

GLENN HILLS MIDDLE SCHOOL

Teacher Expectation Manual



The purpose of Glenn Hills Middle School is to provide a safe and orderly environment that is conducive to learning for all students.

2022-2023

Ms. Angela Moore, Principal
Mrs. Kerry Flores, Assistant Principal
Mr. Samuel Jones, Assistant Principal
Mrs. Rose Lofland, Assistant Principal

PRINCIPAL'S MESSAGE

Dear Faculty and Staff,

The purpose of this handbook is to provide information that is vital for the daily and efficient operation of our school. The policies and procedures of this handbook will supplement the Richmond County Employee Handbook. The Richmond County policies and procedures take precedence in the instance of any conflict with this handbook.

Familiarize yourself with the information contained in this handbook in order to better serve your colleagues and your students. You are responsible for any material presented in this text as well as any information presented throughout the school year. **The goal of this information is to maximize instruction by helping you become efficient and effective with the routine matters of the school.** I hope that the following information will assist you in knowing what is expected.

Our expectations are high for our students, and we should settle for nothing but their best each day. In the same regards, we should strive every day to be our best by being model teachers and professionals, exemplifying high moral and ethical behavior, and displaying dedication, commitment, and a strong work ethic.

We are here for our students, the community, and each other. **Teamwork** and **collaboration** are vital to our success and the success of our students. By sticking together, even in the face of adversity, the challenges of each day will only make us stronger and more determined to be the best.

If you have any questions or concerns, feel free to discuss them with me any time. I am here to make your job more enjoyable and rewarding as you endeavor each day to help our students achieve their best. I am excited about the upcoming year and humbled to be a part of a great staff and a rich tradition of academic excellence. Make this your best year yet!

Sincerely,

Ms. Angela Moore



VISION

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

MISSION

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

GLENN HILLS MIDDLE PHILOSOPHY, VISION, MISSION MOTTO & STATEMENTS OF BELIEF

School Philosophy

The faculty and administration of Glenn Hills Middle exists for the purpose of developing the abilities of all of our students to the fullest extent of their capabilities. In addition, we will provide an atmosphere in which each student may develop a positive self-concept and learn acceptable social behavior. To that end, school personnel must constantly consider the changing needs of students and be mindful of the flexibility required during moments of learning.

Vision

Creating a model middle school that inspires students to impact their community by creating a culture of accountability and a climate of celebration.

Mission Statement

Providing skills that are essential for positive, productive, and resourceful citizens of society

Motto

Reaching for the Top of the Hill

Statement of Beliefs

At Glenn Hills

We Believe...

- Students learn in different ways but all students *can* learn, achieve and succeed.
- Instructional practices should address individual learning differences.
- A safe and orderly environment promotes student learning and achievement.
- Teachers, parents, and the community share the responsibility for the support of the school's mission.
- Students learn best when they are actively engaged in the learning process.
- A student's self-esteem is enhanced by positive relationships and mutual respect among and between students and staff.
- Learning is enhanced when students have appropriate opportunities for success.
- Each student is a valued individual with unique physical, social, emotional, and

intellectual needs.

ADMINISTRATIVE ASSIGNMENTS

Angela Moore
Principal

Kerry Flores
Assistant Principal

Samuel Jones
Assistant Principal

Rose Lofland
Assistant Principal

Duty Assignments

Duty Assignment

Duty Assignments

Duty Assignments

Overall Site Supervisor
Mental Health Team
School Council
Assistant Principals
Master Schedule
Front Office Personnel
Secretaries/Nurse
Workers Compensation
TKES/LKES
Title I
Intervention
Check Requests
CCRPI Collection
Schedules
Field Trip Requests
Website/Social Media
Code of Conduct
STAP
Intervention
Professional Learning
Leadership Team
STAP

7th Grade Administrator
Title IX Coordinator
TKES Evaluation
LEA Sped IEP Meetings
Connections Teachers
Teacher Mentoring
Honors Day
In-School Suspension
Attendance
PBIS Program
7th Grade Discipline
Staff Recognitions
Mindset Training
Lunch Duty
Attendance Committee
Website/Social Media
Edgenuity Contact

8th Grade Administrator
Maintenance/Repairs
TKES Evaluation
504's Coordinator
Safety Plan/Drills
Custodians
Honors Day
In-school Suspension
Transportation
Alternative School
8th Grade Discipline
Staff Recognitions
Athletics
Lunch Duty
Grade Verifications
Website/Social Media
FEV Tutoring
Discipline Committee

6th Grade Administrator
Child Find
TKES Evaluation
RTI Coordinator
Eschool Liaison
Gifted Liaison
Honors Day
In-school Suspension
ESOL Liaison
Master Schedule
6th Grade Discipline
Staff Recognitions
SIP Development
Lunch Duty
School Handbooks
Website/Social Media
Textbook Manager SIP/Budgets
MTSS/SEL Liaison
Guidance Counselors
Test Coordinator
Hospital Homebound
Media Specialist

Committees/Clubs

Committees/Clubs

Committees/Clubs

Committees/Clubs

Faculty Meetings
School Council
Sunshine Committee
Beta Club
Yearbook
Parent Nights

Student Recognitions
Mr. & Ms. Burgundy & Gold
American Education Week
Honors Day Program
Math Club
PBIS

Field Day
Red Ribbon Week
Science Fair
Student Council
FBLA
Book Fair
Distinguished Gentlemen

Read Across America
Program Committee
Helen Ruffin Reading
Ladies of Excellence
Girls Who Code
Reading Club

Food for Thought: “. . . the nature of the relationship among the adults who inhabit a school has more to do with the school’s quality and character and with the accomplishments of its pupils than any other factor.”

