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2025-2026 Student and Parent Handbook

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Learn * Love * Live



Welcome Letter from the Principal

Furman L. Templeton Preparatory Academy

An Ingenuity School with a Focus on STEAM and Civic Leadership

Dear Furman Team,

Welcome to a new school year at Furman L. Templeton Preparatory Academy! It is my honor and joy to lead a school where innovation, compassion, and excellence meet every day in our classrooms, hallways, and community spaces.

As an Ingenuity School, FLTPA is not just a place where students learn—it is a vibrant learning community where every child is empowered to think critically, lead with purpose, and design solutions to real-world challenges. Rooted in STEAM and civic leadership, our instructional approach calls on each of us to nurture curiosity, build capacity, and model courageous leadership for our students.

Our mission is clear: **to empower students to think critically, lead with compassion, and solve real-world problems**. We are committed to providing an integrated, hands-on education that ensures all children, regardless of background, can thrive and succeed. We believe every student can learn at high levels when supported by a team that sees their potential, responds with intentional instruction, and remains committed to continuous improvement.

This handbook reflects the systems, protocols, and values that ground our daily work. You'll find our curriculum design, core beliefs, monthly civic and STEAM themes, and schoolwide commitments outlined with clarity and purpose. Use this guide not just as a reference, but as a reflection of the shared vision we hold for our scholars and each other.

Thank you for bringing your passion, talent, and heart to Furman. Together, we will inspire change-makers, problem-solvers, and leaders of tomorrow—starting today. The Furman L. Templeton Preparatory Academy Charter Board, the Charter Executive Director, the school administration, and the staff look forward to an outstanding, exciting, and positive school year in which all 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.

With deep respect and enthusiasm,

Principal Ladaisha Ballard



Our School Theme: STEAM and Civic Leadership- Learning with Purpose!

At Furman L. Templeton Preparatory Academy, our school theme is all about learning through creativity, leadership, and making a difference. We focus on STEAM – science, technology, engineering, the arts, and math – and combine it with civic leadership, which means helping students become kind, confident, and active members of their communities.

Each month, we explore fun and meaningful topics like identity, teamwork, fairness, and the environment. Students solve real-world problems through hands-on projects like building models, making videos, designing inventions, and creating solutions that help others. From robotics to recycling, student voice and choice are at the heart of everything we do.

Together, families, teachers, and students are building a future where learning is exciting and every child knows they can be a leader, inventor, and change-maker—starting today!

Mission

It is our mission to empower students to **think critically, lead with compassion, and solve real-world problems** through **STEAM and civic leadership**.

Vision

It is our vision to create a diverse community of learners prepared to **innovate, advocate, and lead change**.



Positive Behavioral Interventions and Supports

Positive Behavioral Interventions and Supports (PBIS) is a decision-making framework that guides the selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavioral 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 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, every day, 94% of the school days for the entire year to meet our attendance goal. 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.
- **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 and Hybrid Accommodations in the event schools return to Virtual Learning:

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



School Code of Conduct

While at school, we the Mighty Eagles are:

- Safe
- Respectful
- Responsible

Positive Behavioral Interventions and Supports Cont.

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
- 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 (2) tardies to participate in the PBIS monthly celebration, or no more than five (5) tardies with no absences.

Virtual and Hybrid Accommodations in the event schools return to 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 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 the classroom teachers to discuss a variety of student concerns and the steps for working toward 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 10 - 12 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:

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. All other students will receive intervention services in the classroom during the small group and intervention times. Quarterly, groups are evaluated, and students can be changed and/or added to help meet the needs of more students. Throughout the year, students can also be added to Intervention during Student Support Team (SST) meetings.

Students who receive intervention services from the interventionists are pulled into small group sessions for thirty to forty-five minute sessions five days a week to support their progress in reading and/or math. For reading, the intervention team uses SPIRE and Guided Reading. For math, the intervention team uses curriculum based math intervention in combination with specific skill practice lessons (grades 2 – 5). All programs are research-based, and the students' levels are selected based upon their pre-test, classroom performance, and their monthly assessment or ANET data. Students receiving intervention from their classroom teacher or small group tutor will also receive SPIRE and Guided Reading for reading but will use teacher-selected activities for math. 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.



