



FURMAN L. TEMPLETON PREPARATORY ACADEMY
LEARN * LOVE * LIVE

*1200 N. Pennsylvania Avenue
Baltimore, Maryland 21217
410-396-0882*



Student and Parent Handbook

Ladaisha Ballard, Principal
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Learn * Love * Live



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Administrators' Corner

Furman L. Templeton Preparatory Academy is a Pre-K through 5th grade Baltimore City Public Charter School. The school was established in 1971 and opened as the *School of Love*. Furman L. Templeton Preparatory Academy's vision is to prepare our youth for the 21st century while giving them the opportunity to **Learn, Love, and Live**. This vision will be accomplished by accelerating the opportunities and outcomes for our children and by accepting nothing but excellence from the students, the staff, parents, and the community. In short, we "Expect Excellence!"

We believe great outcomes for our children will be achieved through the collaborative efforts and hard work of teachers, students, parents and the community. When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more (Southern Educational Development Laboratory, 2002). Furman L. Templeton students will be engaged in rigorous and engaging curricula that will prepare them for college and/or a career. The foundation for college and career begins in the early grades and it requires that our children develop habits that will ensure their success and ability to achieve excellence in later years. We can, together, start to develop these habits by ensuring that:

- Students get a good night's sleep.
- Students attend school every day and always arrive on time.
- Homework is completed every night.
- Parents meet their child's teacher and attend school activities.

In this handbook you will see a list of the school's core values. At Furman L. Templeton Preparatory Academy, we teach our students that "character counts"; and that being honest, doing what you say you will do, respect for others, using self-control, being accountable, playing by the rules, treating people fairly, forgiving others, and more will help all of our students to be successful both in and out of school. In actively promoting and embracing the values, we will provide and allow our children to discover positive and effective means of resolving disagreements. Development of these constructive social skills will occur through adult modeling and daily discussions during morning meeting.

The Furman L. Templeton Preparatory Academy Charter Board, the Charter Executive Director, school administration and staff look forward to an outstanding, exciting, and positive school year in which all of our students will learn and grow. Please review the contents of this handbook with your child and sign and return the Student Handbook and Review Form.

Please contact us, throughout the school year, at (410) 396-0882 if you have any questions or concerns regarding school policies, procedures and/or student academics.



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School Theme

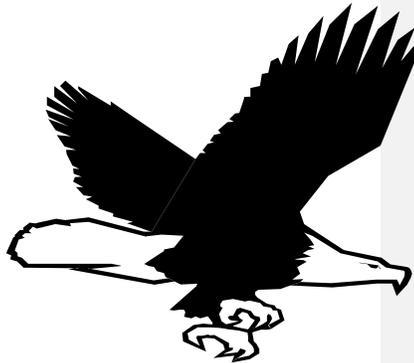
Furman L. Templeton Preparatory Academy's vision is to prepare our youth for the 21st century while giving them the opportunity to **Learn, Love, and Live**. The administration and staff will work closely and cooperatively with members of the Furman L. Templeton Preparatory Academy School Community to implement the Baltimore City Schools' vision of accelerating the academic achievement of all students. In partnership with the entire community, the administration and staff will ensure that students have the attitudes, skills, and proficiencies needed to succeed in college and in the 21st century global workforce. Our mission will be to accelerate the opportunities and outcomes for our children by demanding nothing but excellence from the students, staff, and the community.

Furman L Templeton Preparatory Academy Vision

Accelerating the academic achievement of all students, in partnership with the entire community, to ensure that students have the attitudes, skills, and proficiencies needed to succeed in college and in the 21st century global workforce.

Furman L Templeton Preparatory Academy Mission

To accelerate the opportunities and outcomes for our children by demanding nothing but excellence from the students, staff, and the community.





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Positive Behavioral Interventions and Supports

Positive Behavioral Interventions and Supports (PBIS) is a decision-making framework that guides selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students. The framework is structured to reflect the School Code of Conduct. Students are given explicit instruction on conduct, decision making and behavioral expectations. PBIS accentuates positive student behavior and academic achievement as it builds a positive school culture and climate. “

These behaviors will be positively reinforced school-wide and in the physical and virtual classroom using Class Dojo.

The goal is for your child to meet the following criteria for our P.B.I.S. celebrations that take place monthly and the end-of-year celebratory trip.

