Ascent Academies of Utah

Teacher and Employee Procedures

Last revision 11/6/26

Mission
Ascent Academies of Utah's network of schools utilizes the Schoolwide Enrichment Model to build a strong educational foundation and to provide an enriching, individualized and varied educational experience to all students.

Vision
Ascent Academies of Utah will accomplish its mission by: (i) offering each student an opportunity to find and develop his or her own unique profile of gifts and talents; and by (ii) providing all employees with exceptional development opportunities through professional learning communities, networking, and partnerships.

This institution is an equal opportunity provider and employer.

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AAU Employee Procedures

Cell Phones

Cell phone use, including text messaging, not related to school business, shall not interfere with the employee's duties or become a distraction for students or other staff.

Dress and Grooming

All employees are expected to dress professionally. All clothing must be modest, clean, free from tears, frays, or excessive wear, and may not be excessively wrinkled. Hair must be kept in a style that does not cause a distraction for students. Tattoos that are inappropriate for a school environment such as tattoos depicting violence, nudity, or those deemed socially offensive, must remain covered. The campus director has discretion over whether or not an employee's dress or grooming is acceptable.

Electronic Resources

All use of the AAU's computers and electronic resources, including but not limited to e-mail, network and Internet access, whether inside or outside the school, must be in support of educational research, or professional development objectives consistent with AAU's mission. Please refer to the *Staff Acceptable Use of Electronic Resources Policy* for more information.

Violation of these policies is grounds for discipline, up to and including termination.

Emergencies and Drills

Campus directors may have additional campus-specific information or procedures that they provide.

Fires

1. When the alarm sounds, grab your emergency pack.
2. Have students line up calmly at the door.
3. Check the door for heat and if it is clear then exit the building calmly using the evacuation map hanging by your door.
4. Shut off your light and close the door. DO NOT lock the door.
5. Students should exit the building with you, but should line up with their GRADE LEVEL HOMEROOM class along the designated space on the playground area or field. Junior high students should line up with the class they were in during the drill. If the drill is in between classes, the junior high should line up with their NEXT scheduled class.

6. Compare your class roster (keep in mind those that are absent) with the students lined up in your class.
7. If all students are accounted for, hold up a green sign.
8. If a student is missing, hold up a red sign.
9. If a red sign is displayed a “runner” will contact you for more information.

Earthquakes

1. When the shaking or rumbling begins, have students climb under a table or desk and cover their head while assuming a “fetal” position.
2. If a desk or table is not available, sit or stand against an inside wall or in an inside doorway.
3. If you are outside, move to open space way from the building and wires, and stay low to the ground.
4. Stay away from the windows, outside walls, and outside doors.
5. When the okay is given, grab your emergency pack and exit the building using the evacuation map and the procedures used for “fires” above.

Evacuation

1. Office staff will use the intercom to announce an evacuation for reasons other than a fire drill (for example a gas leak).
2. Teachers should follow the procedures used in fire drills and evacuate the building as quickly as possible.

Lockdowns

Occasionally a situation may exist which requires the school to be “locked down” to assure the safety of students and staff. There are two types of lock downs, *Lock Down Remain in Place*, and *Lock Down Resume Business*.

Lockdown Resume Business

- All outside doors are locked and student and staff move about the school conducting normal daily business.
- Students and staff are not allowed outside for recess or other activities.
- All individuals that are outside must move to the inside of the school

Lockdown Remain in Place

- All outside doors are locked.
- Students and staff remain in place or move to a designated safe zone as available.

Request for Time Off

PTO Request

Employees who desire to schedule paid time off, must complete the online PTO request form. This form is found in the Employee Portal section of the website. Submitting a PTO request does not guarantee that PTO will be granted. Failure to complete the online PTO request form may lead to denial of PTO.

Bereavement Leave

If a death occurs in the family of a full-time employee, the employee will be compensated for time lost from the employee's regular work schedule in accordance with the following guidelines.

The employee will be granted up to five days off work with pay in the event of the death of the employee's spouse, child, parent, or sibling; up to three days in the event of the death of the employee's father-in-law, mother-in-law, son-in-law, daughter-in-law, or grandchild; and one day in the event of the death of a grandparent. The employee may be asked to produce written support verifying the death, such as a funeral program or obituary.

Paid Parental and Postpartum Recovery Leave

In accordance with Utah Code § 53G-11-209, the School offers qualified employees paid parental and postpartum recovery leave to enable employees to care for and bond with their new child and to recover from childbirth. This policy is effective July 1, 2025.

Definitions

For purposes of this policy:

"Parental leave" means leave hours the School provides to a parental leave eligible employee.

"Parental leave eligible employee" means a School employee who receives regular paid personal time off (PTO) benefits from the School and is:

(a) a birth parent as defined in Utah Code § 78B-6-103;
(b) legally adopting a minor child, unless the individual is the spouse of the pre-existing parent;
(c) the intended parent of a child born under a validated gestational agreement in accordance with Title 81, Chapter 5, Part 8, Gestational Agreement;
(d) appointed the legal guardian of a minor child or incapacitated adult; or
(e) a foster parent of a minor child.

"Postpartum recovery leave" means leave hours the School provides to a postpartum recovery leave eligible employee to recover from childbirth that occurs at 20 weeks or greater gestation.

“Postpartum recovery leave eligible employee” means an employee:

(a) who receives regular paid personal time off (PTO) benefits from the School; and
(b) who gives birth to a child.

“Qualified employee” means:

(a) a parental leave eligible employee; or
(b) a postpartum recovery leave eligible employee.

“Retaliatory action” means to do any of the following regarding an employee:

(a) dismiss the employee;
(b) reduce the employee’s compensation;
(c) fail to increase the employee’s compensation by an amount to which the employee is otherwise entitled to or was promised;
(d) fail to promote the employee if the employee would have otherwise been promoted; or
(e) threaten to take an action described immediately above.

Paid Parental Leave

The School allows a parental leave eligible employee to use up to three work weeks (15 workdays) of paid parental leave for:

(a) the birth of the parental leave eligible employee’s child;
(b) the adoption of a child;
(c) the appointment of legal guardianship of a child or incapacitated adult; or
(d) the placement of a foster child in the parental leave eligible employee’s care.

Parental leave as described above:

(a) may not be used before the day on which:
    (1) the parental leave eligible employee’s child is born;
    (2) the parental leave eligible employee adopts a child;
    (3) the parental leave eligible employee is appointed legal guardian of a child or incapacitated adult; or
    (4) a foster child is placed in the parental leave eligible employee’s care;
(b) may not be used more than six months after the date described immediately above;
(c) may not be used intermittently, unless:
    (1) by mutual written agreement between the school and the parental leave eligible employee; or
    (2) a health care provider certifies that intermittent leave is medically necessary due to a serious health condition of the child;

(d) runs concurrently with FMLA leave, if applicable to the parental leave eligible employee; and

(e) runs consecutively to postpartum recovery leave, if applicable to the parental leave eligible employee.

A parental leave eligible employee's paid parental leave does not increase if the parental leave eligible employee:

(a) has more than one child born from the same pregnancy;

(b) adopts more than one child;

(c) has more than one foster child placed in the parental leave eligible employee's care; or

(d) is appointed legal guardian of more than one child or incapacitated adult.

A parental leave eligible employee may not use more than three work weeks (15 workdays) of paid parental leave within a single 12-month period, regardless of whether during that 12-month period the parental leave eligible employee:

(a) becomes the parent of more than one child;

(b) adopts more than one child;

(c) has more than one foster child placed in the parental leave eligible employee's care; or

(d) is appointed legal guardian of more than one child or incapacitated adult.

Paid Postpartum Recovery Leave

The school allows a postpartum recovery leave eligible employee to use up to three work weeks (15 workdays) of paid postpartum recovery for recovery from childbirth that occurs at 20 weeks or greater gestation.

Postpartum recovery leave as described above:

(a) shall be used starting on the day on which the postpartum recovery leave eligible employee gives birth, unless a health care provider certifies that an earlier start date is medically necessary;

(b) shall be used in a single continuous period, unless otherwise authorized in writing by the Lead Director;

(c) runs concurrently with FMLA leave, if applicable to the postpartum recovery leave eligible employee; and

(d) runs consecutively to parental leave.

An eligible employee's paid postpartum recovery leave entitlement remains the same regardless of the number of children born from a single pregnancy.

Notice of Plan to Take Leave

Qualified employees shall give the Campus Director or Lead Director notice at least 30 days before the day on which the qualified employee plans to:

(a) begin using parental leave or postpartum recovery leave; and

(b) stop using postpartum recovery leave.

If circumstances beyond the qualified employee's control prevent the qualified employee from giving notice as described above, the qualified employee shall give the school each notice described above as soon as reasonably practicable.

All such notices shall be reviewed by the Campus Director and Lead Director. If the employee providing notice does not meet the definition of a qualified employee under this policy (and is therefore not entitled to paid parental or postpartum recovery leave), the Campus Director or Lead Director shall inform the employee. Employees may be required to provide documentation supporting the need for parental or postpartum recovery leave.

Other Leave

Except with respect to FMLA leave, the school may not charge parental leave or postpartum recovery leave against a qualified employee's regular paid personal time off (PTO) or any other leave a qualified employee is entitled to under the school's leave policies.

Employee Benefits During Leave

During the time a qualified employee uses parental leave or postpartum recovery leave, the qualified employee shall continue to receive all employment related benefits and payments at the same level that the qualified employee received immediately before beginning the parental leave or postpartum recovery leave, provided that the qualified employee pays any required employee contributions.

Employee Position after Leave

Following the expiration of a qualified employee's parental leave or postpartum recovery leave, the school shall ensure that the qualified employee may return to:

(a) the position that the qualified employee held before using parental leave or postpartum recovery leave; or

(b) a position within the school that is equivalent in seniority, status, benefits, and pay to the position that the qualified employee held before using parental leave or postpartum recovery leave.

Despite the foregoing, if during the time a qualified employee uses parental leave or postpartum recovery leave the School experiences a reduction in force and, as part of the reduction in force, the qualified employee's employment would have been terminated had the qualified employee not been using the parental leave or postpartum recovery leave, the School may terminate the qualified employee's employment in

accordance with any applicable process or procedure as if the qualified employee were not using the parental leave or postpartum recovery leave. In addition, upon termination of a qualified employee's employment (for any reason), the employee is not entitled to be paid for any unused parental leave or postpartum recovery leave.