Gifted and Advanced Learning

In 2017, 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.

At FLT, all kindergarten students are tested for GAL. Students in older grades can be identified for testing based upon the ANET 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 our GAL Liaison. The GAL Liaison 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 our GAL Liaison, Mrs. Benton.

Enrichment Opportunities

Our elementary school offers a variety of enrichment opportunities designed to spark curiosity, build skills, and nurture creativity in every student. From STEAM clubs and visual arts to music, dance, sports, and leadership groups, our programs provide hands-on learning beyond the traditional classroom. These activities encourage students to explore their interests, collaborate with peers, and grow into confident, well-rounded learners.

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



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 Monday through Thursday.

Virtual and Hybrid Accommodations in the event schools return to Virtual Learning:

- Uniforms will not be required; however, appropriate dress, covering the students’ bodies, 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 be 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 a 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.).

C. 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 toward 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.

D. School Communication Plan

Daily Communication with Parents/Guardians

- **Cell Phone Access:** Students are required to store their cell phones in locked storage boxes during the school day to support a focused, distraction-free learning environment.
- **Parent Access to Students:** If parents/guardians need to contact their child during the school day, they are instructed to **call the school office directly**. School staff will facilitate communication between the parent and student as needed.



- **Student Access to Parents:** Since students do not have access to their cell phones during the day, any necessary communication from students to parents will also be handled through the school office.

Emergency Communication

- The policy explicitly states that **emergency communication will not be affected** by the new cell phone storage system.
- In cases of emergency (e.g., illness or urgent situations), school personnel will contact parents/guardians directly using the contact information on file.
- Parents/guardians may also call the school to relay urgent messages to their child, and the school will ensure that communication is facilitated promptly.

Virtual and Hybrid Accommodations in the event schools return to 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.



C. ARRIVAL AND DISMISSAL

The school day officially begins at **7:45 a.m.** promptly. Students are encouraged to arrive to school by 7:30 a.m. and report to the cafeteria (K-5th) or Pr-K Classrooms (Pre-K only). Students are considered late at 7:46 a.m. Any student arriving to school at **7:46 a.m. or later** 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 grades K - 5 will enter from the back doors off Dolphin Street and remain in the cafeteria for breakfast from 7:25 am to 7:45 am. At 7:45, students in grades K-5 will transition by grade to their classrooms. Pre-K students will then transition to the cafeteria with classroom support for breakfast and announcements from 7:45 until 8:00. Teachers remain in the classroom to greet students who may be late.

The school day ends at 2:25 PM. Students in classes on the first floor are dismissed from their classrooms. Caregivers should enter the building on the Pennsylvania Avenue Blacktop (between the school building and the apartments) and report directly to their scholar's classroom. Students in classes on the second and third floors can be picked up by entering the door on the Dolphin Street blacktop. Students in classes on the second floor are dismissed from the auditorium. Students in classes on the third floor are dismissed from the gymnasium. Any students being picked up in the car line must be signed up [here](#). The car line travels through the Dolphin Street blacktop.

Teachers at every grade level are required to have a child sign-out sheet to have the parent/guardian(s) sign at student pick-up. At 2:35, students may be escorted to late pickup locations, including the main office and second-floor lobby. Students should be signed into the late book by the teacher before the teacher's departure. Teachers should refrain from holding students in their classrooms after dismissal. A member of the administration will supervise the children at this point. Middle and High School students are **strongly discouraged** from waiting on school grounds for other students before 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 emergencies occur and that parents/guardians cannot control them. It is the expectation that students will be picked up at dismissal. Early dismissals after 2:00 pm will not be allowed to help ensure a safe and organized schoolwide 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.



Virtual and Hybrid Accommodations in the event schools return to Virtual 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 who are unable to engage in synchronous learning during the allotted times must complete and submit the assigned tasks 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 children beyond the entrance door.
- Students will enter the building and be dismissed through their designated entrances and exits 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 be dismissed with their class before picking up younger siblings from designated dismissal areas. They are not to go to younger siblings' classrooms at dismissal.