- **BEHAVIOR:** Your child must earn 80% of the designated behavior points or positive colors (green or blue). Grade levels using the color system will use blue for exceeding expectations, green for meeting expectations, yellow for not meeting expectations but making some progress, or a comment in place of a color, indicating your child had some challenges that prevented any growth in the area of behavior for the day.
- **ATTENDANCE/TARDINESS:** Your child must be in school-on time, everyday- 94% of the school days for the entire year in order to be eligible for the celebratory trip. That means your child cannot be absent and/or late more than 1 day a month. (This does not include lawful absences.)
- **UNIFORMS:** Your child must wear the school uniform Monday through Thursday. Students who have been documented as not wearing a uniform 15% (25 days) of the school year will not be eligible for the end of the year celebratory trip.
- **SCHOLARSHIP (Class Participation and Homework Completion):** Your child must earn 90% of the points available in these areas.

Modifications for Virtual and Hybrid Learning:

Virtual:

- Behavior will still be monitored and tracked as outlined above using Class Dojo.
- Attendance will be monitored by logging in to the daily class learning sessions and/or completing and submitting assigned tasks by 11:59 PM daily. The attendance goal remains at 94%.
- Uniforms will not be required for virtual learning; however, appropriate dress is required and your child's body must be covered.
- Scholarship will remain the same as outlined above.

Hybrid:

- The days students are physically in the building, the expectations for traditional learning outlined above will apply. The days students are virtual, the virtually learning expectations will apply.



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School Code of Conduct

While at school, we the Mighty Eagles are:

- **Safe**
- **Respectful**
- **Responsible**

Positive Behavioral Interventions and Supports Cont.

In order for your child to participate in our closing celebratory trips he or she must meet the requirements for at least seven out of nine P.B.I.S. celebrations. This would indicate that your child has met or exceeded what was expected of him/her in the areas of uniform, attendance, homework and behavior.

In summary, the following criteria will be used to determine both the monthly P.B.I.S. celebration as well as our end of the year celebratory trips. If you have any questions please see your child's teacher.

- **Uniform worn Monday - Thursday 100%**
- **Scholarship 90%**
- **Behavior 80% Green or Blue**
- **No more than 1 absent marking**
- **Three (3) Tardies = 1 absence**

Students can have no more than one (1) absence and ~~two~~ (2) latenesses in order to participate in the PBIS monthly celebration, or no more than five (5) latenesses with no absences.

Modifications for Virtual Learning:

- Uniforms are not required for virtual learning; therefore, they will not be monitored for PBIS points.



Student Supports

Student Support Team (SST)

The Student Support Team (SST) at Furman L. Templeton Preparatory Academy ensures that all of our students meet with academic success. Students are referred to SST primarily for concerns about attendance, academics, behavior, and health; however, SST addresses many other concerns that our children face.

The committee meets with all of the classroom teachers to discuss a variety of student concerns and the steps for working towards change. We truly believe that the success of the SST program and the interventions that are recommended for children must have the support of our parents at every level; therefore, parents are included from the initial step in this process. We value parent participation at all levels of this process and understand that by working together we will help children and families to succeed.

The **SST process is not the pre-referral process for special education**. It is a school-wide process to ensure that every child is having their academic and social needs met. The process often takes about 4-6 weeks of intervention and documentation to truly meet the needs of our children. It is our goal to try as many interventions as possible so that special education is not necessarily the outcome.

Intervention Program:

The Intervention Program at FLT began during the 2015-2106 school year to help meet the needs of students. At the beginning of each year baseline assessments are used to place students in one of three tiers for both reading and math. Tier 1 students are on or above grade level. Tier 2 students are slightly below grade level (less than one year below). Tier 3 students are far below grade level (more than one year below). Students in tier 3 are eligible for pull-out intervention services. After the second i-Ready assessment, groups are evaluated and students can be changed and/or added to help meet the needs of more students. Throughout the year, students can be added to Intervention during Student Support Team (SST) meetings.

Students that receive intervention services are pulled out for forty minutes sessions five days a week to support their progress in reading and/or math. For reading, the intervention team uses SPIRE. For math, the intervention team uses Touch Math (grades K and 1) and FocusMath (grades 2 – 5). All programs are research-based and the students' levels are selected based upon their pre-test, classroom performance, and their i-Ready data. Throughout the year, groups are evaluated and can be changed to meet the changing needs of students. If you are concerned about your child's progress and/or feel that your child may need intervention services, please meet with your child's teacher and request that your child be referred to the Student Support Team.



