



Fundamental Practices

Purpose

The purpose of this administrative regulation is to document practices that are core to how the District operates. Employees are expected to follow these practices as listed below. This is not intended to be an exhaustive list but rather as a starting point.

These are intended to be fundamental practices, not all practices. As these practices become second nature for employees, many will be updated to reflect additional expectations for practice. As such, many of these practices are what the District considers to be the minimum expectation, not the ideal expectation.

Implementation

District and school leaders will prioritize the practices that are most critical to achieving district and school goals, and will focus efforts on those practices first. It may take several years for these practices to become ubiquitous. That pace is acceptable under this regulation as long as progress is being made and those practices which have been rolled out at the district and/or school level are being implemented with fidelity and accountability.

Additionally, these practices are not intended to apply to every possible situation nor are they intended to replace the judgment of professionals. Staff members are to exercise reasonable professional judgment of any extenuating circumstances that may make it impossible to do comply with the specific requirements of any given practice. Supervisors are encouraged to make reasonable accommodations and exceptions where a given situation clearly, in their opinion, calls for such latitude.

Practices

To aid use in annual staff evaluations, suggested alignments with the Leader Keys Effectiveness System (LKES) performance standards and Teacher Keys Effectiveness System (TKES) Teacher Assessment on Performance Standards (TAPS) are provided. References to “Teachers” indicate all staff in teaching roles that require certification from the Georgia Professional Standards Commission, including but not limited to, “homeroom” teachers, “classroom” teachers, “specials” teachers, “preschool” teachers, “subject area” teachers, etc. They do not refer to non-certified positions, like those in infant and toddler classrooms, but individual supervisors may wish to apply practices designated for “Teachers” to employees in those classrooms as well, at the supervisor’s discretion.



1. Accountability:

- 1.1. All employees make and keep commitments for timelines and work products, and communicate appropriately when that cannot be done.
[TAPS 9; LKES 4, 7]
- 1.2. All employees meet deadlines and timelines set by supervisors.
[TAPS 9; LKES 4, 7]
- 1.3. Applicable employees ensure that all RTI plans, student safety plans, at-risk plans, Section 504 plans, and IEPs are completed within the required timelines, developed per district guidance, and implemented as written.
[TAPS 1, 9; LKES 1, 4, 6, 7]

2. Student Achievement Monitoring and Communication

- 2.1. Teachers assess[†] and document individual student achievement through work completed in school at least once per week per subject on average.
[TAPS 5, 6; LKES 3]
- 2.2. Teachers administer diagnostic, formative, and/or summative assessments aligned to appropriate standards, and teachers evaluate that work against the applicable standards.
[TAPS 5, 6; LKES 3]
- 2.3. Teachers communicate the purpose of an assessment with students *before* assessing so students know how the assessment results will be used.
[TAPS 6, 10; LKES 3]
- 2.4. Teachers proactively communicate to students when the results of any graded assessment will be available and communicate to students and parents the outcome of that assessment in a timely manner (through weekly folders, electronic gradebook, etc.). A “timely manner” would be within 2 work days having a short quiz graded and communicated, within 4 work days having a summative assessment graded and communicated, and within 6 work days having a major essay/project graded and communicated, with exceptions to such timelines approved by immediate supervisors *in advance*, or when necessitated by applicable extenuating circumstances.
[TAPS 6, 10; LKES 3]



3. Instructional Planning:

- 3.1. Teachers use, maintain, and make available to supervisors upon request evidence of instructional planning (e.g., daily lesson plans, unit plans, etc.). [TAPS 2; LKES 1, 3]

4. Student Attendance/Supervision:

- 4.1. Teachers record accurate attendance in the Student Information System within the first 10 minutes of each day (elementary) or class period (secondary), unless in the professional judgment of the teacher extenuating circumstances make it impossible to do so. [TAPS 7, 9; LKES 2, 4]
- 4.2. Employees directly or indirectly responsible for supervision of students develop and implement procedures to ensure appropriate staff are aware of where students are at all times during school hours. For example, teachers have procedures for students leaving class to use the restroom, principals have procedures for students to move between the middle school and high school for accelerated coursework, etc. [TAPS 7, 9; LKES 2, 4]
- 4.3. Employees assigned to supervise students actively participate in such supervision and arrange for suitable coverage, following building protocols, if they must leave their supervisory assignment at any time. [TAPS 7, 9; LKES 2, 4]

5. Student Behavior Management:

- 5.1. Student behavior issues that result in, or could potentially result in, administrative consequences through application of the Student Code of Conduct are communicated by teachers to parents the day they occur or the day the teacher is made aware that the behavior has occurred, unless other arrangements have been agreed upon with the parent (e.g., a weekly update for a student who has frequent behavior issues). [TAPS 7; LKES 1, 2]
- 5.2. Teachers or others supervising students follow applicable rules and protocols when removing a student from class, recess, or another school activity. [TAPS 7, 9; LKES 1, 2]



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- 5.3. Administrators close out referrals within 2 work days, unless extenuating circumstances make it impossible to do so, and ensure students and parents are aware of the outcome of the referral.
[TAPS 7, 9, 10; LKES 1, 2, 4]

6. Employee Attendance:

- 6.1. All employees are present when scheduled to be present, unless approved otherwise (see next item).
[TAPS 7, 9; LKES 5, 6]
- 6.2. All employees adhere to attendance and absence rules set out in the Employee Handbook (see “Reporting an Absence,” “Tardies/Early Departures,” and “Leaves and Absences Policy”).
[TAPS 7, 9; LKES 5, 6]
- 6.3. If a substitute is needed, employees actively participate and communicate with their supervisor, principal, or designated administrative assistant to ensure a substitute is in place *prior to a planned* absence.
[TAPS 7, 9; LKES 5, 6]

7. Communications:

- 7.1. When a call, text, email, or other communication is received from a stakeholder, employees provide an initial response (including at minimum an acknowledgment of receipt and a commitment to timeline for next communication) within 2 work days of receipt of that communication. For non-written communications, employees are encouraged to document their response with a follow-up email.
[TAPS 10; LKES 8]
- 7.2. When an employee is out on leave, on an extended break (like summer), or at a conference, for example, they enable an out-of-office (OOO) response on their email detailing (1) when the OOO ends, (2) either (a) committing to when communications will be followed-up on or (b) requesting sender resend after the date the OOO ends, and (3) providing alternative contacts for urgent needs.
[TAPS 10; LKES 8]
- 7.3. Employees adhere to commitments they make for returning communications (for example, an employee responding to a parent email to say “I’ll get back to you by Friday” needs to actually get back to the parent by Friday, even if to say “This is taking longer than I expected, I’ll get back to you by next Tuesday” and, of



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course, actually getting back to the parent the next Tuesday).
[TAPS 10; LKES 8]

8. School/Building Security:

- 8.1. Employees know their roles in an emergency and seek out information and clarification from supervisors as needed.
[TAPS 7, 9; LKES 2, 4]
- 8.2. Employees understand how to keep students in their care safe during an emergency.
[TAPS 7, 9; LKES 2, 4]
- 8.3. Employees continuously monitor students under their care during an emergency.
[TAPS 7; LKES 2, 4]
- 8.4. If employees see something concerning, they promptly report it to their supervisor or building administrator.
[TAPS 9, 10; LKES 2, 4]
- 8.5. Employees wear their ID badge and keep it visible at all times (in accordance with the Identification Badges administrative regulation).
[TAPS 7, 9, 10; LKES 2, 4]

Questions about this regulation should be directed to the Superintendent.

Footnotes

[†] Teachers can “assess” in many different ways, including but not limited to diagnostic assessments (e.g., pre-tests, initial writing prompts, or any assessment that is used to determine students’ level of knowledge, skills, and understandings at the beginning of a course, grade level, unit, and/or lesson), formative assessments (e.g., student self-assessments, questioning, conferencing, observations, rubrics, exit tickets, or any formal or informal assessment that is used to monitor student progress so that teachers can adjust their instructional practices to meet the needs of their students), and/or summative assessments (e.g., end-of-unit tests, final exams, culminating projects, portfolios, or any other formal assessment that is used to measure what students have learned at the end of a defined period of instruction). This statement is intended as a guideline of frequency on average, not a prescription for each and every week. For example, in an elementary school classroom a teacher may double-up on one subject one week by taking time from another subject that week, depending on the needs of the students. In a week like that, the teacher should probably have



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at least two assessments of learning in the doubled-up subject and no assessments in the other subject.

Related Board Policy: 2.1(C), 2.1(D), 2.7(A), 2.7(B)

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