Virtual and Hybrid Accommodations in the event schools return to Virtual Learning:

Virtual:

- If a student must log off 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 pickup.
- Early dismissal requests will not be granted after 2:00 PM.



Parent Engagement Expectations

At Furman L. Templeton Preparatory Academy, strong family partnerships are essential to student success. Modeled in part after the Ron Clark Academy's commitment to community and culture, FLTPA is implementing a renewed focus on **intentional parent involvement** to strengthen the home-school connection and enrich the educational experience for all students.

Annual Volunteer Commitment

We encourage every FLTPA family to commit to **at least 20 hours of volunteer service** throughout the school year. These hours can be completed in a variety of ways and are designed to be flexible and inclusive of all family situations.

Purpose and Impact

Volunteering supports classroom instruction, schoolwide events, and student celebrations. More importantly, it helps build a collaborative and welcoming school culture where students, families, and staff work together toward a shared vision of excellence.

Examples of Volunteer Opportunities

Parents and guardians can fulfill volunteer hours by participating in:

- Classroom support and read-alouds
- Field trips and special events
- Cafeteria or hallway monitoring
- FLTPA house team activities
- Family engagement events or school celebrations
- Beautification projects
- Donation of time or materials for school initiatives

"Walk With Us" Parent Day

Each fall, families will be invited to attend our **"Walk With Us" Day**, where they will join their child for a portion of the school day. This immersive experience gives families a firsthand look at our instructional practices, behavioral expectations, and positive school culture in action.

Beyond Volunteering

We also recognize that not all involvement looks the same. In addition to in-person volunteering, we deeply value:

- Regular communication with teachers and school staff
- Participation in parent-teacher conferences and academic planning meetings
- Supporting student learning at home
- Attending school-wide events and performances



The FLTPA Commitment

By working together, we can create a supportive, high-expectation environment where every child thrives. Your partnership is not only welcome—it is essential. Thank you for investing your time, talent, and heart into the Furman L. Templeton community.

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.
- 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 before 2:00 pm.

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



Virtual and Hybrid Accommodations in the event schools return to Virtual Learning:

- 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 a daily learning schedule.



- 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.

Virtual and Hybrid Accommodations in the event schools return to Virtual Learning:

- Free lunch will be provided daily at designated lunch sites throughout the city.
- Free breakfast will be served daily in the classrooms.
- Free lunch will be served daily in the cafeteria as bagged lunches to be taken home..



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's arrival

Virtual and Hybrid Accommodations in the event schools return to Virtual Learning:

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

G. TEACHING, LEARNING, and GRADE REPORTING

Content Area Specifications with Instructional Excellence

At Furman L. Templeton Preparatory Academy, we are committed to implementing rigorous, standards-based instruction that supports high levels of achievement for all students. We believe that consistent, equitable, and data-driven instructional practices are key to closing opportunity gaps and accelerating learning. The following content area expectations incorporate Maryland College and Career Ready Standards (MDCCRS), district-supported curriculum tools, and highly effective instructional systems designed to promote academic growth and excellence.



Reading Block

The Reading Block will be grounded in the Maryland College and Career Ready Standards and supported by the *Wonders* curriculum. Teachers will implement instruction using the grade-level pacing calendar, grade-specific materials, and the schoolwide *Ingenuity Protocol* to ensure alignment and fidelity to core instruction.

To ensure student achievement:

- Teachers will engage students in daily whole-group, small-group, and independent reading routines that are purposeful and standards-aligned.
- Instruction will emphasize explicit vocabulary development, foundational literacy, complex text analysis, and comprehension strategies.
- Data-driven small group instruction will be implemented using assessment data (MAP, iReady, classroom-based) to target specific student needs.
- Differentiation strategies, including scaffolds, extensions, and culturally responsive texts, will be embedded to ensure access for all learners.

Mathematics Block

The Math Block will reflect the rigor of the Maryland College and Career Ready Standards and be implemented through the adopted curriculum. Teachers are expected to follow the pacing calendar and utilize instructional materials and manipulatives with fidelity.

