

The Batt School



SACS CASI Accredited

## **The Batt School Teacher Handbook 2020 - 2021**

### **Welcome!**

We at The Batt School pride ourselves in providing our students with the finest education available. We are gratified that we can offer a comfortable environment where students and staff can interact with mutual respect and understanding. Every attempt is made to accommodate individual needs. However, all staff members must follow certain policies. Please come and talk to us anytime you have questions or comments.

### **The Batt School Administration**

Judie Batt-Yarnell M.Ed., Owner/Founder

Nicole Rieman – Chief of Operations and Scheduling Coordinator

Elise Callahan, Executive Administrative Assistant

### **The Batt School's Mission Statement**

It is our mission to provide an educational program that is academically rigorous yet personalized. We strive to develop each student to his or her fullest academic potential and to guide our students toward becoming good citizens and responsible leaders.

### **Equal Opportunity Policy**

We do not discriminate on the basis of race, national or ethnic origin, gender, or religion in administration of our educational or admission policies.

### **Heart of the Batt School – Session Summary Power**

As you know, what makes The Batt School special is that our students' learning and social experiences are nurtured, individualized and personalized. As soon as our students walk through our doors, they become part of a family. Everyone knows and celebrates each other's successes. Judie's connection with the students and parents is what makes The Batt School possible. Judie reads the students' Session Summaries daily, allowing her to have meaningful conversations with the parents of each of the students. The summaries have power.

Additionally, the parents have access to the Session Summary module. Many do read the Session Summaries in real-time which is a great way to stay involved with their child's daily work. Finally, many of the parents pay on the day of a session or at the end of a week. Therefore, to have timely and correct information for the parents, the Session Summaries need to be input regularly.

### **How Do Session Summaries Work?**

After every lesson, you must complete a Session Summary. Session Summaries are the heart of the documentation system reflecting your work with a student. The Session Summary records the lesson plan, the date of each session, the length of each session, and an evaluation of the session. Session Summaries should be written in narrative form and provide ample details of your class session, as they are viewable to parents. At the very least, a Session Summary should be between 5-6 sentences in length. We also use information contained within the Session Summary in our discussions with parents or guardians during progress conferences.

The Session Summary forms are located on the school's website, [www.battschools.org](http://www.battschools.org). Check "Batt School Student" for your full-time students. If you are tutoring after school, please check "Batt Learning Center". Please see the Head of School for more information on accessing your account. These forms must be filled out on the day of your session to ensure timely feedback with parents and should be double-checked for spelling and grammatical errors. Session Summaries can be filled out at home or on one of the school computers, but MUST be completed within 24 hours of the session. Please do not work on summaries while you are teaching in class. All class time should be devoted to the student. If you have a student more than once per day, you may combine both sessions on one summary under the subject heading

#### **A. Student Work Binders**

When you work with a student, please keep all records of activity sheets, quizzes, tests, and lab reports in the binder located in the student's office. This information should be neatly organized and reflect all student work since it will be used in parent conferences.

#### **B. Student Information**

Located in the front office is an information folder for each student that enrolls at The Batt School. Here, you will find valuable information about the student on the New Student Information Form(s), on Parent / Professional Contact Forms, and in testing information (if provided). If a student has been enrolled at the school before, we typically provide you with old session slips so that you can get a better idea of how to help the student. Before working with a student, an administrator will provide you with test results and other sensitive information if necessary.

#### **C. Course and Grade Documentation**

##### **a. Syllabus**

Please complete a course syllabus for each of your full-time Batt School students after the second week of your class and submit it to the Head of School. The course syllabus should include course goals, course

requirements, and a course outline as well as textbooks and reference materials, and assessment schedule. Please personalize course goals and requirements based on the needs of each student. The director will assist you in developing these goals based on his or her conversations with the student or parent prior to enrollment. Sample syllabi are available upon request. It is the teacher's responsibility to furnish this document to the Head of School.

b. Progress Reports and Report Cards

Every four to five weeks, you must enter a progress report for full-time Batt School students. These will be used in conducting parent conferences and will also be provided to the parents by mail. The grade book is located on Thinkwave.com. See the Head of School for access and instruction on how to use the grade book and enter grades. Comments will be required for progress reports and grades. Please provide encouraging remarks for both students and parents. These comments are not an opportunity to vent frustrations or report poor student performance.

c. Portfolio

Copies of exams and papers should be dated and placed in chronological order in the student's binder. Teachers should provide some kind of material artifact of student work. This is of course a general rule, and not applicable for certain subjects. Please type exams and paper assignment sheets. It is important that our portfolios are professional in appearance.

