

T. HARRY GARRETT ELEMENTARY SCHOOL



2020 – 2021 Teacher Handbook

EMPLOYEE RIGHTS PAID SICK LEAVE AND EXPANDED FAMILY AND MEDICAL LEAVE UNDER THE FAMILIES FIRST CORONAVIRUS RESPONSE ACT

The Families First Coronavirus Response Act (FFCRA or Act) requires certain employers to provide their employees with paid sick leave and expanded family and medical leave for specified reasons related to COVID-19.

These provisions will apply from April 1, 2020 through December 31, 2020.

► **PAID LEAVE ENTITLEMENTS**

Generally, employers covered under the Act must provide employees:

Up to two weeks (80 hours, or a part-time employee’s two-week equivalent) of paid sick leave based on the higher of their regular rate of pay, or the applicable state or Federal minimum wage, paid at:

- 100% for qualifying reasons #1-3 below, up to \$511 daily and \$5,110 total;
- 2/3 for qualifying reasons #4 and 6 below, up to \$200 daily and \$2,000 total; and
- Up to 12 weeks of paid sick leave and expanded family and medical leave paid at 2/3 for qualifying reason #5 below for up to \$200 daily and \$12,000 total. A part-time employee is eligible for leave for the number of hours that the employee is normally scheduled to work over that period.

► **ELIGIBLE EMPLOYEES**

In general, employees of private sector employers with fewer than 500 employees, and certain public sector employers, are eligible for up to two weeks of fully or partially paid sick leave for COVID-19 related reasons (see below).

Employees who have been employed for at least 30 days prior to their leave request may be eligible for up to an additional 10 weeks of partially paid expanded family and medical leave for reason #5 below.

► **QUALIFYING REASONS FOR LEAVE RELATED TO COVID-19**

An employee is entitled to take leave related to COVID-19 if the employee is unable to work, including unable to telework, because the employee:

1. is subject to a Federal, State, or local quarantine or isolation order related to COVID-19;	5. is caring for his or her child whose school or place of care is closed (or child care provider is unavailable) due to COVID-19 related reasons; or
2. has been advised by a health care provider to self-quarantine related to COVID-19;	6. is experiencing any other substantially-similar condition specified by the U.S. Department of Health and Human Services.
3. is experiencing COVID-19 symptoms and is seeking a medical diagnosis;	
4. is caring for an individual subject to an order described in (1) or self-quarantine as described in (2);	

► ENFORCEMENT The U.S. Department of Labor’s Wage and Hour Division (WHD) has the authority to investigate and enforce compliance with the FFCRA. Employers may not discharge, discipline, or otherwise discriminate against any employee who lawfully takes paid sick leave or expanded family and medical leave under the FFCRA, files a complaint, or institutes a proceeding under or related to this Act. Employers in violation of the provisions of the FFCRA will be subject to penalties and enforcement by WHD.

“I can live off a compliment for two months.” – Mark Twain

30 ideas/concepts/mandates that are important

1. Find something good to say to every child – every day.
2. Treat each other in a professional manner.
3. Our students, parents, and the taxpayers of Richmond County deserve and will be given our best each day.
4. Teach the standards.
5. Grades should show mastery of standards, not completion of tasks.
6. Study the school emergency plan.
7. Engage the learner. Teach like it’s the last lesson you will ever present.
8. Inspect what you expect.
9. You are encouraged to join PTO.
10. It is your legal duty to report child abuse/neglect.
11. A calm answer turns away wrath.
12. Supervise your students. Always.
13. Incorporate Character Education into your lessons.
14. Students should be using agendas extensively. Check them daily/weekly.
15. All staff will follow Georgia Code of Ethics.
16. Follow FERPA. Don’t speak about confidential matters openly.
17. Enforce dress code at :30 a.m. each day and throughout the day.
18. Dress professionally every day. If you have a doubt, don’t.
19. Incorporate Fine Arts weekly.
20. Keep a log of communication with parents.
21. Use data to drive instruction. Differentiate lessons based on the data.
22. Sign In/Sign Out daily.
23. When returning from an absence, employee must sign forms with Ms. Holden.
24. Lesson plans are your strategies for the week.
25. There are experts in the building. Seek them out.
26. Students will remember how you treated them more than what you taught them.
27. Folders go home Wednesdays.
28. Technology is expected to be used every day in creative and effective ways.
29. Can you explain the School Improvement Plan to your stakeholders?
30. Forgive others, then forgive yourself.

RCBOE MOTTO STATEMENT

Learning Today.....Leading Tomorrow

RCBOE MISSION STATEMENT

Building a globally competitive school system that educates the whole child through teaching, learning, collaboration, and innovation.

RCBOE VISION STATEMENT

The Richmond County School System (RCSS) will provide an equitable education for all students to prepare them for life beyond the classroom.

Beliefs

- *Every person can learn and has the right to a quality education.*
- *Students thrive in a positive climate and culture where they are respected and all ideas are accepted.*
- *Effective communication is the key to understanding among people.*
- *Excellence in education is a collaborative effort and shared responsibility of the individual, home, school, and community.*

T. HARRY GARRETT MISSION STATEMENT

The mission of T. Harry Garrett Elementary School is to educate the whole child through the integration of the arts throughout the curriculum in order to engage students, enrich content, and to foster appreciation for creativity and diversity.

T. HARRY GARRETT VISION STATEMENT

Increasing academic achievement for all students and creating a culture of artistic expression through Art, Drama, Dance, and Music.

OUR BELIEFS

We Believe:

- That all students learn in different ways.
- Each student is a valued individual with unique physical, social, emotional, and intellectual needs.

- Teamwork and collaboration is essential for success.
- Teachers, administrators, parents and the community share the responsibility for advancing the school’s mission.
- The learner should be engaged by a well-prepared, standards-based lesson.
- A variety of activities must be incorporated to accommodate differences in learning styles and rates of learning.
- Assessment of student learning should provide students with a variety of opportunities to demonstrate their mastery of standards, and provide data for feedback to parents, teachers and the community.
- Respect for oneself, others and the community must be honored.

STANDARDS BASED REPORT CARDS K – 3RD GRADE

- a. Students shall be evaluated on one scale that reflects the implementation of the curriculum in Academic Areas and Behaviors that support learning.
- b. Academic Areas:
 - 4 = Exceeds Standards-in addition to meeting standards, makes applications and inferences beyond expectations;
 - 3 = Meets Standards- consistently and independently;
 - 2 = Progressing toward meeting the standards;
 - 1 = Emerging; Limited progress toward mastery of the standards; and
 - ND = Not yet demonstrated
- c. Behaviors That Support Learning:

Conduct and Work Habits shall be marked on the following scale:

 - 4 = Exceeds the expected learning skill and behaviors;
 - 3 = Meets the expected learning skills and behaviors;
 - 2 = Progressing toward meeting expected learning skills and behaviors;
 - 1 = Emerging toward mastery of the expected learning skills and behaviors;
 - ND = Not yet demonstrated.

Grades 4 and 5

- a. Students in grades 4 – 5 shall be evaluated in all courses by means of numerical grades. These numerical grades represent the following letter grades:

Grading System

90 – 100	A
80 – 89	B
75 – 79	C
70 – 74	D
69 and below	F (failing)

b. Conduct and Study Work habits shall be evaluated as:

Grading System

90 – 100	A
80 – 89	B
75 – 79	C
70 – 74	D
69 and below	F (failing)

Winter Honors Day
August - December

1. i-Ready Growth Grades K-5
2. Character Kids Grades Pre K-5
3. Perfect Attendance Pre K-5
4. A honor roll 4-5
5. A/B Honor Roll 4-5
6. Most Improved for 1st and 2nd 9 weeks. One for behavior and one for academics.
7. Books Read for Myon

*****Due to the pandemic, Winter Honors 2020 – 2021 Awards may change**

Spring Honor's Day Information

Listed below are the guidelines for Honor's Day:

1. **T. Harry Garrett Award:** Top boy and girl in every class with good grades and good character. (Grades 4 – 5)
2. **A Honor Roll:** All A's or S's in all subjects. (Grades 4 – 5)
3. **A/B Honor Roll:** All A's and B's in all subjects. (Grades 4 – 5)
4. **Highest Academic Average:** Top two students from each class with the highest academic averages (e.g. valedictorian and salutatorian; Grades 4 – 5)
5. **Most Improved:** The two children in each class that have shown the most improvement: one for behavior and one for academics. (Grades 1- 5)
6. **Citizenship:** Two children from each class who are well rounded, cooperative, show concern for fellow students and the teacher, and has pride in the class and school. Grades 1 – 5)
7. **Perfect Attendance:** Student has been present every day and has less than 10 tardies and/or early releases. (PreK – 5th Grade)
8. **Perfect Presence:** Students have been present every day and has 0 tardies. (PreK – 5th Grade)
9. **Character Kid:** Any child that has been recognized as a character kid throughout the school year. (PreK – 5th Grade)
10. **Science Fair Participation:** This award recognizes the children that participated in the science fair. (Grades 3 – 5)
11. **Six Flags:** Students that have read for at least 6 hours. (Grades K – 5)

12. **Math Team:** This award recognizes the student that participated in this year's math competition. (Grades 4 – 5)
13. **Drill Team:** Any student that has participated all year in drill team. (Grades 3 – 5)
14. **4H and CHAMPS:** All students who participated in 4H and CHAMPS. (5th Grade)
15. **Art:** The top boy and girl of each grade that have shown exceptional behavior, talent, attitude, and have an average of 95 or above in Art. (PreK – 5th Grade)
16. **Dance/Drama:** The top boy and girl of each grade that have shown exceptional behavior, talent, attitude, and have an average of 95 or above in Dance/Drama. (PreK – 5th Grade)
17. **Music:** The top 2 students in each grade that have shown exceptional behavior, talent, attitude, and have an average of 95 or above in Music. (PreK – 5th Grade)

Due to the pandemic, the 20 – 21 Spring Honors Awards may change.

PUBLIC PERCEPTIONS OF FACULTY AND STAFF

Professional educators and school staff are to act socially responsible at all times. This includes while we are at work, but also when we are in the community.

Using social media (Facebook, Twitter, etc.) should always be used in a positive way that shows not only Garrett but professional educators in a positive light. Freedom of speech does not mean that you can post anything online and not suffer consequences. A basic tenet should be to not “friend” students while they are in your facility.

Please refrain from taking pictures of your students with your personal phone and sending it to other teachers/administrators and parents. If students have destroyed your classroom or something within your classroom, you can take a picture of what the items that the student destroyed.

We are entrusted to provide students with the best education possible. We should treat each child in a friendly, fair, but firm manner.

Everything we do as individuals or as a group influences the children under our care. The attitudes we display will reflect on our students, and how we work together as a team.

Public relations are the responsibility of all school employees. You chose to work in this school and this school system. Make positive changes as much as possible. Don't condemn, denounce, or defame it. Negativism toward staff, parents, or students is unproductive and unacceptable.

SIGN IN-OUT ROSTER

Each teacher and all auxiliary personnel will sign in each morning and sign out before leaving each school day by swiping your ID badge. This allows office staff to make a note of who is officially in the building.

SCHOOL WORKDAY (May change due to COVID-19)

All faculty and staff are to arrive for work on time. The workday for teachers at Garrett for morning duty is from 6:45 a.m. to 2:30 p.m. for early morning duty and from 7:00 pm to 2:30 for afternoon duty provided that all of the students have been dismissed and picked up by parents/bus/daycare. Exceptions to these times will be for faculty meetings. Most meetings will be scheduled for Thursdays. Teachers and teaching assistants are to be in their respective classroom fifteen (15) minutes prior to the arrival of pupils and remain in their classrooms fifteen (15) minutes after pupils have been dismissed.

Any employee who finds it necessary to leave school prior to school being dismissed, due to an illness and or emergency, is to check with the principal or asst. principal. Your class must always be covered. Also, if any employee finds that he/she will arrive late for work, due to unavoidable circumstances, he/she is to notify the front office, principal, or asst. principal.

Professional Learning WORKDAY

The workday for teachers on Professional learning days is from 7:00 a.m. to 3:00 p.m. unless we have PL through the BOE.

FACULTY/TEAM MEETINGS

Thursday has been set aside for faculty and/or staff-development meetings and leadership team meetings. The meetings will be held in room 241 at 2:40 p.m. unless otherwise notified. All faculty and staff are expected to attend these meetings unless otherwise notified. In addition, our Instructional Specialist will meet with teachers weekly for grade level meetings in which Common Core GPS standards and objectives will be discussed, lesson plans and data are reviewed, and all other pertinent information is discussed. Team meetings should be held each

week to discuss leadership team meetings notes, grades, curriculum, data and any other important information between the teams. A copy of the minutes should be given to Ms. Nelson by Friday of each week.

PROFESSIONAL ORGANIZATIONS

Each employee has the opportunity to become a member of professional organizations, such as NEA and PAGE. As members of the teaching profession, it is important that we join a professional organization(s) of our choice which functions for our benefit.

PTO

The Garrett PTO meets several times each school year. One of the most important functions of the PTO is to help teachers and parents work together for the educational welfare of the children. Each teacher and teaching assistant is expected to be an active member in the PTO by joining, attending each meeting, and helping with fund raising projects.

FIRE DRILLS

In accordance with the State and Local Fire Marshall's Office, we will conduct a monthly fire drill. A practice drill will be held at the beginning of the school year. You will be notified of the initial practice drill, but not of all subsequent drills. Each teacher is responsible for posting the school's evacuation plan in his/her classroom. At the beginning of the school year, each teacher is responsible for explaining the fire exit route that the class will take during a fire drill. A student is to be appointed for the responsibility of closing windows and doors, and for turning off lights when leaving. These drills are to be taken seriously. It is the teacher who can ensure that this is done. The teacher should be the last person to exit the room. When outside, the teacher is to count the number of students that are present and send this number written to the designated person.

TORNADO DRILL

Each year practice tornado drills will be held simultaneously throughout Richmond County Schools. Each teacher will be responsible for preparing his/her students for these drills with information provided prior to the actual drill. All classes will shelter downstairs.

LOCKDOWN DRILL

Lockdown drills are important to practice in case we have a threat in the community or if something occurs inside of our building. Each teacher will go over with their students the proper procedure for a lock down. The teacher should discuss the two kinds of lockdown: a public safety alert and a lockdown. Remember that a public safety alert occurs when something happens in the community.

EMPLOYEE ABSENCES

Teachers and Teaching Assistants are to call Absent Management/Frontline Management, the computerized substitute calling system, before 6:00 a.m. on the day they are to be absent because of illness. If you know the night before that it will be necessary for you to be absent, please call that evening. Remember that it will be necessary to bring a doctor's note stating that you were unable to return to work if you are ill more than three (3) consecutive days. Note: Due to budget constraints, substitutes may not be used on some days. Text or call Ms. Walk or Dr. Powell to let them know you will be absent.

AUTOMATED SUBSTITUTE TEACHER MANAGEMENT SYSTEM (ABSENT REPORTING) As of July 1, 2018, Kelly Services provides our school system with substitutes for Teachers, Paraprofessionals and Media Specialist (daily only). Long term absences for Media Specialists should go through the RCSS Substitute Operator.

RCSS Operator: (8:15 AM-4:15 PM) 706-826-1308 KES Local Office: (8:00 AM-5:00PM) 706-210-2538 KES Scheduling Team: (8:00 AM-5:00 PM) 866-535-5998 KES Website: www.kellyeducationalstaffing.us Go to the upper right corner and click on employee log in...their Absence Management/Frontline will open.

Teachers, Paraprofessionals and Media Specialists:

1. IT IS THE DESIGNATED EMPLOYEE'S RESPONSIBILITY TO call the automated system or enter online with ABSENCE MANAGEMENT each time you are absent, whether or not you need a substitute.

2. OBTAIN A CONFIRMATION NUMBER WHEN REPORTING AN ABSENCE. If an employee calls the system and does not receive a confirmation number, the call has not been recorded in the computer; therefore, a substitute will not be called.

3. DESIGNATED EMPLOYEES ARE REQUIRED TO "VOICE IN" or "TEXT" SPECIAL INSTRUCTIONS, even if prior arrangements are made. Specific information about the location of lesson plans, subject and grade, planning time and the like plays an important role in subs accepting jobs. Many subs will not accept jobs if the grade and subject are not known. Remember ABSENCE MANAGEMENT requires you to state your name and title – the school will be recorded by ABSENCE MANAGEMENT.

4. DESIGNATED EMPLOYEES MUST CALL THE SYSTEM PHONE NUMBER to register. You will receive an email with instructions on how to state your name. The email will be from 541B@kellyservices.com. Since January 2017, Google Chrome is no longer user-friendly with ABSENCE MANAGEMENT. Please use Internet Explorer or another browser when trying to log in to ABSENCE MANAGEMENT.

5. DESIGNATED EMPLOYEES ALREADY REGISTERED IN THE SYSTEM should call no later than pre-planning week to review the recorded information from last year. This is the time to update your voice, check your title, school and hours in the system. Notify your substitute operator by mail should corrections be needed.

6. IMPORTANT: Substitutes assigned through ABSENCE MANAGEMENT are entitled to the job even if prior arrangements were made by the teacher or school. If two subs report for the same job, the sub with the job confirmation number and whose NAME is entered for the job is the one who should be reported on the payroll. The school should attempt to place the additional substitute in a vacancy at the school or contact the substitute operator for location still in need. Designated employees entered into the system will have their telephone number of record as their user ID. ABSENCE MANAGEMENT will configure and provide a 4 to 5-digit pin. ABSENCE MANAGEMENT allows you to change your telephone number and pin by phone and online. Your email address may only be changed online

PERSONAL LEAVE

Each employee has three personal/professional leave days each year. If you choose not to use days for personal/professional leave, you do not lose them. They can be accrued as sick leave to build toward your ninety days' maximum. However, if you find it necessary to take personal/professional leave, you must submit a written request to the principal at least three (3) days in advance of the requested leave stating the specific dates you desire. Forms are in the office. Personal/professional leave requests for days immediately preceding or following a designated school holiday must be made in writing to the Superintendent and to the principal two weeks prior to the requested leave date. It is your responsibility to keep up with the number of personal leave days you have taken.

LESSON PLANS

Each teacher should submit lesson plans one week in advance. These are to be submitted electronically by Thursday evening before the week the plans are being used. You will need to have a place in your classroom that your plans will be located for visitors who may enter your classroom. These plans are subject to the principal's or his/her designee's inspection at any time. They should be written neatly and briefly. Failure to turn in lesson plans may result in unsatisfactory evaluation on TKES.

Lesson plans must include standards, elements, procedures, materials, and evaluations. Enrichment and remedial activities and the students involved are to be identified. Special Education students must be included based on their IEP's. You must document accommodations and modifications. Also, several times during the school year please attach handouts and tests that you will be using for your students.

PROGRAM CARDS

Each Teacher will prepare a program card which lists each subject taught, the number of minutes each subject is taught and the time of day that each subject is taught. Use the suggested schedules in your Elementary Teacher's Guide as a reference.

Points to remember.....

1. Standards requires that each K-8 student receives a minimum of 30 clock hours of health instruction annually and a minimum of 60 clock hours of physical education annually.
2. Richmond County requires that each K-5 student receives a minimum of 30 minutes a week in music instruction.
3. K-3 teachers must have 160 minutes of Language Arts/Reading/Writing daily. 4-5 90 minutes.
4. K-3 invention block is 30 minutes daily. 4-5 50 minutes of Personalized Learning.
5. Math Block: K-3 is 100 minutes; Fourth/Fifth is 115 minutes.

These program cards are to be completed on or before the tenth (10th) day of the school year. The teacher is to keep a copy for lesson plans, to post a copy on the wall inside the classroom, and to turn one in to the office.