Retaliatory Action

The school may not interfere with or otherwise restrain a qualified employee from using parental leave or postpartum recovery leave in accordance with this policy. In addition, the school may not take retaliatory action against a qualified employee for using parental leave or postpartum recovery leave in accordance with Utah Code § 53G-11-209.

Part-Time Qualified Employees

In the event a qualified employee of the school is also a part-time employee, the employee shall be allowed to use the amount of parental leave or postpartum recovery leave available to the qualified employee under this policy on a pro rata basis.

Ascent Academies of Utah Staff Code of Conduct

Adopted: July 2017

Purpose

Ascent Academies of Utah (the "School") is committed to providing an environment where its students and staff feel safe, respected, and comfortable. The school is also dedicated to upholding the trust that has been vested in the school by the parents of its students and the community at large. The school understands that these objectives cannot be met unless its staff engages in appropriate, responsible behavior and is held to high standards of conduct.

This code of conduct establishes and sets forth the standards of conduct required of the school's staff.

Definitions

1. "Boundary violation" means crossing verbal, physical, emotional, and social lines that an educator must maintain in order to ensure structure, security, and predictability in an educational environment.
   (a) A "boundary violation" may include the following, depending on the circumstances:
      (i) isolated, one-on-one interactions with students out of the line of sight of others;
      (ii) meeting with students in rooms with covered or blocked windows;
      (iii) telling risqué jokes to, or in the presence of a student;
      (iv) employing favoritism to a student;

(v) giving gifts to individual students;
(vi) educator initiated frontal hugging or other uninvited touching;
(vii) photographing individual students for a non-educational purpose or use;
(viii) engaging in inappropriate or unprofessional contact outside of educational program activities;
(ix) exchanging personal email or phone numbers with a student for a non-educational purpose or use;
(x) interacting privately with a student through social media, computer, or handheld devices; and
(xi) discussing an educator's personal life or personal issues with a student.

(b) A “boundary violation" does not include:
(i) offering praise, encouragement, or acknowledgment;
(ii) offering rewards available to all who achieve;
(iii) asking permission to touch for necessary purposes;
(iv) giving pats on the back or a shoulder;
(v) giving side hugs;
(vi) giving handshakes or high fives;
(vii) offering warmth and kindness;
(viii) utilizing public social media alerts to groups of students and parents; or
(ix) contact permitted by an IEP or 504 plan.

2. “Staff” or “staff member” means an employee, contractor, or volunteer of the school with unsupervised access to students.

Code of Conduct

1. A staff member shall avoid boundary violations with students.
2. A staff member shall not subject a student to:
   (a) physical abuse;
   (b) verbal abuse;
   (c) sexual abuse; or
   (d) mental abuse.
3. A staff member shall report any suspected incidents of:
   (a) physical abuse;
   (b) verbal abuse;
   (c) sexual abuse;
   (d) mental abuse; or
   (e) neglect.
4. A staff member shall not touch a student in a way that makes a reasonably

objective student feel uncomfortable.

5. A staff member shall not make inappropriate contact in any communication with a student, including written, verbal, or electronic communications, regardless of the age or location of the staff member or student.
6. A staff member shall not give a gift to a student that would reasonably suggest or further an inappropriate relationship. A staff member may give small gifts or rewards to all students who achieve a certain objective or goal so long as such gifts or rewards are provided uniformly. A staff member may accept, but not solicit, a nominal appropriate personal gift from a student for the staff member's birthday, a holiday, or a teacher appreciate occasion, consistent with School policy and Utah ethics law.
7. A staff member shall not employ favoritism, provide special favors, or give preferential treatment to a student or group of students in violation of law.
8. A staff member shall not discriminate against a student on the basis of sex, race, religion, or any other prohibited class.
9. A staff member shall comply with all School policies regarding appropriate use of electronic resources, electronic devices, and social media. A staff member shall avoid interacting privately with a student through social media, computer, or handheld devices and shall never interact with a student – publicly or privately – through such means for non-academic purposes.
10. A staff member shall not possess or drink an alcoholic beverage in the school or on school grounds. In addition, a staff member shall not drink alcohol during work hours, whether on or off School grounds.
11. A staff member shall not use tobacco in any form nor use an e-cigarette or vape device (or any other similar electronic oral device) in the school or on school grounds. Staff members shall comply with the Utah Indoor Clean Air Act in the school, on school grounds, and during work hours.
12. A staff member shall not use, control, possess, distribute, sell, or arrange for the sale of an illegal drug or controlled substance, an imitation controlled substance, or drug paraphernalia in the school, on school grounds, or during work hours.
13. A staff member is required to:
    (f) report any suspicion of child abuse or bullying to the proper authorities;
    (g) annually read and sign all policies related to identifying, documenting, and reporting child abuse; and
    (h) with respect to a staff member who is an employee or contractor, annually attend abuse prevention training required in Utah Code Ann.§ 53A-13-112.
14. A staff member shall report the following to the School's Lead Director, Wade Glathar:
    (i) known violations of this code of conduct; and
    (j) known violations of the Utah Educator Standards contained in R277-515.
15. This code of conduct shall be posted on the school's website.

16. The school intends for this code of conduct to be consistent with the provisions of Utah Administrative Code R277-517.

Role Models of Civic and Societal Responsibility

State law has deemed that school employees are “role models of civic and societal responsibility”. Whether on duty or off duty, AAU employees should conduct themselves in a manner that supports this role especially when in public locations.

Social Media

School employees must use extreme caution when using social media sites especially when “friending” colleagues and parents of students. Employees must refrain from “friending” students. Remember, information accessible through social media becomes public information and can be shared with others. Having pictures or verbiage of you in a compromising or possibly socially inappropriate position displayed on social media may be deemed as a violation of the aforementioned law. Additionally, employees must be careful when posting or sharing controversial societal views, as educators must serve students and parents of students of all backgrounds, social and political orientations.

Risk Management Guidelines

Collecting Money

As provided in AAU’s *Cash Handling Policy*, employees are not allowed to collect money in the classroom for any reason, lunch, field trips, etc. The Campus Director will assign employees at the school who are authorized to handle cash. Receipts must be issued, or a ledger kept for tangible items received (such as a candy bar at a sports event), for all money collected on behalf of AAU.

Candles, Candle Warmers, Wax Melting and Oil Warmer Devices

Because of fire hazard or injuries from melted wax, candles, candle warmers, or heated oil, devices of this type may not be used at school. Please be very sensitive to allergies and individuals with sensitivities when using plug-in or spray air fresheners.

Visitor Check-in and Locked Exterior Doors

For the safety of students and staff, during school hours, all visitors must check-in through the front office. Visitors will wear a badge or a label indicating they have followed the check-in procedure. Each campus will create procedures for assuring the safety of students and staff in regards to locking exterior doors.

Paper on the Wall

Paper and other flammable documents, including borders, decorations, and student work and must not cover more than 50% of the classroom wall.

Pets in School or the Classroom

Because of the potential for injury (to the pet or the student), severe allergic reactions, or contamination, small animals such as rodents, fish and reptiles may not be kept as school pets unless parents are contacted and provide consent. If an employee elects to have a school pet the employee must take great care that the pet's living area is clean and appropriate sanitation and hand-washing procedures are followed. All enclosures for school pets must identify the animal and be labeled with handwashing protocol.

If a student or parent wishes to bring a pet to school for show and teach, the teacher must inform the parents of the other students regarding the type and size of the animal so that the teacher can be notified if any students have an allergy or phobia of the animal. Students that cannot participate must be provided an alternate activity in an area that is safe for them.

School Lunch Accounts (Employees)

All non-student meals are $3.60. When any other account besides student accounts (including employee accounts) hit a zero balance ($0.00), meals will be denied until funds or a receipt for funds being deposited into the account that day is presented to the point-of-sale person.

Employee negative lunch balances will be deducted from final paychecks.

School-wide Behavior Management

Rules

Each campus will implement a school-wide behavior system using the following rules and acronym, PEAKS. All employees will work diligently to provide instruction and modeling of the rules, encourage compliance, and reward appropriate behavior. A PEAKS ticket is located in the Appendix. Campus directors may also implement other schoolwide behavior programs.

P = Prepared to Learn E = Excel Daily

A = Act Responsibly

K = Kindness Towards Others S = Silent Transitions

Reward System

Each campus will implement a reward system to encourage compliance with PEAKS using the PEAKS Ticket found in the Appendix. Additionally, campus directors may also implement other reward programs.

Office Referrals

The campus director will implement campus specific procedures for referring students to the office for non-compliance of the school-wide rules. An example of an Office Pass is

in the Appendix.

School-wide Goals

AAU has made commitments to the Utah State Charter School Board and the Utah State Board of Education regarding several specific school-wide goals that all campuses in the network must strive to achieve. It is the expectation that ALL individuals employed by AAU will work collectively to reach and exceed the following goals.

Measure	Metric	Goal
Student attendance rate	All students	1st operational year = 93% 2nd operational year = 95%
Within year enrollment	Percentage of students continuously enrolled throughout the year	1st operational year = 88% 2nd operational year = 90% 3rd operational year = 92%
Year-to-year re-enrollment	Percentage of students re-enrolled from one year to the next	1st operational year = 88% 2nd operational year = 90% 3rd operational year = 92%
High end and challenging learning environment	AAU will establish teacher strategies that lead to differentiated learning for all students	90% of parents will respond with satisfaction when asked if their child is being challenged by the curriculum
Student achievement	Students in grades 3 – 9 that participate in state summative assessment	Math = 85% proficiency Language Arts = 87% proficiency
Family Training on the Schoolwide Enrichment Model (SEM)	Each school will provide a minimum of two Family Orientation meetings annually to learn about the SEM	100%
Cross-campus student collaboration	Each campus will provide a minimum of one opportunity, each semester, for each grade level, for students to engage in enrichment activities with students from other AAU campuses.	100%

Solicitation

Utah State Rule states employees may not solicit colleagues, students, parents or students to purchase equipment, supplies, or services from the employee, or participate in activities that financially benefit the employee, unless approved in writing by the local school board or governing board.

Student Supervision

To assure the safety of all students, students must **never be left unattended** without an AAU employee present, or another adult present that has a cleared background check on file with the school.