~Roland Barth

Teachers' Duties and Responsibility

- Reporting to work on time
- Carrying out duty assignment(s) such as lunch, bus, and/or special duty
- Attending staff meetings, committee meetings, PTO meetings, and required games
- Attending professional learning sessions
- Supervising students on/off campus
- Receiving approval prior to leaving campus (Write It, Don't Say It)
- Creating, communicating, and enforcing a classroom discipline plan/adhering to referral procedures/protocols
- Making parental contact(s)
- Supervising students in the hall during class change
- Reporting to class on time after lunch or planning period
- Contacting the principal when going to be absent and calling for a substitute
- Preparing and making accessible necessary materials for a substitute
- Creating an emergency lesson plan packet to turn in to the front office secretary
- Following a professional dress code

Teacher Job Description

Under the direction of the school principal and his/her designee, plans, and provides for appropriate learning experiences for students. Provides an atmosphere and environment conducive to the intellectual, physical, social and emotional development of individuals to ensure Success for Every Student. Supervises students in a variety of school related settings. Monitors and evaluates student outcomes. Communicates and interacts with students, parents, staff and community. Develops, selects and modifies instructional plans and materials to meet the needs of all students. Maintains appropriate records and follows required procedures and practices. Monitors appropriate use and care of equipment, materials and facilities.

Performance Responsibilities: (Asterisk for essential job duties.)

1. Plans a program of study that meets the needs, interests and abilities of individuals to ensure success for every student (*)
2. Reports to work on time and is prepared for all classes and duty assignments (*)
3. Creates a classroom environment that provides student involvement in the learning process and enables each student to achieve learning objectives
4. Provides an instructional program to meet the needs of all students including students with disabilities (*)
5. Prepares lesson plans and other documentation as required by principal or his/her designee.

6. Guides the learning process toward the achievement of curriculum goals and in harmony with the goals, establishes clear objectives for all lessons, units, projects and the like to communicate these objectives to students (*)
7. Establishes learning objectives consistent with appraisal of student needs, requirements of RCSS curriculum framework, and knowledge of human growth and development (*)
8. Plans for and utilizes instructional methods, resources and evaluation techniques which motivate and enable each student to achieve learning objectives (*)
9. Assesses the learning and behavioral needs of students on a regular basis. Provides input as needed to IEP's of students with disabilities ensuring the implementation of modifications including co-teaching as needed.
10. Takes all necessary and safety precautions to protect students, equipment, materials and facilities (*)
11. Maintains accurate and complete records as required by law and per RCSS policy and administrative regulation (*)
12. Assists the administration in implementing all policies and rules governing student life and conduct and, for the classroom, develops reasonable rules of classroom behavior and procedure, and maintains order in the classroom in a fair and just manner
13. Makes provision for being available to students and parents for education-related purposes outside the instructional day when required or requested to do so under reasonable terms
14. Establishes relationships with colleagues, students, parents and community which reflect recognition of and respect for every individual
15. Plans and supervises purposeful assignments for instructional assistants, teacher assistants, and volunteers (*)
16. May evaluate paraprofessional's job performance with department heads and/or administrators
17. Maintains fair and accurate grading policies and procedures, attendance, email and web pages as required through the technology system provided by the RCSS
18. The employee shall carry out such other and further duties, whether specifically listed above or not, as are assigned or required by such employee's supervisor, other appropriate school personnel, law board policy administrative regulation, department handbook, as are reasonably necessary to the efficient operation of the school system and its mission.

Knowledge, Abilities, and Skills

Knowledge of RCSS curriculum, techniques for integrating curriculum, RCSS policies, and effective instructional practices. Understanding of the teaching/learning process. Ability to provide instruction that reflects multiple perspectives and multicultural education. Ability to infuse technology into curriculum. Ability to work effectively with administrators, colleagues, central office, and school-based staff, students, parents and community. Excellent oral and written communication and human relations skills.

Special Requirements

Required to attend school meetings, programs and activities outside the instructional day as mandated by RCBOE contract. Some work beyond the school day may be required.