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Gifted and Advanced Learning

In 2016, our school became a Gifted and Advanced Learning (GAL) school. Gifted and advanced learners perform or show the potential to perform at high levels academically, artistically, creatively, or in leadership. There are gifted and advanced learners in every grade and at every school, and FLT and City Schools are committed to meeting their needs.

FLT adheres to the requirements stipulated by City Schools and Maryland regulations (COMAR 13A.04.07) and uses multiple indicators in the identification of gifted and advanced learners. Specifically, we use nationally normed ability assessments – either the Naglieri Nonverbal Ability Test (NNAT2) or the Cognitive Ability Test (CogAT) - as an initial identifier and then use data from nationally normed achievement assessments in mathematics and reading –typically i-Ready- to formally identify students.

Gifted learners are those students whose ability and achievement scores fall in the 90th to 99th percentile range. Advanced learners are those students whose ability and achievement scores fall in the 80th to 89th percentile range. Talent Development learners are those students whose ability and achievement scores fall in the 75th – 79th percentile on the NNAT2. Talent Development learners are included in gifted education as well. Many of our highly able students will have skill gaps which limits their formal identification, but it does not limit how quickly they might be able to fill in those gaps if properly supported and possibly qualify for formal identification later on.

At FLT, all kindergarten students are tested for GAL. Students in older grades can be identified for testing based upon the i-Ready scores at the beginning of the year and/or parent or teacher referral. Students that qualify for GAL are clustered in specific classes with teachers that have received GAL training. GAL students also receive weekly pull-out services for reading, math, and/or project-based learning with Mrs. Benton. Mrs. Benton works closely with the students' classroom teachers to ensure that the students' needs are being met. If you would like to refer your child for GAL testing, please set up a meeting with Mrs. Benton.

All intervention and GAL programming will continue in the virtual model.



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School Policies and Procedures

A. SCHOOL UNIFORMS

Furman L. Templeton Preparatory academy is a “**uniform school**”. The expected uniform for **all** students (pre-k through 5) is khaki pants, shorts, or skirts and white or navy blue plain polo style shirts. All students are expected to wear the school uniform ~~each day~~ Monday – Thursday.

Modifications for Virtual Learning: Uniforms will not be required; however, appropriate dress, covering the students’ body is required.

B. ATTENDANCE AND PUNCTUALITY

Maryland law (Section 7-301 of the Education Article) requires regular school attendance of children between five and sixteen years of age. Punctuality and regular attendance can have a direct impact on student achievement.

Furman L. Templeton Preparatory Academy complies with all state laws and school system mandates governing school attendance. Compulsory attendance laws apply to our school. However, we understand that circumstances may require that a student is absent from school.

In those cases of lawful absence, a student may be excused from absence. Lawful absence is defined by the BCPSS as follows:

Lawful Absence:

- Death in the immediate family
- Illness of the student (Doctor’s certification required)
- Court summons
- Observation of religious holiday
- State Emergency
- Hazardous weather conditions
- Approved work or other activity sponsored by the school
- Suspension
- Lack of authorized transportation

Steps for Parents to Follow:

1. Parents should write a note to the teacher giving the date of absence and the reason.
2. Parents should request make-up assignments and homework from the teacher.
3. Inform the school as soon as possible if you have advance notice of a potential absence (i.e. doctor’s appt.).



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B. ATTENDANCE AND PUNCTUALITY CONT.

After 3 unexplained absences a school representative will contact parents/guardians to determine the reason for the absence and ascertain if the family needs other assistance. After 5 unexcused absences in a month a school representative will send a letter to the home requesting a school based attendance meeting with the parent. During this meeting, referrals to outside agencies for support will be considered. Parents/guardians will be notified of compulsory attendance laws for Maryland.

After two months of 5 or more absences or a total of 15 unexcused absences in a semester the attendance monitor will also schedule a school based hearing with the principal and the social worker present. The principal and the attendance monitor will contract with the parent to improve attendance. If no improvement is noted the school will move towards court action.

- Multiply lawful absences have a negative impact on student achievements.
- If your child has chronic asthma please see the nurse for a CHIP application.

Modifications for Virtual Learning:

- Attendance will be tracked using participation in online learning. Students will be marked present for each school day by either participating in the synchronous (live) lessons or by completing and submitting assigned tasks by 11:59 PM daily.
- If a student is unable to engage in online learning due to any of the lawful absence reasons stated above, parents must submit the online student absence form found on the school's website.