### **Teacher Observations, Training, Evaluations, and Professional Development**

Part of ensuring the highest-quality educational services is the ongoing training of those with whom we entrust our clients. Occasionally, the Head of School will arrange to sit in on one of your sessions with a student. The goal of teacher observations is to give you an opportunity to display your skills as an educator and to give you feedback about your session. The Head of School will also take this opportunity to help you reevaluate goals, materials, or pedagogy for the student.

Ongoing training occurs during informal and formal observations, during mandatory staff meetings, and through our formal evaluation process. Formal evaluation of teachers will occur at least once each year. Formal evaluations are used to give you feedback about your work with students and clients.

All teachers are required to earn two semester hours of credit or the equivalent during each five years of employment. Two semester hours of credit is equivalent to 20 hours of professional development activities such as workshops, seminars, and conferences, serving on peer review teams, and other training activities over a five-year period of employment. In essence, this means that teachers must attend at least 4 hour-length professional development meetings a year. Please submit outside professional development or in-service documentation to the director. **The best teachers are lifelong learners.**

### **Parent and Teacher Contacts and Conferences**

- A. We encourage you to keep parents informed by way of your Session Summaries. Any additional communication should be discussed with administration, thoroughly documented, and turned in to the Head of School. Do **not** give out personal information, home or cell phone numbers to parents or students since all educational questions need to be directed to the administration.
- B. As part of your instruction with each student, it is expected that you will attend one 15-minute parent-teacher meeting per 33.75 hours of instruction or 1 hour per every 135 hours of instruction. These conferences will be scheduled at set times per year, and specific dates will be provided in advance of the scheduled meeting time. The front office will coordinate with your specific times and availability. We will try our best to schedule these before or after your regularly scheduled classes. Please see Cal or Judie for more information or questions.

### **Employment Documents and Compensation for Services**

All teachers are paid biweekly, two weeks in arrears. Session summaries are our means of tracking your time and the students' attendance. The "minutes scheduled" is reported directly to the bookkeeper and payroll is calculated from this amount. Should you arrive late to a student session, you must subtract the total

minutes missed from the “minutes scheduled” portion of the session summaries. At the end of each pay cycle, we reconcile the total minutes scheduled and attended with the actual time accumulated, and we will verify if you have recorded any late/missed time.

If you have not already done so, please turn the following in to the front desk:

- A. Curriculum Vitae – most recent version
- B. Copies of all Academic Transcripts
- C. Employment Eligibility Verification Form I-9 and attach copies of two forms of identification
- D. Request for Taxpayer Identification Number and Certification Form W-9
- E. Certificate of Exemption Coverage (if applicable)
- F. W-4 tax form

**Each of the above documents must be submitted before your first scheduled session.**

### **The Batt School Policies and Procedures**

#### **A. Student Cancellation and Arrival Policy**

Please inform the receptionist if a student is late for a session so that parents can be called. If your student is late for a session, you are only required to work with them until the end of their scheduled session. For example, if you are scheduled for a forty-five minute session with a student at 1:30, you are only expected to work with that student until 2:15, regardless of when the student arrives. Under no circumstances should a teacher extend a student’s session while another student or teacher is waiting for a scheduled session. However, if it does not interfere with either the teacher or student schedule, the session may be extended.

Student absences give teachers the opportunity for paid planning and development activities. Therefore, teachers are expected to remain for the entire session. However, it is also the policy of Batt Schools to reserve the right to provide alternate assignments to such instructors.

In the event that The Batt School requires a substitute, teachers with absent students may be asked to substitute for these course sessions. When this

happens, or unless instructed otherwise, the substitute teacher should complete a Session Summary under the subject heading of the original scheduled session. For example, if you are asked to substitute for a “Guitar” class and the student completes work for guitar during your lesson, then you should write a Session Summary for “Guitar.” However, if you substitute for a “Guitar” class and complete coursework in American History (because you have the student for this subject), then you should complete a Session Summary under the subject heading “American History”.

Furthermore, if a teacher is asked to substitute for another student when his/her student is absent, the teacher should complete only a Session Summary for the substitute session, not the original scheduled session, to avoid a potential double payment.

