TEACHER HANDBOOK

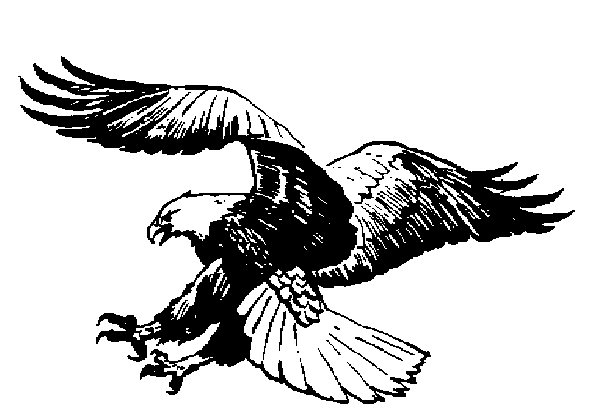
**TW Josey High School**

1701 Fifteenth Street Augusta, GA 30901

Phone: 706-737-7360 Fax: 706-737-7363

https://www.rcboe.org/josey

2022-2023



**Ny McRae**

**Principal**

**Quwan Ellis-Asbury**

**Assistant Principal**

**Dr. Tonya Fulton**

**Assistant Principal**

**Katrena Springs**

**Assistant Principal**

**2022-2023 School Year**

Dear Teachers,

We have prepared this electronic teacher handbook for your information and use. It is divided into sections for easy reference. Throughout the school year, we will provide you with additional information and handouts. You will need to keep any hard copies of calendars, memos, hand-outs, local policy updates, and any other pertinent information that you are provided in your three-ring binder (teacher handbook). Please save this electronic handbook to your one drive and refer to it as needed for your benefit as well as adhering to procedures and expectations for the benefit of the students. In an effort to conserve paper and toner, much of what you receive this year will be given in an electronic format.

This year, we will continue to focus a great deal of attention on: character development, healthy living, instruction, Teacher Keys Effectiveness System, Leader Keys Effectiveness System, Student Achievement, differentiation, writing, researched-based assessment practices, and giving back to the community. We realize that in order for our students to achieve at their maximum potential that they must be educated using effective, research-based teaching practices.

Remember to focus on the success of our school and students this year. We shall BEAM brightly!

We are thoroughly excited this year as we are supporting the continuous growth of everyone. We thank you in advance for another GREAT school year, and certainly appreciate all that you do for the students of Josey High.

Best wishes for a great school year,

**2022-2023A**

**Josey High School**

**VISION STATEMENT**

**The vision of**

**T.W. Josey High School is to create an atmosphere that focus on innovative education, training, and career development for tomorrow’s workforce.**

# MISSION STATEMENT

**The mission of**

**T.W. Josey High School is to produce graduates that will positively impact our global society.**

# BELIEF STATEMENTS

1. We believe all students have the potential to learn if instructed at an appropriate level.
2. We believe that all students learn best in a safe and orderly environment.
3. We believe instruction should meet the unique needs of the students.
4. We believe students learn best when parent(s), students, and teachers work together in the educational process.
5. We believe the school should prepare the student to become life-long learners and decision-makers.
6. We believe students need a strong instructional program that includes technology, problem-solving, cooperative grouping, and student-focused learning.
7. We believe students should accept ownership of their responsibilities in preparing themselves to be life-long learners and accountable citizens in a global society.
8. We believe positive role-modeling enhances student success.
9. We believe effective communication and conflict resolution is vital in a democratic society
10. We believe that shared decision-making contributes to a positive school environment and overall student success.

**2022-2023**

**Bell Schedule**

|  |  |  |
| --- | --- | --- |
| **T.W.J- Regular Bell Schedule** | | |
| **Class Period** | **Start Time** | **End Time** |
| **Breakfast/ Homeroom** | **7:05** | **7:20** |
| **1st Period** | **7:25** | **8:15** |
| **2nd Period** | **8:20** | **9:10** |
|
| **3rd Period** | **9:15** | **10:05** |
|
|
| **4th Period** | **10:10** | **11:25** |
|
| **5th Period** | **11:30** | **12:20** |
|
| **6th Period** | **12:25** | **1:15** |
|
| **7th Period** | **1:20** | **2:10** |
| **FIRST LUNCH**  **10:15-10:35AM** | **SECOND LUNCH**  **10:40-11:00AM** | **THIRD LUNCH**  **11:05-11:25** |

|  |  |  |
| --- | --- | --- |
| **T.W.J-Early Release Schedule** | | |
| **Class Period** | **Start Time** | **End Time** |
| **Breakfast/ Homeroom** | **7:05** | **7:20** |
| **1st Period** | **7:25** | **8:05** |
| **2nd Period** | **8:10** | **8:40** |
|
| **3rd Period** | **8:45** | **9:15** |
|
|
| **4th Period** | **9:20** | **10:35** |
|
| **5th Period** | **10:40** | **11:10** |
|
| **6th Period** | **11:15** | **11:45** |
|
| **7th Period** | **11:50** | **12:10** |
| **FIRST LUNCH**  **9:25-9:45AM** | **SECOND LUNCH**  **9:50-10:10AM** | **THIRD LUNCH**  **10:15-10:35** |
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| --- | --- | --- |
| **T.W.J-Afternoon Assembly/Pep Rally/Club** | | |
| **Class Period** | **Start Time** | **End Time** |
| **Breakfast/ Homeroom** | **7:05** | **7:45** |
| **1st Period** | **7:50** | **8:30** |
| **2nd Period** | **8:35** | **9:15** |
|
| **3rd Period** | **9:20** | **10:05** |
|
|
| **4th Period** | **10:10** | **11:25** |
|
| **5th Period** | **11:30** | **12:10** |
|
| **6th Period**  **7th Period** | **12:15**  **12:40** | **12:35**  **1:10** |
|
| **Afternoon**  **Assembly/Pep Rally** | **1:15** | **2:10** |
| **FIRST LUNCH**  **10:15-10:35AM** | **SECOND LUNCH**  **10:40-11:00AM** | **THIRD LUNCH**  **11:05-11:25** |

|  |  |  |
| --- | --- | --- |
| **T.W.J-Morning Assembly/Pep Rally/Club** | | |
| **Class Period** | **Start Time** | **End Time** |
| **Breakfast/ Homeroom** | **7:05** | **7:20** |
| **1st Period** | **7:25** | **8:05** |
| **2nd Period**  **Morning**  **Assembly/Pep Rally** | **8:10**  **8:55** | **8:50**  **9:40** |
|
| **3rd Period** | **9:45** | **10:05** |
|
|
| **4th Period** | **10:10** | **11:25** |
|
| **5th Period** | **11:30** | **12:20** |
|
| **6th Period**  **7th Period** | **12:25**  **1:25** | **1:20**  **2:10** |
|
|  |  |  |
| **FIRST LUNCH**  **10:15-10:35AM** | **SECOND LUNCH**  **10:40-11:00AM** | **THIRD LUNCH**  **11:05-11:25** |

**Josey High School**

# Locker Assignments

|  |  |  |
| --- | --- | --- |
| **Teacher** | **Room Number** | **Locker Numbers** |
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**Josey High School**

**GENERAL INFORMATIO**N

**ACTION TEAMS-** There are 3 teams that meet twice a month at Josey. All teachers are assigned to one of these three teams. The three teams and their “duties” are listed below

* Culture teams- Monitor student and teacher protocols and processes and how these affect the morale of both groups. They monitor and redesign, if needed, the teacher and student handbook. They plan celebrations for both students and staff. Report monthly to leadership team.
* Instruction support Team- Identifies problems in the school that interferes with maximum student learning, brainstorms possible solutions, and reports their suggested solution to the leadership team. Also identifies and designs intervention plans to support struggling students. Reports monthly to leadership team.
* PBIS team- monitors discipline issues. They also monitor student AND teacher attendance and reports data and interventions to leadership team every month.

**ANNOUNCEMENTS:** All announcements are due in writing (use form- SEE APPENDIX) no later than 7:00 a.m. the morning of the announcement.

**ATTENDANCE (STUDENT): DAILY REPORTING SYSTEM TO BE USED**

1. Check Roll at the beginning of each period using Infinite Campus.
2. Document, for your record, the student(s) who are absent or tardy each period.
3. Daily attendance will be taken every period by all teachers. Training will be provided for new teachers during pre-planning. It is encouraged for you to have a “back-up” list of absences to monitor for students who are chronically absent or tardy.

**ATTENDANCE (TEACHERS):**

Make every effort to be on the job every day and on time, because no one can do your job as well as you can. Teachers must clock in AND sign-in/sign-out at the main area of the office. Teachers should also check mailboxes in the morning and afternoon as they sign-in/sign-out. Please note, tardies and absences will be documented in your evaluations. **Teachers who miss 0 to 10 days will earn a satisfactory rating for attendance. Teachers who miss 11+ days will earn an unsatisfactory rating for attendance.**

Teachers must complete and sign all sick leave requests and submit it to the principal. IF you are so sick that you cannot fill out a form, you must fill one out and turn in writing 24 hours of coming back to school.

**NO LEAVE –** will be granted to anyone immediately prior to or immediately following any holidays, teacher workdays, testing, preplanning or post planning dates **without prior administrative approval**. This leave will only be approved for extreme circumstances. If sick on these days, the administration will require a doctor’s note.

**SICKNESS –** Contact Ms. Abrams AND your assigned administrator to request leave if you know in advance that you need to be out. If leave is approved, then the teacher will go through the procedures to request a sub. If you wake up ill and cannot come to work due to sickness or an emergency, please contact your administrator and let them know you will NOT be at school. Please leave a message if your administrator does not answer. Written lesson plans must be left the day before, faxed, e-mailed, or sent to school that morning for the substitute. Lesson plans must be clear and a time schedule broken down for each period. Any worksheets that are needed for your class must already be duplicated. Lesson plans should be left with an administrator (or emergency plans can be used). Each teacher is required to keep a substitute folder. A class roster of each class should be included as well as seating charts, a schedule of the school day, and an explanation of all emergency procedures. **Make arrangements for someone to cover your duty when you will be out of work.** Please call the office in a timely manner if you will be late to school.