Evaluation

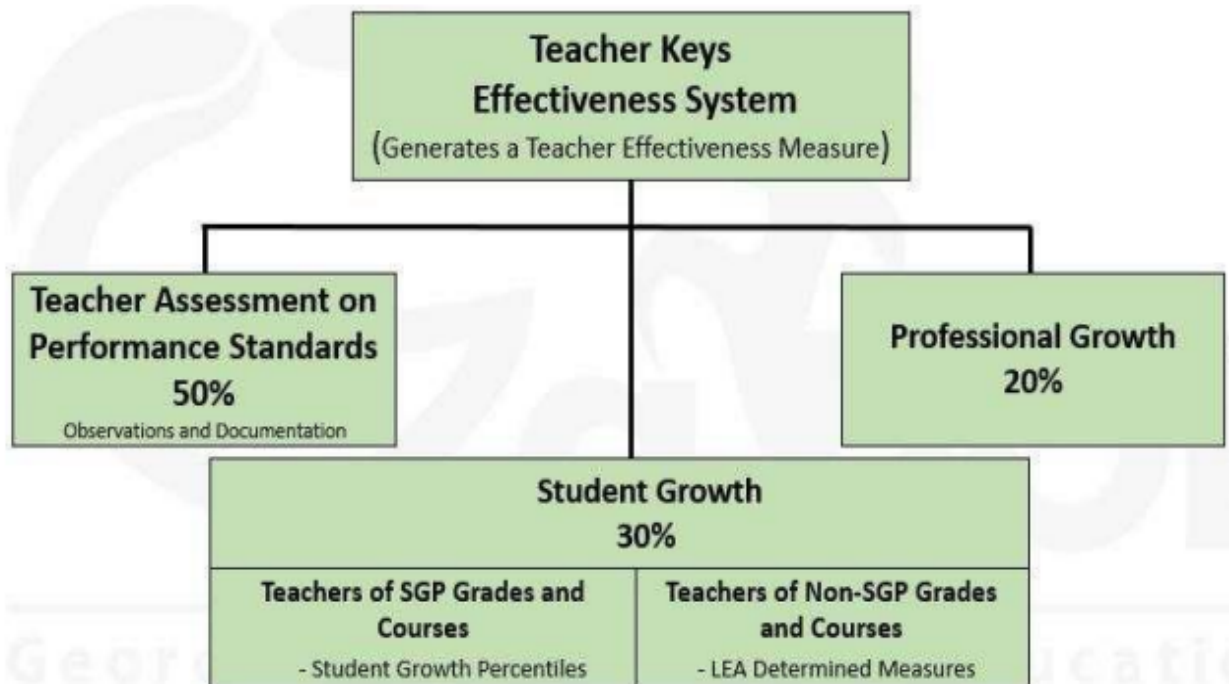
Conducted annually based on the policy of the Richmond County Board of Education

Teacher Keys Effectiveness System

We will be fully implementing the Georgia Teacher Keys Effectiveness System (TKES). The Georgia Department of Education has designed the Teacher Keys Effectiveness System with multiple components that provide data and feedback regarding teacher performance from different sources and perspectives. The evaluation system is designed to provide information that will guide professional growth and development for each teacher, as well as to provide information that will be used in the calculation of the annual Teacher Effectiveness Measure (TEM). The collection of educator effectiveness data and feedback to educators will occur throughout the process for the TKES and the effectiveness system is designed to provide another forum for ongoing instructional dialogue.

The Teacher Keys Effectiveness System is depicted in Figure 1.

Figure 1: Teacher Keys Effectiveness System



TKES Performance Standards and Rubrics

<p>1. Professional Knowledge: <i>The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.</i></p>
<p>1.1 Addresses appropriate curriculum standards and integrates key content elements. 1.2 Facilitates students' use of higher-level thinking skills in instruction. 1.3 Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications. 1.4 Demonstrates accurate, deep, and current knowledge of subject matter. 1.5 Exhibits pedagogical skills relevant to the subject area(s) taught and best practice based on current research. 1.6 Bases instruction on goals that reflect high expectations for all students and a clear understanding of the curriculum. 1.7 Displays an understanding of the intellectual, social, emotional, and physical development of the age group.</p>
<p>2. Instructional Planning: <i>The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.</i></p>
<p>2.1 Analyzes and uses student learning data to inform planning. 2.2 Develops plans that are clear, logical, sequential, and integrated across the curriculum (e.g., long-term goals, lesson plans, and syllabi). 2.3 Plans instruction effectively for content mastery, pacing, and transitions. 2.4 Plans for instruction to meet the needs of all students. 2.5 Aligns and connects lesson objectives to state and local school district curricula and standards, and student learning needs. 2.6 Develops appropriate course, unit, and daily plans, and is able to adapt plans when needed.</p>
<p>3. Instructional Strategies: <i>The teacher promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.</i></p>
<p>3.1 Engages students in active learning and maintains interest. 3.2 Builds upon students' existing knowledge and skills. 3.3 Reinforces learning goals consistently throughout the lesson. 3.4 Uses a variety of research-based instructional strategies and resources. 3.5 Effectively uses appropriate instructional technology to enhance student learning. 3.6 Communicates and presents material clearly, and checks for understanding. 3.7 Develops higher-order thinking through questioning and problem-solving activities. 3.8 Engages students in authentic learning by providing real-life examples and interdisciplinary connections.</p>
<p>4. Differentiated Instruction: <i>The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.</i></p>
<p>4.1 Differentiates the instructional content, process, product, and learning environment to meet individual developmental needs. 4.2 Provides remediation, enrichment, and acceleration to further student understanding of material. 4.3 Uses flexible grouping strategies to encourage appropriate peer interaction and to accommodate learning needs/goals. 4.4 Uses diagnostic, formative, and summative assessment data to inform instructional modifications for individual students. 4.5 Develops critical and creative thinking by providing activities at the appropriate level of challenge for students. 4.6 Demonstrates high learning expectations for all students commensurate with their developmental levels.</p>
<p>5. Assessment Strategies: <i>The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.</i></p>
<p>5.1 Aligns student assessment with the established curriculum and benchmarks. 5.2 Involves students in setting learning goals and monitoring their own progress. 5.3 Varies and modifies assessments to determine individual student needs and progress. 5.4 Uses formal and informal assessments for diagnostic, formative, and summative purposes. 5.5 Uses grading practices that report final mastery in relationship to content goals and objectives. 5.6 Uses assessment techniques that are appropriate for the developmental level of students. 5.7 Collaborates with others to develop common assessments, when appropriate.</p>
<p>6. Assessment Uses: <i>The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.</i></p>
<p>6.1 Uses diagnostic assessment data to develop learning goals for students, to differentiate instruction, and to document learning. 6.2 Plans a variety of formal and informal assessments aligned with instructional results to measure student mastery of learning objectives. 6.3 Uses assessment tools for both formative and summative purposes to inform, guide, and adjust instruction. 6.4 Systematically analyzes and uses data to measure student progress, to design appropriate interventions, and to inform long- and short-term instructional decisions. 6.5 Shares accurate results of student progress with students, parents, and key school personnel. 6.6 Provides constructive and frequent feedback to students on their progress toward their learning goals. 6.7 Teaches students how to self-assess and to use metacognitive strategies in support of lifelong learning.</p>