FIELD TRIPS

Due to the pandemic, there will not be any physical field trips during the 20 – 21 school year

There is currently no funding from RCBOE for field trips. However, that does not mean that we cannot take field trips. They must be paid for by either approved fund-raising activities or approved sponsorships. They are to be planned to enhance the basic curriculum. They are to be directly related to a specific subject. If any money is needed from the students for admission to the planned activity or transportation costs, RCBOE policy requires that three provisions are clearly stated:

1. What the money is used for.
2. That the contribution is purely voluntary.
3. That no student will be denied or penalized for failure to contribute. A field trip form, which you must use, states these provisions.

Follow this procedure when arranging for field trips:

1. Attempt to plan trips around those places that are already pre-approved.
2. Plan early. Instructional Field Trip Request Forms are to be filled out completely and submitted to the principal three weeks before the date of the trip.

3. Arrange for chaperones. There are to be a maximum of five (5) students to one (1) adult in grades Pre-K through 3rd and ten (10) students to one (1) adult in 4th and 5th grade.
4. Arrange for transportation. If cars are used, insurance information must be completed and given to the secretary prior to the trip. There must be a seat belt for each individual. If a bus is to be used, make arrangements for payment. Review bus transportation rules with the students before making the trip.
5. You must let the cafeteria know 3 weeks in advance regarding your field trip plans. Arrange for any change in your regular lunch schedule. You may want to simply exchange times with another teacher. However, if bag lunches are a necessity, it is your responsibility to meet with the lunchroom manager before your request is submitted to the principal to make sure this can be arranged.
6. Fill out the Permission to Participate-In-Field Trip form completely and send one home with each child. A child will not be allowed to participate in any field trip unless the teacher has received a signed form giving parental permission. Keep these on file for each year.
7. Give each child a receipt for any money collected for expenses. Give the money, along with a Cash Receipt Form, to the school bookkeeper who will deposit it in the general fund and write a check for the total amount of admission or transportation.
8. Check all arrangements once again two days before the trip.
9. For the school year, field trips will be limited due to budget constraints. Further guidelines will be issued in the fall. Remember, no child will be excluded because of inability to pay for a field trip. Also, if a child is not to attend due to behavior issues, that parent must be A. allowed to attend the trip and monitor their child, B. the parent must be notified and the parent must respond if the child is not allowed to attend, C. Principal must approve of any child not attending field trips due to behavior issues. If you need assistance with a special education student, please contact a special education teacher.
10. No field trips after May 1st.

PARENT CONFERENCES
(EARLY RELEASE DAYS)

State standards allow school systems to have, approved by the GADOE, early dismissals for parent/teacher conference days. Four hours of instruction must be offered (excluding recesses and lunch periods) when these conferences are scheduled. Richmond County schedules one elementary early release day for conference at the beginning of the second nine-week period and one day at the beginning of the fourth nine-week period. Students are dismissed two hours and fifteen minutes early and parent/teacher conferences are held as scheduled. All parents should be invited to attend each conference.

Follow this procedure for parent/teacher conference on early release days:

1. Arrange a time for a conference with the parent/guardians of each of your students. Fifteen minutes is the suggested length of a conference. Give a copy of your conference schedule to the front office at least three days in advance.

2. Prepare an individual parent/teacher conference form to use as a guide for your meeting. Take notes for each conference.
3. Show your parents your data folder on that student. Explain what the data means and measures.
4. Be sure to explain the promotion policy.
5. At the spring conference, schedule a conference with each parent of failing or borderline passing students. Inform the parent of the necessary steps for the child to progress to the next grade.

General Parent/Teacher Conference Protocol

Conferences are an excellent way to establish good rapport between school and community. The main priority is to illustrate to parents that we are in a partnership with them and to communicate between school and home. A good conference will show parents how important the educational process is and how vital their support of the school is to the welfare of their child. Teachers are expected to be available in the afternoon for conferences. Schedule your conferences when needed. Always contact parents when there is a problem. Be sure to keep a log of your all parental contacts and conferences. Mondays – Wednesdays at 2:30 are recommended times for conferences. Feel free to include special education teacher if the student is served by special education, instructional coach and/or principal if needed for the conference, particularly after the initial conferences are completed.

Notify the principal when you are unable to contact a parent after three attempts.

You are encouraged to schedule conferences even if there is no problem. Often a teacher better understands a child after meeting with parents.

Be prepared! Be a good listener, patient, and tactful. It will be rewarding. Most parents don't mind information but dislike 'surprises.' If a parent displays hostility and is reluctant to accept your explanations, remember, YOU are the professional educator. It is acceptable to excuse yourself from an irrational or hostile parent. Report the incident to the principal and the next conference will be with all of the stakeholders present.

Conferences for students who are in Danger of Retention

At the second nine-week report period, any student who is in danger of retention, whether academic or attendance-based, is to be listed on an Appendix C Form. Documentation of parental communication and contacts are kept on each student for the remainder of the year. This form is to be filed with your report cards. Beginning with the second nine-week report card period, teachers are required to send home Appendix "B" notifying parents of student's possible retention. This is not optional. Teachers must arrange a referral to Response to Intervention Team by the end of the 3rd report card period if students are not meeting promotion criteria. It is your responsibility to inform parents of retention.

LETTERS TO PARENTS

Group correspondence to parents must be neat and free of errors. This includes group notices concerning field trips, projects, class parties, and PTA events, among other activities.

The following correspondence should be utilized by teachers:

1. Nine week letters should be sent to parents informing them of what objectives you will be covering during the nine-weeks period, especially reading and math. The student's numerical grade should be based largely on mastery of GPS. Any large project (science, etc.) should be sent to parents well in advance.
2. "Good News" letters/notes should be utilized.
3. If you do not receive any responding contact with parents, inform the guidance counselor, then the principal.

TEXTBOOKS

1. Ensure that students have access to book covers and textbooks are kept covered at all times.
2. Conduct periodic textbook checks as directed by the Campus Media Specialist.
3. Keep a list of barcode numbers and the students to which they are assigned.
4. Notify the parent/guardian when a textbook is lost, destroyed, or damaged by a student. Those fines will follow a student all the way through to their senior year of high school.
5. Return surplus books to the Campus Media Specialist.
6. Ensure that all textbooks issued to the student are returned if the student withdraws from the class/school; this should be done at the time the teacher brings the withdrawal forms to the Campus Media Specialist for signature.
7. Keep secure and in good condition all teacher materials issued.
8. The student will be charged full replacement cost if the book is rendered unusable or lost. All other damage (missing covers, water damage, or misuse) will result in a fine.

OTHER DUTIES

All staff will be assigned a duty station for the entire school year. Make sure that your substitute is aware of your duty responsibilities. If you cannot make your duty station, you are required to let another staff member to cover that area. Unsupervised students are not allowed in classrooms or hallways. Please report to duty stations on time.

DAILY ATTENDANCE REPORTS

First 20 Days of School Attendance

Teachers are to complete, and send to the office by 8:00 a.m., a daily attendance form at beginning of school. This form is to reflect the total number of students you have enrolled in your class on each day. If a child enters before you send in your morning report, add that child to the number present that day. If a child withdraws before you send in your morning report, list that name and new school he/she will be attending, if possible, and deduct him/her from your report. If children enter or withdraw after you have turned in your morning report, the office will make the necessary corrections. The report will be returned to each teacher in the afternoon. At this time, the teacher will check and initial that the information on the report is correct. Teachers must check their boxes by 12:30 p.m. for these forms. Make all corrections and return the slip to front office by 2:30 p.m. When instructed, attendance should be recorded in Infinite Campus before 10:00a.m.

Attendance afterwards

Send in the attendance for your class by 10:00 am.

A child must be in school a minimum of one-half day, until 11:00 am, in order to be counted present.

Pupils who are absent or tardy should be entered into Infinite Campus. Put in excuses and keep a copy. Pupils are regarded as tardy if they enter the classroom after the 7:30 bell unless they are bus students, and the bus is late. The office will inform teachers if any buses are late.

Note: If the principal is aware of a particular reason why the student is tardy, the principal will inform the teacher that student will not be listed as tardy for that day. This may occur on inclement weather days in particular.

CLASSROOM SUPERVISION

Supervision of your students is the most important safety factor you will face every day. Each teacher is responsible for the supervision of his/her students in the classroom. In the event that a teacher must leave the classroom due to an emergency, etc., he/she must get another teacher to help supervise his/her students during the time he/she is out of the classroom. Needless to say, serious circumstances can develop when students are left unsupervised. If you need to place a student in another class for time out, that is acceptable on certain occasions. However, do not leave students unattended in the hall. They are your responsibility. If you need a student removed from the classroom, contact the front office/principal.

RECESS/PLAYGROUND SUPERVISION

Recess is **fifteen (15) minutes**. It is the responsibility of the persons on duty to supervise the children. Students should be actively monitored and be visible at all times. Some students may have disabilities that may not allow them to go outside. Be aware of these needs.

ORDERING INSTRUCTIONAL SUPPLIES

Each school operates on a budget based on the number of students in attendance and the number of teachers at the school. That money is then divided accordingly, and each teacher is given the amount of money he/she has to spend for instructional supplies.

Each teacher is responsible for ordering his/her own supplies. These supplies must be requested through the office on forms provided for such. A catalog is located in the office for each teacher's use. The school secretary will compile all supply orders and process them through the Purchasing Department via eschoolmall.

TOBACCO FREE ENVIRONMENT

As of April, 1989, the Richmond County Board of Education adopted a policy to insure a Tobacco Free Environment in the school system. The policy states that "(a) Employees are prohibited from using or displaying tobacco products, including smokeless tobacco, while the employee is on duty at the assigned location during the normal school day or while on duty at any school sponsored function, including extra-curricular activities. Normal school day shall be defined as the normal required working hours for the employee for each particular school site or school department location. (b) tobacco use, including smokeless tobacco products, is banned from all school system vehicles and all closed school system buildings, or within 25 feet of any enclosed school building." Your Richmond County Teacher's Handbook will cover this policy in more detail. This policy will be strictly enforced at Garrett Elementary.

STUDENT FEES, FINES AND CHARGES

The Richmond County School System will provide basic instructional materials required to complete each course of study funded for credit and approved by the Richmond County Board of Education.

Schools may require students to supply materials basic to all courses, such as paper, pencils, crayons and pens. A student may choose to purchase supplies/materials and keep the finished product. Examples include computer flash drives used for saving work and other projects.

SCHOOL FUNDRAISERS

All fundraisers must be preapproved by the Principal on a Fundraising Financial Report Form. A Fundraising Financial Report must be completed for all fundraisers held by the sponsor of the fundraiser to report the results of the fundraising event. The Controller maintains a list of all approved fundraisers on his web page (located on the RCSS website). Any deviations from the list must be approved by the Controller. All fundraisers must have a beginning date and an ending date. No year-round fundraisers are allowed. It is recommended that fundraisers held generate profits between 35% and 50%. Explanations must be provided for any fundraisers that produce a loss.

SALES OF FOOD ON SCHOOL PREMISES

State Standard E4.4 requires that elementary schools or below restricts the sale of minimal nutritional foods from the beginning of the school day through the end of the last meal period. Richmond County policy prohibits the sale of any competitive foods for any purpose during the school day for elementary schools.

CHILD ABUSE DETERMINING AND REPORTING

Georgia law requires all persons who suspect child abuse/neglect to report it to the proper authority which is the Department of Family and Children Services (DFACS). More specifically, as it relates to school institutions, it requires the observer to report it directly or to report it to the building supervisor who shall report or cause to be reported, all cases of suspected child abuse/neglect.

Follow the procedure below to insure that all suspected cases of child abuse and/or neglect are investigated expeditiously:

1. The teacher should immediately make the report to DFACS using the Mandated Reporter form found on line.
2. The teacher in all instances should then immediately report the suspected child abuse and/or neglect the principal, guidance counselor, or designee.
3. IF AN EMPLOYEE FAILS TO MAKE THE REPORT, SUCH EMPLOYEE CAN BE PROSECUTED AS COMMITTING A MISDEMEANOR. If the report is made, the reporting employee is immune from liability.

For child abuse/neglect to be reported, it must first be identified. Check guidelines and checklist to assist in determining suspected child abuse/neglect.

DRESS AND APPEARANCE OF EMPLOYEES

Statement of Policy

The Board of Education recognizes that teachers and other professional educators are role models for the students who come in contact with them during and after school hours. As role models, teachers and other staff should be conscious of their dress and grooming and how it may affect students and parents. Teachers and staff are expected to dress in a professional and appropriate manner that will be most conducive to the educational environment. Employees should be clean, neat, well groomed and dressed in an appropriate manner for their individual work assignments. A wide variety of teaching styles and activities occur between age and grade level. Therefore, activities and/or assignments planned for the day will dictate, to a degree, the style of dress considered appropriate attire. Good judgment and common sense should be used in choosing appropriate attire. The responsibility for determining appropriate grooming and dress shall be placed under the supervision of district and school level administrator. As a general rule, shorts, sweats, and warm up suits are not appropriate dress. Exceptions would be physical education, field days, special dress days and field trips when special attire is required.

Minimum Dress and Grooming Standard

The minimum dress and grooming standard for employees shall meet or exceed the standard required for students in Policy JCDB of the Uniform Code of Students Conduct. Employees are expected to be familiar with student dress code, to enforce it and to meet or exceed its standard in their professional dress and grooming.

The following items are considered appropriate attire:

Men

Slacks/Khakis
Short/long sleeve collared shirts
Crew/Mock/Turtleneck shirts
Polo/Golf Shirts
Athletic shoes

Women

Shirts/dresses (**appropriate length)
Slacks
Suits
Knit shirts
Capri Pants
Athletic shoes

**Length guideline – Length not more than 2 ½ inches above knee (mandatory)

The following dress is NOT considered appropriate attire:

Shirts not tucked in (men)
Jogging/sweat suits (permitted for physical education ONLY)
Leotard type-stirrup pants
Mini-skirts/dresses
Leggings/leotards
Shorts or dress shorts (men/women)
T-shirts unless school/holiday oriented (men/women)
Revealing garments
Flip flops
Tight fitting clothing
Skorts
If you ask yourself, “Should I wear this?” the answer is NO.

NOTE:

- There will be general exceptions for dress made for special areas of instruction and events, such as physical education instruction, field trips, spirit day, etc., made by the site supervisor.
- Athletic shoes are NOT allowed to be worn during PTA or any activity leaving school site unless you receive prior permission from site supervisor (i.e. field trip to Phinizy Swamp).
- Failure to adhere to this policy will be reflected on TKES.

Positive Behavioral Interventions and supports (PBIS)

(Due to COVID-19 PBIS will be adjusted as needed)

PBIS is an approach schools can use to improve school safety and promote positive behavior. It also helps schools decide how to respond to a child who misbehaves.

At its heart, PBIS calls on schools to teach kids about behavior, just as they would teach about any other subject—like reading or math. PBIS recognizes that kids can only meet behavior expectations if they know what the expectations are. A hallmark of a school using PBIS is that everyone knows what’s appropriate behavior. Throughout the school day—in class, at lunch and on the bus—kids understand what’s expected of them.

DISCIPLINE

The ultimate goal of any set of regulations and rules is to achieve student self-discipline. Students are expected to conduct themselves in a manner that is conducive to a good learning environment. Each teacher has the responsibility of handling his/her own discipline problems as much as possible. Keep a log on discipline problems for you to study the situation for proper growth toward self-control for the students and use in RtI meetings. Are there triggers that

send the student into a negative state? In the event some students are unable to control themselves, you should administer discipline techniques that will teach the student how to control his/her behavior. Remember, our goal is to utilize proven techniques that extinguish the negative behavior and reward the positive behavior.

A student should be referred to the principal only after other forms of correction have failed. The following steps are recommended, but not exclusive, for disciplining a student:

1. Verbal Reprimand
2. Change seating arrangement
3. 3-5 minutes of supervised time out – you may not put students in the hallway by themselves
4. Limited Recess
5. Behavior Journal
6. Silent lunch
7. Note to parent in agenda
8. Phone call to parent
9. Interventions with Counselor in guidance
10. 5th grade may use detention with parental notification

Many times it is even more effective to reward good behavior than punish negative behavior. Example: If the entire class is quiet in the hall, they can have extra recess on Friday.

Do not punish the class for the misbehavior of one or two students.

A teacher must accompany a student to the office and give a report of the reason the student has been referred. Referral forms can and will be used, and they are located in the office. Many times, having the student call home and letting the parent know what the problem is adequately extinguishes the negative behavior.

Time out should be in the classroom and only for a short amount of time.

There are times that students will be removed from your class but not sent home. They may be housed in another room, with the guidance counselor, or with the administrators. Students will be expected to complete all missed assignments the teacher sends to them.

Out of School suspension – Students who refuse to comply with the repeated best efforts and interventions of Garrett teachers and administration utilizing proper discipline techniques may be given OSS. Generally speaking, most students will be suspended one day. On some occasions, a three day OSS will occur.

Most discipline should come from the teacher. However, on occasion, a teacher's assistant may help with classroom discipline. This should not be the norm since the teacher is responsible for

the classroom climate. Misbehavior in the absence of the homeroom teacher should be corrected and the homeroom teacher should be notified if the incident is of a serious nature.

The teacher's standard of discipline should be firm and consistent, but positive and fair. Explain to students the type of behavior that is expected of them on the playground, in the classroom, hallways, and in the lunchroom. Please feel free to discuss behavioral problems of students with the principal.

In general, each teacher is to develop rules for classroom behavior. These rules are to be limited to five (5) or fewer, and are to be attainable. The teacher is expected to explain these rules to the students and to be consistent in following them. The consequences for not following the rules must be clearly stated and consistently applied.

MORNING MINUTE OF SILENCE

Beginning with the 1994-1995 school year, the state of Georgia mandated that a minute of silence be observed in each school. This minute will be observed school wide and will be coordinated through the morning media program. Students are to be instructed to sit quietly during this minute. All adults should pause at this time. Absolutely no activity/talking should take place at this time.

GUIDANCE AND COUNSELING

Our counselor is available to assist elementary personnel in providing crisis and preventative counseling services when the need arises. Forms for referring a student to the counselor may be found in the counselor's mailbox.

ACCIDENTS

All accidents are to be reported to the office immediately—student or employee. Forms must be filled out and processed and appropriate action taken.

Workers' Compensation will be filed on an employee whether or not the employee receives medical treatment.

If employees need medical attention following an on-the-job accident, they must see one of the authorized physicians whose names are posted in the lunchroom, the teacher's lounge, and the office. Note: No emergency clinics are authorized. Employees going to any other physician will not be paid for the cost of services. If the employee needs emergency treatment, the employee will be taken to the emergency room of one of the public hospitals and have them call one of the authorized physicians. Note: Eisenhower Medical Center is not an authorized emergency treatment center.

If a covered injury requires an employee to be away from his/her job, the employee will not be allowed to return to work without a "Return to full duty" slip from the doctor who has treated the employee.

PERMANENT RECORDS

Permanent records are to be kept current during the year and filed in alphabetical order. These records must be stored and locked in the vault. They should never be kept in the room overnight, and under no circumstances taken out of the school. Entries should be made in black ink, with the exception of those grades entered during the academic year. When a student withdraws during the school year, grades are placed on the cumulative card in pencil. These entries should be made in ink at the end of the school year or if the student leaves the county. When a student withdraws, teachers will have three (3) days to update the record and file with data secretary. Send record requests to the councilor and check if they have come in. You will create a record for students transferring from out of county. This should include all information from previous schools.

REPORT CARDS

Report cards go out to parents every nine weeks using only those grades listed on the report card. At the end of each grading period, the student's daily work and test grades should be averaged to arrive at the nine-weeks grade. Always check your online county Elementary Teacher's Handbook for changes in the grading system.

STANDARDIZED TEST RESULTS

The standardized test result stickers are to be placed on the permanent record cards, in cumulative order, as soon as they are received. Once the permanent record cards are full, the test record card should be used to document results. Do not discuss test results in open, this is private information and failure to do so could jeopardize FERPA laws.

PROMOTION AND RETENTION

Check your Elementary Teacher's Handbook for Promotion and Retention guidelines. Retention should be a last and rare option for any students who do not meet promotion requirements. Most prominent research shows that it dramatically increases a student's likelihood of dropping out of school. Parents and students will receive the promotion policy during registration. All K-

5 teachers should be aware of the current promotion policy. Students must not be retained just because they function “below grade level.” In addition, immaturity alone is no reason for retention. Note: Students with an IEP that meet those goals will not be retained.