Employees who supervise students, control electronic equipment, or otherwise have occasion to observe student use of said equipment shall make reasonable efforts to monitor the use to ensure that it conforms to the mission and goals of the school and to any acceptable use policy governing students' use of electronic resources. Staff should make reasonable efforts to become familiar with the Internet and the use of the school's electronic resources so that effective monitoring, instruction, and assistance may be provided.

Suspected Child Abuse

According to State law, all employees shall report suspected child abuse or neglect to law enforcement or the Division of Child and Family Services pursuant to Sections 53A-6-502 and 62A-4a-409 and comply with Board rules and school district policies regarding the reporting of suspected child abuse. Please refer to AAU's *Child Abuse and Neglect Reporting Procedures*.

AAU Teacher Procedures

Network Assessments

The following assessment schedule is used to implement the required network-wide assessments. Campus directors may require other assessments.

Assessment	Grades	Purpose	Timeframe	Responsible
Acadience Reading Benchmarks	K - 6	Basic Literacy & Guided Reading Lexile Level	September January May	Classroom Teacher
Acadience Reading Progress Monitoring	K - 6	Literacy Progress	Weekly/bi-weekly for interventions – monthly for on grade level	Determined by campus director (trained staff)
AAU Writing Benchmarks	1 – 9	Language Arts	May (except 5th & 8th)	Classroom Teacher
Acadience Math	K-3	Math	September January May	Classroom Teacher
Math Pre/Post Assessments	K – 9	Math	Per math module – in Mastery Connect- Ongoing based on grade level scope and sequence	Classroom Teacher
Science Post Assessments	4-9	Science	Per SEEd Science Strand – in Mastery Connect – Ongoing	Classroom Teacher
State Summative Assessment (RISE & DLM)	3-9	Summative	April – May	Classroom Teacher
WIDA	K-9	English Proficiency	Jan – March	Determined by campus director (trained staff)
Keyboarding Benchmark	5	State Keyboarding Standards	September January May	Classroom Teacher

Classroom Management Requirements

Behavior is not changed or modified through punishment or discipline. Punishment and discipline may stop inappropriate behavior for the moment, but the effect is rarely long term. The best method of changing unwanted behavior and creating an optimal learning environment is by creating a firm, consistent and nurturing classroom environment where students feel respected and safe, and students who model the expected appropriate behavior are rewarded.

Excellent classroom management increases the amount of time that students are actively engaged in the learning process. All AAU teachers will be observed to assure the following classroom management strategies are actively being used.

Student Engagement/Tasking

All AAU classrooms must be a center of active learning where students are engaged in the learning process and are provided multiple opportunities to respond. The best way to assure that students are actively engaged is to utilize activities that allow for a high student response rate. For example, *Round Robin* or *Popcorn* reading provides an opportunity for only one child to be actively engaged at one time and is not viewed as a best practice for reading instruction. Conversely, choral reading or echo reading engages all students at the same time.

As another example, asking *"Who knows what…?"* allows one student to respond by raising their hand. A different activity, such as using small whiteboards for ALL students to write their answer and respond, or using a pair-share model engages all learners simultaneously.

Proximity

Proximity, the physical distance between a teacher and a student, is an extremely effective method of creating a classroom that is supportive, nurturing, and managed. Teachers that use deliberate and strategic proximity throughout the classroom during instruction are able to monitor student behavior continually, determine student understanding and offer assistance timely, and provide specific, positive praise or cueing immediately.

Specific Positive Praise and Cueing

Aside from creating a warm and nurturing learning environment, specific positive praise has many purposes. First, specific positive praise rewards students for following directions and being on task (I like that Table 1 is cleaned up and ready for transition, please give your team a point.). Second, specific positive praise also provides cueing or reminders for those students that are not following directions by redirecting the student that is not meeting the teacher's expectations without negatively affecting the student. Additionally, using specific positive praise helps a teacher clarify specific expectations (Thank you Sara for taking out your math book and turning to page 34 – Sara is praised and nearby "off task" students are subtly reminded what the expectation is). Finally,

specific positive praise helps maintain required levels of performance. Utilizing cueing and specific positive praise is a much more effective, and required at AAU schools, method of classroom management than the alternative which is to use discipline, punitive consequences, and negative language such as “stop, quit, or don’t”.

Time Management

It is critical that teachers implement time management strategies in the classroom in order to reduce transition time and increase the amount of instructional time. Time requirements and time limitations should be set for initiating and completing every task. By combining cueing and specific positive praise with time management, a teacher can reinforce the expectations. For example, *“It is now time for our daily math timing. You have 15 seconds to have your desk cleared off and your math worksheet and pencil ready…14, 13, 12, wow Sally is already seated, 10, 9, 8, excellent, table 4 have their pencils and worksheet ready…”.*

Class Parties and Celebrations

Birthdays

If classroom teachers chose to celebrate student birthdays, they will be celebrated in the classroom in a way that celebrates the student and in such a way that does not violate the student’s personal or religious values. Students or parents are not allowed to bring food or treats to distribute to other students. The school may celebrate teacher and staff birthdays.

Holidays and Class Parties

Campus directors will provide information to teachers regarding celebration of specific holidays and class parties. Holidays, which will be observed by the school or in the classroom, will be celebrated in ways that will enhance the meaning and the understanding of the holiday for the student. Class “parties” may be planned by teachers in conjunction with the parent organization and must be planned with respect to students who may have personal or religious beliefs that restrict them from participating. Because of health and safety reasons, the guidelines in the Nutrition and Fitness Advisory Guidelines must be followed in order for teachers to allow consumable treats and food items. An Activity Request Form must be completed and submitted to the Campus Director for approval for class parties. Teachers may have 3 class parties per grade per year.

Communication with Parents

School communication with parents is a critical piece to student success. Teachers must utilize multiple forms of communication such as telephone, notes home, planners, email, Canvas courses, newsletters, to assure parents are aware of upcoming events, student progress, homework and assignments. **Teachers are required to maintain a 24/7 school-to-home communication resource that provides parents with access**

to important classroom information, such as class disclosures, upcoming assignments, homework, announcements, and helpful links. This requirement may be met through Canvas, ParentSquare, Clever, or another approved platform.

Core Curriculum

AAU follows Utah's Core Standards to determine what students must learn. AAU provides teachers with a plethora of resources to help teachers provide instruction in order that students meet the learning outcomes provided by USBE.

Language Arts & Literacy Instruction (K-9)

K-6 Literacy Block Design

All students in grade K – 6 will be assessed three times each year to determine his or her literacy instruction in grades K–6 is grounded in the State Literacy Framework. Teachers are expected to intentionally structure daily literacy blocks to include explicit, systematic instruction in foundational skills, structured reading and writing experiences, and meaningful opportunities for application. Benchmark Advance serves as the primary curriculum resource for K-6 ELA.

Approximate daily literacy instructional time by grade band:

- **Kindergarten:** 90 minutes
- **Grades 1–3:** 120 minutes
- **Grades 4–6:** 90–120 minutes

Instructional groupings must be informed by current data, including Acadience Reading (DIBELS) and Benchmark Assessments, to ensure students are working at their instructional levels.

Differentiated Small Group Instruction

All K–6 students must participate in differentiated small group literacy instruction as part of the daily literacy block. Small group instruction typically occurs for **20–40 minutes per day**, depending on grade level and student need. This time should be used to target specific skills, support comprehension strategies, and promote increasingly independent reading and thinking.

Writing Instruction (K-9)

Writing instruction is embedded within the literacy block and across content areas.

- **Grades K–3:** Writing instruction is integrated daily within the literacy block, with approximately **20–30 minutes** focused on writing development.
- **Grades 4–6:** Writing instruction occurs daily, with approximately **30–45 minutes** dedicated to writing and composition.

- **Grades 7–9:** Writing instruction is embedded within Language Arts and content-area courses.

Benchmark Advance serves as the primary writing resource for grades K–6, with Four Square supporting writing instruction in grades K–9. Teachers are expected to engage students in authentic writing tasks that support idea development, organization, language conventions, and communication across disciplines.

Spelling, Phonics, and Word Study

In grades K–6, Benchmark Advance is used for explicit phonics and word study instruction aligned to foundational reading skills. Foundational skills instruction typically occurs for **20–40 minutes per day**, depending on grade level and student need. In addition, all K–9 teachers are responsible for providing instruction and assessment of grade-appropriate High Frequency Words (HFW) to support automaticity and reading fluency.

Secondary Literacy (Grades 7-9)

Literacy instruction in grades 7–9 emphasizes comprehension, analysis, and engagement with complex texts. Students receive Language Arts instruction utilizing an A/B Block schedule. Where students have Language Arts on either A or B day. Instruction includes literature study using novels and texts selected based on instructional level, interest, and learning needs, with continued attention to vocabulary development, writing, and critical thinking.

Math

Students in grades 1st – 6th should receive a minimum of 90-minutes daily of math instruction and practice each day which includes daily math fluency practice to assure students gain immediate recall of basic addition, subtraction, multiplication, and division facts as developmentally appropriate. Kindergarten students should engage in a minimum of 45 minutes daily of math instruction and practice. Junior high students will receive daily math instruction using an A/B Block schedule.

The AAU network provides Eureka Math for grades K – 8 and Utah's MVP Secondary Math I and Secondary Math II as the core math instruction. Additionally, the AAU network also provides Math Exemplars to assist teachers with providing the necessary differentiation needed based on student's instructional level and areas of interest. Campus directors may provide teachers with additional resources to support math instruction.

Science

The AAU network provides teachers with access to USBE OER student science books, Ascent Canvas SEEd courses, Science A-Z, Mystery Science, Science Exemplars, and Science Explorer. Campus directors may provide teachers with additional resources to support science instruction.

Technology

The AAU network includes Technology Standards that must be implemented in grades K – 6. Campus Directors will provide specific instruction as to how implementation of the standards will be achieved and graded.

Schoolwide Enrichment Model (SEM)

The SEM is a school-wide improvement process that helps schools create highly engaging learning environments where students enjoy learning. A successful SEM will translate to higher student achievement and higher student attendance rates. There are several components of the SEM including Type I, II, and III enrichment, enrichment, curriculum compacting, and differentiated learning through SEM infusion in the classroom. All parts of SEM are designed to help students develop their own specific strengths and talents.

AAU schools will use a survey interest tool to determine students' areas of interest and students' learning and expression styles. Data from these instruments will help teachers and administration create learning individualized, small group, and whole groups learning activities to assure that each student is provided multiple opportunities to learn based on his or her learning style, interest, and developmental ability, and multiple opportunities to "show what they know" by creating products based on the student' preferred product expression type.