7. Positive Learning Environment: *The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.*

- 7.1 Responds to disruptions in a timely, appropriate manner.
- 7.2 Establishes clear expectations for classroom rules, routines, and procedures and enforces them consistently and appropriately.
- 7.3 Models caring, fairness, respect, and enthusiasm for learning.
- 7.4 Promotes a climate of trust and teamwork within the classroom.
- 7.5 Promotes respect for and understanding of students' diversity, including – but not limited to – race, color, religion, sex, national origin, or disability.
- 7.6 Actively listens and pays attention to students' needs and responses.
- 7.7 Creates a warm, attractive, inviting, and supportive classroom environment.
- 7.8 Arranges the classroom materials and resources to facilitate group and individual activities.

8. Academically Challenging Environment: *The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.*

- 8.1 Maximizes instructional time.
- 8.2 Conveys the message that mistakes should be embraced as a valuable part of learning.
- 8.3 Encourages productivity by providing students with appropriately challenging and relevant material and assignments.
- 8.4 Provides transitions that minimize loss of instructional time.
- 8.5 Communicates high, but reasonable, expectations for student learning.
- 8.6 Provides academic rigor, encourages critical and creative thinking, and pushes students to achieve goals.
- 8.7 Encourages students to explore new ideas and take academic risks.

9. Professionalism: *The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.*

- 9.1 Carries out duties in accordance with federal and state laws, Code of Ethics, and established state and local school board policies, regulations, and practices.
- 9.2 Maintains professional demeanor and behavior (e.g., appearance, punctuality and attendance).
- 9.3 Respects and maintains confidentiality.
- 9.4 Evaluates and identifies areas of personal strengths and weaknesses related to professional skills and their impact on student learning and sets goals for improvement.
- 9.5 Participates in ongoing professional growth activities based on identified areas for improvement (e.g., mentoring, peer coaching, course work, conferences) and incorporates learning into classroom activities.
- 9.6 Demonstrates flexibility in adapting to school change.
- 9.7 Engages in activities outside the classroom intended for school and student enhancement.

10. Communication: *The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.*

- 10.1 Uses verbal and non-verbal communication techniques to foster positive interactions and promote learning in the classroom and school environment.
- 10.2 Engages in ongoing communication and shares instructional goals, expectations, and student progress with families in a timely and constructive manner.
- 10.3 Collaborates and networks with colleagues and community to reach educational decisions that enhance and promote student learning.
- 10.4 Uses precise language, correct vocabulary and grammar, and appropriate forms of oral and written communication.
- 10.5 Explains directions, concepts, and lesson content to students in a logical, sequential, and age-appropriate manner.
- 10.6 Adheres to school and district policies regarding communication of student information.
- 10.7 Creates a climate of accessibility for parents and students by demonstrating a collaborative and approachable style.
- 10.8 Listens and responds with cultural awareness, empathy, and understanding to the voice and opinions of stakeholders (parents, community, students, and colleagues).
- 10.9 Uses modes of communication that are appropriate for a given situation.

Professionalism

Each teacher and staff member is responsible to the principal for carrying out the policies of the Richmond County Board of Education (RCBOE) that apply to the functions of the school, the classroom, contact with students, and the public. It is the responsibility of all teachers and staff members to cooperate in a professional manner with their colleagues and with the administration. This professional cooperation includes the extension of courtesy, respect, and consideration for the feelings and rights of colleagues, other employees, students, parents, and the public. Every teacher and staff member has the right to discuss any matter with anyone without interference. However, it is a breach of professional ethics to discuss professional problems with laymen without first attempting to resolve them within the teaching profession. Problems between adults are not to be discussed in the presence of students.

Lesson Planning

A teacher's teaching begins before he or she steps into the classroom. Prior to each lesson, unit, semester, or school year, teachers plan the content of instruction, select teaching materials, design learning activities and grouping methods, decide on the pacing and allocation of instructional time, and identify learning opportunities for students. Teachers use state or district curriculum standards, school district curriculum goals and objectives, and learning outcomes developed by professional organizations to plot the scope and sequence of subject topics.

This duty and responsibility will be kept on file for note on the Teacher Keys Effectiveness System (TKES).

- Lesson plans must be available in the classroom every day. A copy of the lesson plans must be submitted in Microsoft Teams by the Friday before the week of the lesson. Lesson plans will be checked and monitored by Administration and the Instructional Specialists. Feedback will be provided. Teachers will be informed of the adequacy/inadequacy of the lesson plans after careful review. Please be advised that the lesson plans for the **year** must be turned in with the grade book at the end of the year.
- Ten (10) days of emergency lesson plans must be submitted to the grade level administrator by the second week of school. It is imperative that they are labeled with your name, content area and grade. Place hard copies in the box. In addition, you must add your class schedules/rosters, lunch period, and location of needed materials. Each teacher will receive a copy of the Richmond County (blue) grade book to record grades aside from Infinite Campus. These grade books are to be **returned** at the end of the school year. A printout of the Infinite Campus grades can be stapled into the grade book.