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C. ARRIVAL AND DISMISSAL

The school day officially begins at **7:45 a.m.** promptly. Students are expected to arrive to school by 7:40 a.m. and report to the cafeteria. Students are considered late at 7:55 a.m. Any student arriving to school at 7:55 a.m. or later ~~to will~~ receive a late pass. Compulsory attendance laws apply to tardiness to school and those in excess will be forwarded to the appropriate agency.

All students in Pre-kindergarten through fifth grade are to enter the building via the back doors located off of Dolphin Street, then proceed directly to the cafeteria for breakfast. Pre-K -1st grades will be escorted in their classroom by their classroom teacher.

The school day officially ends at 2:25 P.M. Pre-kindergarten through first grade students will be picked up from their classrooms. All other students will be dismissed by their classroom teachers on the blacktop area behind the gymnasium. Students will not be dismissed through the main entry way doors of the building.

Middle and High School students are **strongly discouraged** from waiting on school grounds for students prior to dismissal. Older siblings may pick up younger brothers and sisters at the appropriate dismissal time and area. No one will be permitted to wait in the lobby area of the school for students to be dismissed at 2:25 P.M.

The school understands that emergency situations occur, that parents/guardians cannot control. It is the expectation that students will be picked up at dismissal. A 15-minute grace period may be granted to parents/guardians beyond the dismissal time. Any student not picked up from school before the 15-minute grace period expires will be referred to the appropriate authority.

Modifications for Virtual and Hybrid Learning:

Virtual:

- Daily online learning begins at 8:30 AM and ends at 2:40 PM. Students will have at least 45 minutes of synchronous learning each day for reading, math, and science/social studies. Students will also have three 45-minute blocks for intervention, small group, or asynchronous (independent) learning. A daily 45-minute specials block will also be included in each child's schedule.
- Students that are unable to engage in the synchronous learning during the allotted times must complete and submit the assigned tasks in order to be marked present.

Hybrid:

- Each day, all students will complete a health screening and temperature check before entering the building and reporting to their classroom for breakfast. Parents may not accompany their child beyond the entrance door.



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- Students will enter the building and be dismissed through their designated entrances and exits in order to maintain safe distances. Signs will be posted to designate entrances and exits.
- Parents and families will not be able to enter the building during dismissal. All students will be picked up outside.

D. EARLY DISMISSAL

We understand that there are times when students will need to be dismissed early from school. Baltimore City Schools request that whenever possible, doctor, dentist, or other special appointments be scheduled after school hours to reduce the potential for lost instructional time. Furman L. Templeton Preparatory Academy will accommodate requests for early dismissals **before 2:00 P.M.** Upon receiving an early dismissal request, main office staff will contact the appropriate school staff member who will escort the student to the main office. **Parents/guardians are not to go to classrooms to pick up students for early Dismissal.** Older siblings who attend our school are not allowed to pick-up younger brothers and sisters for early dismissal. Older siblings must dismiss with their class before picking up younger siblings from designated dismissal areas. They are not to go to younger siblings' classrooms at dismissal.

Modifications for Virtual and Hybrid Learning:

Virtual:

- If a student must logoff early from online learning, he/she is still responsible for completing and submitting all assignments.

Hybrid:

- No parents will be allowed to enter the building to pick up a student for early dismissal. Please call ahead to have your student paged and prepared for pick up.
- Early dismissal requests will not be granted after 2:00 PM.



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Visitor Expectations

At FLT we believe that parent involvement in a child's education is crucial. When parents get involved in their children's education, children are more likely to do better in school, be better behaved, have more positive attitudes toward school, and grow up to be more successful in life. As you visit classrooms or move through the building please be mindful of the following:

- All parents and visitors must receive a visitor's pass to travel beyond the main office.
- Parents and students can enter the classrooms at 7:45 am.
- Teachers are not required to and will not stop instruction to conference with parents.
- Unscheduled Parent conferencing will occur after 2:35 pm unless otherwise scheduled.
- All phones must be silenced and refrain from having personal conversations in the classroom and hallway.
- Student seating is for students only, please do not sit with your child.
- Parents can visit their child's classroom only.
- Early dismissals must occur prior to 2:00 pm.

By accepting your visitor's pass, you agree to comply with the expectations listed above.