More information about SEM can be found at www.gifted.uconn.edu/sem Also; SEM Coordinators and Mentor Teachers will work together to assure all teachers receive the necessary professional development to implement the components of SEM.

Enrichment Clusters

Clusters are comprised of two types – Type I Exploratory Clusters and Type II / III Enrichment Clusters.

Exploratory Clusters Overview

Exploratory clusters are designed as a way to expose all students to a myriad of ideas and interests. The goals of Type I Exploratory Clusters are two-fold:

1. Enrich the lives of students by expanding the scope of experiences they are exposed to.
2. Stimulate new interests that might lead to more Type III type activities.

"Type I enrichment activities are designed to expose students to a wide variety of disciplines, topics, occupations, hobbies, persons, places and events that would not ordinarily be covered in the regular curriculum." (Renzulli, J. & Reis, S. *The Schoolwide Enrichment Model*). Teachers and curriculum leaders will assure that students are engaged in many Type I activities throughout the year. The SEM Coordinator will schedule Type I activities during the year as "Exploratory Clusters". Exploratory Cluster activities will be held during the time set aside for Enrichment Clusters. Following each

Exploratory Cluster students will complete the Type I Student Evaluation form and staff present will complete the Type I Staff Evaluation. Although the SEM coordinator will schedule specific Type I exploratory activities, teachers are encouraged to include many Type I activities within the classroom as well. There is great value in the implementation of Exploratory Clusters, although each campus can determine if Exploratory Clusters are a required component of SEM.

Enrichment Clusters Overview

"Enrichment clusters allow groups of students who share a common interest to come together each week during specially designated time blocks to produce a product, performance, or targeted service based on that common interest." (Renzulli, J., Gentry, M. & Reis, S. *Enrichment Clusters*.) Enrichment Clusters are designed to provide students with activities to help develop a student's talents using the student's interests, learning styles and strengths.

The goal of an Enrichment Cluster is to create an authentic product, skill, or service that can be shared with an authentic audience. During Enrichment Clusters students learn Type II processing skills to enable them to create an authentic product.

Clusters are student led with an adult facilitator present. The adult facilitator will be responsible for assuring students stay on track, redirecting as needed, assuring accountability, and notifying the SEM Coordinator regarding resources and supplies needed by completing the Enrichment Cluster Resource Request form. Requests will be fulfilled based on budgetary considerations.

Cluster Scheduling

August - During the first two weeks of school all students will complete an Interest Inventory that will identify their interests, learning style and product expression preference.

September – May - Clusters are scheduled for 1½ hours weekly for grades 1st – 9th and 45 minutes weekly for Kindergarten. Cluster time is part of the Master Schedule and is non- negotiable. Enrichment Clusters for grades 1-9 will continue for a minimum of 8 weekly sessions. Kindergarten will follow a different method of cluster scheduling. Each campus will implement a minimum of two sessions of Enrichment Clusters.

Enrichment Clusters

The SEM Coordinator will use feedback from the Type I Exploratory Cluster activities (if implemented), information from the student's interest surveys, and the list of talents represented by the staff, to create Enrichment Clusters. School administrators will tap into as many staffing resources as possible, including counselors, administration, support staff, and other educators, to increase the number of clusters offered and to reduce the numbers of students in the cluster. With the exception of kindergarten, students will be grouped into clusters of approximately 20 students in grade configurations appropriate for the cluster.

Kindergarten will participate in cluster activities within their grade level. An example of

an SEM Cluster Planning template is in the Appendix.

All students will complete a menu to select the Enrichment Clusters they are most interested in attending. To assure students are selecting a cluster that is of high interest to them, the names of cluster facilitators will not be noted on the menu and students will complete the menu without the influence of peers.

Kindergarten Clusters

At AAU, clusters and product expression opportunities for kindergarten students are organized differently than they are organized for grades 1 – 9. The reasons are two-fold. First, kindergarteners are new to Ascent and usually do not have the necessary background knowledge or vocabulary to independently participate in clusters. Secondly, kindergarten is only half day and as such, there is not enough time in the day to adequately cover the entire required curriculum without integration across subject matter.

To address these two issues; 1) Kindergarten teachers will work with their campus team members to develop clusters that support a theme or unit that is part of the kindergarten curriculum. 2) Kindergarten clusters will be held weekly for 45 minutes. 3) Cluster sessions will continue for the same number of weeks as the theme or unit that is being studied. 4) Clusters will support the various product expression methods to assure students have exposure and practice to each of the 10 preferences.

Planning – Kindergarten teachers will coordinate to determine a unit of study which all campus kindergarten classes will be covering in the same timeframe. Teachers identify the approximate length of the unit of study, and through collaboration create various clusters that will support the unit of study with each educator (kindergarten teachers, support staff and other available staff) implementing a different type of cluster. Clusters should allow for development of a product, performance or service that aligns with the various product expression preferences. The AAU Kindergarten Cluster planning template is in the Appendix.

Type I – Classroom teachers provide students with an overview of community helpers through various methods such as videos, guest speakers, or field trips. This can be accomplished in a whole group setting and may continue for a couple of weeks during the prescribed “cluster time”.

Clusters – Each educator will facilitate one cluster. Students are presented with a ballot of cluster selections to allow students choice when selecting a cluster. For example, students have a ballot with five options and select two of the options. Teachers review the completed ballots and place students in clusters.

During clusters, students learn Type II process skills such as research, listening, speaking, note- taking or how-to-skills needed to complete the specific product, performance or service. It is suggested, though not necessary, for students to share their product with an authentic audience that could include the other kindergarten students at a “share fair”.

SEM Infusion in the Classroom

All teachers are expected to differentiate instruction in the classroom based on four variables:

1. Instructional ability
2. Interest
3. Product expression preference (see product expression preference below)
4. Learning style

Data from the student profile surveys will provide teachers with the information needed to differentiate instruction, tasks, and activities based on interest, product expression preference, and learning styles. Teachers will use data from school-wide assessments, observations, and curriculum-based assessments to differentiate instruction, tasks, and activities based on a student's developmental ability and/or their interest area. For example, students could be placed into small group, guided reading instruction or literature circles based on the student's reading ability. As another example, following a whole group lesson on "Finding the Main Idea", students would be grouped by interest area assigned a task identifying the main idea by using material suited for their own area of interest such as a reading selection about sports cars.

The AAU Lesson Plan Template, found in the Appendix, is to guide teachers in the development and implementation of lessons that will allow for the infusion of SEM into daily instruction.

Type I Exploratory

Type I exploratory activities involve introducing students to information that supports the intended learning outcome of the lesson. For example, a teacher may use a guest speaker, a field trip, web quest, or video to provide the students with the necessary background knowledge needed to successfully participate in the lesson and associated activities.

Type II Training and Enrichment Activities

Type II training or enrichment activities involve activities designed to help students develop critical thinking, problem solving, and creative thinking skills. Type II activities also include students learning how to classify and analyze data. Additionally, Type II activities should encourage development of advanced research and communication skills.

Type II activities must provide opportunities to support multiple learning styles as well as various types of products corresponding to students' expression preferences. As an example, instruction could be delivered through video, hands-on learning, online activity and reading. For assessment purposes, product expression choices could include a PowerPoint, brochure, puppet show, and a rap song. Teachers, curriculum leaders, and administration will assure that students are engaged in many Type II activities throughout the year.

Product Expression Preference

There are 10 product expression types that are recognized by the SEM and used at AAU.

1. Manipulative
2. Computer
3. Oral
4. Written
5. Artistic
6. Service
7. Audio/Visual
8. Music
9. Dramatization
10. Commercial

The purpose of Product Expression is to provide students choice when “showing what they know”. The goal is that throughout the year students have multiple opportunities to create products according to their personal product expression preference. AAU understands that during operational Year 1 all students will be new to AAU and SEM and students will need some guidance and practice with each expression type in order to really understand and identify their own preference style. A school-wide schedule during Year 1 will help assure that students are engaged in multiple opportunities to utilize different product expression types, while also providing students with the instruction and modeling needed to fully understand which expression type is their preference.

September through May, each campus will follow the product expression schedule for the campus’ year of operation. Teachers will choose a topic, provide instruction, and then create an opportunity for students to “show what they know” through development of a product. Although all students may be working on the same product expression type, not all students will be required to create the same product. For example, it is expected that teachers will provide students with a menu of at least three different product options for the expression type. As an example, in Year 1, in September, all students will work on a product based on the expression type “Artistic”. The teacher could create a menu that included drawing, painting, and sculpture. Additionally, for assessment purpose, teachers must provide a rubric to accompany each option. It is not necessary to create a rubric for each expression type.

Regardless of the expression type, the objective for the rubric and the scoring for the rubric should be the same. An example of a Product Expression rubric can be found in the Appendix.

Product Expression – Campus Operation Year 1

Year 1 Product Expression Type Schedule

Month	Product Expression Type
September	Artistic
October	Oral
November	Drama
December	Musical
January	Computer
February	Service or Commercial
March	Written
April	Audio / Visual
May	Manipulative

Product Expression – Campus Operation Year 2+

During Year 2+ of operation, teachers in specific grade levels will provide a **minimum** of one opportunity each quarter for students to create products using one or more of the 10 product expression preference types. Teachers can use any of the following methods, or a combination of methods, to assure students receive enriching instruction aligned with Ascent's SEM mission. The methods include, Center Style, Monthly Expressions, and SEM Expression Boards.

Center Style

Classroom teachers, curriculum leaders, and administration can work together to determine the best method of center-style product expression. As an example, teachers may create Product Expression centers within the classroom. Each center could allow a student to create a small product using one of the 10 product expression types. Each month students could have the opportunity to create a product using a variety of the 10 expression types, so that by year- end students have had exposure to each expression type.

Monthly Expressions

Classroom teachers provide students with an SEM-infused lesson and corresponding activity that allows development of a product. Teachers could follow the same schedule presented in the Year 1 Product Expression Type Schedule shown above. Although all students would be working on the same product expression type, not all students would be required to create the same product. For example, teachers could provide students with a menu of at least three different product options for the expression type. As an example, in May, all students will work on a Type II product based on the expression type "Manipulative". The teacher could create a menu that included creating board games, creating an invention, or building something.

Additionally, for assessment purpose, teachers must provide a rubric. Although there would be, in this example, three different products, the objective and the scoring of the rubric would be the same for each product. An example of a Product Expression Rubric can be found in the Appendix.