School Work Week and Work Day

1. State standards require teachers to work 40 hours per week.
2. The work week for teachers will consist of Monday through Friday 9:20-4:05, unless

- modified by the RCSS.
3. Teachers and paraprofessionals are required to sign in PERSONALLY on the computer in the front office **prior** to 8:20 a.m. Any staff member leaving campus prior to the end of the work day must notify their grade administrator and have a written documentation signed by that administrator. Staff must sign out PERSONALLY after 4:30 p.m. daily. Failure to sign in and out could result in you being counted absent for a day of work. The building will be locked at 6:00 p.m. daily unless there is a schedule change for maintenance, programs, etc.
 4. Student supervision begins at 8:30 a.m. All morning duty personnel will be at their duty stations at 8:25 a.m. and teachers will be at their doors ready to greet students and monitor the halls at 8:25 a.m. Faculty not assigned homeroom students will be assigned duty stations to assist with mass student movement during intake. At the end of the day, hall duty personnel will be at their posts at 4:00 p.m. Everyone will assist at these times.
 5. All clocks should be synchronized with the clock in the front office as the official school time.
 6. The principal reserves the right to deny any employee permission to leave campus during the course of the work day.

Leaving the Campus

At **no time** is a teacher or paraprofessional to leave campus without the permission of the principal or assistant principal (in the absence of the principal). Teachers who need to leave the campus during their planning period or for an **emergency** must obtain permission from the **principal**. Complete the “Write it, Don’t say it” request form and follow the sign in and out protocol.

Teacher Absence Protocol

The following guidelines apply to all faculty and staff:

Pre-Planned Absences:

- Notify Administrator at least three days prior to absence in person and follow up in writing.
- Complete Certificate of Absence and turn it into the Bookkeeper within 48 hours of return.

Emergency Absences:

- All leave must be approved by an administrator (personal and sick). An administrator must be informed of your absence even for last minute illnesses. You must inform your grade level administrator via phone call. Informing your team members is not sufficient notification that you will be absent from work.
- Contact Kelly Services before 6:00 a.m. on or before the date of the illness. When possible, it is preferable to input the absence in Kelly Services by 6:00 p.m. the evening before the absence.
- Note whether or not a substitute is required to fill this absence. Also include information for substitute to pick up folder from the front office at the time they enter the building.
- Certificate of Absence is due to the Bookkeeper within 48 hours of return to work.

Sick Leave/Medical Excuses:

- Teachers earn 1 and $\frac{1}{4}$ sick days per month. Maximum accumulated sick leave is 45 days.

- Each staff member is required to bring in a medical/doctor excuse after each absence after the 3rd consecutive day of a sick/medical absence. The excuse should be provided to the bookkeeper within 48 hours of the absences. If an excuse is not provided, the staff member will have that time deducted from payroll. Staff members are strongly encouraged to NOT schedule appointments during school hours.

Personal Leave:

Staff members are allotted three personal days each school year with the following stipulations:

- Three days per year may be used as personal days. Personal leave requests must be submitted to the front office at least **three weeks prior to the leave day**. Requests (using the form available in the school office) should be given to the bookkeeper, who will forward to the principal and superintendent for approval. (can be denied if directive is not followed) If not signed by the principal or designee you are expected to report to work; your leave is not approved.
- The principal reserves the right to withhold approval for personal leave if more than 5% of the staff requests personal leave on the same day(s). Permission under these circumstances will be granted on a first come first approved basis.
- No personal leave will be approved before **September 1** or after **April 30** of the school year except in event of medical or extenuating circumstances.
- Leave requests for Mondays and Fridays will only be granted in case of emergency.
- Personal leave may not be requested for the **day before** or the **day after** a holiday, during pre or post planning, Professional Development Days, or Standardized Testing.
- Must not extend a school vacation/holiday unless approved by central office.
- After using three personal days, the fourth personal day will be docked from pay.

Chronic Absenteeism:

Staff members absent 3 or more days within a grading period will be required to have a conference with administration logged in through TLE Platform. Documentation will be attached to justify absences or document abuse of attendance policy. **Abuse of attendance policy can result in an ineffective score under TKES Standard 10 Professionalism.**

Note: Staff members not signing in and out through computer system will be warned, advised through a conference, and can potentially impact payroll. This system is a written artifact of your attendance.

Substitutes/Class Coverage:

Each employee (teacher) who is absent from work is responsible for obtaining a substitute for his/her classes. Only substitutes on the approved RCSS list can be used that are also approved by the school. All substitutes should sign-in in the office and report to Mr. Collier by **9:00 a.m.** unless they are to cover your duty station. Staff members with planned, approved absences should work with administration to seek classroom coverage not requiring a substitute. For example, students can be dispersed on team and/or grade-level.

What should be available for the substitute teacher:

- Substitute Notebook including schedules, rosters, seating charts, assignments, list of team leaders, policy and procedure for reporting behavior issues. **(Located in the Main Office)**
- Books, copies necessary for students to complete assignments

- Login/passwords if allowing the substitute access to designated computer
- Name of co-teacher if applicable
- Schedule for SPED student where appropriate
- Name of grade level administrator
- Lunchroom schedule
- Restroom schedule and guidelines
- Connections rotations with rosters.

Substitute Notebook. Each teacher must develop and turn into the office a **Substitute Teacher Notebook**. Notebook should be updated after each absence to ensure that all components are available for the next substitute teacher. The **BOOK** will be stored in the front office.

School Procedures when substitutes arrive:

- School Secretary will greet the substitute in the front office
- School Secretary will provide the substitute with directions to the classroom

Team Procedures when a substitute does not arrive:

- Split list should be created to accommodate all possible scenarios (The list should be turned into the grade level administrator and updated at the end of each grading period)

RtI/PL504/IEP

Teachers should make efforts to meet the individual needs of students. Students who are experiencing serious academic, adjustment, or behavioral difficulties should be referred to an RtI team. Response to Intervention (RTI) is a practice of academic and/or behavioral interventions designed to provide early, effective assistance to underperforming students. Research-based interventions are implemented and frequent progress monitoring is conducted to assess student response and progress. The student’s response is used as feedback to more accurately target interventions. When students do not make progress, increasingly more individualized interventions are introduced. Student needs may also be addressed through PL 504 and an IEP. Each regular ed teacher will be given the IEP/504 accommodations of their students to use a guideline for their personalized instruction.

Hospital Homebound

Teachers will be notified if they have students in this category. Assignments are to be prepared for this student covering at least two weeks. The student under supervision of a visiting teacher will work out these assignments. Assignments will be returned to the teacher for evaluation. The evaluated papers will then be sent to the student. The home or hospital bound student is counted present each day. Wanda Hutcheson is the point of contact.

GRADE BOOKS/REPORTS/PAPERWORK/DEADLINES

The grade book is used to record grades for all work assigned and completed. It is the legal document to be used to justify grades on report cards and permanent records. Grade books should be neatly kept. Do not rely on Infinite Campus for long-term documentation

of grades and attendance. After grades for each grading period are finalized and posted, print a copy to keep in your gradebook. At the end of the year, the final grade book should be printed and taped inside your gradebook. Your syllabus and an explanation of your grading procedures should be taped in the inside front page of the official RCSS record book. They must be turned in to the administration during post planning. ***A copy of your grading procedures must be attached to the inside cover of your grade book.**

All reports and data will have established deadlines. It is imperative that the requested information is submitted on time and accurately. Lists of names, records, etc. should always be kept in alphabetical order.

Student Grades/Assessment

Teachers must keep an accurate record of students' grades. Teachers must be able to discuss grades with parents if the need occurs. For their own protection, all teachers should keep samples of students' work. All final grade(s) must reflect the averages consisting of and not limited to: daily assignments, homework, quizzes, tests and special projects.

All grades must be obtainable. A teacher cannot refuse to give an A because he/she feels no one is perfect. **Academic grades cannot be reduced because of misconduct.** When failure is probable, the parent should be contacted by phone, a progress report sent home, and a parent/teacher conference requested.

The assignment of grades is solely the teacher's responsibility, and the principal will support grades assigned by the teacher. However, teachers must be willing and able at all times to discuss grades with parents and to support any grade that is assigned.

Parents have a right to know if their child's academic or behavior performance is deteriorating significantly. If this happens, notify the parents in time for them to take corrective action at home. Do not surprise them with poor grades on a report card. The fact that papers were sent home to be signed and returned is not sufficient notification of deteriorating performance. Notify them in writing by sending a sealed letter home with the student and file a copy of the letter for documentation. If it is suspected that a letter will not be delivered to the parents, then ask the office to mail it. A telephone call may serve the same purpose, but be certain to make a memorandum of the date, time, subject discussed, and the name of the party spoken with, and file a copy of the memorandum for documentation. A progress report should be sent home every six weeks and report cards will be distributed every 18 weeks. These dates are indicated in this handbook.

During the first and last nine week grading period, all parents of students failing a class should be contacted by phone if possible. This contact should be recorded on the "Parent Contact Log" and submitted to the appropriate administrator. In addition to the above, under the system promotion policy, each teacher is required to notify the parents in writing that their child is in danger of failing for the year. This notification is to be made in the comments section of the report card.

It is the responsibility of the teacher to evaluate students assigned to him/her. The grading of students' work is the responsibility of the teacher ONLY. Students SHOULD NOT BE USED TO GRADE PAPERS.

- Teachers should be familiar with the RCSS promotion/retention policy and homework policy so we can familiarize our students and parents with these policies.
- Academic grades cannot be reduced due to misconduct.
- Samples of student's work should be kept for reference.
- Student work (with teacher commentary) should be posted in classrooms.
- Assigning a grade of zero is not an option in a true standards-based classroom.
- Students should be given multiple opportunities to prove that they are able to perform a task.
- Absenteeism is not a reason to assign a grade of zero (ex. If parent(s) or student(s) request assignments when a child is suspended, the assignment(s) must be provided and graded.)
- Grades should be assigned in respect to the material presented in the classroom.
- Teachers are encouraged to comment freely and professionally on report cards.
- When failure is probable, a teacher-parent conference should be requested and documentation should be provided to parents. Please use the Response to Intervention (RTI) process for students who are not performing.
- Parents/guardians should be informed when students are performing below grade level.

Grading Policy

This year our school will follow established standards to clarify our grading system to students/parents and provide a more uniform approach to the grading policy at Glenn Hills Middle School. The new RCSS grading policy is designed to align with our performance-based instructional program.

