



FES

FREDERICK ELEMENTARY SCHOOL #260

A Baltimore Curriculum Project Charter

SY26-27

FAMILY HANDBOOK

WISDOM • LEADERSHIP • COMMUNITY



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FES Pillar Values

A school-wide system of values sets the foundation for a community of shared expectations for the behavior of both students and adults. The FES 3 Pillar Values are Wisdom, Leadership, and Community. These values are the framework within which expectations are set to guide all aspects of the school's operation in and out of classrooms, including student-student interactions, teacher-student interactions, and human-environment interactions (transitions to and from within the building and caring for the physical space).

Our fundamental strategy is to create processes for building culture, learning together, and simplifying daily operations. By consistently using and refining our processes in these three key areas, we optimize the school experience for everyone connected to us. Our guiding documents are the Strategic Objective, the Habits of Mind, and this collection of Working Procedures.

All students and adults are responsible for living out the 3 Pillar Values through their actions, as supported by our school-wide ideology, which includes the:

FES Statement of Purpose

- At Frederick Elementary School, we educate and develop future leaders to use wisdom in solving complex problems and leading change, for themselves and their communities.
- At Frederick Elementary School, our early learners are provided with a safe, stimulating, and developmentally appropriate environment. Additionally, we provide a quality educational curriculum that assists the social, emotional, physical, and intellectual growth of the whole child.

FES Agreement

I use knowledge to do my best everyday. I am prepared to learn and grow. I take responsibility for my words and actions. I welcome challenges that will make me better. I support a safe space where everyone belongs. Together, we will stand as one and get it done!

FES Affirmations

- We are Wise
- We are Aware
- We are Leaders
- We are Fearless
- We are Supportive

FES Branding Scheme and Symbology

- The Adinkra symbols of Ghana are visual symbols, originally created by the Akan people of Ghana, in West Africa, that represent concepts or original thoughts that were viewed as essential aspects of life and the surrounding environment.

- Nyansapo – wisdom knot; symbol of wisdom, ingenuity, intelligence, and patience
- Adinkrahene – chief of the Adinkra symbols; symbol of greatness, charisma, and leadership
- Mpatapo – knot of reconciliation; symbol of reconciliation, peacemaking
- Ananse Ntontan- “spider’s web”; symbol of creativity and the complexities of life

An example of how these elements come together is evidenced in the symbols representing our 3 Pillars being strategically placed throughout the school building, in our classrooms, and in our communications to help students and teachers establish a common understanding of who we are as a school community and the values we share. These visuals “cue” students to remind them to be purposeful in how to transition through hallways, or even work collaboratively in a group during class.

In addition, to support the climate, the FES school community is governed by the Habits of Mind (HoM) theory, which is a collection of ideals meant to govern all interactions among members of the FES community, and is based on our 3 Pillar Principles of Wisdom, Leadership, and Community. Their goal is to support perspective transformation in how we each see ourselves in relationship to our work and our community. The HoM is an extension of the ideas expressed in our daily affirmation. The FES Staff Habits of Mind are:

We are Wise

We resist complacency by challenging ourselves every day to seek, use, and share knowledge to improve our competencies as educators and build meaningful relationships with students and families.

We are Aware

We arrive at Frederick Elementary School every day, on time, prepared, and eager to educate our students with a smile. We cultivate a dynamic learning environment free of bias and the limitation of assumptions through critical reflection, engaging with one another and our greater community to achieve our common goals.

We are Leaders

We strive to set a positive example for our Frederick Elementary School community by providing each student, parent, and colleague with our best every day. We take responsibility for our words, our actions, and our role as educators.

We are Fearless

We are not afraid to take risks, embrace change, welcome new perspectives, and teach with passion. We learn from our mistakes and we challenge ourselves to become better each day.

We are Supportive

We communicate and listen with compassion, empathy, and understanding to ensure that we are providing the Frederick Elementary School learning community with the resources and opportunities needed.

All of the aforementioned structures are led by the principal, but must have ownership by the entire learning community. This includes the daily implementation of restorative practices that document and respond to behavioral violations and/or infractions, as well as acknowledge and recognize the meeting of positive behavioral expectations.

FES Leadership and Support Personnel

It is important that everyone is aware of the ILT members as well as those who are assigned as support to you throughout the year. The leadership team consists of the following individuals, positions, and roles/responsibilities:

Tetra Jackson, Principal

- setting the vision and strategic plan; oversight of all areas of school operation
- establishing overall school culture and climate
- setting the instructional strategy and strategic plan for academics
- accountability and evaluation

Charmaine Turner, Assistant Principal / School Test Coordinator

- Assisting the principal in executing the vision and mission of the school
- general support to staff
- professional development for staff
- Early Career Teacher Mentor
- Grade reporter

Shannon Call, IEP Chair, Special Education Instructional Coach

- managing the school-wide special education program
- technical and adaptive support to staff
- Oversee the Related Services team

Mikelle Horne, Math & Science Instructional Coach (grades PreK-5)

- managing the implementation of the math instructional strategy
- managing the implementation of the science instructional strategy
- Instructional support to staff
- professional development for staff

Dr. Jodi Jones, Literacy & Social Studies Instructional Coach (grades PreK-5)