SEM Expression Boards

Classroom teachers provide students with an SEM infused lesson and corresponding activity that allows development of a product. Students choose the activity from the SEM Expression Board that the teacher has created for the specific activity. It is recommended that students take the SEM Expression Board home to obtain a parent signature so that parents are aware of the type of product the student will be creating. A blank SEM Expression Board, as well as an example of a completed SEM Expression Board Example, is available in the Appendix.

Year 3+ SEM Implementation

During Year 3+ of operation, AAU will implement other aspects of SEM, which include providing students opportunities for individualized Type III activities and curriculum compacting.

Type III Individualized Enrichment

Type III individualized enrichment activities are a special kind of enrichment which allow individuals and small groups to investigate and solve real problems. Type III enrichment involves students who become interested in pursuing a self-selected area of study and are willing to commit the time necessary for advanced content acquisition. Teachers will identify students who exhibit high levels of interest, task commitment, and creativity in an activity area or topic. Teachers who recognize a student who may be ready for a Type III activity should complete the "Type III Enrichment Request" form and provide the form to the SEM Coordinator for follow-up. The SEM Coordinator will complete an "Intake Interview".

Information from the interview will help the SEM Coordinator create an action plan for the student if warranted. The action plan may include pullout time with the SEM Coordinator and/or supplemental classroom activities. During Year 1 Type III classroom enrichment is not a requirement. During Year 2, Type III classroom enrichment will be introduced and an implementation plan established.

Curriculum Compacting

Data from pre-tests may identify students who have already mastered the concepts and do not need the regular classroom instruction for a particular unit. These students can participate in other types of learning that may help the student extend their knowledge in a particular unit concept. For example, a student who has already mastered the concepts associated with "Understand cultural factors that shape a community" (3rd grade) may want to extend their learning by researching the effects that different inventions have had on the human population (i.e., the railroad) and creating a PowerPoint to share their discoveries. Additionally, students who have mastered the content may participate in enrichment activities that represent student's individual strengths and interests. The Ascent student profiler is an excellent tool to use for replacement activities for students.

During Year 1 curriculum compacting is not a requirement. During Year 2, curriculum compacting will be introduced and an implementation plan established. Beginning Year

3, each campus will implement curriculum compacting. The form used for compacting a student out of a specific area of learning can be found in the Appendix.

At AAU, curriculum compacting includes four required steps.

Step 1 - Defining goals and outcomes of a specific unit of study or lesson.

Step 2 - Identifying students who have already mastered the objectives or outcomes of a unit or segment of instruction that is about to be taught.

Step 3 - Providing acceleration and/or enrichment options. This is determined through cooperative decision making with the student.

Step 4 – Notify parents that their student will be compacted out of specific instruction in the classroom. Provide parents with a copy of the completed compacting form.

During Step 1, teachers refer to scope and sequence charts, state standards, and/or their individually planned lesson, to determine student-learning outcomes.

Next, in Step 2, teachers must measure, through pre-tests or other assessment data, whether or not there are students who have already mastered the instruction, or a portion of the instruction that will be delivered. For purposes of curriculum compacting, teachers can use a target of 85% to determine mastery. Using this information, teachers select students who can be compacted out of a portion, or all, of the lesson or unit of study.

Step 3 requires that the teacher counsel with the student to determine the best type of replacement activity, acceleration or enrichment, for that student. “Decisions about which replacement activities to use are always guided by factors such as time, space, and the availability of resource persons and materials. Although practical concerns must be considered, the ultimate criteria for replacement activities should be **the degree to which they increase academic challenge and the extent to which they meet individual needs**. Great care should be taken to select activities and experiences that represent individual strengths and interests rather than the assignment of more-of-the-same worksheets or randomly selected kits, games, and puzzles.” (Sally Reis & Joe Renzulli).

Step 4 requires that you notify parents if a student has been selected for compacting. Contact parent once you have identified a student for compacting to determine if you have the parent’s support. Once support is established and you counsel with student to complete the compacting form, provide parent a copy of the completed form.

Teacher Evaluations

All Level 1 teachers will have a minimum of two formal evaluations each year. The Campus Director will be responsible for completing evaluations. Level 2 teachers will have a minimum of one formal evaluation each year. Observation follow-up meetings with the teacher and the Campus Director will occur within one week of the evaluation. At the beginning of each school year the Campus Director will provide teachers with a

copy of the observation tool and a tentative observation schedule.

Additionally, all teachers will receive informal, drop-in visits throughout the year. Peers, Mentor Teachers, the Campus Director, and other individuals as assigned by the Campus Director may conduct drop-in classroom visits at anytime.

Field Trips

The Campus Director will provide field trip budget information to all teachers. All field trips must be scheduled and planned according to the AAU Field Trip Procedures using any campus- specific procedures provided by the campus director. Teachers must take a student check-out sheet from the office with them on all field trips in order to be prepared in the event a student is picked by a parent or guardian from a field trip. An example of a field trip form can be found in the Appendix.

Students with Food Allergies on Field Trips

From: FARE-Food Allergy Research & Education (http://www.foodallergy.org/managing-food- allergies/at-school/field-trips)

For Educators

- Update the food-allergic student's Food Allergy & Anaphylaxis Emergency Care Plan. Ask the parents to review the plan you have on file and note any updated information. Also ask parents to check the expiration dates on any medications.
- Review the Food Allergy & Anaphylaxis Emergency Care Plan with regard to the upcoming event. Find out where the nearest hospital is and discuss how a student would be transported there in case of an emergency.
- Brief the staff and chaperones that will be supervising students during the event or trip. Identify the food-allergic student, discuss what foods must be avoided, explain the symptoms of an allergic reaction, and review the Food Allergy & Anaphylaxis Emergency Care Plan. Designate a staff member to check the safety of any food served to that student.
- The day of the event or trip, carry the food-allergic student's medications wherever the student goes. In the case of a severe allergic reaction, known as "anaphylaxis," speedy access to medications can be the difference between life and death. Keep all staff and chaperones informed about who will be carrying the student's medications.
- Carry a cell phone to place emergency calls, if necessary. Make certain all staff and chaperones know where the phone will be kept.
- Take all complaints seriously. If a food-allergic student notifies the staff that he or she is not feeling well, compare the symptoms with those listed on that student's Food Allergy & Anaphylaxis Emergency Care Plan. If the student is having an allergic reaction, activate emergency procedures immediately. Remember, if epinephrine is administered, but not needed, the student may experience increased heart rate and nervousness. If epinephrine is needed, but not

administered, the student may experience a severe or fatal allergic reaction.

For Parents

- Keep yourself up-to-date on upcoming special events in your child's school. The more time you have to plan ahead, the better.
- Remember that you and your child's teacher need to work together as a team to keep your child safe.
- Role-play with your child and practice what your child should do if a reaction is occurring.
- Oftentimes children are reluctant to mention that they're having symptoms of an allergic reaction for fear of creating a scene. Teach your child to be persistent. In the event of a reaction, rapid treatment is essential.
- After the event, briefly call or meet with your child's teacher to discuss what went well and what, if anything, should be changed in the future. Be sure to give praise for a job well done; a thank-you note reinforces the idea of teamwork and builds a positive atmosphere.
- Parents of food allergic child should be invited to participate as a Chaperone but should not be required to come on a field trip.
- Chaperones should be briefed on the child's food allergy, know signs and symptoms of an allergic reaction, review the child's Emergency Care Plan prior to leaving for the field trip. *This is critical life-saving information that should be discussed for more than five minutes prior.* The chaperone should feel comfortable and have all questions answered.
- There should be no exclusion from activities on the field trip or exclusion from the field trip because of this disability. Field trip destination and all activities planned should be something ALL students can participate in.
    - If necessary, look at an anonymous list of food allergies of children who will be attending, decide if this field trip will be inclusive for everyone. If not, (i.e. candy factory with samples at the end) re-think the field trip destination.
- Please encourage all kids to wash hands after eating and bring/use anti-bacterial wipes to clean picnic tables, etc. to prevent cross- contact. Wipes ARE effective in removing food proteins, which can cause an allergic reaction. Hand sanitizer is NOT effective.
- There should be no eating of snacks or lunches on the bus. Airborne and/or Cross- contact can be a factor and can cause harm to a food-allergic child. Lunches/snacks should be stored in a bin under supervision of a teacher or other trusted adult and dispersed appropriately at lunch/snack time in an open area/controlled environment.
    - If there may be inclement weather, please have an alternate plan so that there won't be food eaten in an enclosed/confined area- like the bus. A reaction would be very likely to occur in a situation like this.
- Be sure that parents work with the school's food service staff to plan appropriate

meals/snacks for the field trip.

Food and Treats in Class

The purpose of this procedure is to assure students with food allergies or other medical issues such as diabetes are not exposed to food items that could cause them harm. For purposes of this procedure, “food” includes any type of edible item that a student will consume or come in contact with.

In accordance with the procedures and guidelines provided by AAU’s Nutrition and Fitness Advisory Committee, student’s consumption of, or contact with food in the classroom must be pre-approved by the Campus Director and adequate notice must be given to parents prior to the activity and parents must provide permission for their student to participate.

Parents or guardians must provide written permission prior to their student participating in a “food in class” activity. A scanned, faxed, emailed or other form of a written signature is acceptable. Phone calls are not an acceptable form of signed, written permission.

Use of food in the classroom must enhance the learning experience of the students and must be directly related to the unit of study. Teachers who wish to use food as an instructional resource must complete the “Activity Request” form and return the completed form to the Campus Director. Teachers must provide parents with notice at least one week prior to the activity. An alternate activity must be planned and available for students who are unable to participate or fail to return the signed permission form.

At minimum, the parent notice must include:

1. Description of activity
2. Types of food student will consume or be exposed to
3. An alternate activity if a student is unable to fully participate.
4. Signed permission to both participate in the activity and consume the food items.
5. A place where parents can indicate special precautions.

The Activity Request Form can be found in the Appendix.

Wellness Policy

Ascent’s Wellness Policy aligns with the requirements of the USDA in regards to the Child Nutrition Program. Teachers and staff must assure they are well versed in the policy. A few of the procedures in the policy that may impact classroom instruction include:

1. Recess must be a minimum of 20 minutes daily for grades K – 6. Students may not have recess taken away as a punishment or consequence.
2. Students in grades K – 6 must receive health education and nutrition education.