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Modifications for Virtual and Hybrid Learning:

Virtual:

- Parents may observe synchronous (live) learning lessons, but may not interfere or interrupt instruction.
- Conferences may not take place during synchronous learning, but may be scheduled with the teacher during their planning time.
- As much as possible, try to minimize distractions to your child during their synchronous learning times.
- As much as possible, try to adhere to daily learning schedule.

Hybrid:

- Parent visits, except for scheduled meetings and appointments, will be strictly prohibited.
- Any parent attending a meeting or appointment will complete a health screening before being permitted to enter the building.

E. SCHOOL BREAKFAST AND LUNCH PROGRAM

The Baltimore City Public School System's Department of Food and Nutrition Services operates the cafeteria at Furman L. Templeton Preparatory Academy. The school breakfast program is free to all students at our school. Breakfast will begin each school day at **7:30 a.m.** and will end at **7:45 a.m.** Students will enter the building through the back door off Dolphin Street. **Breakfast will not be served on days in which there is a delayed opening. Such days include when school opens late due to inclement weather conditions (i.e. snow).**

School lunch is free to all students. Students may bring lunch from home to school with them in the morning. Please know that school staff may not warm food for students. We ask that families do not bring lunch for students during the school day. Students will eat lunch at the time designated for their grade on the school schedule.

Modifications for Virtual and Hybrid Learning:

Virtual:

- Free lunch will be provided daily at designated lunch sites throughout the city.

Hybrid:

- Free breakfast will be served daily in the classrooms.
- Free lunch will be served daily in the cafeteria.



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F. CAFETERIA

Students are expected to maintain behavior that is safe, respectful and responsible in the cafeteria always. The following procedures will govern cafeteria behavior:

- Students will enter the cafeteria in an orderly fashion and sit at the assigned table;
- Students are to sit quietly indicating that they are ready to be directed to the serving area;
- Students are to form single file lines in the serving area, stand quietly, and move quickly through the line;
- Students are always to walk;
- Upon receiving lunch, students may talk (using inside voices) with the people at their assigned lunch table;
- All food items are to be eaten in the cafeteria. Food is not to be taken from the cafeteria;
- Students are expected to assist with maintaining cafeteria cleanliness by placing all trash and unfinished lunch items in the garbage can;
- Students are to stop all talking and activities immediately when the zero-noise signal is given;
- The final 5 minutes of each lunch period will be designated as quiet time;
- Cafeteria staff will dismiss students from the cafeteria upon teacher arrival.

Modifications for Hybrid Learning:

Hybrid:

- Parents may not deliver food to your child during the school day.
- Parent are not permitted to escort their child to the classroom for breakfast or join their child for lunch in the cafeteria.

G. GRADE REPORTING

The faculty at Furman L. Templeton Preparatory Academy is committed to student success. Parent Teacher Conferences will be scheduled four times during the school year. The Baltimore City Public Schools report card will be used for all grade levels Pre-K –Fifth.

All instructional teachers are responsible for maintaining grades. At minimum, all students should receive one to two homework grades, one to two classwork grades, and one content assessment grade each week. Depending upon the number of domains covered in a given grading period, a unit assessment grade and/or project grade should be recorded.



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The following weight will be applied to student's overall grade for a specific subject:

- Homework – 5%
- Classwork – 20%
- Participation – 5%
- Assessments – 70%

The following grading scale will be used for graded Pre-K, Kindergarten and Grade 1:

- 80% - 100%: Proficient (P)
- 60% - 79%: In Development (I)
- 59% and below: Needs Improvement (N)

The following grading scale will be used for Grades 2 – 5:

- 90% and above: Excellent (E)
- 80% - 89%: Good (G)
- 70% - 79%: Satisfactory (S)
- 60% - 69%: Poor (P)
- 59% and below: Unsatisfactory (U)

Documentation of all graded student work samples will be maintained in student folders/portfolios and will be available during meetings and conferences.

H. HOMEWORK

Homework provides an opportunity for students to review the skills they learn each day. Students can expect to receive homework Monday – Friday. Parents should expect for students to spend approximately 30-60 minutes each night on homework, depending on grade the level. Students are expected to submit completed homework the following school day. Two-way communication about academics, behavior, events, etc. will take place via Class Dojo.