Please use sick days only when you are sick or have a doctor’s appointment for yourself or an immediate member of the family that lives with you. Use personal days for everything else. Do not use sick days for personal reasons. It could result in you having your pay docked. The number of days used will affect your evaluation.

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**Bulletin Boards -** Use classroom bulletin boards to their maximum capacity. They should be kept attractive, up-to-date, and reflect the subject(s) taught. They should be changed at least once each 9 weeks grading period. Please include your “word wall/splash”, classroom rules and consequences, standards, student work with teacher comment, etc. on the bulletin/white board.

**LEADERSHIP TEAM** –Team members will focus on student achievement and leading teachers. TBA

**CHILD ABUSE** – Georgia law requires that any principal, teacher, counselor or school administrator report all cases of suspected child abuse of children under the age of 18 years. Please report any suspected case to the administration team.

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**CLASSROOM DISCIPLINE** – Teachers are expected to manage and organize their classrooms to promote learning. Teachers should create incentives to promote positive behavior. They are expected to enforce the Code of Conduct in their classrooms and throughout campus. See the PBIS information for the PBIS process and protocol.

# CLASSROOM UNSUPERVISED – Teachers are not to leave students unsupervised. If an emergency arises, get another teacher (one who does not have a class) to supervise your class while you are not present or call the office for assistance.

**COLLABORATIVE PLANNING**- Collaborative Planning will be every Tuesday during each teachers’ planning period.

**CONFERENCES (PARENT-TEACHER)** – Please use conference forms for documentation (see appendix. Conferences should be scheduled by the appropriate team. The school administration is available to attend any conference upon request. All conferences can be documenting in Infinite Campus as a parent contact.

**CONFIDENTIALITY - No teacher should ever discuss a student or student’s behavior with the general public.** All problems within the school should be discussed with the appropriate school personnel, not the general public. **FERPA is a federal law and you are responsible to follow its guidelines. Gossip is not professional, its detrimental to the school, and will not be tolerated.**

**DETENTION -** Teachers are to conduct their own detentions as part of their discipline plan. Parents must be notified at least 24 hours prior to the detention assignment. Parents are to be notified by a phone call and/or in writing. **Teachers are to stay with the students until they are picked up.**

**DISCIPLINE:** Our goal is to promote positive behavior and reinforce behaviors that are conducive with our expectations. Teachers are expected to follow the school-wide discipline plan as outlined in the discipline handbook. If a teacher sends a student to the office for disciplinary reasons, a discipline report must be sent with the student. **Please note that once students are sent to the office, discipline is left to the discretion of the administration.** It is not the teacher’s choice to send a child out of the classroom with the instruction that they are not to return. This includes isolation in the office and ISS. Students sent out of class (to the office) should have an assignment as well as their personal belongings (books, book-bag, etc.) with them when they come to the office.

**DRESS CODE-** Teachers are expected to dress in a professional manner at Josey High. A general guideline would be to adopt the “business casual” attire. Collared shirts and khakis for men, conservative tops and bottoms for females. No hats are allowed. No jeans, except for special occasions (dress down Fridays) which will be announced by the administration**.** Teacher must set the example for our future workers.

**TEACHER DRESS –** Teachers and staff are expected to be neat and dress professionally. Please remember that physical appearance has a lasting effect on how we are perceived by others. Our appearance affects the respect and authority we receive from students, parents, and community.

* Dresses/Skirts – must fall below fingertips when standing erect, arms at sides

1. No overalls
2. Tops: Tops should be professional looking, with **no team or screen print t-shirts except on Dress Down Friday**. Regular t-shirt type tops are okay during the week; just avoid the screen print and team shirts (including team shirts ) (too casual) (except physical education teachers).
3. Blue jeans - on “Dress down Fridays” only! Jeans should be neat (frayed jeans, jeans with holes or jeans that drag the ground are not appropriate)
4. Sweats - Sweatshirts of seasonal and school-related themes are okay on Dress-Down Fridays only. No sweat pants or wind suits (except physical education teachers).
5. Leggings okay with tops/dresses of appropriate length. If the top/dress could be worn by itself, it is okay with leggings.
6. Field trips-- dress should be appropriate for trip such as “Dress-Down Friday” attire for outdoor trips but professional dress for less active trips.
7. In-service Days – Dress comfortably on In-service Days—“Dress Down Friday” attire is acceptable.
8. Dress in professional attire on days when parents are scheduled to visit in any grade (Honors Day, concerts, parent conferences, meetings, etc.)

**DUTY ROSTERS –** All duties are assigned for one week unless otherwise indicated. Teachers are responsible for keeping up with their assigned duties. **Please schedule substitute coverage (a buddy to trade** **with) when you will be out** or cannot otherwise be on your duty post.

**FACILITIES –** Faculty members are expected to maintain the school in an orderly fashion at all times. This includes clean/organized classroom, washing your dishes, removing food promptly from the refrigerator, cleaning the microwave when you use it, and maintaining faculty restrooms in an orderly fashion at all times. Each teacher should be careful that no part of the furniture, building, or materials is defaced or destroyed. Students are expected to pick up all trash before leaving each class. Please restrict eating and drinking in classrooms to planning period unless unusual circumstances exist.

**FACULTY MEETINGS –** Faculty meetings will be held, when scheduled, To be Announced **Teachers are expected to attend**. If a conflict arises about attending the meeting, a teacher must clear it **in writing** **with the administration**.

**FIELD TRIPS –** Field trips which occur during the regular school day will be approved for instructional purposes only. Transportation for field trips shall be restricted to school vehicles, commercial carrier or a private vehicle with approved insurance. Field trip requests must be approved by the principal and superintendent 15 days prior to the event. If the trip is out of state, there must also be board approval.

**GRADES:** All teachers are required to keep a grade book. Grades may be kept in a traditional grade book and Infinite Campus grade book to back up any grade given on the Progress Report and the regular Report Card. If you choose to only keep an electronic grade book, it is suggested that you periodically print a copy of your grade book in case data is lost. In order to make an adequate assessment, t**he nine weeks grades must reflect a minimum of 10 grades**. **No test or class project should count more than 15% of a student’s final grade. Each content area must employ the same grading procedures and category weights.** Never take points off a student’s academic average for discipline matters. **Student grades should be a reflection of what students know, have learned, and are able to do.** The grade book must be turned into the office prior to leaving for the summer. **Grades in Infinite Campus must be updated at a minimum of once each week (minimum).**

1. All grades will be recorded accurately in the grade book. Please keep grades up to date.
2. The teacher will record the date of the test or assignment and a brief statement about the source of the grade.
3. The recording of grades in the grade book by someone other than the teacher is not permissible.
4. Attendance will also be kept in the grade book.
5. Do not allow students to grade each other’s’ papers or projects for a grade.
6. Do not call grades out in class.
7. Do not allow students to take names while you are out of the room. Writing **should not** be used as a means of punishment.

**GRADING SYSTEM**

**Academic Grading Scale**

|  |  |
| --- | --- |
| A | Represents an average of 90-100 |
| B | Represents an average of 80-89 |
| C | Represents an average of 75-79 |
| D | Represents an average of 70-74 |
| F | Represents an average of below 70 |

**50 IS THE LOWEST GRADE THAT SHOULD**

**BE RECORDED ON THE REPORT CARD.**

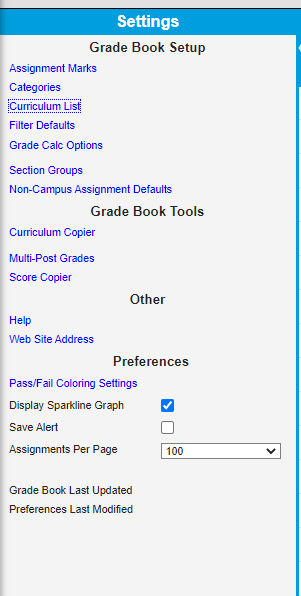
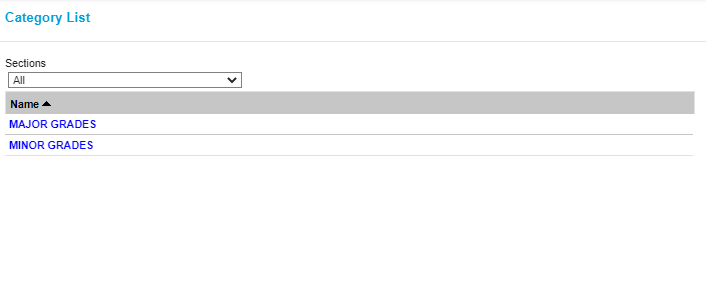
**Gradebook categories (percentages)**

**Minor Grades** = 60%

Examples include quizzes, labs, and other graded assignments to assess certain standards in a unit of study

**Major Grades** = 40%

Examples include unit tests, essays, research papers, project-based assignments, and other culminating assessments to measure mastery of standards that comprise a unit of study



**Final Exams** will count for 20% (unless otherwise established by the State or System) of the overall grade for each high school course.

**Courses with state-required end-of-course Georgia Milestones** assessments will count this test as the only comprehensive final exam and must calculate the score as 20% (unless otherwise established by the State or System) of the final grade.

**Criteria for Exam Exemptions**:

* Georgia Milestone Assessments and other state mandated assessments may NOT be exempt.
* Final Exams for students enrolled in high school courses may be exempted provided students have a 90 average or above in the course.
* Final exams for students who are successful on the End-of-Pathway Assessment for a course may be exempt. Teachers may record a final exam grade of “100”.

***Grades must be accurate, fair, specific, and timely—the criteria for an effective grading policy. (D. Reeves, 2011)***

**For more information regarding the grading policy for Richmond County School System click the following link.**

[**https://www.rcboe.org/site/handlers/filedownload.ashx?moduleinstanceid=161411&dataid=181332&FileName=IHA\_R%20Grading%20Practices%205\_23\_22.pdf**](https://www.rcboe.org/site/handlers/filedownload.ashx?moduleinstanceid=161411&dataid=181332&FileName=IHA_R%20Grading%20Practices%205_23_22.pdf)

**GRIEVEANCES -** Each teacher is expected to take all problems to the school administrator(s) before going to the Superintendent or to the Board of Education.

**HOMEWORK POLICY –** Homework is an extension of classroom instructional activities designated to reinforce and enrich student learning. **AT NO TIME** should homework be assigned over material which has not been taught in class. Teachers on each content will devise a consistent homework policy for their area and turn it in for administrative approval.

The following guidelines should be used:

a. Homework on a regular basis is strongly encouraged; however, homework

in every subject every night is not necessary. Homework in subject areas may be

rotated on a daily basis. Team members are asked to work closely on this.

1. Teachers should hold students responsible for homework assignments. Many students

are at a disadvantage in completing homework assignments due to home situations

and their ability to learn. A student should not be penalized for homework unless no

attempt was made at doing the assignment.

1. It is strongly suggested that homework for any class should not exceed 20 minutes per subject.
2. Teachers should direct students to document homework assignments in their agenda.
3. Homework should not weigh so heavily that it causes a student to fail a course.

**INJURIES –** Report all injuries to the office immediately. An Accident Report form should be completed for all injuries.

**ISS:** - See Administration

**LEAVING SCHOOL DURING THE SCHOOL DAY**– Teachers are not to leave school unless it is an emergency and you have received permission. **Permission must be given by an administrator before** **leaving campus**. Teachers must sign in/sign out state destination and have an administrator initial the entry.

**LESSON PLANS –** Lesson plans are required. Unit plans are encouraged and should be available for review by the administrative team and the Instructional Coach at least two weeks prior to teaching lessons within the unit. Plans should be placed in Microsoft Teams/ Instructional Coaches/ and a hard copy should be available in your classroom. Hard copies of the lesson plans should be placed ……? They should be available for review, by an administrator, at any time.

**LOCKERS ASSIGNMENTS –** These assignments will be made during homeroom. The teacher will keep an assigned sheet with the student’s name, locker number, and lock combination. There is a rental fee of $10.00 per locker. There is a fee if the lock is broken, damaged, or destroyed. Homeroom teachers are responsible for assigning lockers to students, as well as keeping an accurate record of those assignments. Please place your student’s names in alphabetical order (by last name) on the locker assignment sheet assigned to you. Locker assignments must be submitted electronically to the Mrs Abrams. Encourage all students to rent a locker. Please advise AP if a student cannot afford to rent a locker. Please receipt all monies collected and turn it in daily to Ms. Abrams.

**MAILBOXES –** Teachers are asked to check their mailboxes twice daily, in the morning and afternoon. PLEASE CLEAN OUT BOXES DAILY.

**MAKE-UP WORK –** Students should be given make-up work if they have an excused absence or on request by the student. The student has 5 days to make up the missed work.

**MEDICAL:** All faculty and staff must be aware of procedures as prescribed for students in their care who have medical needs e.g. asthmatic seizures and students with diabetes.

**MONEY: COLLECTION AND DISTRIBUTION OF –** Teachers are to keep accurate records for all monies collected as part of student activities. Any monies collected shall be receipted and turned in to Mrs. Abrams no later than 9:00 a.m. each day. Teachers will give a receipt for money collected and all money will be deposited in the bank daily. **No monies should be left in the classroom overnight**. (Please use the monies collected envelopes and monies collected receipts to turn money into the office every day.)

**PERMANENT RECORDS –** These records must be accurate and legible. They must agree with the subject, placement, grade earned, as well as days absent. Records must be done in black ink.Teachers should sign out all permanent records with Mrs. Dansby/Guidance **Please make sure that all records are kept confidential at all times and away from students.** Permanent records are to be returned to Guidance by the end of the day and placed in the appropriate file in alphabetical order.

**PROGRESS REPORTS –** a progress report will be sent home for **ALL** students in every class at midterm, in an effort to keep parents informed about their child’s academic progress,

**REPORT CARDS –** a report card will be provided to every student by their 1st period teacher each 9 weeks**.**

**Multi-Tiered Systems of Supports –** Georgia operates within a three-tiered, multi-level prevention system. Students receive services at all levels, depending on their needs. When all compo​nents are implemented, research shows results include strengthened Tier 1 instruction with 80% of students responding to core curriculum.

Georgia's Tiered System of Supports for Students represents a cross-divisional effort among Teaching and Learning, School and District Effectiveness, Federal Programs, Positive Behavioral Interventions and Supports, and Special Education. The essential components of Georgia’s framework are aligned with the nationally vetted Multi-Tiered System of Supports (MTSS) including: [Screening​​​](https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Documents/GaMTSS/Screening.pdf), [Progress Monitoring​](https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Documents/GaMTSS/Progress%20Monitoring.pdf), [Multi-Level Prevention System​](https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Documents/GaMTSS/Multi-Level%20Prevention.pdf), and [Data-Based Decision Making​](https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Documents/GaMTSS/Data-Based%20Decision%20Making.pdf). Georgia added [Infrastructure](https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Documents/GaMTSS/Infrastructure.pdf) as a fifth component​ to ensure schools can develop a systemic and preventive educational system that can ​​easily be personalized for every child. The following are critical elements of Infrastructure: [Leadership](https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Documents/GaMTSS/Leadership.pdf), [Effective Teaming](https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Documents/GaMTSS/Effective%20Teaming.pdf), [Professional Learning](https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Documents/GaMTSS/Professional%20Learning.pdf), and [Family & Community Engagement​](https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Documents/GaMTSS/Family%20and%20Community%20Engagement.pdf).

**SCHOOL COMPUTERS – Please do not move any computers from the assigned classroom.** Office 365 is the county-wide system for e-mail. It is used for school business only…jokes and chain letters are in poor taste and are not school-related…They are not to be transmitted over email. Teachers are expected to adhere to county’s AUP policy.

**SCHOOL POLICY REGARDING CHILDREN WHO WAIT FOR THEIR PARENTS AFTER SCHOOL FUNCTIONS:**

**SEARCH AND SEIZURE**: It is the policy of Richmond County Board of Education that lockers, desks, and other property furnished to the students, including rental property, remain the property of the Board Of Education. Such property is subject to search by school officials. TEACHER’S PERSONAL VEHICLES: may be searched once they come on the school campus.

**SEXUAL HARRASSMENT:** Refer to [Board Policy](https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=4137&revid=HdqvrrA5vslsht3Mz6plusslsh94ncw==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=ruE8yj8gaZHBkLjNHWmKZw==&PG=6&IRP=0)

**SMOKING –** The Board Policy states that **smoking is not allowed on school campuses including** **your personal automobile while on school property**. This includes any and all tobacco products (including smokeless tobacco and electronic cigarettes).

**STUDENT DRESS CODE –** Refer to Student Handbook page 14

**STUDENT SCHEDULE CHANGES –** Student schedule change requests must be made in writing. See Ms. ? to obtain the proper form. Recommendations for a student’s class schedule change must be submitted to the administration. Under no circumstances should the child be moved without first receiving approval from the administration.

STUDENTS ARRIVING BEFORE SCHOOL – Students arriving before school will report to the ? for supervision. Students who wish to eat breakfast should report directly to the cafeteria.

**STUDENTS AFTER SCHOOL –** Students who ride one of the early buses, or are a car rider will leave on the 2:25 bell. They are to report directly to the bus ramp or car pick-up area . All of the remaining bus students will report to front office. **If a teacher keeps a** **student or a group of students after school, that teacher is responsible for their supervision until all are picked up or leave campus.**

**STUDENTS OUT OF CLASS –** Do not allow students to leave school unless they have checked out through the office. Students must sign out before leaving school. Do not allow students to be out of your room during class time without a written hall pass in their agenda/ Hall Pass or a note. Do not allow students to stay in your classroom without prior approval from the teacher whose class they are assigned to. If it is necessary for a student to be excused from school, the student’s parent or legal guardian must come to school to pick him/her up or give written permission for him/her to leave school with someone else. If a student becomes ill or has any other emergency, he/she will ask his/her teacher for a pass (in agenda) to the office. Students should be required to do makeup work.

**SUSPENDED STUDENTS** – Tests and assignments during the period of suspension from school will become automatic zeros, unless the work is made up within 5 school days after the student returns. It is the student’s responsibility to ask for and make up all assignments. Tests and assignments missed due to an unexcused absence will also become automatic zeros, unless the work is made up within 5 school days after student returns.

**SUBSTITUTE FOLDER/EMERGENCY LESSON PLANS** – Each teacher is required to keep a substitute folder with at least three days of **emergency assignments**. Please include all duties (bus, lunch, etc.), seating charts/class rolls, emergency procedures, class schedules (times by period), and any necessary directions or information in your subfolder. If you know of your absence(s) in advance and know that you are scheduled for duty, please make arrangements to switch duty with another teacher. Include a list of all students on medication, and the time medication is to be taken. This must be constantly up-dated. **Emergency lesson plans are for true emergencies only. Fax, e-mail, or send lesson plans for all other absences. If plans are used, update the content the next day and return to AP.**

**STUDENT SUPERVISION - Teachers will be at their doorway to monitor the changing of classes.** Students should walk to the right and keep noise to a minimum. Students must be supervised at all times.

**TARDY STUDENTS –** See code of conduct.

**TEACHER EVALUATION –**Teachers will be evaluated using the Teacher Keys Effectiveness System (TKES), which consists of Teacher Assessment on Performance Standards, professional growth and Measures of Student Growth and Academics. This instrument will improve the quality of instruction, optimize student learning and academic growth while ensuring accountability for classroom performance and teacher effectiveness.

All teachers, coaches, and counselors will be evaluated using this instrument.

Teachers who have more than three years of experience and are rated proficient or exemplary will have at a minimum two observations, formative and walkthrough, 3 conferences, and a summative.

Induction level, teaching out of field, new position, returning to the education profession, needs development performance, and moving out of state will be required to have the full formative assessment process (4 walk throughs, 2 formatives, 3 conferences and summative) See GA TLE platform for more details.

**TEAMS** – Grade level team teachers are directed to meet at least 2 hours a week to discuss items of interest related to the curriculum and students on their team. Minutes must be kept and turned in to Ms. Lee weekly and will be reviewed by the administration. Please record these minutes in a 3-ring binder that will be readily accessible for administrators.

**TELEPHONE –** Our telephone is a business phone. Teachers may use the phone in the counselor’s office or main office for parent calls and school-related long-distance calls. All personal long-distance calls should be made with the teacher’s personal cell phone (not in the presence of students) or paid for by the individual. As previously mentioned, personal cell phones are not to be visible and not to be used in the presence of students. Cell phones should be turned off or left on “vibrate” for emergencies.

**TELEPHONE-CELL PHONE – TEACHERS/STAFF –** Per Board of Education directive, and until modified or rescinded; **Teachers, staff, and substitutes are not to use personal cell phones in the presence of students.** All personal cell phones are to be turned off or placed on vibrate (for emergencies only). **Please do not take personal phone calls during the school day**. Please ask your family to call the school when they need to contact you. We will deliver the message to you immediately and provide classroom coverage while you return their call.

**TEXTBOOKS: CARE AND HANDLING OF-** Each teacher must maintain a permanent up-to-date record of textbooks issued to students. This **record** should show the **student’s name, assigned** **book #, and condition of book issued**. If a book is lost, check with Dr. Liftin for the replacement cost of the book. Receipts should be issued for monies collected and money turned in to Ms. Nunn. Experience has shown that periodic “Book Checks” enhance textbook accounting. “Book Checks” help keep records up-to-date, make students more aware of their responsibilities, and contribute to the learning process. A “Book Check” will be held toward the end of each semester when the number and condition of the book is compared with textbook records. Please place the teacher’s name as well as the student’s name in all textbooks. **ALL BOOKS AT JOSEY SHOULD BE** **COVERED BY THE STUDENT**.

**VIDEOS:** Videos from home or movie rental outlets cannot be shown without prior approval.

**VISITORS:** Do not allow a student(s) to come to your classroom and call another student out of class. Do not allow an adult to come to your classroom and call a student out who is not his/her own child. Make sure that they have a visitor’s pass or refer that adult to the administrative office. All parents and guests of the school must report to the administrative office and obtain a pass before going to the classroom. This includes the spouse and children of faculty members. **Visitors, with or without a pass, are not permitted to wander the JOSEY campus at will. Tours of the school campus must be guided by an administrator.**

**WORK HOURS:** Teachers and staff work hours are from 7:00. to 3:00 p.m. **Teachers should sign in and out each day in the front office.**  Some staff members have been assigned early duties that require a modified work schedule. Please check “Daily Duties” to determine whether the alternate schedule applies to you. **Please make sure that you are on campus and on** **duty at the appropriate time**. You have students to supervise. Please be vigilant in your duties and responsibilities. Teachers are expected to be in their classrooms ready for their students at 7:25 a.m.; therefore, you should sign in prior to 7:25 a.m. Teacher tardies will be addressed. Always obtain permission from administration to leave school early.

Paraprofessionals work hours are from 7:00 a.m. – 3:00 p.m.

**PBIS**

**OVERVIEW:**

**What is school-wide PBIS?**

PBIS is a systems approach to creating safer and more effective schools. PBIS focuses on improving a school’s ability to teach and support the positive behavior of all students.

**What does PBIS look like in a school?**

A school implementing PBIS will use school-wide expectations in specific settings to teach students appropriate behavior, an acknowledgement system to encourage appropriate behavior, predetermined consequences to discourage inappropriate behavior, discipline referral procedures that are implemented consistently, outcome data to monitor progress, and a problem-solving process for making data-based decisions.

**Successful PBIS frameworks are comprised of specific components:**

1. Behavioral Expectations are clearly defined. A matrix of the Eagles Nest behaviors will be posted all over the building.
2. Behavioral Expectations are taught. Eagles Nest procedures/expectations will be taught to all students in all settings throughout the school. Behavioral expectations/procedures are best learned through positive examples, modeling, and opportunities to practice.
3. Appropriate behaviors are acknowledged. Appropriate behaviors are acknowledged on a regular basis through praise and incentive programs to promote and reinforce behaviors demonstrated by individuals and classes. This does not mean that each and every time a student demonstrates appropriate behavior a tangible reward will be given.
4. Negative behaviors are corrected proactively. Specific procedures are designed to address students who do not meet expectations. Students will be informed of unacceptable behavior and re-taught the expectation or rule. Positive practice and consistency are important to promote student success. This process of instruction does not eliminate consequences but supports students as they learn the procedures.



# HALLWAY SIGN OUT SHEET- TEACHER/ROOM #\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# *\*\*No Passes the 1st and last 15 mins of class\*\**

|  |  |  |
| --- | --- | --- |
| **STUDENT/PERIOD** | **TIME OUT** | **TIME RETURNED** |
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**Josey High School**

**Daily Duties**

**Daily Duty**

These duties are year-long.

|  |  |  |  |
| --- | --- | --- | --- |
| **TEACHER** | **DUTY** | **LOCATION** | **TIME** |
| Assistant Principals | Supervision | Cafeteria/Halls/Front of the school |  |
|  |  |  |  |
| Mr. McKinney | Breakfast/Lunch | Cafeteria | 7:00-7:20AM |
| Coach Tolbert | Hallways | Cafeteria | 7:00-7:20AM |
|  |  |  |  |
| Lt. Col. Barry  SGT Beharry | Student Supervision | Cafeteria  Buses | 7:00-7:20 AM |
| Ms. Huff | Hall Duty | ELA Hall | 7:00-7:20 AM |
| Mr. Hughes | Hall Duty | Math Hall | 7:00-7:20 AM |
| Ms. Davis | Hall Duty | Science Hall | 7:00-7:20 AM |
| Coach Chapman | Hall Duty | S. Studies Hall | 7:00-7:20 AM |
| Coach LeBrane | Hall Duty | Gym Area | 7:00-7:20AM |
|  | Office | Counselor’s Office  Bus Call | 7:30-8:30 AM  3:10-until |
| ELA Hall | Stand at your door | ELA Hall | First 5 mins-Planning |
| Math Hall | Stand at your door | Math Hall | First 5 mins-Planning |
| Science Hall | Stand at your door | Science Hall | First 5 mins-Planning |
| S-Studies Hall | Stand at your door | S. Studies Hall | First 5 mins-Planning |
| Coach LeBrane | Stand at your door | Gym Area |  |
|  | Office | Counselor’s Office  Bus Call | 7:30-8:30 AM  3:10-until |

**Josey High School**

Afternoon Bus & Hall Duty- Duty begins at 2:10pm and ends at 2:25pm

**NOTE:** If you will be absent, it is your responsibility to find another teacher to fill in for you. Substitute teachers are not allowed to do bus duty.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date** | **Teachers Assigned** | **Date** | **Teachers Assigned** | |
| August 8-12 | Bus ramp- Fuquay  Hall-Washington | January 5-6 | Bus ramp-Davis  Hall-Tolbert | |
| August 15-19 | Bus ramp-Booz  Hall -Beard | January 9-13 | Bus ramp-McNeal  Hall-Harvey | |
| August 22-26 | Bus ramp-Baxter  Hall -Castillo | January 17-20 | Bus ramp-Thompson  Hall-Young | |
| August 29-Sep 2 | Bus ramp-Moore  Hall -Freeman | January 23-27 | Bus ramp-Chapman  Hall-Pinkney | |
| Sept 5-9 | Bus ramp-Thompson  Hall -Young | January 30-Feb 3 | Bus ramp-LeBrane.  Hall-Pryor | |
| Sept. 12-16 | Bus ramp-Enendu  Hall -Luckie | February 6-10 | Bus ramp-Donkle  Hall-Garrett | |
| Sept. 19-23 | Bus ramp-Donkle  Hall -Garrett | February 13-16 | Bus ramp-Enendu  Hall-Luckie | |
| Sept.26-30 | Bus ramp-Davis  Hall -Tolbert | February 22-24 | Bus ramp- Fuquay  Hall-Washington | |
| October 3-7 | Bus ramp-McNeal  Hall -Harvey | Feb 27- Mar 3 | Bus ramp-Booz  Hall-Beard | |
| October 12-14 | Bus ramp-Fuquay  Hall -Washington | March 6-10 | Bus ramp-Staniszewski  Front ramp-Tegnama | |
| October 17-21 | Bus ramp-Staniszewski  Hall -Tegnama | March 15-17 | Bus ramp-Fuquay  Front ramp-Washington | |
| October 24-28 | Bus ramp-LeBrane.  Hall -Pryor | March 20-24 | Bus ramp-Thompson  Hall -Young | |
| October 31-Nov 4 | Bus ramp-Moore  Hall-Freeman | March 27- 31 | Bus ramp-Pinkney  Hall -Simmons | |
| November 8-10 | Bus ramp-Pinkney  Hall -Simmons | April 11-14 | Bus ramp-Moore  Hall-Freeman | |
| November 14-18 | Bus ramp-Thompson  Hall-Young | April 17-21 | Bus ramp-Baxter  Hall-Castillo | |
| Nov 28-Dec 2 | Bus ramp-Baxter  Hall-Beard | April 24-28 | Bus ramp-Moore  Hall-Freeman | |
| December 5-9 | Bus ramp-Freeman  Hall-Luckie | May 1-5 | Bus ramp-Booze  Hall -Donkle | |
| December 12-16 | Bus ramp-Chapman  Hall-Pinkney | May 8-12 | Bus ramp-Beard  Front ramp-Cobb | |
| December 19th | Bus ramp-Davis  Hall-Simmons | May 15-19 | Bus ramp-Tegnama  Hall-Castillo | |
| \*Lt. Col Barry | Bus Zone-Each afternoon | May 22-24 | | Bus ramp-Fuquay  Hall -Washington |

**TORNADO AND SEVERE WEATHER PROCEDURES**

In the event a tornado or severe weather is sighted in the Augusta Area, the principal will be notified by the Police Department or the Emergency Management Agency (Civil Defense) and the following procedures will be put into effect immediately.

Students and teachers will be notified by intercom/alternating tones over the intercom and told to proceed to the following designated areas:

Band/chorus/art room front or inside wall of the room

Gymnasium girls to girl’s dressing room

boys to boy’s dressing room

Media Center /Cafeteria Wall adjacent to Media Center

down from trophy cases.

Class rooms hallway immediately outside each room

As soon as the students reach their designated areas, they should sit down with their backs to the wall and their head down with their hands or textbooks over their heads. Doors to all classrooms must remain closed to help protect from flying glass.

Each teacher will be responsible for his/her class. Teachers should see that the instructions are followed and that their students are orderly. Everyone is to stay in their designated areas until further notice from the administration.

No one is to attempt to leave campus during this procedure. Three blasts of the bell or three blasts from a whistle will end such a procedure and signal students and teachers to return to class.

**REMEMBER:**

**TORNADO WATCH: Conditions are favorable for the formation of a tornado**. **Procedure:** Go over these procedures with your students, as a reminder, as well as the appropriate evacuation route(s) from your classroom.

**TORNADO WARNING: A tornado has been sighted in the area**. **Procedure:** Take immediate action by following the aforementioned directive.

**PROCEDURE FOR BOMB THREAT**

1. The office needs to obtain as much information as possible –

Name/gender of the reporter?

Location of the device/bomb?

When is the bomb going off?

Where is the reporter calling from?

Why has a bomb been placed on school property?

1. Tell an administrator immediately (HS/MS).
2. An administrator is to call a “Code Blue” and advise the High School. If an administrator is not available, pull a fire alarm.
3. Once the students are outside, move as far back as they can possibly go (at least 1000 feet – back of lower practice field).
4. Call (administrator or secretary will call) the police/fire/emergency services after the students are outside.

6) **DO NOT USE RADIOS OR CELL PHONES. TURN THEM OFF AND LEAVE THEM OFF.**

**TW Josey High School**

**MEMO**

TO: FACULTY AND STAFF

FROM: ADMINISTRATION

RE: STUDENT INJURIES

In the event that a child is injured in your class or while under your supervision, please do the following:

**Severe or life-threatening injury**:

* 1. Notify the office immediately, describe the situation, and request an administrator and nurse.
  2. Do not move the injured person.
  3. Maintain an open airway, as needed.
  4. **Contact Emergency Medical Services!**
  5. Control serious bleeding with direct pressure, as needed. Do not use a tourniquet!!
  6. Obtain as much information as possible concerning the incident that caused the injury.
  7. Send any injury report (or the information to complete one) to the office explaining what happened – ASAP.
  8. The supervising teacher should be available to answer any questions concerning the incident.
  9. Obtain the names of reliable witnesses concerning the incident that caused the injury.

**Non-serious injury**:

1. Escort or have that child escorted to the office.

1. Send any injury report (or the information to complete one) to the office explaining what happened – ASAP.
2. The nurse/office staff will make a determination as to treatment (ice pack, bandaid, etc.) and will contact the student’s parents.
3. The supervising teacher should be available to answer any questions concerning the incident.
4. Obtain the names of reliable witnesses concerning the incident that caused the injury.

**Josey High School**

**Navigate 360**

The Richmond County School System uses Navigate360 as it’s Emergency Management Suite. Navigate360’s Safety & Security Suite integrates state-of-the-art Visitor, Volunteer and Emergency Management systems with Alyssa’s Law-compliant panic buttons, enabling schools to directly – and silently – alert first responders when faced with an emergency incident. All teachers and staff are **required** to download the Navigate Prepared App and use it when taking attendance during AL drills. The Forms are only used IF there are technical issues with your app.

***TW Josey High School***

***Emergency Evacuation Form***

**Teache**r\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_ Time \_\_\_\_\_\_\_\_\_\_

# Of students on roll: \_\_\_\_\_ **List students absent**:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Of students present: \_\_\_\_\_

# Of students absent: \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Extra students present**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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***TW Josey High School***

***Emergency Evacuation Form***

**Teache**r\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_ Time\_\_\_\_\_\_\_\_\_\_

# Of students on roll:\_\_\_\_\_ **List students absent**:

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# Of students present:\_\_\_\_\_

# Of students absent:\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Extra students present**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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***TW Josey High School***

***Emergency Drill Form***

Teacher***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

**Type of Drill**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_ Time begin: \_\_\_\_\_\_\_\_\_\_

Time end: \_\_\_\_\_\_\_\_\_\_

# Of students on roll: \_\_\_\_\_ **List students absent**:

# Of students present: \_\_\_\_\_

# Of students absent: \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Extra students present**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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***TW Josey High School***

***Emergency Drill Form***

Teacher***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

**Type of Drill**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_ Time begin: \_\_\_\_\_\_\_\_\_\_

Time end: \_\_\_\_\_\_\_\_\_\_

# Of students on roll: \_\_\_\_\_ **List students absent**:

# Of students present: \_\_\_\_\_

# Of students absent: \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Extra students present**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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#### PRINCIPAL

1. Coordinates/supervises the entire middle school programs.
2. Supervises the entire school building and grounds.
3. Authorizes all school- related purchases.
4. Coordinates school/community relations and related public relations tasks.
5. Approves all curriculum and instructional materials.
6. Designs the “Master Schedule” and “School Calendar.”
7. Supervises all extra-curricular activities.
8. Recruits, orients, advises, and supervises all teachers.
9. Evaluates teachers.
10. Works with the Superintendent and Board of Education to carry out regulations of the

State Department.

1. Budgets money allocated to the Middle School’s Education Plan.
2. Approves all school events, banquets, assemblies, etc.
3. Attends all Board of Education meetings.
4. Supervises the lunchroom and hallways.
5. Supervises students during the school day.
6. Performs any other duties assigned by the superintendent.
7. Manages and supervises Curriculum and Instruction.
8. Oversee the redelivery of CCGPS Training.
9. Oversee the writing and posting of GPS& CCGPS units.
10. Testing Coordinator.
11. School Improvement Coordinator.
12. Coordinate and maintain Data Room.
13. Facilitate Professional Learning Communities-Book Study
14. Assists in the administration of student discipline.

ASSISTANT PRINCIPAL

1. Frequent classroom visits with teacher feedback to follow.
2. Participating member of the Leadership Team and Discipline Committee.
3. Assist Principal with Staff Development.

4. Assists the Principal with the day to day operation of the school.

5. Any other duties assigned by the Principal.

6. Administers student discipline.

7. Evaluates teachers.

8. Supervises the lunchroom and hallways

9. Updates, organizes, and implement the school safety plan

10. Assist with collecting data for school improvement.

11. Monitor, maintain and coordinate facility maintenance.

12. Assist with hiring certified and classified staff.

13. Assists the principal in the supervision and evaluation of classroom instruction.

14. Manages student locker assignments.

15. Assist with data room

16. Supervises all extra-curricular activities.

17. Participates in and conducts professional learning.

18. Coordinates In School Suspension and Saturday Schools

19. Coordinates RTI

**COUNSELOR**

1. Works with school personnel in identifying and helping students with problems such as course failure, attendance, personality or behavior problems, or any other type of problems.
2. Organizes and supervises the “at risk” program.
3. Organizes a new student program.
4. Orients new students on bus safety.
5. Organizes support groups to facilitate the operation of the school.
6. Performs any other duties deemed necessary by the administration.

7. Counsels students who are suspended out of school or placed into In-School-Suspension

#### 8. Co Coordinates the RTI program.

9. Coordinates the 504 program.

10. Coordinates the ELL program.

11. Scheduling

12. Ensure Bridge Bill requirements are met. Ga College 411 for all students.

#### INSTRUCTIONAL COACH

1. Focuses on individual and group professional development that will expand and refine the understanding about researched-based effective instruction.

1. Provide personalized support that is based on the goals and identified needs of individual teachers.
2. Facilitate professional development of teachers.
3. Communicate and demonstrate researched-based instructional practices that result in increased student performance.
4. React to change productively and handle other tasks as assigned.
5. Performs duties as assigned by the principal and the director of curriculum and instruction.
6. Oversee the redelivery of CCGPS Training.
7. Oversee the writing and posting of GPS& CCGPS units.
8. Facilitate Professional Learning Communities-Book Study

#### SCHOOL PRINCIPAL’S SECRETARY/ RECEPTIONIST

1. Answers telephone for JOSEY .
2. Carries out all clerical work for the administration.
3. Makes appointments for the administration.
4. Greets and directs visitors at JOSEY .
5. Public Relations person.
6. Distributes mail at school.
7. Monitors and maintains permanent records.
8. Administers first aid and medication.
9. Monitors school materials upon receiving.
10. Inventories all instructional supplies.
11. Assists in ordering teachers’ supplies/monitors requisitions.
12. Issues instructional supplies. Request(s) must be turned in one (1) day before supplies are needed.
13. Purchase Orders
14. Maintains records of substitutes and teachers daily.
15. Coordinates fundraisers.

16. Coordinates and publishes monthly school calendar.

17. Performs any other duties as assigned by the principal.

#### STUDENT INFORMATION CLERK

1. Completes FTE Counts – enrollment cards.
2. Infinite campus System Coordinator
3. Establishes and maintains the network’s users. directories and security.
4. Loads and updates Infinite campus software as required.
5. Maintains daily backups of all application program and data files.
6. Monitors the usage of the network to determine if additional hard disks, printers, workstations, or memory are required.

7. Trains users to use the network and Infinite campus software.

8. Troubleshoots and answers users questions regarding the network, hardware, and

Infinite campus software.

1. Is the site contact for the Infinite campus Help Desk.
2. Cleans up the directories periodically and eliminates unused, outdated files.
3. Maintains discipline records on Infinite campus
4. Maintains students on Infinite campus.
5. Maintains and updates student information on Infinite campus.
6. Performs any other duties assigned by the administration.

#### ISS COORDINATOR/TEACHER

1. Teaches and assists students at an appropriate instructional level.

2. Instruct students with a high level of expectation for behavioral and academic standards.

3. Create and maintain a safe and orderly learning environment.

4. Maintains strict order in the ISS classroom and effective physical setting for instruction.

5. Maintains appropriate student behavior in the classroom.

6. Maintains accurate, complete, and appropriate records and files reports promptly (attendance).

7. Attend faculty meetings and professional learning opportunities.

8. Keeps the administration abreast of all ISS procedures and actions pertaining to students.

9. Report student progress to their teachers frequently.

#### SPECIAL EDUCATION PARAPROFESSIONAL

1. Provide instruction to special education students as directed by the special education teacher or the regular education teacher.
2. Be familiar with the information contained in the IEPs of the students with whom they work.
3. Collect data on the progress of special education students as directed by the special education teacher.
4. Attend staff development activities as requested by the school administrators or the Director of Student Services.
5. Follow BIPs, as explained by the special education teacher, in order to assist students in demonstrating appropriate school behavior.
6. Plan regularly with the special education teacher and with the regular education teacher if in an inclusion setting.
7. Assist teachers in providing an attractive educational environment, which promotes academic success.
8. Notify the special education teacher of any concerns regarding special education students with whom they work.
9. Ensure that all information regarding special education students is kept confidential.
10. Eat with students when requested by the school administrator or the special education teacher.
11. Perform other duties as assigned.

**SPECIAL EDUCATION TEACHER**

1. Be under the direct supervision of the school level administrators.
2. Provide instruction to special education students in the Least Restricted Environment and assist students in mastering their IEP goals and objectives.
3. Notify the Special Education Coordinator, the Principal, and the Director of Student Services of all IEP meetings as soon as they are scheduled
4. Develop and maintain the IEP’s of students who are on their caseload in a timely manner.
5. Complete all eligibility reports for students who have been reevaluated.
6. Complete referral packets in a timely manner.
7. Maintain student records and complete reevaluation determinations.
8. Accurately complete and turn in all reports requested by the Director of Student Services by the due date.
9. Send special education progress reports every time regular report cards are sent home.
10. Document student progress through formal and informal means. Teachers must have written documentation to back up the information included in the special education progress reports.
11. Attend staff development as requested by the Director of Student Services.
12. Discuss student and program goals with the paraprofessional at the beginning of the school year. The teacher should explain exactly what the paraprofessional should do in the regular classroom environment as well as in the special education classroom.
13. Monitor the collection of data performed by the paraprofessional. The ultimate responsibility for the student’s progress lies with the special education teacher.
14. Work closely with regular education teachers. Accommodation sheets and BIP’s should be distributed to and discussed with all regular education teachers, who teach special education students, at the beginning of the school year.
15. Plan with the regular education teacher on a regular basis when working in inclusive settings.
16. Give a copy of the BIP’s to the administrator in charge of discipline and monitor student discipline for students on their caseload. If a student is suspended out of school for more than 10 days the special education teacher will conduct a manifestation hearing and arrange for services to be provided to the student.
17. Schedule and conduct IEP meetings when a reevaluation psychological has been completed on a student on their caseload.
18. Contact the Director of Student Services when a student needs special transportation.
19. Provide a classroom atmosphere that is conducive to learning for students and an atmosphere that is welcoming to parents during IEP and other parent meetings.
20. Perform other duties as assigned.

**TEACHER JOB DESCRIPTION**

**RESPONSIBILITIES:**

1. PLANNING AND ORGANIZATION

To plan, organize, execute those responsibilities pertaining to instructional activities.

1. RELATIONSHIP WITH PEERS

To maintain a professional relationship that makes possible the cooperative utilization of individual talents in the pursuit of common educational goals and creates mutual respect and trust among all faculty and staff members.

1. RELATIONSHIPS WITH STUDENTS

To provide a structured, flexible program in which all students can utilize their individual strengths, explore new areas of thought, actions and feelings, and develop a feeling of self-worth.

1. UTILIZATION OF APPROPRIATE RESOURCES

To select, use and adapt a variety of materials and personnel that will insure all students a chance to be successful and is commensurate with their learning abilities in the instructional program.

1. INSTRUCTIONAL TECHNIQUES

To create a learning environment which facilitates the student’s mastery of basic skills while encouraging individual interests, abilities and self-evaluation through a variety of activities, materials and resources.

1. PROFESSIONAL GROWTH AND RESPONSIBILITY

To be committed to increasing one’s own knowledge and skills and contributing to the profession by participating at the building, district and community levels.

1. PARENT RELATIONSHIPS

To foster a relationship with the parents which encourages and regards their participation in the learning experiences of the child.

8. MOTIVATION

To enhance, strengthen, support, inspire and reward the students’ efforts and interests in accordance with their needs and educational objectives.

**TASKS ANALYSIS:**

1. PLANNING AND ORGANIZATION
   1. Establishes long-range and immediate objectives and strategies for instructional activities.
   2. Correlates individual objectives with school and district goals.
   3. Adheres to principles of growth and development in planning learning activities.
   4. Plans appropriate sequence of skills.
   5. Establishes on-going program of diagnosis, assessment, and instruction of individual students.
   6. Plans class activities to encourage student leadership and participation in decision-making.
   7. Formulates written lesson plans.
   8. Collects, records, and submits information about each student (cumulative records, diagnostic test scores, etc.), and maintains the confidentiality of that information.
   9. Provides for health and safety of students.
   10. Organizes classes and work so that substitute teachers can function with a minimum loss of learning for students.
   11. Supports a “Standards Based Classroom” model.
2. RELATIONSHIP WITH PEERS

a. Support secretarial, custodial, food services, transportation and paraprofessional staff.

1. Share responsibilities with peers with respect to supervision of materials, grounds, programs, and student behavior.

3. RELATIONSHIP WITH STUDENTS

1. Demonstrates concern for students as individuals.
2. Counsels students individually and in groups.
3. Promotes an open atmosphere to enable students to express themselves in an appropriate manner.
4. Help students define realistic goals for themselves.
5. Encourages students to strive for high achievement commensurate with their abilities.
6. Helps students to make worthwhile contributions to the class.
7. Utilizes the resources of support staff services.
8. Makes self available for student assistance.
9. Maintains classroom control assuring a reasonable degree of student freedom in discussions and planned activities.
10. Provides, models, and guides students in showing consideration for the right of others.
11. Promotes positive behavior patterns for students in all aspects of the school program.
12. Resolves behavior problems on an individual basis.
13. Is consistent and fair in dealing with students.
14. Is constructive when sharing concerns regarding students with colleagues and parents.
15. Is discrete with the use of privileges information.
16. UTILIZATION OF APPROPRIATE RESOURCES
17. Individualizes instruction according to level and learning style of each learner.
18. Demonstrates an awareness of current resources within the building.
19. Uses in an appropriate manner a variety of resources to support the instructional program.
20. Uses district wide and community resources, such as support services and educational specialist.

5. INSTRUCTIONAL TECHNIQUES

1. Plans and executes activities which encourage students to think.
2. Uses a variety of classroom activities.
3. Uses a variety of instructional materials available within existing resources.
4. Provides opportunities for creative expression.
5. Provides opportunities for outside participation and utilization of community resources.
6. Encourages development of individual interests and creative activities.
7. Uses evaluative data to improve teaching-learning experience.
8. Assists students in the evaluation of their own growth and development.
9. Provides opportunities for students to develop leadership and decision-making.
10. Communicates with students individually and/or in groups.
11. Keeps classroom organization flexible commensurate with learner needs and class situation.
12. Creates mutual respect between students and teachers.
13. Provides opportunities for students to learn how to work independently and cooperatively.
14. Fosters group cohesiveness.
15. Uses feedback information skillfully.
16. Monitors the progress of the student.
17. PROFESSIONAL GROWTH AND RESPONSIBILITY
18. Provides input in the development and participates in the implementation of school policies and procedures.
19. Maintains a working knowledge of current educational techniques through a planned program of professional activities.
20. Takes advantage of in-service educational opportunities.
21. Participates in school and district committees.
22. Assists in out-of-class activities including student supervision.
23. Shares ideas, materials, and methods with professional colleagues.
24. Shares in the evaluation of the effectiveness of the educational program.
25. Consults with previous teachers, team leaders, department heads, consultants, and specialists regarding needs of current students.
26. Interprets school and district programs and activities to the community
27. Promotes open communication among colleagues, staff, students, and community.
28. Punctual in all professional responsibilities.

7. PARENT RELATIONSHIPS

1. Promotes parent participation in school activities.
2. Conducts constructive parent conferences.
3. Interprets learning program to parents.
4. Clarifies school policies to help parents to understand the educational program.
5. Stresses the positive approach in parent relations.
6. Maintains confidentiality with students and parents.
7. Punctual in all professional responsibilities.

8. MOTIVATION

1. Provides for motivation by positive feedback, praise, and reward.
2. Responds to the needs, aptitudes, talents and learning styles of students.
3. Develops classroom activities which are appropriate to students.
4. Provides opportunities for student expression through creative activities.
5. Encourages students to participate in class discussions and activities.
6. Provides opportunities for students to develop social and intellectual skills.
7. Relates learning experiences in school to life experiences outside the school.

**EFFECTIVE TEACHING**

Effective classroom teachers maintain good discipline based on prevention. Fourteen ingredients that combine to make effective classroom discipline are as follows:

1. Established rules.
2. Keep rules to a minimum.
3. Let students help determine the rules.
4. Keep the wording simple.
5. Use a positive approach…”Walk down the hall,” rather than, “No running in the hall.”
6. Post the rules in the classroom.
7. Explain and discuss the rules.
8. Practice the rules with students by role-playing.
9. Set consequences for rule violation.
10. Communicate expectations about behavior to students and parents.
11. Deal with misbehavior quickly.
12. Consistently follow through with consequences when misconduct occurs.
13. Review the rules regularly.
14. Use low profile intervention whenever possible.

**CLASSROOM MANAGEMENT**

1. Learn the names of students.
2. Set standards early.
3. Let students know you **“like**” them.
4. Cultivate a pose which is friendly, but demands respect.
5. Try to emphasize the positive.
6. Make your disciplinary actions consistent. Avoid threats. Follow through on consequences.
7. Avoid group punishment. Punish offenders, not innocent.
8. Do not humiliate students or use sarcasm.
9. Avoid using school grades as a threat.
10. Know the background/problems of each child.
11. Know yourself. Do not allow personal problems to interfere with good teaching.
12. Use the administration as resource people before problems get out of hand.
13. Do not assign extra school work as punishment. Homework as punishment may cause students to dislike the subject matter.
14. Cultivate your own special disciplinary techniques.
15. Keep a simple record of incidents by offenders (3x5 cards).
16. Involve parents of students who constantly misbehave.
17. Teach an interesting, varied lesson, that keeps the students actively involved.
18. Check classroom environment.
19. Mind manners and voice. Don’t raise your voice – **be cool. Don’t let students push your “button”.**

T.W. Josey High School

**2022-2023**

|  |  |  |
| --- | --- | --- |
| **FROM:** | **TODAY’S DATE:** | **DATE(s) and/or Time REQUESTED** |
| **Absence /Leave Reason:** | | |
|  | | |
|  | | |
| **Partial DAY (AM/ PM)** | **WHOLE DAY** | **Conference Requested:** |
| \_\_\_Sick Leave | \_\_\_Sick Leave | **Date:** |
| \_\_\_Personal Leave | \_\_\_Personal Leave |
| \_\_\_Professional Leave | \_\_\_Professional Leave |
| \_\_\_Flexibility Time | \_\_\_Flexibility Time | **Time:** |
| \_\_\_Personal Leave Before/After Holiday | \_\_\_Personal Leave Before/After Holiday |
|  | | |
| **SUBSTITUTE REQUIRED? Please attach class rosters & lesson plans to this request.**  Confirmation #: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Name of Substitute: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |
| **(IF APPLICABLE, BOTH IMMEDIATE SUPERVISOR AND ADMINISTRATOR MUST APPROVE.)** | | |
| Immediate Supervisor’s Signature/Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ***(Head Custodian or SNP Manager)***  \_\_\_\_\_\_Approved  \_\_\_\_\_\_Not Approved | | |
| Administrator’s Signature/Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_Approved  \_\_\_\_\_\_Not Approved | | |
| **Check your Business Plus for the amount of sick/personal leave you have.**  **PERSONAL LEAVE** Employees may take up to three days of accumulated sick leave each fiscal year for personal or professional reasons. Supervisory approval is required prior to the date of the planned absence. The employee is not required to disclose the specific purpose of the leave. Personal leave may not be carried over from year to year; therefore, the unused personal leave will be carried over as accumulated sick leave. | | |
| **Please complete a** [**certificate of absence**](C://Users/tayloka/Downloads/Form_BF-PR-02_Certificate_of_Absence_8.3.21%20(1).pdf) **if you are requesting off. Both forms are in the front office.** | | |

Requesting Time Off and Substitute Procedures

This form should be used for requesting hours/days off in advance. Return the form to Ms. Fryer for Ms. McRae to approve. This form is in the front office.

If you wake up sick contact:

The process for leave before and after a holiday is listed below.

1. The Certificate of Absence has two areas for principals to sign: Supervisor’s Signature and Supervisor’s approval.
2. Please make sure each section is signed and the employee signs the area marked Employee Signature.
3. The Supervisor or (Principal) must sign before submitting to the designated Area Assistant Superintendent.
4. If the employee will be using a substitute, the substitute’s name should be filled in the space provided.
5. Also, a letter from the employee stating the reason for this request must be attached to the Certificate of Absence.
6. The supervisor or principal approved Certificate of Absence should be submitted to the Area Superintendent 10 days prior to the requested date of absence NOTE: The Area Assistant Superintendent is the designee assigned by the Superintendent of Schools. The Certificate of Absence Form should not be submitted to the Superintendent of Schools.

** TW Josey High School **

*Counseling Referral Form*

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_           Date: \_\_\_\_\_\_\_\_\_\_\_\_

Grade: \_\_\_\_\_                     Referring Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Reason for referral (check all that apply)

[ ] Aggression [ ] Impulsive

[ ] Dramatic Change in Behavior [ ] Always tired

[ ] Bullying – Victim [ ] Worried

[ ] Bullying- Bully [ ] Sadness

[ ] Self-injury (i.e. cutting) [ ] Scared

[ ] Daydream/Fantasizes [ ] Defiant

[ ] Anger Management [ ] Hyperactive

[ ] Fighting [ ] Inattentive

[ ] Stealing [ ] Disruptive

[ ] Sexual Acting Out [ ] Withdrawn

[ ] Peer Relationships [ ] Motivation

[ ] Nervous/Anxious [ ] Academics

[ ] Social Skills [ ] Study Skills

[ ] Family Concerns [ ] Lying

[ ] Homework Completion [ ] Grief and Loss

[ ] Organizational Skills [ ] Personal Hygiene

[ ] Cries Easily/Often for Age [ ] Self-Image/Self- Confidence

[ ] Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Explanation:

Best time to pull the child from the classroom:

Time 1: \_\_\_\_\_\_ Time 2: \_\_\_\_\_\_ Time 3: \_\_\_\_\_\_

Thank you for your referral! ☺

**Josey High School**

**2022-2023 Title 1**

**As a Student, I promise to ….**

* Attend school regularly;
* Work hard to do my best on my school work including completing all homework assignments;
* Help to keep my school safe;
* Ask for help when I need it;
* Respect and cooperate with other students and adults.
* My personal promise: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**As a Parent/Caring Adult, I promise to…**

* Have high expectations for my child as an individual;
* Ensure that my child attends school and is on time;
* Find a quiet place for schoolwork and ensure that the work is complete;
* Encourage my child to read;
* Help my child learn to resolve conflicts in positive ways;
* Communicate and work with teachers and school staff to support and challenge my child;
* Maintain updated phone numbers, physical and email addresses to ensure ease of communication between me and the school;
* Respect school staff;
* Volunteer as needed at JOSEY .

Parent Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**As a School/Teacher, I promise to…**

* Create a positive learning environment and build rapport with students;
* Provide a safe environment for learning;
* Provide high quality instruction and engage students in a rigorous curriculum;
* Communicate and work with families to support students’ learning and behavior;
* Provide parents with frequent reports on their child’s progress;
* Provide parents opportunities to volunteer and participate in their child’s class and to observe classroom activities;

Teacher Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Child Abuse**

Indicators to watch for: Below are some indicators of child abuse that can help you to recognize an existing or potential problem of abuse.

**National Child Abuse Hotline:**

**1-800-422-4453**

**Physical Abuse:**

1. Bruises, burns, abrasions, lacerations, or swelling caused by other than accidental means.
2. Belt buckle marks, handprints, bite marks and pinches.
3. A history of recurring injuries.
4. Unexplained injuries; conflicting explanations on reason for injury.
5. Very young children with injuries on the back of the body from the neck to the knees.

**Emotional Abuse:**

1. Child is withdrawn, depressed and apathetic and tends to “act out.”
2. Displays signs of emotional turmoil such as repetitive, rhythmic movement; no verbal or physical communication.
3. Parent or guardian refers to the child continually as ‘it” (‘It” cried - “it” died).

**Emotional Deprivation:**

1. Child refuses to eat adequate amounts of food and is thus very frail.
2. Displays overly exaggerated fears.
3. Continually seeks out and “pesters” other adults (such as teachers, neighbors, etc.) for attention and affection.
4. Appears normal but is unable to perform normal learned functions for a given age., e.g. walking, talking, etc.

**Physical Neglect:**

1. Unsanitary conditions in the home (garbage, animal or human excretion).
2. Spoiled food in the refrigerator or cupboards or no food at all.
3. Untreated injuries which endanger the health of the child
4. Unsafe home conditions and unsupervised young children left for long periods of time.

**Sexual Abuse and Exploitation:**

1. Child makes statement about sexual activities with parents, other relatives, friends of the family or other adults.
2. Child shows an early and/or exaggerated awareness of sex, with either seductive interest or fearful avoidance of close contact with others.
3. Child is known to be a victim of other forms of abuse.
4. Bloody underclothing or tearing/bruising of the mouth, anus or genitals.

**Reporting:** The law requires certain professionals to report suspicion and/or knowledge of child abuse. But kids also need the help of neighbors and friends. Child abuse can be reported to law enforcement, county welfare and, in some counties, probation departments. If you are uncertain about reporting suspected incidents of abuse, call your community’s child abuse council or hotline for advice. YOU DO NOT HAVE TO GIVE YOUR NAME.

Your involvement does not mean physical intervention. It does not mean snooping on your neighbors. It simply means a willingness to help by recognizing the obvious signs - the frightened child next door, the unusually withdrawn child, the child who isn’t ill but not in school either.

**After Your Report**: Many people are under the misconception that if a family is reported for child abuse the parent will always be arrested and the child will be taken away from the family. Although this does occur in serious abuse cases, the family is usually referred to counseling or parenting classes. In neglect cases, the family may be referred to public assistance agencies.

**Goal:** The goal of child protective agencies is to try to keep the family unit intact unless the child is in danger. The goal of all of us is to protect our children and help them grow up healthy and happy.

**Remember**: Your awareness and concern can possibly save a child from serious injury or death.

Safety Education Consultants

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Martinez, GA 30907

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## Human Trafficking of Children in the United States

### A Fact Sheet for Schools

## What Is Human Trafficking?

Human trafficking is a serious federal crime with penalties of up to imprisonment for life. Federal law defines “severe forms of trafficking in persons” as: “(A) sex trafficking in which a commercial sex act is induced by force, fraud, or coercion, or in which the person induced to perform such act has not attained 18 years of age; or (B) the recruitment, harboring, transportation, provision, or obtaining of a person for labor or services, through the use of force, fraud, or coercion for the purpose of subjection to involuntary servitude, peonage, debt bondage, or slavery.” [U.S.C. §7102(8)] In short, human trafficking is modern-day slavery.

**What Is the Extent of Human Trafficking in the United States?**

Contrary to a common assumption, human trafficking is not just a problem in other countries. Cases of human trafficking have been reported in all 50 states, Washington D.C., and some U.S. territories. Victims of human trafficking can be children or adults, U.S. citizens or foreign nationals, male or female.

According to U.S. government estimates, thousands of men, women, and children are trafficked to the United States for the purposes of sexual and labor exploitation. An unknown number of U.S. citizens and legal residents are trafficked within the country primarily for sexual servitude and, to a lesser extent, forced labor.

**How Does Human Trafficking Affect Our Schools?**

Trafficking can involve school-age children—particularly those not living with their parents—who are vulnerable to coerced labor exploitation, domestic servitude, or commercial sexual exploitation (i.e., prostitution).

Sex traffickers target children because of their vulnerability and gullibility, as well as the market demand for young victims. Those who recruit minors into prostitution violate federal anti-trafficking laws, even if there is no coercion or movement across state lines. The children at risk are not just high school students—studies demonstrate that pimps prey on victims as young as 12. Traffickers have been reported targeting their minor victims through telephone chat-lines, clubs, on the street, through friends, and at malls, as well as using girls to recruit other girls at schools and after-school programs.

**How Do I Identify a Victim of Human Trafficking?[[1]](#footnote-2)\***

## A victim:

* Has unexplained absences from school for a period of time, and is therefore a truant
* Demonstrates an inability to attend school on a regular basis
* Chronically runs away from home
* Makes references to frequent travel to other cities
* Exhibits bruises or other physical trauma, withdrawn behavior, depression, or fear
* Lacks control over her or his schedule or identification documents
* Is hungry-malnourished or inappropriately dressed (based on weather conditions or surroundings)
* Shows signs of drug addiction

*Additional signs that may indicate sex-related trafficking include:*

* Demonstrates a sudden change in attire, behavior, or material possessions (e.g., has expensive items)
* Makes references to sexual situations that are beyond age-specific norms
* Has a “boyfriend” who is noticeably older (10+ years)
* Makes references to terminology of the commercial sex industry that are beyond age specific norms; engages in promiscuous behavior and may be labeled “fast” by peers

**How Do I Report a Suspected Incidence of Human Trafficking?**

* In cases of immediate emergencies, it is best to call your local police department or emergency access number.
* You can report suspected trafficking crimes or get help by calling the national 24/7 toll-free Human Trafficking Resource Center at 1-888-373-7888. This center will help you determine if you have encountered a victim of human trafficking; identify local resources available in your community to help victims; and coordinate with local social service providers to help protect and serve victims so they can begin the process of rehabilitation and restoring their lives. When appropriate, the Resource Center makes referrals to local organizations that assist victims with counseling, case management, legal advice, and other appropriate services, as well as to law enforcement agencies that help trapped victims reach safety.
* For sexually exploited or abused minors call the National Center for Missing and Exploited Children’s (NCMEC) hotline at 1-800-THE-LOST to be connected with the most appropriate assistance in your area, or you can report incidents at http://www.cybertipline.org.
* You can report suspected instances of trafficking or worker exploitation by contacting the FBI field office nearest you at http://[www.fbi.gov/contact/fo/fo.htm](http://www.fbi.gov/contact/fo/fo.htm) or by contacting the Department of Justice’s Human Trafficking Office at

1-888-428-7581.

**How Does the United States Help Victims of Human Trafficking?**

The U.S. government supports a victim-centered approach. It funds a national public awareness campaign and a number of nongovernmental organizations that assist victims. The U.S. government seriously pursues human trafficking cases and prosecutes the traffickers. For a complete assessment of U.S. government efforts to combat trafficking in persons, please visit the U.S. Department of Justice Web site: http://[www.usdoj.gov/whatwedo/whatwedo\_ctip.html](http://www.usdoj.gov/whatwedo/whatwedo_ctip.html).

# Resources and Publications

One of the best ways to help combat human trafficking is to raise awareness and learn more about how to identify victims. Information on human trafficking can be found on the following Web sites:

* U.S. Department of State, Office to Monitor and Combat Trafficking in Persons

http://[www.state.gov/g/tip](http://www.state.gov/g/tip)

* U.S. Department of Health and Human Services, Campaign to Rescue and Restore Victims of Human Trafficking

http://[www.acf.hhs.gov/trafficking/index.html](http://www.acf.hhs.gov/trafficking/index.html)

* U.S. Department of Justice

http://[www.usdoj.gov/whatwedo/whatwedo\_ctip.html](http://www.usdoj.gov/whatwedo/whatwedo_ctip.html)

<http://www.ovc.gov/help/tip.htm>

http://www.usdoj.gov/criminal/ceos/trafficking.html

* Federal Bureau of Investigation, Investigative Programs, Crimes Against Children http://www.fbi.gov/hq/cid/cac/crimesmain.htm
* National Center for Missing and Exploited Children

http://[www.ncmec.org](http://www.ncmec.org)

* Polaris Project

http://[www.polarisproject.org](http://www.polarisproject.org)

* United Nations Office on Drugs and Crime

<http://www.unodc.org/unodc/en/human-trafficking/what-is-human-trafficking.html>

* United Nations Optional Protocol to the Convention on the Rights of the Child on Sale of Children, Child Prostitution and Child Pornography

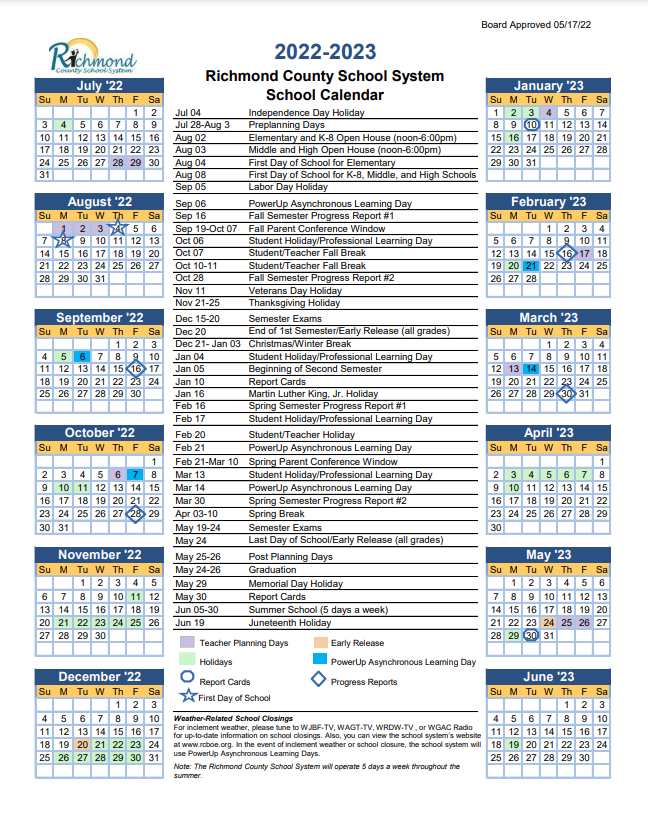
<http://www2.ohchr.org/english/law>/crc-sale.htm

NOTE: This fact sheet contains resources, including Web sites, created by a variety of outside organizations. The resources are provided for the user's convenience, and inclusion does not constitute an endorsement by the U.S. Department of Education of any views, products or services offered or expressed in them. All Web sites were accessed on June 26, 2007.

U.S. Department of Education

Office of Safe and Drug-Free Schools

400 Maryland Ave., SW



1. \* It is important to note that this list is not comprehensive of all signs of human trafficking, nor are all students who exhibit these signs most certainly trafficking victims. The list is meant to be a guide to help determine if further action is appropriate. [↑](#footnote-ref-2)