3. Students in grades K – 6 must receive a minimum of 60 minutes of physical education aligned with the state's core curriculum. Recess time cannot count for time spent in PE.
4. Teachers must provide all students, K – 9 with short (3-5-minute) physical activity breaks to students during and between classroom time at least three days per week. These physical activity breaks will complement, not substitute, for physical education class, recess, and class transition periods.

Grading

Elementary Grading Scale

Students in grade K-6 will earn grades based on a 4 - 1 marking system. An explanation of each mark is shown below:

4 - Mastery

- Consistently demonstrates concepts and skills of standard taught this quarter
- Frequency of behavior: nearly all the time
- Requires no support when demonstrating understanding
- Demonstrates a thorough understanding of content taught
- Makes no major errors or omissions when demonstrating concepts or processes taught

3 – Near Mastery

- Usually demonstrates concepts and skills of standard taught this quarter
- Frequency of behavior, most of the time
- Requires limited support when demonstrating understanding
- Demonstrates a general understanding of content taught
- Makes few major errors or omissions when demonstrating concepts or processes

2 – Needs Improvement

- Sometimes demonstrates concepts and skills of standard taught this quarter
- Frequency of behavior: some of the time
- Requires moderate support in order to demonstrate understanding concepts and skills
- Demonstrates a partial understanding of content taught
- Makes some errors or omissions when demonstrating concepts or processes

1 – Substantially Below Expectation

- Seldom demonstrates concepts and skills of standard taught this quarter
- Frequency of behavior: seldom
- Requires considerable support to demonstrate learning of concepts and skills
- Demonstrates limited understanding of concepts, skills, and processes taught

- Makes frequent major errors when demonstrating concepts or processes

Junior High Grading Scale

Students in grades 7 – 9 will earn grades based on a 4.0 grading system. A breakdown of percentages and the corresponding grade is shown below:

Percentage Earned	Grade Earned
94 – 100%	A
90 – 93.9%	A-
87 – 89.9%	B+
84 – 86.9%	B
80 – 83.9%	B-
77 – 79.9%	C+
70 – 76.9%	C
67 – 69.9%	D+
64 – 66.9%	D
0 – 63.9%	F
Incomplete	I
Pass	P

Citizenship Grading Scale

All K-9 students may earn a citizenship grade based on the grading scale shown below. All students will begin each term with 100 citizenship points. Teachers will add points for appropriate behavior and deduct points for inappropriate behavior such as classroom disruption and dress code violations. Teachers will update the citizenship log in SIS to provide students and parents with specifics regarding citizenship grading. Citizenship grading must occur throughout the term rather than just being adjusted at the end of the term.

SU - Superior = 100 - 90

E - Excellent = 85 – 89.9

S - Satisfactory = 80 – 84.9

N - Needs Improvement = 70 – 79.9

U - Unsatisfactory = 0 – 69.9

Homework

Homework is any activity or assignment directed by the teacher to be performed outside the classroom that may include practicing skills learned in class, reading, studying, projects, or completion of assignments. Homework must be constructed such that it can be completed within a reasonable time allotment with minimal adult help. Additionally, homework must be connected to class instruction and most importantly; homework must be purposeful and relevant.

Homework may be given Monday through Thursday. Weekends and holidays are

primarily reserved for family time. Homework should be designed to be completed within the timeframes shown below, and a student's ability must be taken into account when assigning homework. Remember, this is not minutes per class but per grade level.

Ascent Academies of Utah Homework Guidelines			
Grade	**Minutes**	**Grade**	**Minutes**
K	15	5th	45
1st	20	6th	45
2nd	30	7th	60
3rd	30	8th	60
4th	45	9th	75

Reading at Home

In addition to any homework assigned, teachers should encourage 20 minutes of after-school reading for all students. Parents should be encouraged to engage in student's after-school reading by asking questions about the student's reading and helping students make connections between reading and real-world events.

Lesson Plans

Teachers are not required to provide weekly or daily lesson plans to administration unless specifically requested. However, the AAU network has developed a lesson plan template that assures teachers utilize multiple facets of SEM when developing lessons. The template can be found in the Appendix. Campus directors may implement a procedure that requires use of the template.

Substitute Plans

When a teacher is absent from the classroom lesson plans must be provided for the substitute. The lesson plans must be specific enough that the substitute teacher can use the plans with little assistance from a team member, administration or office staff. In addition to step-by-step explanations and necessary resources for planned lessons and activities, the plans must include at minimum, times, locations, applicable logins / passwords if necessary, access to emergency procedures, any special needs for specific students, classroom management guidelines, and the procedure for contacting office for emergency needs such as a severe behavior problem.

All teachers **must** have an emergency lesson plan available, complete with necessary worksheets and resources in the event the teacher needs emergency leave and is unable to prepare a substitute lesson plan. The emergency lesson plan should be easily accessible by the office staff. The location of the lesson plan should be communicated to the office staff within the first week of the school year and replaced as needed throughout the year. Individual campus administrators will provide specific information regarding location and access to emergency lesson plans.

Students with Disabilities or Struggling Students

Child Study Team

Each campus will have a version of a Child Study Team (CST) to help implement interventions for students who are struggling with access to the general curriculum or with behaviors that impede their access to the general curriculum. The CST is typically comprised of a lead team member from general education, an administrator, the teacher(s) who are submitting the child's name, a counselor, and a member from the special education team. The CST will help analyze data, determine interventions, and help establish a plan to help the student become successful in the classroom. Information from the Child Study Team may help identify students who require referral to Special Education or are in need of a Section 504 Plan.

Special Education

"Children placed in special education are general education first" (Richards, D., Special Education Law Conference, 2010). At AAU, the responsibility of special education children is shared with general education and special education teachers.

To qualify for special education services, a child must meet the following three measures.

1. The student must have a disability as defined by the Individuals with Disabilities Education Act (IDEA).
2. The disability must adversely affect the educational performance.
3. The student must require specialized instruction to gain educational benefit.

AAU uses the student's response to intervention, assessment data from multiple measures, and scores on comprehensive tests, such as Woodcock Johnson, to determine if a child meets the three-prong test above. Special education students are required, by law, to have access to a Free Appropriate Education (FAPE). If a student qualifies for special education (SpEd) placement, the classroom teacher, parent, and the special educator work together to create an Individualized Education Program (IEP). The IEP identifies the student's present levels of performance, education goals, amount of time student will receive SPED services, and the accommodations the student must have in order to gain meaningful benefit from the instructional setting in the general education classroom.

Upon the reauthorization of IDEA 2004, Congress made it very clear that under IDEA students with disabilities must be educated in the Least Restrictive Environment (LRE) to the greatest extent possible. The LRE at AAU is the general education classroom. This does not mean that all students with disabilities will receive all of their instruction in the regular classroom. In most cases, students with disabilities should not be pulled out from the regular classroom for additional services if by being removed from the classroom the student will miss the opportunity to be educated in the core curriculum with his or her non-disabled peers in the general education classroom. However, the

amount of instruction time outside of the general education classroom is a decision made by the IEP team.

Section 504 Plan

Students with disabilities that do not qualify for Special Education through IDEA may qualify for a 504 Plan. A 504 Plan does not guarantee specialized instruction for students but does guarantee that the student will receive necessary accommodations in the classroom. Please contact administration if you know that a student has a disability and that he or she may need a 504 Plan to access the regular curriculum.

Accommodations

Both students on an IEP and students on a 504 Plan qualify for accommodations in the classroom. Necessary accommodations have been determined by the IEP or 504 team and are designed to ensure the student can access the regular curriculum and that the student is gaining meaningful benefit from the activities. While the student is in the regular education classroom the regular education teacher must provide the accommodations as listed in the student's IEP or 504 Plan. The SpEd teacher or the 504 Plan coordinator will assure classroom teachers have a list of the required accommodations for each student.

If the student is receiving the appropriate accommodations, the student should be able to access the regular curriculum and receive passing marks. If the accommodations are provided and the student cannot receive passing marks (not due to lack of effort on the student's part) the IEP or 504 team should reconvene to assure the accommodations or services in the IEP or 504 Plan is appropriate.

Child Find

AAU ensures that students suspected of having a disability are identified and located by utilizing information provided by parents during the registration process. Additionally, teachers or other staff members who suspect a student may have a disability should contact the special education director who will help determine if a referral for special education services is warranted.

Employee Handbook Appendix

Appendix

The following documents are provided to assist campus directors with creation of forms that are specific to each campus as needed.

AAU Type III Enrichment Request Form

TO: SEM Coordinator DATE: _____

FROM: Student _____

Teacher _____

GENERAL CURRICULUM AREA _____

IDEA FOR INVESTIGATION OF STUDY _____

_____

In the space below, provide a brief description of evidence of high levels of task commitment or creativity on the part of the student. Indicate any ideas you may have for advanced level follow-up activities, suggested resources or ways to focus the interest into a first-hand investigative experience.

_____

_____

_____

_____

_____

_____

_____

Completed by SEM Coordinator

Date Received _____

Date of Interview _____

Action Taken _____

Person who will be facilitating this Type III activity _____

AAU Intake Interview for Type III Investigations

To be completed by the SEM Coordinator

Name _____ Date _____

Teacher _____ Grade _____

Directions: Based on the information and responses solicited from the student, how would you evaluate his/her readiness to initiate and complete an independent research project? Using a five-point rating scale, please respond to the following questions:

INTEREST

1. To what extent did this project idea come directly from the child's personal interest as opposed to teacher/parent pressure?

   5 4 3 2 1

   Great Extent — Limited Extent

2. How long has the student been interested in this topic?

   5 4 3 2 1

   Long Time — Short Time

3. What is the student's general attitude toward the proposed project?

   5 4 3 2 1

   Eager — Cautious

4. To what extent is this interest faddish and likely to be short-lived?

   5 4 3 2 1

   Unlikely — Likely

ABOVE AVERAGE ABILITY

5. How much preliminary research and reading has the student already completed?

   5 4 3 2 1

   Great Deal — Very Little

6. What is this student's current level of knowledge about this topic?

   5 4 3 2 1

   Advanced — Basic

7. How broad or general is the topic proposed for investigation?

   5 4 3 2 1

   Focused — Non-specific

8. How well stated is the research question to be investigated?

   5 4 3 2 1

   Concise — Formless

CREATIVITY

9. How original is the project under investigation?

5	4	3	2	1
Unique				Replication

10. To what extent does the student hope to make a change, improvement or a creative contribution to the subject under investigation?