To enhance instructional impact:

- Teachers will use the *Ingenuity Protocol* to ensure lessons include conceptual understanding, procedural fluency, and application-based problem-solving.
- Daily small-group math instruction will be incorporated to support remediation, acceleration, and skill mastery.
- Hands-on tools and math manipulatives will be used consistently to promote visual and tactile understanding of key concepts.



- Weekly data analysis will guide reteaching, flexible grouping, and progress monitoring.
- Math discourse protocols will support student reasoning and academic language development.

Social Sciences Block (Science & Social Studies)

The Social Living Block will integrate the Maryland State Curriculum in science and social studies. Instruction will be delivered daily and aligned with content-specific pacing calendars and planning tools.

To maximize student engagement and content mastery:

- Teachers will implement phenomena-based learning in science and culturally responsive, inquiry-driven social studies units that promote critical thinking.
- Lessons will include multimedia resources, hands-on investigations, and cross-curricular connections to reading and writing.
- Students will engage in project-based learning, research tasks, and academic discussions to deepen their understanding of content and real-world applications.

Specials (Art, Theatre, Physical Education, and Health)

Special area teachers will implement the Maryland State Curriculum using developmentally appropriate, culturally relevant practices.

- Instruction will integrate creative expression, movement, and wellness education to support whole-child development.
- Lessons will be designed to promote student agency, collaboration, and interdisciplinary connections across content areas.

Virtual and Hybrid Learning Accommodations

In the event of a return to virtual or hybrid instruction, Furman L. Templeton will maintain high expectations and continuity of learning through:



- Daily synchronous and asynchronous instruction delivered via Google Classroom, Zoom, and district-approved platforms.
- Consistent communication with families and students to ensure engagement, attendance, and access to learning tools.
- Teachers will continue using digital instructional strategies (e.g., interactive slides, online formative assessments, digital manipulatives) during in-person instruction to support readiness for any model transition.

Highly Effective Instructional Systems

To support excellence in instruction and student learning outcomes, all teachers are expected to implement the following core systems daily:

- Data Routines: Weekly data meetings, progress monitoring, and use of formative assessments to inform instruction and student grouping.
- Differentiation/Intervention Routines: Targeted supports based on academic data, including Tier 2 and Tier 3 intervention time built into the day.
- Small Group Routines: Daily small-group instruction in reading and math based on current student performance and needs.
- Assessment Routines: Use of diagnostic, formative, and summative assessments to guide planning, reteaching, and mastery tracking.
- Instructional Routines: Consistent use of research-based strategies including gradual release (I Do, We Do, You Do), checks for understanding, and academic discourse.

Grading Philosophy

Furman L. Templeton Preparatory Academy is committed to maintaining rigorous performance and achievement standards for all students and to providing a fair process for evaluating and reporting student progress that is understandable to students and their parents/guardians and relevant for instructional purposes.



Use of Infinite Campus

Infinite Campus is the online gradebook tool of record for all courses. Teachers will update grades in Infinite Campus weekly. While individual assignments may be graded in other platforms like Google Classroom, all grades will be transferred over to Infinite Campus at least weekly.

Category Weights: All grade books will have the following categories and weights:

- Formative Assessments: 50%
- Summative Assessments: 20%
- Classwork: 20%
- Participation: 10%

Teachers will enter, at a minimum, 10 Formative Assessments, 2 Summative Assessments, 8-15 classwork, and 8-15 Participation assignments per quarter. Half of the assignments in each category will be assigned before progress reports, and the other half will be assigned after progress reports.

All assessments should be aligned with grade-level curriculum and standards. Diagnostics may not count as assessments, nor should programs that support skills but are outside of the curriculum, like Sumdog, although teachers may grade completion of these tasks for Classwork or Participation grades.

Missing Work: A score of **zero** will be given to students who fail to submit an assignment, including truant or chronically absent students. These zero grades should be entered in the grade book when other students' assignment grades are entered. If a grade is missing, the teacher will record the grade as "m" in the gradebook so that there is a distinction between a 0% for a missing grade and a 0% for other reasons.