Grading Philosophy

The following tenets represent the System's core beliefs about grading.

Purpose of Grading

We believe the purpose of grading is to accurately reflect student progress and achievement toward mastery of standards, so that ...

- students have timely and meaningful feedback for continuous growth;
- teachers have useful data for planning and evaluating instruction; and
- parents have reliable information for supporting student success.

Guiding Principles

We believe ...

The grading system should be based on mastery of standards.

- *Grades should reflect a curriculum with assessments that are aligned to standards.*
- *Grades should reflect what students know and are able to do, based solely on the standards.*
- *Grades should accurately reflect the students' level of content mastery.*

The grading system should be equitable.

- *Grading should be fair and impartial.*

- *Grading practices should provide multiple opportunities and ways for students to demonstrate learning.*
- *Grades should reflect achievement based on a body of evidence.*

The grading system should be clear and consistent.

- *Grading policies and expectations should be clear to all stakeholders.*
- *Students should have clear understanding of learning standards, goals and success criteria.*
- *Grading practices and procedures should be consistent among elementary schools, among middle schools, and among high schools.*

The grading system should be timely and meaningful.

- *Assignments and assessments should have a useful purpose aligned to standards and should reflect appropriate rigor and relevance.*
- *Grading should be timely and should provide students with meaningful feedback to favorably impact content mastery.*
- *Grading should provide constructive feedback to all stakeholders*

The grading system should be supportive of learning.

- *Assessment and grading should be instructionally aligned to guide continuous learning.*
- *Classwork and homework should be aligned to the learning target and used to check for understanding and provide feedback.*
- *Homework should be an extension of class to allow time for completion, reinforcement, and preparation for the next lesson.*

General Guidelines for Grading

The following guidelines ensure consistency in managing grading-related issues and processes.

Roles and Responsibilities

An effective grading system requires purposeful involvement of key stakeholders.

<p>Principal responsibilities include ...</p> <p>Collaborating with teachers to establish equitable grading practices and procedures.</p> <p>Ensuring that grading practices and procedures are consistently applied within their school.</p> <p>Monitoring school-wide grades for performance and integrity.</p> <p>Providing training in best practices for assessing, grading and reporting student achievement.</p> <p>Promptly responding to student, parent, and teacher requests for assistance with grading concerns.</p>	<p>Teacher responsibilities include ...</p> <p>Collaborating with other educators and participating in training about grading practices.</p> <p>Giving students and parents clear explanations of grading procedures.</p> <p>Monitoring students' progress, providing feedback, collaborating with students to create relearning plans, and providing reassessment opportunities.</p> <p>Ensuring achievement grades are based solely on mastery of standards.</p> <p>Teaching students to monitor their grades and their progress toward learning goals.</p> <p>Updating the gradebook on a weekly basis.</p> <p>Promptly responding to student and parent requests for assistance with grading concerns.</p>
<p>Student responsibilities include ...</p> <p>Completing all assignments, graded and non-graded, on time.</p> <p>Planning ahead for completing long-term assignments. Checking their work for accuracy and completion.</p> <p>Maintaining academic integrity and honesty.</p> <p>Monitoring their grades and their progress toward learning goals.</p> <p>Collaborating with their teacher to establish and complete relearning plans, when appropriate.</p> <p>Promptly asking their teacher for assistance related to grading concerns.</p>	<p>Parent responsibilities include ...</p> <p>Expecting their child to complete all assignments, graded and non-graded, on time.</p> <p>Ensuring their child has an appropriate time and place for completing homework.</p> <p>Monitoring and guiding their child's work as needed, but not doing the work for the student.</p> <p>Supporting their child in creating and completing relearning plans.</p> <p>Checking the student gradebook portal on a regular basis.</p> <p>Promptly communicating with the teacher when grading questions or concerns arise.</p>

Conduct - Impact on Grades

Conduct is important in a school setting and important to the learning environment. Misconduct should be addressed with appropriate prescribed school and/or school system consequences in an effort to improve the behavior and to maintain a positive learning environment for all students. Misconduct should **not** be reflected in a student's academic grade

Academic Dishonesty

The Student Code of Conduct, Rule 1(A)(t), states that no student shall cheat, alter records,

plagiarize, receive unauthorized assistance or assist another in any type of academic dishonesty.

The determination that a student has engaged in academic dishonesty will be based on the judgment of the classroom teacher and a supervising administrator, taking into consideration any written materials, observation, or information from witnesses.

Students found to have engaged in academic dishonesty will be subject to disciplinary actions as outlined in the Student Code of Conduct. Additionally, the task may be entered as incomplete and the student required to redo the assignment or retake the assessment.

Late Work

Late work is defined as assignments that are submitted after the specified deadline. This does not apply to work submitted late due to absence from school.

Students are expected to submit assignments on time. Multiple incidents of late work may result in teacher-student-parent conferences to examine and correct the student's work habits.

Graded assignments that are submitted late should be scored to accurately reflect the level of mastery of standards.

Make-up Work

Students are expected to make-up assignments and assessments that were missed due to absence from school. Students are responsible for asking teachers for the make-up work upon returning to class.

Make-up work should be completed by the student within the time specified by the teacher.

Teachers should provide reasonable timelines for completing make-up work. Generally, such work should be completed within 5 days of returning to school. A student should not be required to take a quiz or test on their first day back to school if the assessment was first-announced during their absence.