- Gifted and Advanced Talent Lead
- managing the implementation of literacy instructional strategy
- managing the implementation of social studies instructional strategy
- Instructional support to staff
- professional development for staff

Supporting us all in our work as a community are:

- Melissa Young, School Secretary/Payroll Specialist
- Destiny Thomas, Student Data Associate
- Kadijah Tuner, AIM Data Management Specialist

Frederick Elementary School Student Support System

Restorative Practices at FES As a Restorative Practice school, we distinguish between “punishment” and “consequence.” A punishment can be defined as something that is imposed on someone, generally with the intention of creating pain or discomfort. On the other hand, a consequence is always appropriate. It’s the natural or related result or effect of an action or condition. We work to build healthy relationships in our school community that promote the concept of restoration and actions that seek the same, if we are faced with harmful, challenging behaviors. Yes, there should be consequences, but consequences need to be differentiated from punishment. We employ a “with” vs. a “to” or “for” philosophy. This supports our Pillar Value of wisdom by working with students to develop positive and restorative ways to resolve conflict and handle emotions. We won’t give up on our students, and we will support our families.

Evidence of school-wide implementation of Restorative Practices takes the following forms:

- Community-building and restorative circles are being held
- Convening of restorative conferences when appropriate
- Use of affective statements throughout the building, in both teacher-student and staff interactions
- Use of restorative questions is shown in the following table:

Restorative Questions I (RQ I) To Respond to Challenging Behavior	Restorative Questions II (RQ II)
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	To Help Those Harmed by Others' Actions
• What happened? • What were you thinking at the time? • What have you thought about since? • Who has been affected by what you have done? In what way have they been affected? • What do you think we need to do to make things right?	• What did you think when you realized what had happened? • What impact has the incident had on you and others? • What has been the hardest thing for you? • What do you think needs to happen to make things right?

Community Building

Our ability to develop authentic and meaningful relationships with our students and families is essential to bringing the FES Way to life. Staff who foster positive relationships with students create classroom environments conducive to learning that meet students' developmental, emotional, and academic needs. At FES, we want to create school-wide opportunities for building relational capacity with students, and we maintain the expectation that every staff member develops impactful relationships with their students by getting to know them personally and academically.

Community Meetings

Community Meetings will return in SY27. One of the key drivers of our community-building efforts at Frederick Elementary School will be community meetings. Frequently (exact frequency to be determined), student groups within the school community gather for 30 minutes of the school day. Community meetings are the time that students and staff come together to celebrate accomplishments; focus on the Affirmations, Agreements and associated Habits of Mind; discuss a news story or current event; and/or discuss issues related to our Strategic Objective and overall learning environment. This portion of the community meeting is generally led by a faculty member, although at times students lead the community discussion as well.

Morning Circle

- Frederick Elementary School's Morning Circle is designed to provide students with an opportunity to build community with peers and their Teacher(s). The Morning Circle has several interrelated goals. They are:
- Build a cohesive and respectful community among students to promote a positive peer culture.
- Promote the 3 Pillars, Habits of Mind, FES Agreement, and Affirmations of Frederick Elementary

- School Allow students to engage in dialogue about issues that matter to them
- Support a safe space for every student to develop as a strong individual.

The expectation is that each homeroom teacher develops a strong relationship with each homeroom class. The homeroom teacher will also manage the following student support responsibilities:

- Student-Led Conferences (coming in SY27)
- Attendance concerns
- Non-compliance with school expectations, especially wearing the school uniform
- School-wide information dissemination and document collection
- Promoting school-wide events

Student Recognition

Students are recognized monthly for academic achievement, demonstration of the FES Pillar Values, and attendance. Students are identified under the categories Students of the Month, Distinguished Scholars, Highest Attendance, each with Honorable Mentions, and Value Ambassadors. For each category, one student from each section should be nominated. Teachers should discuss nominations amongst their grade level so there will be an opportunity for all students, from all classes, including students in the Special Education program classes, to be nominated.

FES Culture & Climate Support Plan

The overall climate and culture of a school are vital to ensuring student success. As a Charter School within Baltimore City Public Schools, we share in the work of the district as outlined in the CEO's Blueprint for Success, Building a Generation. In it, the CEO sets student wholeness as a priority, stating that:

We need to recognize that our students are unique people with unique experiences, talents, challenges, and social, emotional, and physical lives. By keeping the wholeness of our students in mind, meeting their needs, hearing their voices, and building partnerships with their families and communities, we can ignite their passion for learning. - From, "Building a Generation: City Schools Blueprint for Success," retrieved from <http://engage.baltimorecityschools.org/student-wholeness/>

In order to create a physically, mentally, and emotionally safe environment that is conducive to learning, as evidenced by students achieving at high levels, certain elements must be present:

- Respect among all stakeholders
- Engaged school participants at high levels
- Value is seen in the collaboration of all stakeholders in the work
- Clean, welcoming, and inviting learning environments

FES Climate Committee and Restorative Practices (Climate) Team

The FES climate is supported by two entities working together.

- The FES Climate Committee is a cross-functional group of staff members who collectively develop and support the implementation of initiatives and programs to promote a positive and effective learning community. The composition of the FES Climate Committee is as follows:
- The Restorative Practices (RP) Team is staff who are responsible for ensuring that the school environment is safe and conducive for learning. The RP Team Members are as follows:

Name	Position	Assignment
Stanley Williams	RP Coach	1st/2nd Grades
Lynette Daniels	RP Coach	3rd/4th Grades
Jill Usher	RP Coach	5th Grade

FES Student Support Programs

Intervention happens at many different levels. As previously stated, the first level of intervention should always be in the classroom. Then it may continue to the Student Support Team (SST), and possibly on to the IEP Team. Before any referral is made, the following should be done:

- Identification: find a student who is having difficulty; contact and confer with the family.
- Assess & Gather Data: this is informal data, classwork, homework, curriculum assessments, behavior sheets, ABC Data, and setting a baseline.
- Plan: differentiate instruction, expectations, materials, work, and setting
- Record Data: continue to collect data, record the response when the support is given
- Reevaluate: reflect, can changes be made in the classroom, can the current plan work, or is a referral to the next level needed?.

FES Student Support Team (SST)

Referral and convening of a Student Support Team to identify appropriate supports for students is mandated by the Code of Maryland Regulations (COMAR) as a required intervention. The SST is composed of staff, including teachers, student support personnel, and administrators. Referral: It's time to refer a student to the SST when:

- It is apparent that the student is not responding to standard teaching practices and behavior management strategies, and supports being given
- You, as the teacher, have provided and documented classroom support and parent contact. Please note that:
 - You must notify the parent before making a referral to the SST
 - You must fill out the SST referral form and include the date of the parent notice

- Meeting: The SST will schedule a meeting once the referral is received
 - At the meeting, the team will develop a plan
 - The team will schedule a meeting date to come back and review the effectiveness of the plan
 - The teacher must implement the plan with fidelity and keep the needed documentation
 - At the review meeting, the team will determine the effectiveness of the plan.
 - If the plan is successful, the strategies will continue
 - If the plan is not successful, the team may revise the plan and monitor again
 - If documentation of a disability exists, the team may develop a 504 Plan

The team may suspect a possible learning disability and refer to the IEP team for further consideration.

FES IEP Team

There are 6 stages to the IEP/Special Education Process

- Referral: the initial referral process needs to be completed within 90 calendar days of the school receiving the referral
 - Referrals can come from SST, Teacher, Parent, Legal Guardian, or School-Based Staff
 - Best practice is to schedule an initial meeting within 30 days of the request
 - At the initial meeting, if the team suspects a legally identified disability under IDEA, then assessments are ordered
 - If no disability is suspected or there is no documentation of interventions, the team will refer to SST
- Evaluation: meeting happens within 60 days of the parent giving consent for the assessments, but does not pass the 90th day of the referral
 - At the meeting, the team will review the assessments and determine if the student meets the criteria for the disability as set by IDEA and the local school system process
 - If found eligible, an IEP is developed
 - If the student does not meet the criteria, the student is referred back to the SST.
- IEP Development: may happen at the Evaluation meeting if the parent decides to waive the right to review the draft IEP and the right to 10 days' notice of the meeting

- Implementation: IEP is good for one calendar year and runs from the date of the IEP development or the annual review/revise meeting
 - It does not follow the regular school year
- Annual Review: IEP must be reviewed/revised at least once a year
 - Progress toward the IEP goals and objectives must be reported and documented by the General Educator, Special Educator, and Related Service Providers
 - The parent is entitled to the annual IEP progress documentation, any work samples, 5 days before the meeting
- Reevaluation/Dismissal: IEP Team needs to hold a reevaluation meeting every 3 years (at a maximum) to determine if the student continues to meet the criteria for the disability
 - Assessments may be recommended to assist in determining their progress and present level of performance
 - If the disability continues to impact access to the general education, the IEP continues
 - If the disability no longer creates a significant impact, then the IEP is dismissed

School Social Worker & Mental Health Clinician

Below is a brief summary of weekly services provided by the School Social Worker and Villa Maria School-Based Therapist, who will be available for students identified as needing intense support. The sessions will run 6-8 weeks. Bereavement Group (Good Grief)

- Girls Etiquette (Diamonds and Pearls DIVA) (5th Grade only)
- Boys Group (Boys to Gentlemen- BTG) (3rd - 5th)
- Turn Around Program
- Alternative Behavior Management Group
- Workshops for teachers
- Workshops for parents

Program Partners

- Associated Catholic Charities of Baltimore, Villa Maria Behavioral Health
- Kaiser Permanente Mid-Atlantic
- Family League of Baltimore

Student Sensitive Information

The health, safety, and security of every member of our community is a priority and supports the building of an effective learning environment. We must do well to ensure that important information concerning students is shared with appropriate staff so that we all may be aware

and make informed decisions concerning those students. Lack of information and/or awareness is often the culprit for incidents or inappropriate responses to incidents in schools. Parents or family members will often share information with a child's teacher or other member of the staff with whom they have a relationship or feel comfortable. Staff must use discretion in sharing this information; however, there are some things that administration should be aware of to best guide and support the entire organization in ensuring that all needs are met appropriately.

Any staff member who has, or is given, information about a student that relates to the student's health or safety must immediately report it to:

- 1) Mrs. Diggs in the Health Suite (if it is a health-related matter); or,
- 2) a member of the ILT
- 3) any member of the Student Support Team; or,
- 4) any member of the Restorative Practices Team; or,
- 5) any front Office staff person

If such information is shared with any of those individuals first, those individuals must then share that information with me directly after they receive it. Communication and organizational awareness should be guiding principles in our work together.

FES Progressive Discipline Model

At FES, we intend to work with students to respond to negative behaviors and support them in being able to make wiser decisions in the future. We employ multiple levels of intervention before resorting to separating students from the learning environment. In addition to the various layers of support services, there are instances where more severe consequences are warranted. We will employ a progressive discipline model to support and respond to students' negative behaviors.

Internal Behavior Responses

Before issuing any of the out-of-school consequences identified above, we will employ an internal progressive discipline model that seeks to match a restorative consequence in response to disruptive behaviors. All steps in the progressive discipline model must be documented appropriately. An outline of the progression of the model is below:

In-Class Management: These interventions aim to correct behavior, so students can learn and demonstrate safe and respectful actions. Teachers are encouraged to implement a variety of teaching and classroom management strategies for the associated offenses/behaviors.

Teacher-Managed Behaviors / Offenses	Teacher-Level Interventions
☐ Classroom disruption ☐ Improper use of electronic devices ☐ Use of a cell phone ☐ Inappropriate language ☐ Lateness ☐ Disrespect to peers/adults ☐ Verbal aggression ☐ Physical aggression (no injury) ☐ Horseplay ☐ Work refusal ☐ Walking out of class ☐ Bullying/Harassment ☐ Vandalism (1st offense and/or up to \$50)	☐ Contact parent via telephone, email, or (if permission to do so has been secured) text message. ☐ Verbal correction ☐ Reminders and redirection (e.g., role-play) ☐ Written reflection or apology ☐ Seat change ☐ Parent or guardian conference ☐ Daily progress sheet on behavior ☐ Establish a buddy teacher system ☐ Classroom system of positive reinforcement ☐ Teacher or student conference ☐ Detention (before or after school) with parent or guardian consent ☐ De-escalation strategies (i.e., mindfulness, reflection break) ☐ Restorative practice methods and/or mindfulness by a trained adult

RP Team Referral: These interventions can involve an RP Team Member who aims to correct behavior by stressing the negative impact of the behavior, while keeping the student in school.

RP Team Member Managed Behaviors / Offenses	RP Team Member Interventions
☐ Walking out of class ☐ Persistent bullying/harassment ☐ Physical aggression; fighting	☐ Parent or guardian notification ☐ Restorative practice methods and/or mindfulness by a trained adult ☐ Loss of privileges

RP Team Member Managed Behaviors / Offenses	RP Team Member Interventions
☐ Extreme classroom disruption ☐ Vandalism in common areas ☐ Persistent verbal aggression/disrespect ☐ Behaviors that persist after documented efforts from the classroom teacher ☐ Physical aggression / verbal threat to the teacher	☐ Detention ☐ Conflict resolution by a trained adult ☐ Peer mediation ☐ Discussion with CTL or DRP ☐ Assignment of work projects ☐ Mentoring

SST Referrals: These interventions often involve support staff, both school-based and within the broader community, and aim to engage the student's support system to ensure successful learning and consistency of interventions and to change the conditions that contribute to the student's inappropriate or disruptive behavior. These interventions are engaged when behaviors persist after both in-class and RP Team interventions have been employed.

- Develop a Student Support Team plan.
- Parent or guardian conference
- Referral to the IEP or 504 team for evaluation
- IEP or 504 team meeting
- Development of Functional Behavioral Assessment (FBA) and Behavioral Intervention Plan (BIP) Referral to a school-based health or mental health clinic
- Referral to an appropriate after-school program
- Restitution (monetary or service-based)
- Short-term behavioral progress reports linked to positive reinforcement
- Referral to an appropriate community organization

Admin Referral: These interventions may involve the removal of a student from the class/school environment for more than 59 minutes because of the severity of the behavior. The duration of the suspension, if issued, is to be limited as much as practicable while adequately addressing the behavior.

Admin-Managed Behaviors / Offenses Admin-level Interventions Bullying/Harassment (ongoing) Parent or guardian notification

Admin-Managed Behaviors / Offenses	Admin-level Interventions
☐ Bullying/Harassment (ongoing) ☐ Chronic/Repetitive Infractions (in accordance with BCPSS Code of Conduct) ☐ Drugs/Alcohol ☐ Vandalism (2nd offense and/or over \$50) ☐ Weapons ☐ Persistent verbal aggression ☐ Physical aggression (with injury) ☐ Sexually-based infraction ☐ Theft ☐ Verbal and/or physical aggression and/or threat to staff ☐ Arson	☐ Parent or guardian notification ☐ In-school suspension ☐ Short-term suspension (1 to 3 days) ☐ Recommendation for long-term or proposed extended suspension ☐ Restorative practice methods, including formal conferencing/ community conferencing by a trained adult ☐ Development of or revision to the student support team plan ☐ Referral to substance abuse counseling ☐ Referral to an appropriate community organization (e.g., mentoring programs) ☐ Community mediation led by or under the supervision of a trained adult ☐ Restitution (over \$500)

FES Restorative Reflection Referral

The restorative reflection referral is in place to give students who are having difficulty meeting class expectations an opportunity to reset in order to minimize the amount of instructional time lost. Staff should exhaust various in-class consequences (as outlined in the tables above), as well as RP Team Member support, before initiating the reflection referral process. The Restorative Reflection Referral is a step above a mere conversation with an RP Team member. **RP Team Members or other Student Support Staff are the only staff who can refer a student to, and engage with students in the Restorative Reflection process to conduct an in-depth reflection with individual students or groups of students.**

The Restorative Reflection Referral process includes a Restorative Conference and the completion of the Restorative Conference Reflection Form. RP Team members conduct

Restorative Conferences with students, complete the Restorative Conference Reflection Form, and contact families to inform them that their student was involved in a Restorative Conference. If the conflict occurred in a classroom or under the supervision of another staff member, that staff member should also make contact with the family to discuss how the student may move forward in the classroom setting.

Teacher Detention

- Teachers may assign detention as a classroom-level consequence. Any teacher who assigns detention as a classroom-level consequence must hold the detention themselves and notify the parent/family at least 24 hours before the detention is to be served.
- Detention may occur during the student's lunch period or after school; before-school detention is not allowed.

In-School Suspension (ISS)

If a student receives more than 5 Reflection Room referrals/visits in a week, the student will serve an In-School Suspension as a first alternative to out-of-school suspension. The grade level teachers will be notified by administrators if a student is serving in school suspension, and if so, how long it will be served. Teachers will be responsible for providing relevant classwork that the student will be responsible for completing during ISS time. Failure of a student to complete ISS appropriately will result in out-of-school suspension. ISS will still need to be served appropriately before the student can return to class.

BCPS Code of Conduct Appropriate External Behavior Responses

There are some offenses for which internal restorative efforts are not sufficient. For those infractions, FES will be guided by and comply with Baltimore City Public Schools' Code of Conduct for offenses that are beyond the restoration efforts of the internal progressive discipline model. The Code of Conduct allows for the following additional behavior responses:

- Short-term Suspension (STS) – 1-3 days out of school
- Long-term Suspension (LTS) – 4-10 days out of school
- Proposed Extended Suspension (PES) – more than 10 days out of school (actual number of days determined by Office of Suspension Services)
 - Alternative Educational Placement
 - 11-44 days if the student's return to their home school does not pose an imminent threat
 - more than 45 days if determined that the student's return to the home school does pose an imminent threat
 - Alternative Educational Setting
 - designed to ensure that students who receive IEP services continue to receive those services while other considerations are made – i.e., manifestation meetings, functional behavioral assessment, etc.
- Expulsion – 45 days or more (determined by the CEO or the CEO's Designee)

Grade Reporting Protocol

Quarter	Term	Term Begins	Term End	Distribution
One	Progress Report	8/24	9/23	9/29-10/1
	Report Card		10/23	11/4-11/5
Two	Progress Report	10/26	12/1	12/7-12/9
	Report Card		1/15	1/27-1/29
Three	Progress Report	1/19	2/19	2/24-2/26
	Report Card		3/25	4/14-4/16
Four	Progress Report	4/5	5/6	5/12-5/14
	Report Card		6/11	6/28-6/30

	Assessments – 70%		Classwork & Participation - 30%	
	Summative 20% less frequent used to measure whether a student has met learning outcomes at the end of a unit of study	Formative 50% more frequently used to monitor student learning and progress, used to check understanding, and used to teach responsively	Classwork 15% written or oral practice work completed by the student	Participation: 15% active engagement of the students, expressing their ideas, and understanding
Math	-End of Module Assessments -Mid Module Assessments -Teacher-created Assessments -Teacher-created Projects	-Exit tickets -Teacher-created quizzes -Small group assessments -Topic Quizzes	-Sprints -Problem sets -Teacher-created assignments -Fluency practice drills -Home assignments	Student engagement with: Group class discussions
Reading	-Mastery Tests -Checkouts -Cumulative Tests	-Textbook/Workbook Assignments -Enrichment Blackline Masters -Projects Across the Curriculum	-Unison responses -Individual responses -Home assignments	responding to individual questions collaborative group assignments station/center activities small group instruction

Language	Mastery Tests (Every 10 lessons)	-Textbook/Workbook Assignments -Enrichment Blackline Masters -Projects Across the Curriculum -Paragraph Writing Assignments	-Student engagement and response during the lesson -Home assignments	
Science & SS	-Domain Assessment -Teacher-created projects	-Exit Tickets -Teacher-created quizzes -Laboratory assignments	-Independent work -Written response assignments -Teacher-created assignments -Home assignments	
RA	-Unit Assessments -Teacher-created Projects	-Exit Tickets -Teacher-created quizzes	-Independent Work -Group Assignments -Teacher-created Assignments -Home assignments	

Please note the following:

1. Academic grades must be entered for each course.
2. Conduct grades must be entered for each course.
3. We no longer use NTQ.
4. All grades are due by the close of business (COB) 4 pm.
5. One participation, one classwork, and one formative assessment grade should be entered each week. At least ten grades for each weighted component should be entered per quarter for each course. There are two options for DI independent work and Math exit tickets: (1) the grades can either be averaged per week and the weekly average entered as one weekly grade, or (2) a grade for each assignment can be entered daily.
6. Students should have at least one opportunity to retake completed assessments scored lower than 60%. These assessments eligible for retake should be identified with students and parents no later than the beginning of a unit. The format of the retake should be different, although the standards should remain the same.
7. If a student is absent when an assignment/assessment is given, they should have the opportunity to make up the missed assignment within three days of their return.
8. Grades should be entered at least once per week for each course. Most grades should be entered well before the end of each term so that entering grades before the internal due date is not an overwhelming and time-consuming task.

9. If a student has earned a term grade lower than 50% due to absence, record a 50% and refer them to the SST immediately. Make contact with the family and record a narrative comment on the grade report, including how their attendance has impacted their grade.
10. If a student receives instruction using a reading program that is below their current grade level and is making progress, the student should receive a grade of 60% (Poor) in all weighted components of the ELA grade book. The following narrative comment should be recorded on all grade reports in the cell for that specific course: Although Tetra is making progress in the Reading Mastery Grade 1 program, they are not yet meeting grade level standards for second grade.
11. If a student receives instruction using a reading program that is below their current grade level and is not making progress, the student should receive a grade of 50% (Unsatisfactory). The following comment should be recorded on all grade reports in the cell for that specific course (not in the overall comment section): Although Tetra is a second grader, they are receiving instruction on a first-grade level and not making progress. In class, I ____ (your interventions here) ____ to support their reading and language proficiency.
12. If a student in your reading group moves up to a program that is now on their grade level within three weeks of a term ending, continue to assign a grade of 60% as the student is still behind where they should be. Begin to record actual grades for reading once the new term begins.
13. If a student in your class is moved to another class before the end of any term, collaborate with the new teacher to determine the grade for the student. The losing teacher will enter the grade for the term. The student will be transferred in IC to the receiving teacher on the first day of the next term.
14. For grades PreK-1, if a student earns an “I” for In Progress but the grade average is 69%, or lower, a narrative comment should be entered in that course field. The specific skill the student is struggling with should be identified, along with strategies implemented in the classroom to support their growth.
15. For grades 2-5, if a student earns less than an “S” for Satisfactory, a narrative comment should be entered in that course field. The specific skill the student is struggling with should be identified, along with strategies implemented in the classroom to support their growth.
16. Grade entry should be completed by the internal due dates for each term to allow time to resolve any discrepancies before the grade entry window closes.
17. Email or text Charmaine before 4 pm on the internal deadline to confirm your completion of grade reporting so that she can generate your missing grades report and share feedback. Please address all items on your missing grades report within one business day. If your grades are late in being posted, updates from feedback will require immediate attention.
18. Kaitlyn Panzarino is a central office resource for support if problems are encountered during any marking period.
19. Assistant Principal Charmaine Turner should be emailed immediately and well in advance of the end of any term if there is a problem with grade reporting.

Other Information for Families

General Entry Procedures

Entry doors will open to receive students from 7:55 am to 8:05 am daily.

- No students will be admitted into the building before 7:55 am unless they are participating in the breakfast program. After 8:05 am, students will enter via their designated grade-level entrance:
- Grades PreK through K enter via the Southwest Entrance at the West Playground (along Millington Ave.) to get to their PreK and K Classrooms and Collaborative Space.
- Grades 1 and 2 enter via the side of the playground entrance and go immediately up the stairs to the 1st & 2nd Grade Classrooms and Collaborative Space.
- Grades 3 and 4 enter via the Main Entrance and are immediately directed up to the third floor to the 3rd & 4th Grade Classrooms and Collaborative Space.
- Grade 5 will enter via the North Entrance at Frederick Ave. and be immediately directed up to the 5th Grade Classrooms and Collaborative Space.
- At 8:05 am, all grade-level entry doors will be closed, and all students will be directed to enter via the Main Entrance and report to the Main Office to receive late passes.

Visitors

Visitors are not permitted to enter the building unless they have a previously requested and approved conference with a staff member.

Student Dismissal

Teachers will begin preparing for dismissal at 2:35 pm in order to be ready for release promptly at 2:40 pm.

- Students will be dismissed through the same doors they entered.
- Parents of PreKindergarten and Kindergarten will enter the building to sign out and pick up their student.
- Early dismissal will not be allowed beginning at 2:15 pm, except in the case of an emergency.

School Uniforms

FES uniform shirts are available for purchase in the main office.

FES is a uniform school that we require our students to wear with pride.

- PreK and K students wear blue shirts.
- 1st, 2nd, and 5th-grade students wear orange shirts.

- 3rd and 4th-grade students wear green shirts.

Supplies

- A general supply list is shared on Class Dojo in late July. Teachers who require specific supplies for instruction communicate directly with families during the first week of school.

Student Devices

Students will be provided devices to use in school.

District Cell Phone Policy

- Baltimore City Schools require students to keep their cell phones and other personal electronic devices powered off, put away, and secured throughout the entire school day, including lunch and passing periods.
- FES requires students to turn in their devices in a locked box, which is secured in an office.
- Parents can call the main office at 410.396.0830 to speak to someone regarding their child.

End-of-Year Activities / Closing Ceremonies

For SY27, the range of end-of-year closing activities will be determined and shared.

End-of-year activities are a time for celebrating and recognizing student achievement as well as providing opportunities to come together as a community and share in social activities that strengthen our bond(s). We are an elementary school; therefore, we do not have graduations for students. However, we do recognize the completion of grades traditionally viewed as milestones in a student's academic career. FES will hold promotion ceremonies for eligible students advancing from grades PreK and 5. In addition to promotion ceremonies for academic recognition, we will engage in social activities to celebrate our time together as the year comes to a close. In keeping with district policy and guidance, the following guidelines are being set for the end-of-year activities at FES:

- Any student in PreK or 5th grade who is academically eligible to be promoted to the next grade shall be permitted to participate in their grade's promotion ceremony; no student should be excluded, or presented with the threat of exclusion, on the basis of inappropriate behavior.
- All school-wide social events are open to ALL students, unless otherwise indicated; permission slips and/or information should not be withheld from students prematurely without any rationale given to the Principal and the family.
- Student exclusion from social events, either school-wide or sponsored by individual classes/teachers, must be pre-approved by me at least one (1) week prior to the event.
 - Teachers/staff must notify parents that their student is being proposed for exclusion, prior to submitting the name to the Principal.

- Teachers/staff must submit the names and rationales for any student being proposed for exclusion from a social event, including documentation that the parent has been notified.
- Once a decision is made, the teacher/staff member must notify the parent
- If a student has been approved to be excluded from a field trip, it is the responsibility of the homeroom teacher to ensure that work is left behind for each student who is excluded; likewise, any student excluded from an in-school activity that would require coverage/supervision for that student must be given work to complete by the homeroom teacher.

Promotion Ceremonies

Recognition ceremonies for FES students being promoted from Pre-Kindergarten and 5th grade will take place during the last week of the school year. Scheduling and other guidelines are as follows:

- **PreK ceremony**
 - Ceremonies should include the promotion activity for all eligible students, as well as any special recognition awards
 - Any reception or activity after the main ceremony must be planned and coordinated to achieve the least disruption possible to normal operations
 - Pre-K teams must divide the allocated time to complete both ceremonies and/or receptions
- **5th Grade ceremony**
 - The ceremony should include the promotion activity for all eligible students, as well as any special recognition awards; it must not exceed 90 minutes in total length.
 - Any reception or activity after the main ceremony must be done inside the cafeteria and/or in Vestibule A by the Frederick Avenue entrance.
- Ceremonies should be short and efficient; enough for celebrating and recognizing the accomplishment, but not extraneous for the sake of pageantry.
- Grade-level teams are responsible for planning the programs with support and input from representatives of the FES ILT.
- Any other grade-level team desiring to hold an informal closing activity should submit a proposal at least one (1) month before the date of the event; proposals should include similar information as outlined above.

Lunch & Recess

- All students will participate in a structured recess during their lunch period

The recess and lunch will be staggered as follows:

- In the 45-minute lunch period, each grade will have a 15-minute structured recess

- Students will alternate between lunch and recess so that only one grade will be in the cafeteria at a time, while the other grade is outside at recess; the lower grade eats first.
- Paras/Tutors will still escort all students to either the café or directly to the recess area at the beginning of the lunch period.
- Students who have recess during the second half of the lunch period should be picked up by their teachers from recess; they will not transition back to the café.
- The Restorative Practice team facilitates the structured recess with the support of designated staff for each grade level.
- In the event of inclement weather, recess will be held in the gymnasium; notice will be given prior to the first lunch period if there are any changes

Frederick Elementary School Emergency Procedures

The reality of the times in which we live is that various emergencies can emerge at any time. During emergencies, it is critical that all FES staff and students follow the appropriate procedures to maximize our efforts to ensure the overall safety and security of all parties. The number one priority will always be the welfare of our students. With this in mind, we must do everything in our power to follow emergency procedures. In doing so, it is also imperative that staff members exercise thoughtful decision-making and demonstrate a positive sense of calm that reassures students in the face of dire circumstances.

Fire Drill / Standard Evacuation Protocol

All persons in the building should follow the evacuation protocol if the alarm system is sounded. The Standard Evacuation Procedure should be used for regular fire drills.

Lockdown Procedures

If a lockdown is ever necessary, a “Code Red” announcement will be made over the intercom. At that time, all classrooms are secured, doors are locked, and students and staff remain safely inside away from entrances until the situation is resolved.

Natural Disaster Emergency Protocols

Fire

Fire is an ever-present emergency. Regardless of the size of the fire, the building must be evacuated, and 911 must be called. The fire department must be notified of all fires, no matter how small. In the event of an actual fire, we will: Follow the Standard Evacuation Procedure for our building as previously noted

Call the Baltimore City Fire Department.

Shelter-In-Place

If authorities issue a shelter-in-place alert, students will remain safely inside classrooms. Exterior doors will be secured, and students may enter classrooms to seek shelter. Limited movement inside the building may be permitted in the event of an emergency, but no one will leave the premises unless directed to do so by the authorities. If evacuation becomes necessary, the school will follow its Standard Evacuation Procedure.