If the work is missing due to student absence, teachers will provide make-up work to students upon the student's return to school. Teachers may assign an equivalent but different task or assessment. Students will have at least as many days as they were absent to make up work. The time allowed for makeup work may be extended on a case-by-case basis for extenuating circumstances determined by the teacher. If a teacher denies a student's request for make-up work, a denial may be appealed to an administrator.

Classwork and Participation assignments that are missing due to a reason other than student absence may be turned in late by students, *but those assignments may have up to 50% of the grade deducted*. Points may only be deducted if it follows a teacher's policy as described in their course syllabus. If a student completes a missing assessment, however, no points may be deducted for lateness.

Reassessment

Reassessment is an essential part of ensuring that students have the incentive to continuously improve, and the reassessment policy emphasizes that grades should reflect what students know and can do at the end of a marking period. As such, ***all Formative and Summative Assessments are eligible for reassessment.***



Students who demonstrate a likelihood of improvement should have the opportunity to reassess. Students may demonstrate this in a variety of ways, including participation in reteaching, test corrections, and one-on-one check-ins. Students must complete reassessment before the end of the quarter unless they are reassessing due to absence.

Students who have not shown a likelihood of improvement may not participate in reassessment unless the entire class is participating.

Reassessment must cover the same material but may do so in a different format or with different questions, as determined appropriate by the teacher. If a student's understanding of the content assessed shows improvement upon reassessment, that grade must be replaced with the improved grade. No points may be deducted solely because a student is reassessing.

Students should have opportunities for reassessment throughout the quarter. Teachers will devote at least one instructional period each half quarter to individualized reassessment opportunities, where students who need to will have the chance to reassess content specific to their learning. This time may be spread out over multiple days. Any time at least 75% of a class did not master the content of an assessment, the teacher will re-teach the content and provide the whole class an opportunity to reassess.

The End of the Quarter

All teachers will initially submit grades for report cards at least two days before the end of the marking period. However, students will have until the end of the quarter to turn in work or complete reassessments as otherwise allowed in these guidelines. Teachers have until the end of the marking period to adjust grades based on student work. All report cards and exam grades will be submitted according to City Schools' policies and regulations by the close of the grading window. Teachers are responsible for ensuring that grades are entered on time and accurately, but the Grade Reporter will support teachers in verifying grades on time.

Grade Calculations

Grades are calculated in the following manner:

For Pre-K: final course grades will be the equivalent of final term grades entered by the teacher.

In non-high-school credit-bearing grade K-8 courses, final grades are an average of the quarter grades.

Grades such as PASS or L will not count as part of a student's final grade calculation.



Grading Scale

Teachers will use the following grading scale:

Pre-K through 1st Grade	2nd through 5th Grade:
80-100%: P = Proficient	80-100%: MS = Meeting Standards
60-79%: I = In Process	70-79%: AS = Approaching Standards
Below 60%: N = Needs Development	60-69%: DT = Developing Towards Standards
	Below 60%: N = Not Yet Demonstrating Progress Towards Standards

Point of Contact

Ladaisha Ballard, Principal

Shyrene Small, Grade Reporter

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.

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

Virtual and Hybrid Accommodations in the event schools return to Virtual Learning:

- 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 well-being 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. If 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.

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.

Virtual and Hybrid Accommodations in the event schools return to Virtual



Learning:

- 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.

K. BIRTHDAY PARTIES/CLASS CELEBRATIONS

In order to prevent the disruption of learning, birthday parties at school will not be permitted. Families may send in treat bags for distribution for their scholar's birthday.

Classroom celebrations are scheduled throughout the year. Families may contribute to the classroom party, but all contributions must be commercially prepared, sealed, and clearly labeled. Homemade food items are not be permitted, as they cannot be verified for allergen safety.

Allergen Safety: If a student in the class has a documented allergy, food items containing that allergen—or manufactured in facilities where cross-contamination is possible—are not allowed. Teachers will give advance notice of any event involving food so families can provide safe alternatives.

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' 2021-2022 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.



Furman L. Templeton Preparatory Academy

Student Handbook Review Form

Complete the review form online by visiting:

<https://bit.ly/ftlpafamilyhandbook2526>

or by scanning the QR Code below:

