THE COMPLETE NEW TEACHER SUCCESS GUIDE & CAMPUS ONBOARDING SYSTEM

Everything You Need. One System. One Promise: We Don't Let New Teachers Sink or Swim.

Provided by WeAreAcademicAllies.com - Empowering Educators to Stay, Grow, and Thrive

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SECTION 1: THE UNIVERSAL GUIDE (For All New Teachers)

- Why This Matters: You're Not Alone
- Quick Start: Survival Mode Essentials
- Building Confidence in Your First 90 Days

SECTION 2: THE IMPLEMENTATION PLAYBOOK (FOR ADMINISTRATORS & MENTORS ONLY)

- Implementation Roadmap & Timeline
- Delegation Matrix: Who Does What
- Section-by-Section Completion Guide
- Quality Control & Maintenance
- Getting Buy-In From Your Team
- Troubleshooting Common Challenges

SECTION 3: CAMPUS-SPECIFIC TEMPLATES (To Be Completed by Site Leadership)

- Phase 1: Day One Essentials Template
- Phase 2: First Week Integration Template
- Phase 3: First Month Mastery Template

SECTION 4: GRADE-LEVEL ADDENDUMS (Choose Your Level)

- Elementary Addendum (K-5)
- Middle School Addendum (6-8)
- High School Addendum (9-12)

SECTION 5: DAY ONE CHEAT SHEETS (PRINT AND CLIP THESE - DO NOT FILE AWAY)

- Elementary Day One Survival Card
- Middle School Day One Survival Card
- High School Day One Survival Card

SECTION 1: THE UNIVERSAL GUIDE

For All New Teachers

WHY THIS MATTERS: YOU'RE NOT ALONE

This resource isn't just a set of blank forms — it's an invitation to remember what it felt like to stand in a brand-new classroom for the first time, holding the keys and not much else.

New teachers don't know what they don't know. You don't always feel comfortable asking — and by the time you realize what you need, it's usually when everyone else is too busy to help.

When new teachers feel confident and equipped to navigate their new environment, they are better positioned to focus on teaching and student engagement rather than grappling with uncertainty or administrative hurdles.

When your campus invests time in filling out this guide and walking through it with you, they're saying: "You're not in this alone. We've thought about the things you'll need before you even know to ask for them."

The Research: In Teachaway's 2022 International Education Recruitment Report, 41 percent of teacher candidates stated they would quit a job because they didn't feel they were onboarded or trained properly.

When your school invests a little time here, they're saving you hours of confusion, overwhelm, and stress. It's a small act of leadership that ripples out — and just might be the reason you choose to stay.

Ä QUICK START: SURVIVAL MODE ESSENTIALS

If You Only Have 5 Minutes Before Your First Day:

- Get your Quick Contact Card filled out (see Section 5)
- ✓ Know where your classroom is and how to get in
- ✓ Have 3 key people's names and numbers
- Know where the restroom and copy machine are
- Schedule a 15-minute check-in with your mentor for next week

Your First Day Mantra: "It's okay to ask for help. Everyone wants me to succeed. I don't have to figure this out alone."

⋈ BUILDING CONFIDENCE IN YOUR FIRST 90 DAYS

Days 1-7: Survival Mode

- Focus on basic logistics and finding your way
- Connect with your mentor and 2-3 friendly colleagues
- Learn student names and basic classroom routines
- Remember: Everyone expects you to have questions

Days 8-30: Finding Your Rhythm

- Establish your teaching routines and expectations
- Begin building relationships with students and families
- Connect with grade-level or department teams
- Start observing veteran teachers when possible

Days 31-90: Building Confidence

- Refine your classroom management and instruction
- Take on additional responsibilities gradually
- Seek feedback and implement suggestions
- Celebrate small wins and progress made

Remember: Every master teacher was once a beginner. Give yourself grace, ask for help, and trust that you belong here.

SECTION 2: THE IMPLEMENTATION PLAYBOOK

▲ FOR ADMINISTRATORS & MENTORS ONLY

IIII IMPLEMENTATION ROADMAP & TIMELINE

PHASE 1: Getting Started (Weeks 1-2)

Goal: Organize your team and assign responsibilities

Your Action Steps:

□ Review the complete guide structure (2 hours)

□ Assign team members to sections using delegation matrix below

□ Schedule initial team meeting (2 hours)

□ Set completion timeline and check-in dates

□ Create shared document/folder for collaboration

Leadership Team Meeting Agenda (First 2 Hours):

- Review complete guide structure (30 minutes)
- Assign section responsibilities (45 minutes)
- Establish timeline and deadlines (15 minutes)
- Agree on quality standards and review process (20 minutes)
- Schedule progress check-ins (10 minutes)

PHASE 2: Information Gathering (Weeks 3-8)

Goal: Collect all necessary information for each section

Your Action Steps:

☐ Each team member completes their assigned sections
□ Weekly 30-minute progress check-ins
□ Resolve any missing information or unclear procedures
□ Begin formatting information into templates

□ Identify and address any gaps or outdated information			
PHASE 3: Testing and Refinement (Weeks 9-10) Goal: Ensure everything works before giving to new teachers			
Your Action Steps:			
☐ Test every procedure with current staff members			
□ Verify all contact information is accurate			
□ Walk through key processes (like first-day arrival)			
□ Get feedback from 2-3 veteran teachers			
□ Make final revisions based on testing			
Testing Protocol:			
Have a veteran teacher follow first-day instructions exactly			
Call all phone numbers to verify they work			
Test all login credentials and technology access			
• Review with facilities manager, IT coordinator, and office staff			
Time how long key processes actually take			
PHASE 4: Launch and Feedback (Ongoing) Goal: Implement with new teachers and continuously improve			
Your Action Steps:			
□ Present guide during new teacher orientation			
□ Schedule 30/60/90-day check-ins with new teachers			
□ Collect systematic feedback			
□ Update information quarterly			

 $\hfill\Box$ Revise annually based on feedback

■ DELEGATION MATRIX: WHO DOES WHAT

Section	Best Assigned To	Time Need ed	Key Information to Gather
Building Basics & Safety	Facilities Manager/AP	3-4 hours	School addresses, key contacts, first-day procedures, security protocols, emergency procedures
Technolog y & Systems	IT Coordinator	4-5 hours	Computer login procedures, email setup, all required systems access, printer procedures, tech support contacts
Curriculu m & Instructio n	Curriculum Coach/Dept Chair	5-6 hours	Curriculum guides, lesson plan requirements, assessment schedules, instructional resources
Student Services	Counselor/Spe cial Ed Coordinator	3-4 hours	Student information access, IEP/504 procedures, special services contacts, attendance procedures
HR & Benefits	HR Director	2-3 hours	Payroll information, benefits enrollment, leave policies, evaluation procedures
Daily Operation s	AP/Grade Level Lead	4-5 hours	Daily schedules, duty assignments, attendance procedures, discipline policies
Communi ty & Culture	Principal/Veter an Teacher	3-4 hours	School traditions, community demographics, parent communication, volunteer procedures

Pro Tip: Assign a "New Teacher Champion" (ideally an assistant principal or instructional coach) to oversee the entire process and serve as the primary contact for implementation.

■ SECTION-BY-SECTION COMPLETION GUIDE			
BUILDING BASICS & SAFETY			
Assigned to: Due Date:			
Information You Need to Gather:			
□ Exact school address and main phone number			
□ Principal and assistant principal contact information			
□ School hours, key dates, mission statement			
□ First day arrival instructions (specific door, time, parking)			
□ Key/access card pickup procedures and contacts			
□ Building security procedures and emergency contacts			
□ Emergency evacuation routes and procedures			
□ Safety equipment locations (AED, fire extinguishers, first aid)			
Key Questions to Answer:			
• What door should new teachers use on their first day?			
• Where exactly should they park and is there a cost?			

• What happens if they get locked out after hours?

Who specifically should they ask for when they arrive?

• What are the step-by-step procedures for each type of emergency?

People to Interview:

• Facilities manager

- Security personnel
- Office manager
- Custodial supervisor

	TECHNOL	OGY &	SYSTEMS
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Assigned to:	_ Due Date:			
Information You Need to Gather:				
□ Computer login procedures and	d initial passwords			
□ School email setup and access	instructions			
□ WiFi network names and passv	vords			
□ Student Information System lo	gin and training			
☐ Gradebook system access and ☐	procedures			
□ Learning Management System	setup			
□ Printing procedures and codes				
□ Technology support contacts as	nd procedures			

Key Questions to Answer:

- How do new teachers get their initial computer login?
- What are the exact steps to access each required system?
- Who do they contact when technology doesn't work?
- What are the specific printer codes and procedures?
- How do they access shared drives and resources?

Systems to Document:

- Every system new teachers must use
- Login procedures for each
- Support contacts for each
- Common troubleshooting steps

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Assigned to:	Due Date:			
Information You Need to Gather:				
□ Curriculum guide locat	ions (online and physical)			
□ Required textbooks and	l materials locations			
□ Lesson plan format and	submission procedures			
□ Assessment schedule a	nd requirements			
□ Homework and grading	g policies			
□ Support resources for s	truggling students			
☐ Instructional coaching	and observation procedures			

Key Questions to Answer:

- What exactly are new teachers required to teach?
- Where do they find curriculum resources and lesson plans?
- What is the specific lesson plan format and deadline?
- Who reviews their lesson plans and provides feedback?

- What assessments are required and when?
- How do they get help with instructional challenges?

Documents to Locate:

- Curriculum guides
- Lesson plan templates
- Assessment calendars
- Grading policies
- Sample lesson plans

STUDENT SERVICES & SPECIAL NEEDS

Assigned to:	Due Date:		
Information You Need to Gather:			
□ How to access student	rosters and information		
□ IEP and 504 plan locati	ions and procedures		
□ Medical information an	nd emergency contacts access		
□ Special services contac	ts (ESL, counseling, special ed)		
☐ Student transportation i	information		
□ Attendance procedures	and systems		
□ Discipline policies and	referral procedures		

Key Questions to Answer:

- How do teachers identify students with special needs?
- Where is student medical and emergency information located?

- Who are the key support people for different student populations?
- What are the specific procedures for handling various student situations?
- How do teachers access and update student information?

Contacts to Identify:

- Special education coordinator
- ESL coordinator
- School counselors
- School nurse
- Social worker
- Attendance clerk

i HR & BENEFITS

Assigned to:	Due Date:
Information You Need to Gather	:
☐ Payroll schedule and direct dep	posit setup
□ Benefits enrollment procedure	s and deadlines
□ Leave policies (sick, personal,	emergency)
□ Substitute teacher request proc	eedures
□ Expense reimbursement polici	es and forms
□ Professional development oppo	ortunities and funding
□ Evaluation timeline and proced	dures

Key Questions to Answer:

• When and how do new teachers get paid?

- How do they set up benefits and direct deposit?
- What are the specific procedures for requesting leave?
- How do they request substitute teachers?
- What expenses can be reimbursed and how?
- Who evaluates them and when?

Forms and Procedures to Collect:

- Direct deposit forms
- Benefits enrollment materials
- Leave request forms
- Substitute request procedures
- Expense reimbursement forms
- Evaluation rubrics and timelines

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Assigned to:	Due Date:	
Information You Need to	o Gather:	
□ Daily schedule and bell	times	
☐ Attendance procedures a	and deadlines	
☐ Student arrival and dism	nissal procedures	
□ Duty assignments and e	xpectations	
□ Communication with pa	arents procedures	
□ Discipline policies and o	office referral procedures	

□ Emergency	drill	procedures

Key Questions to Answer:

- What is the exact daily schedule and when should teachers arrive/leave?
- How do teachers take attendance and by what deadline?
- What are their specific duties and where should they be?
- How do they handle student discipline issues?
- What are the procedures for communicating with parents?
- What happens during emergency drills?

Schedules to Document:

- Bell schedule
- Duty roster
- Meeting schedules

COMMUNITY & CULTURE

• Drill schedule

Assigned to:	Due Date:
Information You Need to Gath	er:
☐ School traditions and annual ev	vents

☐ Staff culture and social expectations	

- $\hfill\Box$ Community demographics and resources
- □ Parent organizations and volunteer opportunities
- $\hfill\Box$ Local business partnerships $\hfill\Box$ Dress code specifics and unwritten rules

Key Questions to Answer:

- What are the important school traditions new teachers should know?
- What are the unwritten rules and cultural expectations?
- How does the local community support the school?
- What social events and committees can new teachers join?
- What should they know about the families they'll serve?

Cultural Elements to Document:

- Annual events calendar
- Staff social traditions
- Community partnerships
- Volunteer opportunities
- Local resources for families

QUALITY CONTROL CHECKLIST

Before giving this guide to new teachers, verify:

Accuracy Check:

□ All phone numbers have been called and verified	
□ All email addresses have been tested	

- $\hfill\Box$ All procedures have been walked through by someone
- □ All login credentials have been tested
- ☐ All locations and room numbers have been verified

Completeness Check:
□ Every section has specific names, not just titles
□ Every procedure has step-by-step instructions
□ Every question from the comprehensive list has been addressed
□ Backup contacts are provided for key positions
□ Emergency procedures are detailed and current
Usability Check:
□ A new person could follow the instructions successfully
□ Language is clear and free of district-specific jargon
□ Information is organized logically
□ Quick reference materials are accurate
□ Digital version is searchable and easy to navigate
New Teacher Perspective Check:
□ Information answers the questions new teachers actually have
□ Tone is welcoming and supportive, not overwhelming
□ Cultural information helps them fit in
□ Self-care and support resources are prominent
☐ The guide reduces anxiety rather than increasing it
MAINTENANCE SCHEDULE
Monthly:
□ Update any changed contact information

□ Add any new procedures or policies			
□ Collect feedback from recent new hires			
Quarterly:			
□ Review and update all contact information			
□ Verify all procedures are still current			
□ Update technology access information			
□ Revise any sections based on feedback			
Annually:			
□ Complete review of entire guide			
□ Update all calendars and schedules			
□ Incorporate feedback from year's new teachers			
□ Revise based on any policy changes			
□ Plan improvements for next year			
Assign Maintenance Responsibility:			
Primary Maintainer:	(suggested: Assistant Principal)		
Backup Maintainer:	(suggested: Instructional Coach)		
© GETTING BUY-IN FROM YOUR TEAM			
For Skeptical Administrators:			

Message: "This system will reduce the time you spend answering basic questions and help new teachers become effective faster. It's an investment that pays for itself in reduced turnover and improved performance."

Show them:

- Cost of replacing a teacher (\$15,000-\$50,000)
- Time currently spent answering new teacher questions
- Impact on school culture when new teachers struggle

For Busy Staff Members:

Message: "We're asking for a few hours of your time now to save dozens of hours throughout the year answering the same questions repeatedly."

Help them by:

- Providing templates and examples
- Setting realistic deadlines
- Recognizing their contributions publicly
- Showing how it makes their jobs easier

For Veteran Teachers:

Message: "This system ensures all new teachers get the support you wish you had when you started, and it frees you to focus on instructional mentoring rather than explaining where the copy machine is."

Include them by:

- Asking for input on what new teachers really need to know
- Having them test procedures before implementation
- Recognizing their expertise in school culture and unwritten rules

NOTIFICIAL ENGINEER NOTIFICIAL ENGINEER

"We don't have time for this"

Solution: Start with Phase 1 sections only. Even basic building access and technology information will dramatically help new teachers. Add sections gradually over time.

"Information keeps changing"

Solution: Focus on information that changes rarely (procedures, key contacts) rather than details that change frequently (exact room numbers for substitutes). Create a simple update process.

"This is too overwhelming for new teachers"

Solution: Present information in phases. Give Day One Essentials before the first day, First Week information during orientation week, and First Month information during the first week of school.

"We're too small to need all this"

Solution: Even small schools benefit from systematic onboarding. Adapt sections to your size - you might have fewer people wearing multiple hats, but new teachers still need to know how to access systems and who to contact.

"We already have a handbook"

Solution: This guide supplements your handbook by providing specific, actionable information that handbooks typically don't include. Think of your handbook as the policies and this guide as the "how-to" manual.

🚺 SUCCESS METRICS: HOW TO KNOW IT'S WORKING

Immediate Indicators (First 30 Days):

□ Fewer questions to office staff about basic procedure	S
□ New teachers arrive on time and prepared	
□ Technology access issues are resolved quickly	

□ New teachers find their way around the building confidently				
Short-term Indicators (First 90 Days):				
□ New teacher stress levels are lower (measure through check-ins)				
☐ Fewer emergency requests for help with basic tasks				
□ New teachers engage in school community activities				
□ Mentoring relationships focus on teaching rather than logistics				
Long-term Indicators (Full Year):				
□ Higher new teacher retention rates				
□ Improved new teacher evaluation scores				
□ Positive feedback in exit interviews				
□ Word-of-mouth recommendations from new hires				
□ Faster integration into school culture				
Data to Track:				
• Number of new teacher questions to office staff				
• Time to complete common tasks (getting technology access, etc.)				
New teacher satisfaction survey scores				
Retention rates compared to previous years				
Quality of new teacher performance evaluations				

SECTION 3: CAMPUS-SPECIFIC TEMPLATES

TO BE COMPLETED BY SITE LEADERSHIP - Campus mentor must walk through each section with new teacher before Day 1

PHASE 1: DAY ONE ESSENTIALS TEMPLATE

Critical information for survival on the first day

★ BASIC SCHOOL INFORMATION

•	School Name:	
•	Complete Address:	
•	Main Phone:	
•	School Website:	
•	Staff Portal/Resources:	
Leade	rship Team:	
Princip	pal:	
•	Name:	
•	Direct Phone:	
•	Email:	
•	Office Location:	
•	Best times to contact:	
Assistant Principal(s):		
•	Name:	
•	Direct Phone:	
	Fmail	

•	Office Location:	_	
•	Primary responsibilities:		
School	Details:		
•	Total Students:	-	
•	Grades Served:		
•	School Hours:		
•	School Mascot:		
•	School Colors:	_	
Emergency After-Hours Contact:			
•	Name:		
•	Phone:	_	
•	When to call:	_	
•	Alternative contact:		
Missio	n Statement: [Insert your school's mission statement	nt here - this helps new teachers	
unders	tand your school's purpose and values]		
Key D	ates This School Year:		
•	First Day of School:		
•	Fall Break:	-	
•	Winter Break:	_	
•	Spring Break:		
•	Last Day of School:		

•	Professional Development Days:			
•	Parent Conference Days:			
•	State Testing Windows:			
A YOUR FIRST DAY ARRIVAL				
Arrival Instructions:				
•	What time to arrive:			
•	Which entrance to use:			
•	Specific directions:			
Parking Information:				
•	Where to park:			
•	Cost (if any):			
•	Permit required?			
•	Where to get permit:			
First I	Day Check-In:			
•	Who to ask for:			
•	Their location:			
•	Backup contact:			
•	Building tour scheduled with:			
•	Time:			

What to Bring:

 $\hfill\Box$ Driver's license and Social Security card

☐ Banking information for direct deposit				
□ Emergency contact information				
□ [Add other items specific to your district]				
Dress Code: [Include specific dress code expectations, including any first-day considerations]				
BUILDING ACCESS & SECURITY				
Daily Building Access:				
Entry method: [keys/codes/card access]				
Which doors to use:				
Doors unlock at:				
Doors lock at:				
Getting Your Access:				
Key pickup location:				
Contact person:				
• Their phone:				
• Access codes:				
ID badge pickup:				
If You Get Locked Out:				
Emergency contact:				
Phone number:				
Where to find them:				

After-Hours Access:		
•	Procedure:	
•	Required notifications:	
•	Restrictions:	
Security Procedures:		
•	Visitor policy:	
•	Sign-in requirements:	
•	ID badge policy:	
≙ Y	OUR CLASSROOM BASICS	
Classroom Information:		
•	Room Number:	
•	Building/Wing:	
•	How to find it:	
Classr	room Access:	
•	How to unlock:	
•	Light switches:	
•	Temperature controls:	
•	Electrical outlets:	
Nearest Essential Locations:		
•	Restroom:	
_	Conymachina	

•	Supply closet:	
•	Main office:	
•	Nurse's office:	
Gettin	g Help with Setup:	
•	Furniture arrangement help:	
•	Contact:	
•	Phone:	
•	Available when:	
Classroom Supplies:		
•	Basic supply location:	
•	Supply contact person:	
•	Phone/Email:	
•	How to request supplies:	
TI	ECHNOLOGY SETUP	
Your Technology Access:		
•	Computer username:	
•	Initial password:	
•	Where to change password:	
•	School email address:	
Internet Access:		
_	WiF: notworks	

• Password:	
Guest network (if different):	
Required Systems:	
Student Information System:	
System name:	
• Website:	
Your username:	
Initial password:	
Gradebook System:	
System name:	
• Website:	
Setup instructions:	
Learning Management System:	
System name:	
Website:	
Setup instructions:	
Technology Support:	
Primary contact:	
• Phone:	
• Email:	
For immediate help:	

Printing:		
•	Nearest printer:	
•	Connection instructions:	
•	Printer codes:	
<u>≭</u> EN	MERGENCY INFORMATION	
Emergency Contacts:		
•	Medical Emergency:	
•	Safety Threat:	
•	Building Emergency:	
•	Student Crisis:	
Emergency Procedures:		
•	Fire drill meeting spot:	
•	Evacuation route:	
•	Lockdown procedure:	
•	Severe weather location:	
Safety Equipment Locations:		
•	AED:	
•	Fire extinguisher:	
•	First aid kit:	

Emergency supplies: _____

PHASE 2: FIRST WEEK INTEGRATION TEMPLATE

Building relationships and understanding routines

ODAILY SCHEDULE & ROUTINES

School Day Structure:	
•	School starts:
•	School ends:
•	When you should arrive:
•	When you can leave:
Your	Personal Schedule:
•	Planning period:
•	Lunch time:
•	Lunch duration:
•	Duty assignments:
Bell S	chedule: [Insert your specific bell schedule here]
Stude	nt Arrival/Dismissal:
•	How students arrive:
•	Where students go:
•	Your arrival duty:
•	Dismissal procedure:

YOUR SUPPORT TEAM

Your Mentor Teacher:		
• Name:		
• Room:		
• Phone:		
• Email:		
Meeting schedule:		
Your Team/Department:		
Team leader:		
Meeting time:		
Meeting location:		
Key Support People:		
Curriculum Support:		
• Name:		
• Phone:		
• Email:		
How they help:		
Special Education Coordinator:		
• Name:		
• Phone:		
• Email:		

When to contact:		
ESL Coordinator:		
• Name:		
• Phone:		
• Email:		
School Counselor(s):		
• Name:		
• Phone:		
• Email:		
■ STUDENT INFORMATION		
Accessing Student Information:		
Student system login:	_	
Where to find rosters:	_	
How to identify special needs:	_	
Important Student Information:		
Medical conditions location:		
IEP information location:	_	
• 504 plan information location:		
Emergency contacts access:		
Student Services Contacts:		
Special education questions:		

•	ESL support:
•	Counseling referrals:
•	Nurse contact:
A	TTENDANCE & BASIC PROCEDURES
Taking	g Attendance:
•	System to use:
•	Deadline:
•	Missing student procedure:
Studer	nt Movement:
•	Hall pass policy:
•	Restroom procedures:
•	Late student procedure:
When	Students Get Sick:
•	Nurse contact:
•	Procedure:
•	If nurse unavailable:

PHASE 3: FIRST MONTH MASTERY TEMPLATE

Professional growth and long-term success

CURRICULUM & INSTRUCTION

What	You're Expected to Teach:
•	Curriculum guide location:
•	Required materials:
•	State standards reference:
Lesso	n Planning:
•	Required format:
•	Submission deadline:
•	Where to submit:
•	Who reviews:
Assess	sment Requirements:
•	Required assessments:
•	Testing schedule:
•	Grading deadlines:

Getting Instructional Support:

•	Instructional coaching:
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Classroom observation contact:

ii GRADING & ASSESSMENT

Grading System:		
•	Grading scale:	
•	Grade entry system:	
•	Update frequency:	
•	Reporting deadlines:	
Policies	s:	
•	Late work:	
•	Makeup work:	
•	Extra credit:	
•	Academic integrity:	
© BE	HAVIOR MANAGEMENT	
School	Discipline Policy:	
•	Policy location:	
•	Key points:	
Classroom Management:		
•	Recommended rules:	
•	Consequences you can use:	
•	When to contact parents:	

• When to send to office:

Getting Help:		
Immediate behavior help:		
Documentation required:		
Crisis procedures:		
COMMUNICATION WITH FAMILIES		
Contacting Parents:		
Preferred method:		
School communication system:		
Translation services:		
Parent Conferences:		
How to schedule:		
Where held:		
Resources available:		
₩ PROFESSIONAL DEVELOPMENT		
Required Training:		
Mandatory sessions:		
Deadlines:		
How to register:		
Evaluation Process:		
Who evaluates you:		

•	Observation schedule:
•	Evaluation criteria:
• FI	NANCIAL & ADMINISTRATIVE
Payro	II:
•	Pay schedule:
•	Direct deposit setup:
•	Payroll contact:
Benefi	its:
•	Enrollment deadline:
•	Benefits contact:
Leave	Policies:
•	Sick leave:
•	Personal leave:
•	Substitute requests:
	ESOURCES & SUPPORT
Stude	nt Support Services:
•	Tutoring:
•	Counseling:
•	Special education:
•	Health services:

Self-Care Resources:		
Employee assistance:		
Mental health resources:		
Work-life balance:		
SCHOOL CULTURE & COMMUNITY		
School Traditions:		
Important traditions:		
Annual events:		
Getting Involved:		
Committees available:		
How to join:		
₹ FEEDBACK & IMPROVEMENT		
How to Give Feedback:		
• Contact:		
• Email:		
Anonymous option:		
Scheduled Check-ins:		
• 30-day:		
• 60-day:		
• 90-day:		

Feedback Questions:

- What was most helpful in this guide?
- What information was missing?
- What would you add for future teachers?
- How would you rate this guide's usefulness (1-10)?
- What additional support do you need?

SECTION 4: GRADE-LEVEL ADDENDUMS

Choose Your Level - Fill in campus-specific details

Emergency Numbers:			
•	Nurse:	_ ext	
•	Front Office:	ext.	
•	Principal:	ext	_
•	Custodian:	ext	
•	IT Help:	ext	-
•	Grade Level Lead:		_ ext
S 7	TUDENT ARRIVAL & DIS	MISSAL P	ROCEDURES
Morni	ing Arrival:		
•	Car Rider Drop-off Location	ı:	
•	Bus Arrival Procedures:		
•	Where Students Go Before	School Start	s:
•	Morning Duty Assignment:		
•	Early Arrivals Plan:		
•	Rainy Day/Severe Weather	Arrival Plan	:
Aftern	noon Dismissal:		
•	Car Rider Pickup Location:		
•	Bus Dismissal Procedures:		

■ ELEMENTARY ADDENDUM (K-5)

\(\Le\) QUICK CONTACT CARD

•	Daycare/Aftercare Procedures:
•	Dismissal Duty Assignment:
•	Lost Student Protocol:
•	Alternate Pickup
Altern	ate Pickup Arrangements Protocol:
•	Rainy Day Dismissal Plan:
₩ BA	ATHROOM & SUPERVISION POLICIES
Bathr	oom Management:
•	Number of Students Allowed at Once:
•	Escort Requirements for Grades K-2:
•	Bathroom Pass System:
•	Emergency Bathroom Protocol:
•	Substitute Coverage When Leaving Duty:
•	Nurse Contact for Accidents:
Recess	s Procedures:
•	Recess Schedule:
•	Equipment Checkout Procedures:
•	Injury Protocol:
•	Weather Alternative Procedures:
•	Playground Rules:

A PARENT COMMUNICATION

Volunteer Management:

•	Background Check Requirements:			
•	Volunteer Coordinator Contact:			
•	Parent Volunteer Request Procedure:			
•	Classroom Party Procedures:			
•	Birthday Celebration Policy:			
Communication Requirements:				
•	Weekly Newsletter Requirements:			
•	Parent Conference Scheduling:			
•	Communication App Used:			
•	Language Translation Services:			
•	Open House Expectations:			
•	Report Card Comments Timeline:			
•	Daily Behavior Update Procedures:			
LEMENTARY-SPECIFIC RESOURCES				
Reading Support:				
•	Guided Reading Level System Used:			
•	Book Room Location:			
•	Reading Specialist Contact:			
•	Intervention Program Procedures:			

•	Team Leader:			
•	Meeting Day/Time:			
•	Planning Time Coordination:			
•	Shared Resource Location:			
•	Field Trip Request Procedures:			
© C	LASSROOM MANAGEMENT			
Behavior Systems:				
•	Recommended Behavior Chart System:			
•	Treasure Box/Reward Procedures:			
•	Time-out Procedures:			
•	Parent Contact Expectations for Behavior:			
•	Admin Involvement for Recurring Issues:			
DIGITAL QUICK REFERENCE				
•	Staff Portal Link:			
•	Parent Communication App:			
•	District Handbook Page Number:			

• Emergency Procedures Location:

Grade Level Team:

Emergency Numbers:				
•	Nurse: ext			
•	Front Office: ext			
•	Principal: ext			
•	Counselor: ext			
•	IT Help: ext			
•	Team Leader: ext			
tt Ti	EAM STRUCTURE			
Your Team Information:				
•	Team Name:			
•	Team Teachers:			
•	Team Leader:			
•	Team Planning Time:			
•	Team Meeting Schedule:			
•	Team Goal-Setting Process:			

• Team Intervention Documentation System: _____

MIDDLE SCHOOL ADDENDUM (6-8)

\(\) QUICK CONTACT CARD

STUDENT MANAGEMENT

Daily Procedur	ocedures:
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•	Hall Pass Procedures:			
•	Locker Management:			
•	Dress Code Enforcement:			
•	Cell Phone Policy:			
•	Social Media Guidelines:			
•	Confiscation Protocol (Phones/Earbuds):			
•	Vaping/Smoking Procedures:			
Acade	emic Support:			
•	Study Hall Procedures:Homework Policy:			
•				
•	Make-up Work for Absences:			
•	Academic Intervention Process:			
•	Parent Communication for Grades:			
MIDDLE SCHOOL CULTURE				
Student Development:				
•	Advisory/Homeroom Procedures:			
•	Student Leadership Opportunities:			
•	Extracurricular Activities:			

•	Conflict Resolution Procedures:		
•	Peer Mediation Program:		
Team Collaboration:			
•	Cross-Curricular Planning:		
•	Common Assessment Schedule:		
•	Data Analysis Meetings:		
•	Parent Conference Coordination:		
DIGITAL QUICK REFERENCE			
•	Staff Portal:		
•	Student Information System:		
•	District Handbook Page:		
•	Team Shared Drive:		

▲ QUICK CONTACT CARD				
Emergency Numbers:				
	•	Nurse: ext		
	•	Front Office: ext		
	•	Principal: ext		
	•	Department Chair: ext		
	•	IT Help: ext		
	•	Counselor: ext		
Î	DI	EPARTMENT STRUCTURE		
Your Department Information:				
	•	Department Name:		
	•	Department Chair:		
	Department Meeting Schedule:			
	Department Office Location:			
	•	Shared Resource Access:		
	•	Mentoring for New Teachers:		

• Requesting Supplies/Resources: _____

III HIGH SCHOOL ADDENDUM (9-12)

① CLASS PERIOD MANAGEMENT

Schedule Management:				
•	Bell Schedule:			
•	Passing Period Length:			
•	Tardy Policy Enforcement:			
•	Hall Duty Assignments:			
•	Study Hall Supervision:			
•	Sub Plans for Block vs. Traditional:			
•	Emergency Drill Plan During Passing:			
Classroom Procedures:				
•	Seating Charts Requirements:			
•	Late Assignment Policy:			
•	Test Make-up Procedures:			
•	Extra Credit Opportunities:			
•	Academic Integrity Policy:			
♦ STUDENT SERVICES				
Acade	emic Support:			
•	Credit Recovery:			
•	Tutoring Center			

Library/Media Center Hours:

•	Computer Lab Access:		
•	504/IEP Accommodation Process:		
•	Make-Up Work for Absences:		
Student Guidance:			
•	Counselor Assignments:		
•	College Application Help:		
•	Career Center Resources:		
•	Standardized Test Coordination:		
•	Scholarship Contacts:		
•	Senior Graduation Check Timeline:		
HIGH SCHOOL CULTURE			
	nt Engagement:		
	nt Engagement:		
Studen	nt Engagement: Club and Organization Opportunities:		
Studen	Club and Organization Opportunities: Athletic Program Involvement:		
Studen	Club and Organization Opportunities: Athletic Program Involvement: Student Government Structure:		
Studen	Club and Organization Opportunities: Athletic Program Involvement: Student Government Structure: Volunteer Hour Requirements:		
Studen	Club and Organization Opportunities: Athletic Program Involvement: Student Government Structure: Volunteer Hour Requirements: Senior Class Activities:		
Studen	Club and Organization Opportunities: Athletic Program Involvement: Student Government Structure: Volunteer Hour Requirements: Senior Class Activities: sional Learning Communities:		

•	Cross-Curricular Opportunities:			
DIGITAL QUICK REFERENCE				
•	Staff Portal:			
•	Gradebook System:			
•	Department Shared Drive:			
•	District Handbook Page Number:			

SECTION 5: DAY ONE CHEAT SHEETS

∠ PRINT AND CLIP THESE - DO NOT FILE AWAY

ELEMENTARY DAY ONE SURVIVAL CARD					
▼ Keep This With You - It's Okay to Ask for Help					
Emer	Emergency Contacts:				
•	Nurse:	_ ext			
•	Front Office:	ext.			
•	Grade-Level Lead:		_ ext		
•	Principal:	ext	_		
Where Do My Students Go:					
•	Before school:				
•	After school:				
If a Child Gets Sick:					
•	Call Nurse:				
•	If unavailable, call:				
•	Never leave child alone				
If a Parent Shows Up Early or Angry:					
•	Stay calm & listen				
	G 11				

Document afterward

Quick Help Numbers:

•	If I can't find my	mentor:
•	II I can t ima my	memor.

- If I'm running late:

My Duties:

- Morning duty assignment:

- Rainy day plan: _____

Remember: Keep this with you — it's okay to ask for help.

MIDDLE SCHOOL DAY ONE SURVIVAL CARD✓ Keep This in Your Lanyard - You Don't Have to Figure It Out Alone				
Emerg	gency Contacts:			
•	Nurse: ext			
•	Front Office: ext			
•	Counselor/Team Lead: ex	ct		
•	Principal:ext			
Му Те	eam Information:			
•	My teaching team name:	<u> </u>		
•	My hallway supervision duty:	-		
If a Student Refuses to Work or Misbehaves:				
•	Try:	_		
•	Contact:	_		
•	Last resort - Admin:			
Quick	k Help Numbers:			
•	If I can't find my mentor:			
•	If technology doesn't work:			
•	If I'm running late:			
Impor	rtant Policies:			

• Bathroom pass/hall pass system:

•	Cell	phone confis	scation pro	otocol:
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Remember: Keep this in your lanyard — you don't have to figure it out alone.

	IIGH SCHOOL DAY ONE SURVIN his Isn't Just Yours to Handle - W		
Emer	gency Contacts:		
•	Nurse: ext		
•	Front Office:	ext.	-
•	Department Chair:	ext.	·
•	Principal:ex	t	
Bell S	chedule Location:		
What	to Do If a Student Challenges Me	:	
•	Stay calm		
•	Refer to policy:		
•	Call:		
How t	to Handle Parent Grade Questions	:	
•	Have documentation ready		
•	Explain policy clearly		
•	CC admin if needed		
Quick	t Help Numbers:		
•	If I can't find my mentor:		_
•	If technology doesn't work:		
•	If I'm running late:		

Emergency Procedures:

• Emergency drill plan during passing periods: ____

Remember: This isn't just yours to handle — we've got your back.



TIMES TO SET UP: THE STATE OF THE STATE O

For Administrative Teams

Before Distributing to New Teachers:

Content Completion:
□ All sections completed with specific information
□ All contact information verified and tested
□ All procedures tested by current staff
□ All login credentials verified □ All locations and room numbers confirmed
Quality Review:
□ Guide reviewed for clarity and completeness
□ Language is welcoming and jargon-free
□ Information organized logically
□ Quick reference cards finalized
□ Digital version prepared and tested
Team Preparation:
□ Presentation plan for new teacher orientation created
□ Mentor training on guide walkthrough completed
□ Feedback collection system established
☐ Maintenance schedule and responsibilities assigned

Success Tracking:

- \square 30/60/90-day check-in schedule established
- $\ \square$ New teacher satisfaction survey prepared
- □ Retention rate tracking system in place
- □ Feedback improvement process documented

COMPLETION TRACKER □ Addendum completed by:	_ Date:		
□ Walkthrough completed with new teacher:	Date:		
□ Day One Cheat Sheet provided:	Date:		
□ First check-in scheduled for:	<u></u>		
□ New teacher confirms understanding:	Date:		
✓ YOUR SMALL ACTION = A BIG DIFFERENCE When you take the time to front-load these details, you give your new teacher a priceless gift: peace of mind. It's one of the quiet ways we keep good teachers in this profession — and remind each other we're not in this work alone.			
The way we onboard new people shows the kind up.	of team we are. Every small kindness adds		
One day, they'll look back and say: "I wish someone had given me this when I started." And they'll do it for someone else.			
Guide last updated: Next revie Contact for updates:			
Remember: You are not alone. We invested in	• •		

FINAL VERIFICATION		
Administrator signature:	Date:	New teacher
acknowledgment:	Date:	
This Complete New Teacher Success	s Guide & Campus Onl	boarding System is provided by
WeAreAcademicAllies.com — Empo	•	
T		.,,
For more free resources, tools, and	leadership guides, visit	www.WeAreAcademicAllies.com