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Appropriate Time Limits for Homework

Grade	Reading	Writing Spelling	Math	Total mins.
Pre-K	5 min.	5 min.	5 min.	15 min.
Kindergarten	5 mins.	5 min.	5 min.	15 min.
First	10 min.	5 min.	10. min.	25 min.
Second	10 min.	10 min.	10 min.	30 min.

Grade	Reading	Writing Spelling	Math	Social Science	Total Min.
Grade 3	10 min.	10 min.	10 min	10 min.	40 min.
Grade 4	15 min.	15 min	10 min	10 min.	50 min.
Grade 5	15 min.	15 min	15 min	15 min	60 min.

School Wide Requirements

- Should include at least 15 minutes of daily reading
- Should include at least 15 minutes of number or fact practice
- Should not be done by parents
- Should be assigned 4 nights per week (Assigned on Friday for grade 5)



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Modifications for Virtual Learning:

Virtual:

- Homework will be posted on Google Classroom and will include the independent tasks for the lessons taught. The time limits may vary.

I. HEALTH SERVICES

The Health Suite is located near the school office and the school nurse is on duty from 7:45 a.m. – 2:25 p.m. The nurse performs many services related to the wellbeing of students. Most importantly the nurse provides emergency care for students who become ill or are injured while in school.

Students reporting to the Health Suite must have a hall pass. Unless an emergency exists, health suite visits will be limited during both the reading and math blocks of the instructional day. In the event that a nurse is not available, students are to report to the office for emergency care.

If a student becomes ill before leaving for school, we recommend that he/she stay home both for your own protection and the protection of other students. The school nurse will contact the parent/guardian of those students whose illness requires that they leave school. Parents/guardians will make arrangements to pick up the child from school.

Students with the following symptoms will be sent home based on the nurse's professional judgment and school health service requirements:

- Fever (temperature above 100 degrees F)
- Vomiting
- Serious injury
- Pink eye
- Unidentifiable rash
- Students suspected ill with a communicable disease such as strep throat or lice
- Students with known health problems that are too ill to be productive in school

Medication, including prescription **and** non-prescription drugs, must be kept in the Health Suite. If it is necessary for a student to take medicine during the school day, the student must have a written order from your doctor. The order must include the name of the medicine, the amount you are to take, the time you are to take it and whether any side effects can be expected. A form is available from the school nurse, which you can take to your doctor, if you prefer.



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If students are returning to school following an illness or injury that requires them to be excused from physical education classes for a week or more, it is necessary to have a written excuse from your doctor. The school nurse does not issue such excuses.

Modifications for Hybrid Learning:

Hybrid:

- Students will be referred to the Wellness Room if they are found to exhibit symptoms of COVID-19.
- An appointment must be made to drop off medication to the Health Suite.

J. FIRE DRILLS/EVACUATION DRILLS

Fire drills, required by law, are an important safety precaution. When the fire alarm sounds, students are to follow the instructions of the teacher or other adult in charge. We must exit the building in 2 minutes or less during a fire drill. During a fire drill or emergency students must:

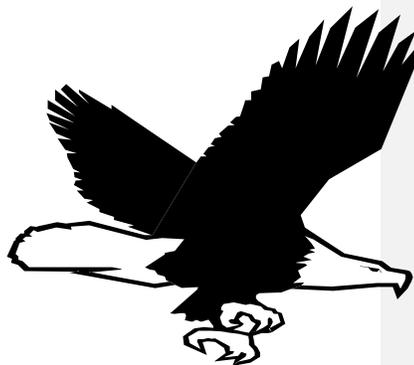
- Remain quiet until you receive the signal that the fire drill has ended;
- Form a single file line and proceed silently to the exit with the teacher;
- Follow all instructions given by staff members;
- Return to the location in which they were when the drill began (classroom cafeteria, gymnasium, etc.) when instructed.



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Student Discipline Code

Furman L. Templeton Preparatory Academy will follow the Baltimore City Schools Student Code of Conduct. This code outlines those behaviors and items that are not permitted in school. Please read the Baltimore City Schools' 2020-2021 Information Guide, as it includes in detail the Student Code of Conduct for which Furman L. Templeton Preparatory Academy will subscribe. Each student receives a copy of the Baltimore City Public School Code of Conduct. Parents are encouraged to read and review the BCPS Code of Conduct with their student.





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**Furman L. Templeton Preparatory Academy
Student Handbook Review Form**

Complete the review form online by visiting:

<https://bit.ly/fltfamilyhandbook>

or by scanning the QR Code below:

