a refrigerator, microwave oven, vending machines, and a sink for your convenience. Please help keep this area clean. **Students are not allowed in the faculty lounge, and teachers are asked to refrain from sending students to the lounge for any reason.** Money generated from the vending machines is placed in the school's amenities fund for distribution by the amenities committee.

FINANCES

APPROVAL OF CHECKS

1. Checks requested for an amount between \$500.00 and \$1499.00 must have three phone bids attached to the request. If you do not choose the lowest bid, explain the reason in writing to the Bookkeeper.
2. Checks over \$1500.00 must have 3 written bids and approval by the Principal, before ordering. This approval often takes several days (and sometimes even longer), so please anticipate such a delay.
3. Sponsors of the prom, winter formal, homecoming, those who order Class T-shirts, souvenirs, or anything that will cost over \$1500.00, also have to have 3 written bids attached to the approval even though we have these events and purchases every year.

GENERAL FINANCIAL INFORMATION

1. Schools do not have to pay sales tax. A tax # ID form may be obtained in the Bookkeeper's office.
2. When using school buses for field trips, please let the business manager know how many buses you used, and be sure to sign the bus slip before leaving the bus.
3. Charter bus companies must be on a list approved by Risk Management; bids must be attached to the field trip request form and included in the cost of the trip.
4. Please fill out the Check- Request form completely. Include the following information:
 - a. Name of person or company you want the check to be made out to. If you want the check placed in your mailbox when it is ready, please write this on the top of the check request form.
 - b. Amount of check
 - c. Date
 - d. Account to be debited
 - e. Reason for the check request
 - f. Signature of person requesting the check and signature of the department chairperson or sponsor approving the request.
 - g. Please give the business manager 24 hours to process a check.
4. A receipt must be provided for every check written. This can be an order form, registration form, or anything that shows why the check is requested. Receipts must be *itemized*.
5. Purchase orders must be signed and approved by the principal before you order.
6. After an order for materials has been received, the Bookkeeper needs the packing list and the invoice. You must sign the invoice indicating that it has been received.

APPENDIX/FORMS

ANNOUNCEMENT FORM

KARR SECONDARY SCHOOL

Date _____ a.m. _____ p.m. _____

Subject:

Text of Announcement:

Signature _____

(Teacher, Coach, or Sponsor)

FIELD TRIP CLASS ASSIGNMENT FORM

EDNA KARR MAGNET SCHOOL

ROOM _____

TEACHER _____

DATE _____

Please accept the students listed from _____

At _____ the _____ period on _____

Each students -has been provided with an assignment. Notify me immediately if any student fails to report.

Thank You,

John C. Hiser

1. _____

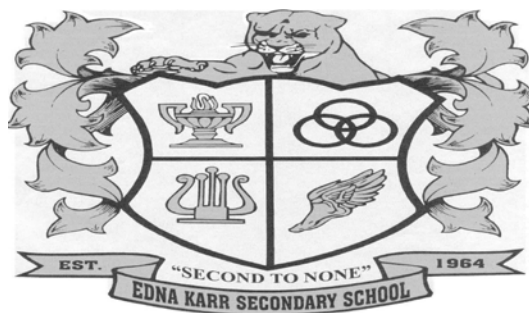
2. _____

3. _____

4. _____

5. _____

Edna Karr High School Parental Conference Employer Thank You



Dear Sir/Madam:

We would like to take this opportunity to sincerely thank you for supporting our efforts in assuring that we are able to service the students in our community, by allowing parents/guardians to attend to the needs of their children. The business community often expresses its concern to local educational entities for the desire to have highly qualified, responsible, and productive employees to select from. As such, we thank you for assisting us with the great task of producing well rounded students, who will no doubt become productive members of society.

Respectfully,

Faculty /Staff of Edna Karr High School

Employee's Name

MORNING AND AFTERNOON DUTY SCHEDULE

Teachers, please be at your morning duty spot at **8:15 AM** and remain at your afternoon duty spot until the **Hallways** are clear. If you have questions, please speak with Mr. Bernard Robertson as soon as possible.

POST	Monday	Tuesday	Wednesday	Thursday	Friday
1	PATTERSON	FORET	LAIGAST	RILEY	BLACKMAN
2	WALLER	ASHER	CATOLOS	HILL	FOSTER
3	REED, C.	BARRACO	MURLIN	HATT	MATSCHINER
4	JULUKE	JULUKE	JULUKE	JULUKE	JULUKE
5	NESBY	RED	CORETT	WASHINGTON	HOWARD/MCFARLAND
6	WHALEN	JOCIUS/VAN AUKEN	LEACH	ZILICH/BLACK	LEWIS
7	SEVERIN	MANN/ALLEN	JACKSON/WILLIAMS	PERRY	O'SULLIVAN
8	IDZIK	SMITH	PRICE	WEILBAECHER	BURCHETTE
9	DAVIS	BLOOMENSTIEL	GLADDING	LUMOD	GUSSMAN
10	JONES	WOODS	DARRITH	REED	WINTERS
11	ROBINSON	MOSS	PERKINS	SUMMERS	

Actual Duty Post Map Located in Main Office

AUDITORIUM SEATING CHART EDNA KARR HIGH SCHOOL

Stage

- 1. Laigast
- 2. Bloomestiel
- 3. Bloomestiel
- 4. Weilbaecher
- 5. Weilbaecher
- 6. Juluke
- 7. Juluke
- 8. Leach
- 9. Leach
- 10. Shelia Lumuod
- 11. Shelia Lumond
- 12. Barraco
- 13. Barraco
- 14. Blackman
- 15. Blackman
- 16. Davis
- 17. Davis
- 18. Woods
- 19. Woods
- 20. Whalen
- 21. Whalen

- 1. Riley
- 2. Riley
- 3. Hill
- 4. Hill
- 5. Asher
- 6. Asher
- 7. Murlin
- 8. Murlin
- 9. Robinson
- 10. Robinson
- 11. Catalos
- 12. Catalos
- 13. Hatt
- 14. Hatt
- 15. O'Sullivan
- 16. O'Sullivan
- 17. Zilich
- 18. Zilich
- 19. Moss
- 20. Moss
- 21. Nesby
- 22. Nesby

- 1. H. Reed
- 2. H. Reed
- 3. Washington
- 4. Washington
- 5. Corbett
- 6. Corbett
- 7. Price
- 8. Price
- 9. Patterson
- 10. Patterson
- 11. Bruchette
- 12. Bruchette
- 13. Lewis
- 14. Lewis
- 15. Foster
- 16. Foster
- 17. Darrith
- 18. Darrith
- 19. Summers
- 20. Summers
- 21. Perry
- 22. Perry
- 23. Gussman
- 24. Gussman

Foyer



2009-2010 Bell Schedules

Regular Bell Schedule

Period	Start	Finish
1st	8:30	9:38
2nd	9:41	10:34
3rd	10:37	11:30
First Lunch	11 :30	12:00
First 4th	11:33	12:33
Second Lunch	12:33	1:03
Second 4tn	12:03	1:03
5th	1:06	1:58
6th	2:01	2:53
7th	2:56	3:48

Morning Activity Schedule

Period	Start	Finish
1st	8:30	9:00
Activity	9:00	10:30
2nd	10:35	11:10
3rd	11:13	11:48
First Lunch	11:48	12:18
First 4th	11:51	12:51
Second Lunch	12:51	1:21
Second 4th	12:21	1 :21
5th	1:24	2:10
6th	2:13	2:59
7th	3:02	3:48

Afternoon Activity Schedule

Period	Start	Finish
1st	8:30	9:25
2nd	9:28	10:08
3rd	10:11	10:51
First Lunch	10:51	11:21
First 4th	10:54	11:54
Second Lunch	11:54	12:24
Second 4th	11:24	12:24
5tD	12:27	1:02
6th	1:05	1:40
7th	1:43	2:15
Activity	2:15	3:48

Please remember that lunch is based on 4th period classes: 1st Floor and Annex classes eat @ First Lunch and 2nd Floor classes eat @ Second Lunch.

ROOM CHART 2009-2010

Room	Teacher	Room	Teacher
Principal	John Hiser	123	Derrick Nesby
Registrar	Bob Tiller	124	Andrew Lewis
Positive Behavior	Bernard Robertson	125	Emery Whalen
Secretary	Cathy Bond	126	Emily Zilich
Secretary	Patricia Charles	127	Mike Leach
Secretary	Donna Day	128	Jenny Van Auken
Business Manager	Judy Hamilton	129	Robin Jocius
Counseling	Judy Lee	130	Chris Kohl/Tanya Black
Counseling	Tamara Gibson	131	Raul Jackson/Janice McFarland
Counseling	Patrick Tubbins	132	Willie Perry
Counseling Secretary	Michelle Jackson	133	Chris Severin
Library	Kathy Campo	134	Christopher Reed
TLC/115	Joan Johnson-Staff Developer	135	Voitt Mann/Tonya Allen – Behavior Interventionist
101	Carolyn Patterson	201	Chris Idzik
102	Wayne Foret	202	Eric Jason Smith
103	Bonnie Laigast	203	Curtis Price
104	Jabbar Juluke	204	Roch Weilbaecher
105	Kate Christensen/Lyndon Red	205	Grant Gussman
106	Karl Asher	206	Tracie Davis
107	Cecil Catolos	207	Don Bloomenstiel
108	Robert Riley	208	Elisabeth Gladding
109	Angella Foster	209	Shelia Lumod
110	Robert Hill	210A	Mashandra Hall, Assistant Principal
111	Todd Waller	210 B	Wayne Hardy – Disciplinarian
112	Natalie Derham	211	Theresa Burchette
114	Jason Hatt	212	Barry Dubos/Donna King/ Margaret Leaf
116	Robert Matschiner	213	Eddie George
118B	Daphne Walker-- Nurse	214	Bernadette Woods
118A	Tenice Howard – Social Walker	215	Jabbar Juluke
119	Ann Barraco	216	Henry Reed
120	Jean Murlin	217	Robert Darrith
121	Erin Corbett	218	Bill Robinson
122	Samuel Washington	219	Megan Winters
Stage	Regina Barrau	220	Patricia Moss
State	Claudia D' Aquin	222	John Summers
		Resource	Diana Cassis

ATHLETICS, CLUBS, ACTIVITIES, & ORGANIZATION SPONSORS

ATHLETICS:

Athletic Director	Roch Weilbacher
Athletic Trainer	Cecil Catalos
Baseball - High School (Male)	TBA
Basketball - High School (Male)	William Robinson
Basketball- Junior Varsity (Male)	Taurus Howard
Basketball- High School (Female)	Doug Blackman
Basketball- Junior Varsity (Female)	Paul Walls
Football- High School- Head Coach	Jabbar Juluke
Assistant Coaches	Taurus Howard
	Cornell Holmes
	Brice Brown
	John Johnson
	Jarrett Jones
	Brennen Harris
	Norman Randall
	Desmond Moore
Track(boys)	Patrick Tubbins
Track(girls)	Wayne Hardy
	Sam Richardson
Volleyball	Carolyn Patterson

Clubs/Organizations/Activities

Band	John Summers
Bulletin Board	Cathy Campo
Cheerleaders	D'Amica George (Mc 32)
Close-Up	Cecil Catalos
Flag Team	Tonya Allen
Dance Team	Tanya Legeaux
Majorettes	Tonya Allen
GPA Club	Open
Honor Society	Robert Riley
Key Club	Darrith, Hatt, Matchiner, Smith
Literary Rally	Karl Asher
Orchestra	Regina Barrau
Parent Newsletter	Mr. Hiser
Robotics	Don Bloomstiel
9 th Grade Sponsor	JasonHatt

FIRE DRILL PROCEDURES

Rooms 103,105	Leave building by way of Huntlee Drive nearest the gym. Proceed down Huntlee Drive, cross Ken Court, and continue until the first group reaches the intersection of Jimtree and Berkley. Stop.
Rooms 104,106,107,108	Leave Building by way of balk door nearest gym. Proceed across backyard to fence,
Rooms 109,110,111,112,113,114, Library	Leave building by way of main entrance on Huntlee Drive, cross street, and proceed down Huntlee Drive to Berkley. Stop at intersection of Huntlee and Berkley.
Rooms 115,116,117,118,119,120	Leave building by way of Huntlee Drive door nearest the auditorium. Cross Huntlee. Turn toward Berkley. These classes will occupy the area opposite the school between the main entrance and the auditorium.
Rooms 121,122,123	Leave classroom area in direction of gym. Turn at end of building; proceed across backyard to fence.
Rooms 124,125,126,127,128,129,130,131,132,133,134	Leave classroom and proceed to fence at the rear of the backyard.
Rooms 201,202,203	Use stairway between 201 & 203. Leave building by way of Huntlee Drive door nearest the gym. Proceed down Huntlee Drive toward Berkley. Cross Ken court. Stop.
Rooms 204, 205,206	Use stairway between rooms 201 & 203. Leave building by way of Huntlee Drive door nearest the gym. Cross Huntlee and proceed down Huntlee toward Berkley.
Rooms 207,208,209,210,211	Use center stairway. Leave building by way of main entrance on Huntlee Drive. Cross street and proceed down Huntlee toward Berkley.
Rooms 212,214,216,220,221,222	Use stairway near Band Room (222). Leave building by way of door behind auditorium wing of building and continue to Huntlee Drive. Proceed up Huntlee toward Berkley.
Rooms 213,215,217,218,219	Use stairway opposite Room 219. Leave building by way of Huntlee Drive entrance nearest the auditorium. Cross Huntlee and proceed up Huntlee toward MacArthur Blvd. Stop at intersection.
Physical Education Area	If students are in dressing rooms, teachers are to lead classes through door nearest to Huntlee Drive, cross street, and proceed toward Berkley. If in the yard, teachers are to lead classes out by way of nearest exit. If in gym, teachers are to lead students out front exit through exercise yard.
If the alarm should sound while classes are not in progress, and teachers and students are in other parts of the building, for instance, in the cafeteria before 8:30am and at lunch, teachers and students should exercise good judgment and leave the building in a quiet and orderly manner.	