In accordance with O.C.G.A. § 20-2-282 through § 20-2-286 (Georgia Academic Placement and Promotion Policy), as now written or as hereafter amended, it is the policy of the Richmond County Board of Education (“Board”) that placement or promotion of a student into a grade, class, or program be based on an assessment of the academic achievement of the student and a determination of the educational setting in which the student is most likely to receive instruction and other services needed in order to succeed and to progress to the next higher level of academic achievement.

The Superintendent and appropriate staff shall develop rules and regulations governing promotion, placement, and retention of students in grades K-12. Such rules and regulations shall include the following requirements:

1. Definitions consistent with those contained in State Board Rule 160-4-2-.11 (Promotion, Placement and Retention);
2. All students shall be tested in accordance with requirements specified in State Board Rule 160-3-1-.07 (Testing Programs- Student Assessment);
3. The promotion of students in grades 3, 5, and 8 shall be determined in accordance with State Board Rule 160-4-2-.11 (Promotion, Placement, Retention) that requires those students to achieve grade level on the applicable subject of the appropriate end of grade Georgia Milestones assessment and satisfaction of local promotion criteria as specified in the rules and regulations described above; and
4. The promotion of students in grades 1, 2, 4, 6, and 7 shall be based on a review of factors specified within the System’s rules and regulations, including the student’s performance and the appropriate end of grade Georgia Milestones assessment and satisfaction of local promotion criteria.

Note: Reference to State Board Rules shall encompass the Rule as currently written or as may be hereafter amended.

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

Note: *The State of Georgia requires acceptance of Terms and Conditions before reviewing the code. To 'accept' click here: [State of Georgia Terms and Conditions](#) After accepting, return here and click on the links below to be taken to each specific code. **You should only have to do this one time per session.***

State Reference

Description

O.C.G.A 20-02-0281	<u>Student assessments</u>
O.C.G.A 20-02-0282	<u>Georgia Academic Placement and Promotion Policy</u>
O.C.G.A 20-02-0283	<u>Georgia Academic Placement and Promotion Policy-Criteria; specific requirements for students in grades three, five and eight; implementation</u>
O.C.G.A 20-02-0284	<u>Criteria for local boards of education; model placement and promotion policy</u>
O.C.G.A 20-02-0285	<u>Placement and Promotion policy - implementation timetable</u>
O.C.G.A 20-17-0002	<u>Interstate Compact on Educational Opportunity for Military Children</u>
Rule 160-3-1-.07	<u>Testing Programs- Student Assessment</u>
Rule 160-4-2-.11	<u>Promotion, Placement, and Retention</u>
Rule 160-5-1-.18	<u>Competitive Interscholastic Activities in Grades 6-12</u>

Original Issued Date: 08/01/2017
K-8 Promotion Requirements

ELEMENTARY (K-5)

A student shall be promoted when, in the professional judgment of the teacher/s and the principal and other professional school staff, he/she has successfully mastered the identified instructional standards of Georgia Public Schools (K-5) and Richmond County Board of Education.

State Promotion Requirements

- No third grade student shall be promoted to the fourth grade that does not achieve grade level on the state-adopted assessment and meet the local promotion standards and criteria established by The Richmond County Board of Education. *
- No fifth grade student shall be promoted to the sixth grade that does not achieve grade level on the state-adopted assessment and meet the local promotion standards and criteria established by The Richmond County Board of Education. *

Communication for Grades K-8

If a student is not meeting the above requirements, the parent/guardian will be notified in the

following manner:

1. Midway through the first nine weeks (4 ½ weeks of instruction): A parent conference should be held to discuss strengths and weaknesses and offer suggestions for student improvement. A parent conference shall be scheduled to develop an educational plan for each student experiencing difficulties.
2. End of second nine weeks (18 weeks of instruction): At the end of the second nine weeks, the report card and the report card envelope will indicate with a check mark when the student is not making satisfactory progress toward promotion. The report card envelope will also indicate promotion difficulties. A parent conference must be held for each student not making satisfactory progress toward promotion.
3. End of third nine weeks (27 weeks of instruction): At the end of the third nine weeks, the report card and report card envelope will indicate with a check mark when the student is not making satisfactory progress toward promotion. The report card will also indicate promotion difficulties. A parent-teacher conference shall be held at this time to evaluate student progress in order to determine improvement needed to meet promotion requirements.
4. End of the school year-fourth nine weeks (36 weeks of instruction): Conference must be scheduled for all students who are not meeting promotion requirements. The parent/guardian of a student who has been retained will be notified in the final report card.

In addition to the communication described here, when a student does not perform at grade level in grades levels 3, 5, and 8 on the state adopted assessment (s) specified above the school system will also follow communication guidelines and procedures outlined by the Promotion, Placement and Retention State Rule 160-4-2.11 adopted November 6, 2014 and effective November 27, 2014.

Additional Richmond County Promotion Requirements

Kindergarten through 3rd Grades

To meet promotion requirements, a student must master essential standards for Language Arts and essential standards for Mathematics as identified on the Richmond County Board of Education report card.

Grades Fourth and Fifth

In addition to State Promotion Requirements in grade five, students in grades fourth and fifth must:

- a. Obtain a passing grade on the report card in
 - Mathematics
 - Language Arts

- b. Obtain a passing grade on the report card in at least two of the following:
 - Social Studies
 - Science
 - Health

LIBRARY/MEDIA CENTER

The Richmond County Policies and Procedures for Instructional Media and Equipment should be reviewed by all members of the faculty and staff with special attention given to “Building Media Committee” and “Accessibility”. Copies of this manual are available from the Principal and the Media Specialist.

SCHOOL MEDIA COMMITTEE

Composition:

The School Media Committee is composed of administrative, instructional and media personnel, parents, students and community representatives. This committee will meet as often as needed or required.

Duties:

The School Media Committee is charged with considering and making recommendations for the media program concerning:

- a. Long-range program goals
- b. Budget priorities
- c. Selection of materials
- d. Reconsideration of materials
- e. Operational procedures
- f. Copyright adherence processes
- g. Program evaluation, including expansion and deletion of services
- h. Organization and processing of materials
- i. Policies for disposition of gifts and use of non-school-owned materials in the classroom
- j. Processes for instructional planning

- k. Mechanism for use of information sources outside the school

ACCESSIBILITY TO THE MEDIA CENTER

Open Scheduling:

Open scheduling is an open library to students from 7:45-1:30. Teachers may schedule an entire class for the library for a definite purpose, i.e., research, etc. Use on line sign-up. The teacher will attend and remain in the library with the class. 4-5 students may be sent independently. These students must have a library pass.

FINANCIAL AND BUDGETARY PRACTICES

The State Board of Education requires and accurate accounting of all money collected within the school. In order for our school to follow established guidelines, teachers should adhere to the following policy when collection money from students.

1. The teacher will give each student a receipt for any money collected.
2. The teacher will take all money to the school bookkeeper during his/her planning period. The teacher will also turn in a "Cash Receipts Form" listing student's names, date, and the amount received.
3. The school bookkeeper will count the money to verify the teacher's total. A receipt will then be completed by the school bookkeeper for the money collected from the teacher.
4. Money should not be left in the classroom overnight.
5. Schedule a convenient time to bring money to the bookkeeper. Please do not send students to the office with money.

This policy applies to any area where students are required to provide money (pictures, field trips, class projects, damaged or lost books, etc.) At no time should a teacher charge student a fee for anything unless it is cleared through the office.

PURCHASES EXCEEDING FIVE HUNDRED DOLLARS

Any materials needed for student use which exceeds \$500 must be bid out before purchases can be made. Three price quotes must be received from three different companies. The company meeting specifications with the lowest bid will be retained to fill the order.

COPYRIGHT PROCES

Teachers and teaching assistants should review the "Copyright Adherence Processes" section on pp 12-17 of the Richmond County's Policies and Procedures for Instructional Media and Equipment. The forms and processes outlined in this manual are to be utilized in our school.

The Copyright Game, Resource Guide is available for check out through the Media Center.

DRUG FREE WORKPLACE AND ENVIRONMENT

The Board of Education has drawn up a policy (File GBRM/GCDA) which states its purposes and objectives as they relate to a drug free environment and workplace.

This policy is on file in the school and is given to each employee by way of the Monthly Employee Bulletin at the beginning of each school year.

SEXUAL HARASSMENT/CODE OF ETHICS

The district recognizes that harassment on the basis of sex is a violation of both federal and state employment discrimination laws. All employees are aware of the Code of Ethics and are expected to live by them.

COMP TIME

Teachers and staff members will not be allowed to earn comp time.

REQUEST FOR LATE ARRIVAL/LEAVING EARLY

Early dismissal requests and late arrival requests should be limited to only essential matters which cannot be handled before or after school. These requests are kept on file in the office. Most requests will be charged against sick/personal leave. Forms can be found in the office. These should be turned in 3 days in advance. Give the form to the principal for approval.

Public Safety Alert/HARD LOCKDOWN

Lockdown is a term that describes a situation that requires confinement of all staff and students to classrooms in the event of a perceived or real threat.

Public Safety Alert refers to all school personnel out of halls and into classrooms, outside doors will be locked and monitored.

Hard lockdown refers to an actual event that is occurring wherein all school personnel are to be in locked in classrooms or other areas, lights are cut off, students and personnel are to move where they cannot be seen through the door of the room that they are in. Teachers should quickly scan the hall and bring any students into their classroom. Silent behavior is essential in hard lockdown status. Windows should be covered and Nightlocks should be used.

The principal will give an “all clear” message over the intercom when regular schedule may be resumed.

SCHOOL SAFETY MANUAL

Personnel will be given a safety manual which outlines exact procedures to be followed in the event of an emergency. They are expected to know where this manual is at all times.

CHARACTER EDUCATION

Beginning in August of 2001, all classes were required to implement Character Education Programs. Teachers should attempt to include various character education lessons into their regularly planned lessons.

RETURNED CHECKS

Due to the excessive number of returned checks in the past, the fee for a returned check wrote to the school will cost \$30.00.

EXTRA CURRICULAR ACTIVITIES/FUNDRAISERS

When collecting money from students, please ask for a Cash Receipts Form from the secretary. All money collected from students must be accompanied by a Cash Receipts Form. Do not keep money in your classroom/car and do not send students to the office with money.

OBSERVATIONS/EVALUATIONS/APPRAISALS AND ROOM VISITS

Classrooms will be visited or the purpose of better acquainting the principal with the teacher’s techniques and methods. If you have a special activity that you wish the principal to observe, please extend an invitation. Various curriculum coordinators may be visiting in the classrooms without prior notification. Classrooms should reflect standard based instruction. Classrooms should be attractive, clean, organized, and orderly. The results of the classroom visit will be recorded on a Teacher Keys Observational System (TKES) portal. Informal and Formal visits will also occur throughout the school year. See TKES Manual/Online Portal for more information. In your classroom you must have a visitor’s desk with your data notebook and lesson plans displayed.

SCHOOL COUNCIL

Garrett Elementary established a School Council every school year. The Council has four meetings each year. Below is a fact sheet explaining School Councils.

Why were School Councils Established?

The A+ Education Reform Act (HB1187) established school councils in Georgia to “bring communities and schools closer together in a spirit of cooperation to solve difficult education problems, improve academic achievement, provide support for teachers and administrators, and bring parents into the school-base decision-making process.”

- *School councils provide advice, recommendations, and assistance to principals and local boards of education.
- *The management and control of public schools remains the responsibility of local boards of education.
- *The school leader is the principal, who also serves as the chair of the school council.

What is the Implementation Timeline for School Councils?

- *By October 1, 2001 – Every school system must have a school council operational in one elementary school, one middle school, and one high school. (560 school councils)
- *By October 1, 2002 – Every school system must have a school council operational in fifty percent of all schools. (Approximately 950 school councils)
- *By October 1, 2003 – Every school system must have a school council operational in All elementary, middle, and high schools. (Estimated 2000 school councils)

Who Serves on a School Council?

School councils are comprised of seven council members who serve two-year terms:

- *The Principal
- *Two certificated teachers elected by the teachers
- *Two parents (or guardians) elected by the parents
- *Two businesspersons, one appointed by the local board of education and one elected by the other five non-business members of the council

What are the Roles and Responsibilities of Council Members?

All members of the School Council must:

- *Maintain a school-wide perspective on issues.
- *Regularly participate in council meetings.
- *Participate in information and training programs.
- *Act as a link between the school council and the community.
- *Encourage the participation of parents and others within the school community.
- *Work to improve student achievement and performance.

School councils are advisory bodies. They may provide advice and recommendations to the school principal and local board of education on any matter, including, but not limited to:

- *School calendar
- *School codes for conduct and dress
- *Curriculum, program goals, and priorities
- *Responses to school audits conducted by the Office of Accountability
- *Preparation and distribution of a school profile to the community
- *Recommendation of a school principal in the case of a vacancy
- *School budget priorities
- *School-community communication strategies
- *Methods of reporting to parents and the community
- *Extra-curricular activities
- *School-based and community services
- *Community use of the school facility
- *Recommendations concerning school board policies
- *Reviewing reports regarding progress toward meeting student achievement goals
- *Methods and specifications for the delivery of early interventions



Have a Great Year.... GO EAGLES!