Student Elopement Protocol

The safety of our students is our highest priority. If a student leaves a supervised area without permission (known as eloping), staff immediately follow safety protocols to ensure the student is located and supported. This includes alerting school staff, notifying administration and

school police if necessary, and contacting families right away. All incidents are documented, and parents are informed of the situation and steps taken to keep their child safe.

Grievance Procedures

From time to time, you may have concerns about what your child experiences at school. Here's how to resolve them and get the answers you need.

- If your concern involves bullying, please read this [detailed information](#)
- For concerns about academic work, homework, grades, or classroom environment, speak with your child's teacher.
- If your concern is not resolved after talking with the teacher, contact the school's principal. → For concerns about school climate and safety, facilities, school budget, or staff members, contact the school's principal.

If your concern is not resolved at the school, please read this [detailed information](#).

Here are the steps to follow:

- Call the district office (443-984-2000) to say that you would like to make a complaint or express a concern. You will receive a reference number that you should keep to track the resolution of your complaint or concern.

If you have additional feedback or concerns that have not been acknowledged and reviewed within 48 hours, please call 410-545-1870 or 443-984-2020. A review will be initiated, and someone will work with the school and appropriate district office personnel as needed to help resolve the issue. This may involve mediation. If mediation is unsuccessful or the matter remains unresolved, the complaint may be elevated to the CEO, the Board of School Commissioners, and the Maryland State Department of Education (in that order).

Decision Making and Problem-Solving

If an issue arises, the issue is discussed with the school's Instructional Leadership Team (ILT), then at a PTO meeting, and then the leadership team makes the final decision.

At FES, we value the input of our families and community. We encourage all of our parents/guardians to attend our parent meetings. Information posted on Class Dojo by our Community School Coordinator. Please be sure you are connected.

Attendance Monitoring & Improvement

Teachers are the first line of intervention when it comes to increasing student attendance. As part of the teachers' professional responsibility, communication must be made with families at the first sign of caution related to frequent absence. Teachers must then communicate their concern, along with documented prior interventions, to the Attendance Committee for further support.

An email address has been established for the express purpose of communicating when more progressive levels of support are needed for students. Teachers will email attendance@wearefrederick.org to request warning letters be sent home, home visits be completed, submitting AP forms, and as a means of communicating information related to correcting attendance entries - i.e. changing an unexcused absence to excused, etc.

City Schools' updated attendance guidance is as follows:

Attendance Improvement & Monitoring Strategy

The following protocol is established as the first-level strategy for monitoring and documenting attendance challenges and supports. Adherence to the protocol will be crucial, not only to improve attendance, but in supporting us in making strong cases in the event that a referral to central office is necessary. All teachers are expected to follow the protocol outlined below:

- Attendance & Punctuality (AP) Forms must be completed, updated, and submitted daily
- Teachers enter student attendance in Infinite Campus (IC) by 8:10am.
- Paras/Tutors to email AP forms to the Attendance Monitor by 8:15.
- Teacher/Para/Tutor Calls Home after two (2) consecutive absences, or three (3) absences in one week.
- Homeroom teacher/Para/Tutor document interaction in the Parent Interaction log.
- Teachers must be sure to answer all information in the log regarding the communication; especially the nature of the call being attendance. Be sure to share that a doctor's note is necessary for an absence to be considered excused after 3 days.
- Attendance Monitor to generate the absenteeism form by 9:45am each morning and confirm that each student is indeed absent by 2:00pm. The Monitor will make updates to attendance on the AP forms daily, if necessary.
- After 3 Unexcused Absences: Letter Sent Home
- Teachers complete the FES Attendance Warning Letter template and submit to the Attendance Monitor; letter should be filled in with the appropriate information for each student before submission the completed letter may be emailed to Ms. K. Turner at attendance@wearefrederick.org with the subject: "Attendance Letter Request - Student Last Name, Student First Initial."
- The Attendance monitor will send the letter home & keep a copy in the Attendance binder.
- After 5, 9, 12, & 15 Unexcused Absences: Home Visit to identify barriers to attendance and provide resources to families to address barriers.
- Members of the Student Support Team - including the Restorative Practices Team, Community School Coordinator, School Social Worker, and Director of Restorative Practices – will do a home visit to make contact with the parent and offer resources to help with attendance.
- To request that a home visit be done, after the 5th absence, teachers should email Ms. K. Turner at attendance@wearefrederick.org with the subject: "Home Visit Request - Student Last Name, Student First Initial."
- After 8 Unexcused Absences: Parent/Teacher Conference

- Teacher shares the importance of good attendance, shares missed instruction, develops a plan with parent to get student back on track
- After 10 Unexcused Absences: Referral to SST & Attendance Contract
- Homeroom teacher will make a referral to the SST team
- Student and parent will be called in for a meeting by an attendance committee member to fill out an attendance contract. Any possible resources will be offered.
- After 15 Unexcused Absences (5 additional absences after implementation of the Attendance Contract): Certified Letter Sent Home & Referral to Truancy Court
- A certified letter will be sent home by the attendance monitor and the “confirmation of receipt” will be added to the Attendance binder.

Teachers and the Attendance Monitor should also regularly review the frequency of excused absences and early dismissals to identify trends and connect with families to determine if supports are needed.