5	4	3	2	1
Comprehensive				Minimal

11. How elaborate is the idea or plan for this project?

5	4	3	2	1
Detailed				Sketchy

12. How action-oriented is the project under consideration?

5	4	3	2	1
Active				Passive

TASK COMMITTMENT

13. How does the student feel about the time and energy this project will entail?

5	4	3	2	1
Accepting				Uneasy

14. How does the student feel about revising, rewriting, and polishing his/her product?

5	4	3	2	1
Favorable				Resistant

15. Is the student capable of concentrating on a project for an extended length of time?

5	4	3	2	1
Able				Unable

16. How many other demands does the student have on his/her time and energy?

5	4	3	2	1
Multiple				Few

METHODOLOGY

17. How is the student able to use advance methodology in the chosen field of study?

5	4	3	2	1
With Ease				With Difficulty

18. What provisions have been made for raw data gathering?

5	4	3	2	1
Lengthy				Minimal

19. How willing is the student to research, take notes, interview mentors, etc.?

5	4	3	2	1
Enthusiastic				Unsure

SUMMARY OF INTERVIEW

Topic _____

Problem to be Investigated _____

Product _____

Audience _____

Time Line in Weeks _____ Approx. Hours per Week _____

Best Possible Compacted Time in Classroom _____

Provisions for Data Gathering _____

_____

Provisions for Preliminary Research _____

_____

In order to begin this Type III the following things must happen first:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

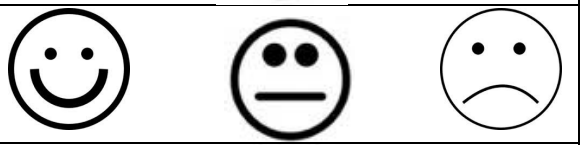
_____

AAU Type I Exploratory Cluster Student Evaluation

Presentation _____

Date _____

Please mark the smiley face that best fits your answer to the following questions.

1. I enjoyed the experience.	
2. I liked the performers or presenters.	
3. I learned a lot about the subject.	
4. I would like to see more of this subject?	

COMMENTS: _____

_____

_____

_____

_____

_____

_____

_____

AAU Type I Enrichment Staff Evaluation

Presenter's Name _____

Topic _____ Date _____

Grade Level of Students Present _____ Your Role _____

Please rate the following

Question	LOW				HIGH
Presenter's knowledge of subject.	1	2	3	4	5
Organization of presentation.	1	2	3	4	5
Use of audio visual aids.	1	2	3	4	5
Student interest or enthusiasm.	1	2	3	4	5
Appropriateness for this age group.	1	2	3	4	5
Suggestions for extension and further study.	1	2	3	4	5

Describe any extensions that you think may result from this presentation.

_____

_____

_____

Would you want this Type I activity repeated next year?

_____

_____

_____

Comments

_____

_____

_____

AAU Enrichment Clusters Resource Request

Please provide form to SEM Coordinator at least two weeks before the resources are needed. Completion of this form does not guarantee that all requests will be fulfilled. The SEM Coordinator will contact you to verify fulfillment.

Name _____ Date _____

Enrichment Cluster Title _____

Grade Level of Students _____ Location _____

Please complete the following information based on the level of priority.

Priority	RESOURCES OR SUPPLIES NEEDED	How Many	SEM Notes
1			
2			
3			
4			
5			

SEM Expression Board

Subject _____Topic _____

Teacher _____ Due Date _____

Objective:		**Commercial**
Manipulative	**Computer**	**Oral**
Written	**Artistic**	**Service**
Audio/Visual	**Music**	**Dramatization**

The SEM Expression Board allows students to self-select the type of product the wish to create. Parents are encouraged to discuss each option with their student. The majority of the project will be created while the student is at school; however, depending on the project selected, the student may need to provide materials from home.

Parent Signature _____

Student Signature _____

Comments:

SEM Expression Board Example

Subject: Science Topic: Penguins

Teacher _____ Due Date _____

Objective: Students will understand key components, such as appearance, habitat, food, predators, and two cool facts, about penguins.		**Commercial** Organize an activity that provides information
Manipulative Create a puzzle	**Computer** Create a PowerPoint	**Oral** Give a speech
Written Write an essay	**Artistic** Draw a picture and label key components	**Service** Organize a penguin awareness program to support endangered species or oceans
Audio/Visual Record yourself reading a picture book about penguins.	**Music** Write and sing a song about penguins	**Dramatization** Act out a short skit demonstrating your knowledge of the penguins

The SEM Expression Board allows students to self-select the type of product the wish to create. Parents are encouraged to discuss each option with their student. The majority of the project will be created while the student is at school; however, depending on the project selected, the student may need to provide materials from home.

Parent Signature _____

Student Signature _____

Comments

Product Expression Sample Rubric

Name _____

Penguin Expression Rubric

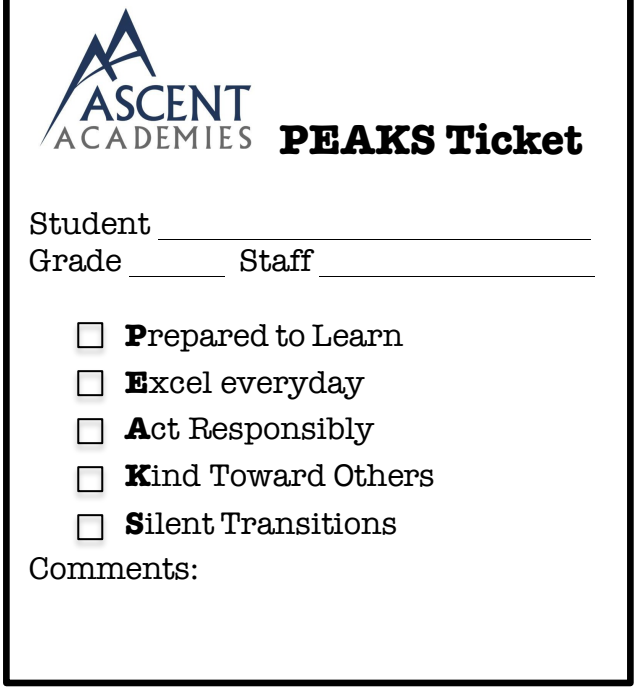
Objective: Student will select a species of penguin and then provide information showing they understand key components, as shown on the rubric, of the selected penguin species.

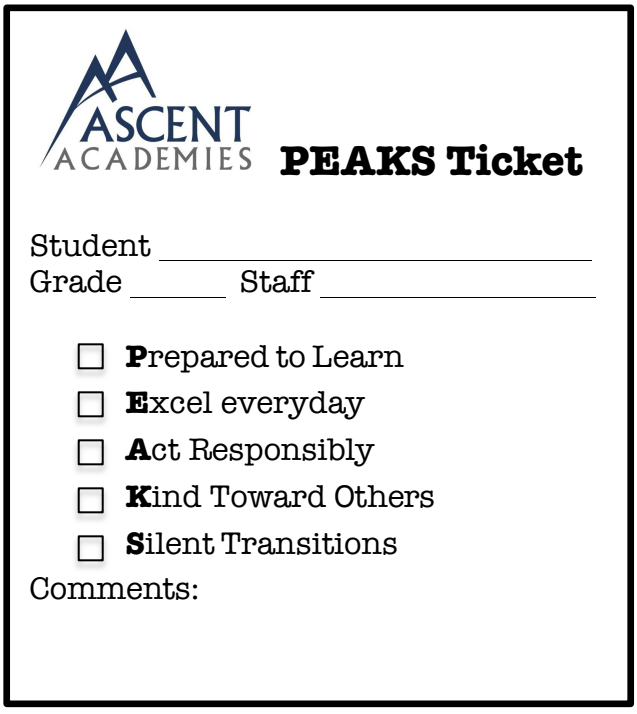
Species of Penguin _____

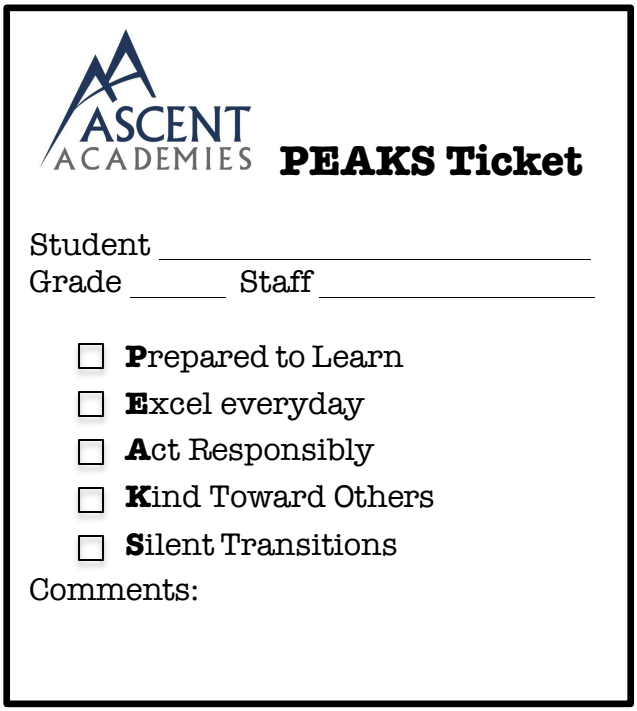
Each element is worth 10 points

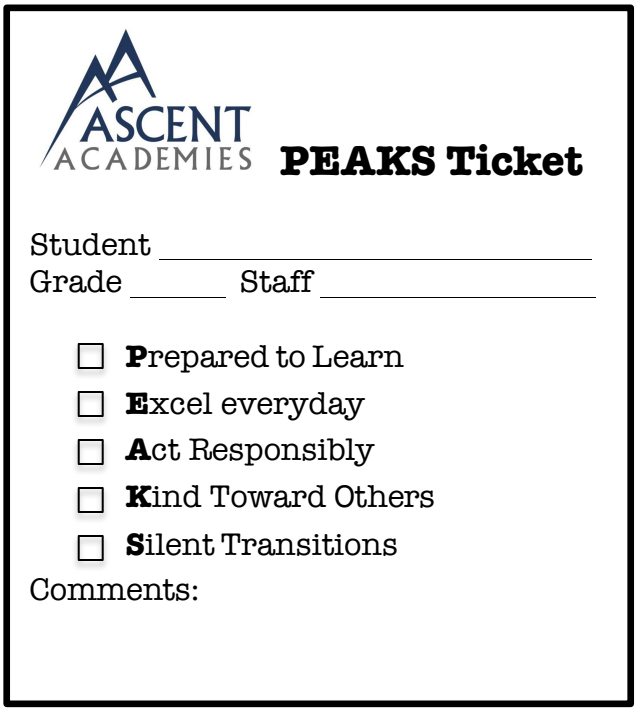
Required Elements	Teacher Comments and Score
Appearance	
Habitat	
Food	
Predators	
Two cool facts	
TOTAL Points Possible = 50	Student Score _____ / 50 = _____%

PEAKS Ticket









Ascent Academies of Utah – Lesson Plan Template

Use of this template will help ensure that you are infusing SEM in the regular classroom environment.