Student sessions are planned by the Batt School scheduling coordinator. Should a student take a leave of absence, withdraw, be dismissed, have curriculum changed or have sessions waived, instructors will be notified and related sessions removed from the schedule. Instructors are not paid for sessions removed from the schedule.

## **B. Teacher Cancellation and Arrival Policy**

Teachers are expected to provide 24 hours notice for cancellation of their sessions and must fill out a Planned Absence Form at the front desk to confirm an absence. All absence requests must have a Planned Absence Form on file; verbal requests or notices will not be accepted. In the event of a short-notice cancellation, please call the front office if you are unable to attend a session; email and text notices of this nature are unprofessional and may not provide us with ample time to find a substitute for your classes. Frequent inability to attend sessions will result in the removal of students from your schedule.

Teachers are also expected to arrive at the school five to ten minutes prior to their first scheduled session. As a part of providing the kind of customer service that exceeds our students’ expectations, it is essential that you have had time to collect the students’ instructional materials needed before your scheduled session time. If circumstances prevent you from arriving five to ten minutes prior to your session on a regular basis, please inform an administrator of the conflict so that your session time can be rescheduled.

We want to model the kind of behavior for our students that we hope they will embody. Therefore, it is never acceptable for a student to have to wait for a teacher who is tardy, or who is unprepared for his or her session.

### **C. Scheduling**

All scheduling is handled by administration and the receptionist. Teachers should not discuss scheduling matters with students, as this can lead to confusion. We schedule teachers based on qualifications and availability. If your schedule does not fit with a student's schedule, we will use a different teacher.

Additionally, teachers should never end a class session earlier than the scheduled time unless authorized by the school's administrative body. Each student is required to receive pre-determined instructional hours per year, and sessions that end early affect his/her accumulated attendance hours.

### **D. Cell Phones and Telephone Policy**

Teachers and students should turn off their cell phones while in the school. Cell phone use should neither occur in teaching rooms nor in common areas. Our receptionist will be happy to take telephone messages for you or for our students during class time and will interrupt instruction in case of any emergency. If a student's cell phone rings, please direct him or her to have their callers leave messages at 561-625-2288.

If you need to use a cell phone, please do so outside of the center or in a private room with the door closed. Remember that any information about a student is privileged information. Please be discreet when discussing information about a student with anyone.

### **E. Cleanliness**

As part of our mission to provide an environment conducive to learning, all teaching rooms must be kept clean and surfaces and bookshelves must be free of clutter. Please return all instructional materials including textbooks, multimedia items, paper and pencils to their appropriate places when your instructional sessions end for the day.

If a teaching room is not clean and free of clutter when you go to use it, please inform Elise immediately and we will either clean the room or we will find you a clean room to work in. PLEASE DO NOT WORK IN AN UNTIDY ROOM. Many of our

students are very sensitive to their environment and do not appreciate having to work in an untidy room.

With younger students in particular, teachers are asked to please assist these children with cleaning their work spaces at the end of each day. For elementary-aged students, we also ask that teachers please use their discretion in deciding whether or not to escort a child to the restroom. Younger students may leave the restroom unsavory and might need to be reminded by a teacher about hygiene and cleanliness.

#### **F. Homework**

Because we design an individualized curriculum for each student, the amount of homework will vary. Administrators, parents, and teachers will make this decision together. Teachers should make sure that students put each assignment in their assignment book or notebook.

#### **G. Grading Scale**

A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	60-66
F	0-60

#### **H. Student Breaks**

Students will be allowed a three-minute break between classes. Breaks during sessions should occur at the teacher's discretion and should be limited in duration and frequency.

#### **I. Dress Code**

Professional attire is required of all teachers. **Please do not wear shorts or jeans.**

#### **J. Lunch Time**



Please do not eat during teaching sessions. Lunch may be eaten during your break time but not with a student during a session time. If you have any questions, please speak to the administration. Teachers and students have ½ hour for lunchtime, from 12:00 to 12:30. Students will eat in the lunchroom. They may go out to the playground when they are finished eating, after 12:15. There will be a teacher outside with students on the playground area. Please come to the playground or lunchroom at 12:30 to escort your student back to class.

#### **K. Field Trips**

All field trips must be pre-approved. Please check with Judie or Cal before discussing field trips with students, as scheduling can be difficult, and we do not want to disappoint our students. Any teacher who volunteers to drive students on a field trip must submit proof of liability insurance coverage.