Grade Level _____ Subject _____ Teacher _____

Overview & Purpose	**Utah Standards Alignment**

Type I - introductory lessons, guest speakers, prior knowledge building, etc.	**Type 2** - the lessons that need to happen for the students to move from Type 1 to Type 2.5. These lessons are by need and or teacher initiated.
Type 2.5 (this will be the teacher-directed product and ultimately the assessment as well)	
Type 3 - These are student directed and it is always a goal for these to happen but, in the true meaning of a Type 3 these need to be student initiated. I always leave this part on as a reminder to students that there are options for further learning on a topic or unit.	

AAU Field Trip Authorization Form

Scheduling Teacher: _____ classes involved: _____

Location of Field Trip

_____

Proposed Date of Field Trip _____ Time _____ to _____

Identify the standards/objectives from the state core & explain how you will use the field trip as an extension of your curriculum:

_____

_____

_____

PROPOSED COST

Transportation Type:	**A. Total $**
Admission – students, teachers, volunteers, etc.	**B. Total $**
Donation or Fee Requested Per Student $ _____	**C. Total Expected $**
Ascent's Cost ***C – (A + B)***	**Cost $**

It is the responsibility of the scheduling teacher to assure satisfactory payment arrangements are made PRIOR to the field trip.

PERMISSION FORM

Please provide a copy of the permission form you will be sending to parents. At minimum, the form must include: Location, type of transportation, times, requested donation (or fee for grades 7-9). In addition, the form should include lunch options for students as applicable. It is the teacher's responsibility to communicate the field trip and lunch arrangements with the lunchroom manager at LEAST five school days prior to the field trip. Written permission must be received PRIOR to the field trip or the student will be unable to attend.

CAMPUS DIRECTOR APPROVAL

□ **APPROVED** □ **NOT APPROVED**

_____

Signature _____ **Date** _____

After completed by Campus Director please return the original to the scheduling teacher and copy will be retained by the office.

AAU Activity Request Form

This form must be completed for all extra-curricular activities and also for classroom activities outside of the regular curricular instruction, such as classroom movies, classroom parties, classroom guest speakers, etc. Provide completed form to the Campus Director at least one week prior to activity for approval.

Lead Contact Person_____

Phone _____ **Email** _____

Title of Event or Activity_____

Activity Date _____ **Time** _____ *to* _____

Location_____

Please describe the activity (including classes involved):

_____

If this is a fundraising activity, what will the funds be used for?

_____

If this event is held on school premises after school hours, please describe your plan for supervising attendees and providing building security.

_____

If this activity is held offsite, please describe your plans for transportation.

_____

What staffing resources will you need? Be specific – for example, if you need teachers or administration at the activity please state.

_____

What supplies, materials, furnishings, technology, etc. will you need the school to provide?

_____

If this activity will support instruction, please provide a summary of the curriculum tie-in and the State Standards/Objectives addressed with this activity:

Curriculum tie-in_____

Standards/Objectives addressed _____

What food or beverage items will be available? This information is required on the parent permission form:

_____

PARENT PERMISSION FOR FOOD ACTIVITY

Parents **must** receive notice of the activity at least one week prior and must provide **signed** permission for their child to participate in food activities. The permission must include a list of the specific food and beverage items students will have access to consume. Efforts will be made to provide an alternate activity to students who cannot participate. **Attach a copy of the parent notice and permission form. The activity will NOT be approved unless a copy of the parent permission letter is provided.** A sample parent permission form can be found below.

Media Usage

This form must be used when showing any movie or portion of a movie and be shown according to copyright law.

MPAA Rating _____ (Note: PG and TVPG and require permission. PG-13 and TV14 may only be shown to grade 9 and require permission.)
Parental permission required? _____
If yes, attach a copy of the permission letter.

Identify the Standards/Objective from the state core that are directly related to the video and explain how the media will enhance student learning. May not be applicable if a class party; please state.

_____

_____

CAMPUS DIRECTOR APPROVAL

◯ APPROVE

COMMENTS

_____

◯ DISAPPROVE

COMMENTS

_____

Campus Director Signature _____

Date _____

The office will retain a copy for school files and a signed copy will be provided to the individual initiating the activity request.

PARENT NOTICE AND PERMISSION FOR FOOD IN THE CLASSROOM

I give my permission for my child _____ to participate in the food activity described below:

_____

Date of activity: _____

Foods available to my child:

_____

Your signature below indicates your permission for your student to participate, which includes eating the foods that will be available.

Parent Name (printed):_____
Parent Signature: _____

PARENT NOTICE AND PERMISSION FOR FOOD IN THE CLASSROOM

I give my permission for my child _____ to participate in the food activity described below:

_____

Date of activity: _____

Foods available to my child:

_____

Your signature below indicates your permission for your student to participate, which includes eating the foods that will be available.

Parent Name (printed):_____
Parent Signature: _____

AAU Office Pass

AAU Office Pass
Student Name _____
Teacher Sending Student _____
Date _____ Time left Class _____

Check Purpose and Provide Explanation if Needed
□ Phone □ Copies _____
□ Counselor _____
□ Principal _____
□ Time to Chill _____
□ Uniform Violation _____
□ Other _____

AAU Office Pass
Student Name _____
Teacher Sending Student _____
Date _____ Time left Class _____

Check Purpose and Provide Explanation if Needed
□ Phone □ Copies _____
□ Counselor _____
□ Principal _____
□ Time to Chill _____
□ Uniform Violation _____
□ Other _____

AAU Office Pass
Student Name _____
Teacher Sending Student _____
Date _____ Time left Class _____

Check Purpose and Provide Explanation if Needed
□ Phone □ Copies _____
□ Counselor _____
□ Principal _____
□ Time to Chill _____
□ Uniform Violation _____
□ Other _____

AAU Office Pass
Student Name _____
Teacher Sending Student _____
Date _____ Time left Class _____

Check Purpose and Provide Explanation if Needed
□ Phone □ Copies _____
□ Counselor _____
□ Principal _____
□ Time to Chill _____
□ Uniform Violation _____
□ Other _____

AAU Office Pass
Student Name _____
Teacher Sending Student _____
Date _____ Time left Class _____

Check Purpose and Provide Explanation if Needed
□ Phone □ Copies _____
□ Counselor _____
□ Principal _____
□ Time to Chill _____
□ Uniform Violation _____
□ Other _____

AAU Office Pass
Student Name _____
Teacher Sending Student _____
Date _____ Time left Class _____

Check Purpose and Provide Explanation if Needed
□ Phone □ Copies _____
□ Counselor _____
□ Principal _____
□ Time to Chill _____
□ Uniform Violation _____
□ Other _____

AAU Office Pass
Student Name _____
Teacher Sending Student _____
Date _____ Time left Class _____

Check Purpose and Provide Explanation if Needed
□ Phone □ Copies _____
□ Counselor _____
□ Principal _____
□ Time to Chill _____
□ Uniform Violation _____
□ Other _____

AAU Office Pass
Student Name _____
Teacher Sending Student _____
Date _____ Time left Class _____

Check Purpose and Provide Explanation if Needed
□ Phone □ Copies _____
□ Counselor _____
□ Principal _____
□ Time to Chill _____
□ Uniform Violation _____
□ Other _____

AAU Office Pass
Student Name _____
Teacher Sending Student _____
Date _____ Time left Class _____

Check Purpose and Provide Explanation if Needed
□ Phone □ Copies _____
□ Counselor _____
□ Principal _____
□ Time to Chill _____
□ Uniform Violation _____
□ Other _____

AAU Curriculum Compacting Form

Revised August 19, 2016

Student Name _____ Grade _____

1. Identify the portion of study, typically four days or more, in which the student has displayed mastery (85%+), that will be replaced with enrichment or acceleration. Also indicate approximate length of time for the portion of study.

Area of Study _____

Portion of Study _____

Approximate length of time for portion of study _____

2. Identify the data that suggests the student should be compacted from the classroom instruction.

Assessment or other Data _____

_____

3. Will the student engage in acceleration, enrichment or interest-based learning during compacting?

Acceleration Enrichment Interest-based

4. Identify the type of activity, location of activity, individual responsible for providing supervision, and the approximate schedule during compacting.

Compacting Activity _____

Location of Activity _____

Person Supervising Student _____

Schedule of Compacting Activity _____

Both teacher and student have met to discuss the student compacting out of the portion of study shown above. Both teacher and student have agreed on the above compacting activity. The student understands that most of the replacement activity will require independent learning and as such, must remain on-task with exceptional behavior, during the replacement activity.

Teacher Signature _____ Date _____
Student Signature _____ Date _____
Parent Signature _____ Date _____

AAU Kindergarten SEM Cluster Planning Template

Theme or Problem _____

Type I Exploration Activities (whole group – specific to theme or problem)

_____

_____

_____

Name of Cluster _____

Facilitator _____

Type I Exploration Activities (specific to cluster)

_____

_____

Type II Process and/or Methodology Activities

_____

_____

_____

_____

_____

Type II ½ or III Products and/or Possible Solutions

_____

_____

_____

Resources and/or Materials

_____

_____

_____

_____

_____

AAU SEM Cluster Planning Template

Theme or Problem _____

Name of Cluster _____

Facilitator _____ **Location** _____

Grade Level(s) _____

Authentic Audience(s) _____

_____

Type I Exploration Activities

_____

_____

_____

_____

Type II Process and/or Methodology Activities

_____

_____

_____

_____

_____

Type II ½ or III Products and/or Possible Solutions

_____

_____

_____

Possible Resources and/or Materials Needed

_____

_____

_____

_____