#### **L. Internet Usage**

Teachers are free to use the school computers to check their e-mail or use the internet. Please use the utmost discretion when choosing sites to visit on the internet. We encourage teachers to use the internet with students during their sessions.

In addition, laptops, headphones, a camera, and an iPad are available to check out in the front office. Please limit your use of these devices to one consecutive class session. While these devices may be put on hold for one or two sessions, we cannot always guarantee the prolonged use of any device. Therefore, teachers are advised that students are encouraged to bring their own laptops and/or iPads to school.

Moreover, there are three different user settings on each of our computers and laptops: Admin, Student, and Teacher.

The **Admin** login is for use by school administrators and the IT personnel.

The **Student** login is not password protected and is intended for limited use by students. This account is Firewall protected, and some websites may not be accessible through this user, as it is designed for unsupervised internet use. Under the Student login, teachers may not be able to access Abode Reader, Flash, Skype,

etc. For enhanced learning, it is recommended that teachers access the Teacher account with students.

The **Teacher** account is password protected and is not Firewalled. Teachers can use this account to access Abode products, videos, and other websites. It is recommended that teachers refrain from providing students with this password, as it may allow students to download or gain access to inappropriate material. The Teacher login password is listed below:

JBPTeacher2015 (Login, Wifi and Skype passwords are labeled on each computer)

Please remember that the computers at school are for student use. Teachers are allowed to use them, but students have priority of use. If you are using a school computer and a teacher needs the computer during a student session, please kindly relinquish your computer so they can continue with the class session.

### **M. Videos**

Please limit the number of video presentations used in teaching sessions. Parents have questioned us about their children watching videos during paid contact hours. If viewing a video is the best format for presenting information, we need to know that in order to address parental concern. Check with the director for tips on how to incorporate video clips into lessons as a supplement to enrich the lesson.

### **N. Instructional Materials**

A wide variety of instructional materials are available for your use with our students. We not only keep almost all of the student and teacher editions of textbooks currently used in local schools, but we also have a variety of multimedia materials available for you to use. The Head of School will assist you in choosing appropriate materials for each student.

We are more than happy to order materials for the school that you need for work with a student. Please see the Head of School about ordering texts and other materials.

All materials taken from shelves or the resource room must be signed out with the front desk. All instructional materials should be returned to their proper place after each session. Materials may not be removed from the school without

permission. If you would like to take any of the school's materials home be sure to see the front desk.

#### **O. Teacher/Parent/Student Relations and Professionalism**

It is very important that you, as teachers, remain strictly professional in your relations with students and parents. It is natural, even desirable, for you to have a good rapport with the students. Many times, you may develop a personal bond as well. However, it is inappropriate for you to share personal information with the student, or for you to relate any of your personal experiences to what the student may be experiencing.

It is also inappropriate for you to socialize with the students away from Batt Schools. Teachers must avoid any situation that may be perceived as inappropriate. This includes contact or connection on any kind of social media. Batt Schools will terminate its relationship with any teacher whose behavior is suspected to be inappropriate with any students.

In addition, teachers should also remain completely professional in their correspondence with parents, particularly during formal parent/teacher conferences. At no time during these conferences should you relate our students' experiences with your own personal experiences, as we feel this diverts the attention from the child and his/her unique circumstances.

#### **P. Supervision**

A teacher is responsible for their student for the entire session. Please do not leave the room or allow them to leave the room without you. When it is time for lunch, please escort elementary-aged students to the cafeteria. If a student leaves without permission, inform Elise.

#### **Q. Parking**

The parking lot is available for all. Please be courteous to parents.

## **Code of Ethics**

Each employee agrees and pledges:

- a. To provide the best example possible, striving to demonstrate excellence, integrity and responsibility in the workplace.
- b. To obey local, state and national laws, codes and regulations, prohibiting the use of corporal punishment and instances of sexual harassment at our school.
- c. To support the principles of due process to protect the civil and human rights of all individuals.
- d. To treat all students and individuals with respect and to strive to be fair in all matters.
- e. To create an environment of trust, respect and non-discrimination by not permitting discriminatory, demeaning or harassing behavior of students or colleagues.
- f. To take responsibility and be accountable for one's acts or omissions.
- g. To avoid conflicts of interest or any appearance of impropriety.
- h. To cooperate with others to protect and advance The Batt School and its students.
- i. To be efficient and effective in the delivery of all job duties.
- j. To be in compliance with all statutory requirements for private schools.
- k. To have an admission process that involves examining the applicant's IEP and school records, previous evaluations and testing, as well as any other information that would help to determine the suitability of the school's program to help the student.
- l. To conduct additional testing or evaluations to determine the student's learning needs.
- m. To provide the parent with a clear description of the services to be provided for the child.
- n. To accept only those students the school can serve with its established educational programs.
- o. To establish an evaluation process by which the child's progress is objectively and subjectively measured at least annually and communicate this with the parents.
- p. To be accountable to the parent for meeting the educational needs of the student.
- q. To comply with all state and local regulations for background checks for all staff who have direct contact with students.

- r. To require that all instructional personnel and school administrators complete training on the ethical standards.
- s. To report alleged misconduct by instructional personnel and school administrators as this affects the health, safety, or welfare of a student. Staff members may consult with other staff before making a report, but may not delay the report beyond the time the student leaves the supervision of school staff on the day that the suspicion of abuse or neglect occurs. Always, it should be the aim of the staff member to make the report of his/her concerns to the appropriate child protection agency as quickly as possible. Any delay would not be in the best interest of the child. Staff members making a report of child abuse or neglect shall inform the Head of School of their intention to do so. If the Head of School is unavailable, the individual making the report shall contact the next administrator in the chain of command. The Head of School or other administrator that is contacted shall support the staff member in their action and shall not attempt to delay, modify, or prevent any report of suspected child maltreatment. Staff should report the suspected abuse/neglect immediately by telephone or in person to the county Human Services Department, sheriff, or local police. When making the report the staff member shall provide as much of the following information as possible:
- The staff member's name, position, relationship to the child, and school phone number
  - The name, home address, and age of the child suspected of being maltreated
  - The name, address, work place, and phone number of the alleged victim's parent(s)
  - The names and ages of the alleged victim's siblings
  - A brief description of why you believe the child is abused or neglected or is threatened with abuse or neglect, the child's statements made to the reporter or to others, and any surrounding circumstances and conditions in the home of which the reporter is aware
- t. To be aware that any employee acting in good faith in reporting any instance of child abuse, abandonment or neglect is immune from any civil or criminal liability as provided by the protections of Florida ss. 39.203 and Florida 68.095.

Specifically, Florida ss. 39.203 provides immunity from liability in cases of child abuse, abandonment, or neglect.

(1)(a) Any person, official, or institution participating in good faith in any act authorized or required by this chapter, or reporting in good faith any instance

of child abuse, abandonment, or neglect to the department or any law enforcement agency, shall be immune from any civil or criminal liability which might otherwise result by reason of such action.

(b) Except as provided in this chapter, nothing contained in this section shall be deemed to grant immunity, civil or criminal, to any person suspected of having abused, abandoned, or neglected a child, or committed any illegal act upon or against a child.

(2)(a) No resident or employee of a facility serving children may be subjected to reprisal or discharge because of his or her actions in reporting abuse, abandonment, or neglect pursuant to the requirements of this section.

(b) Any person making a report under this section shall have a civil cause of action for appropriate compensatory and punitive damages against any person who causes detrimental changes in the employment status of such reporting party by reason of his or her making such report. Any detrimental change made in the residency or employment status of such person, including, but not limited to, discharge, termination, demotion, transfer, or reduction in pay or benefits or work privileges, or negative evaluations within a prescribed period of time shall establish a rebuttable presumption that such action was retaliatory.

Specifically Florida ss768.095 provides employer immunity from liability regarding the disclosure of information regarding former or current employees. An employer who discloses information about a former or current employee to a prospective employer of the former or current employee upon request of the prospective employer or of the former or current employee is immune from civil liability for such disclosure or its consequences unless it is shown by clear and convincing evidence that the information disclosed by the former or current employer was knowingly false or violated any civil right of the former or current employee protected under chapter 760.

The Batt School  
Academic Year 2020-2021

**Please sign and date the attached acknowledgment form and return it to the front desk so it can be placed in your personnel file.**

**ACKNOWLEDGMENT AND RECEIPT FORM**

I, \_\_\_\_\_, acknowledge that I have read, reviewed and received the employee handbook. I agree to abide to the rules set forth in the handbook.

\_\_\_\_\_

Signature

Date

\_\_\_\_\_

Print Name