Graded assignments should be scored to accurately reflect the level of mastery of standards.

Homework

Teachers are not required to assign homework. However, when assigned on an as needed basis, homework can be a valuable part of the instructional process. It allows students to practice what has been taught; it lets parents see what students are learning and where they are in their level of understanding; and it gives teachers the opportunity to provide useful feedback to students.

Guidelines for Homework Assignments

1. **Communication:** Teachers should communicate homework expectations and procedures to students and parents.
2. **Standards-based:** Homework should be directly aligned to classroom instruction based on clear standards and learning targets.
3. **Preparation:** Teachers should ensure that students are prepared to practice work correctly. Give clear instructions and examples as needed.
4. **Relevance:** Assignments should be meaningful for students and promote positive self-efficacy rather than frustration.
5. **Considerations:** Teachers should consider students' time, resources, and special needs when creating homework assignments and determining how feedback will be provided.
6. **Amount:** Teachers should emphasize *quality over quantity* when assigning homework, and should use professional judgement when determining the amount, the timing, and the frequency of homework.
7. **Feedback:** Teachers should provide students feedback on written homework assignments. Students are more likely to do homework if provided specific and meaningful feedback.
8. **Grading:** Homework for practice or preparation for instruction is intended to build skills and understanding. This type of homework does not evaluate learning and, therefore, is *not graded*. Rather, the intent of such homework is to help students learn and to prepare them for subsequent tasks that are graded.
9. Projects and large assignments requiring additional work time may be assigned as homework that **is graded** upon completion.

Relearn & Reassess (R&R) Procedures

Giving additional opportunities to achieve mastery is important because students do not all reach proficiency at the same time and in the same way. Relearning content or skills toward proficiency should result in a chance to be reassessed, as a student's grade should reflect the best evidence of meeting the learning target.

Schools are expected to develop and communicate R&R procedures to students and parents. Such procedures should incorporate the following guidelines:

- Completion of a student-created **Relearning Plan** should be a component of the process. Relearning plans should include having the student:
 - a. analyze their errors or misconceptions on the previous summative assessment.
 - b. determine how to relearn the content to bring about mastery;
 - c. complete and turn in any missing assignments;
 - d. commit to date(s) and time(s) to redo the assignment or retake the assessment; and,
 - e. share the plan with their parent and teacher for approval.
- Reteaching should be a component of the process. This should not be a repeat of the original lesson, but rather a mini-lesson with strategies to target the student's errors and opportunities to provide feedback.
- **For grades 4-12**, after any **major assessment**, students should have the opportunity to submit a relearning plan for parent and teacher approval. Upon satisfactory completion of the plan, as determined by the teacher, students should be given a **minimum of two** opportunities to be reassessed. Students scoring **below 70** on a major assessment should be expected to complete a relearning plan unless exempted with parent approval.
- Teachers should have discretion to determine if R&R opportunities will be given for any **minor assessment**.
- Major assessments include unit tests and projects, but **do not** include Content Mastery Assessments and final exams. Minor assessments include graded classwork and quizzes.
- Reassessments should be a different version from the original.
- The reassessment score should replace the original score (the scores should not be averaged).
- Schools should provide reasonable timelines for the R&R process. Generally, reassessments should be completed within **7** school days of receiving the original grade. Teachers should have discretion to extend the timeline to address extenuating circumstances.

Rework

Students will be allowed to rework if they score **less than 70%** and may **earn up to an 75% (Grades will not be averaged and the student's new grade is to reflect the higher grade up to 75%)**. The goal should always be mastering the standard and allowing students to perfect work. This will alleviate so many students at the **end of each nine weeks** to complete the credit recovery program. **Note: Any grades that have been changed due to rework please include a comment in Infinite Campus to justify change of grade.**

Teachers may use their discretion as to whether to use a learning log, a set of different questions, the same test, a new test, or an alternative assessment. These opportunities are to be assigned in a timely manner and students are to be given no **less than three days** to complete the new assessment.

Recommendation: It is recommended that students only be asked to rework errors in order to use teacher time efficiently.

Accommodations and Modifications

- **Accommodations** are changes in instruction that enable students to demonstrate their classroom abilities. They provide equity, not advantage.
- Appropriate accommodations for students with disabilities do not reduce or lower the standards or expectations for content and do not invalidate assessment results. Therefore, students with accommodations may earn the same credit as those not receiving accommodations.
- Accommodations will adhere to the State Special Education Accommodations Manual and the decisions of the IEP/504 Team. ELL (English Language Learner) teachers will follow the accommodations found in the Student Assessment Handbook and the Accessibility & Accommodations Manual.
- **Modifications** according to the IEP or 504 Plans are alterations that change or reduce learning expectations. These modifications can increase the gap between the achievement of students with disabilities and expectations for proficiency at a particular grade level. Consistent use of modifications could adversely affect students throughout their educational career. Modifications on statewide assessments may invalidate the results and may not be appropriate or allowed on statewide assessments.
- The report card will designate modified curriculum by the assigned special education-designated course number.

Grade Recording & Reporting Guidelines

The following guidelines ensure consistency in grade recording and reporting procedures.

A. Assignment of Grades

While the grading system has been developed cooperatively between the Teaching and Learning Department, the Student Services Department, and local school educators, **the final evaluation of students and the assignment of grades is the responsibility of teachers and school administrators.**

B. Maintaining the Gradebook

Grades are used for communicating with students and parents concerning progress toward standards mastery. Clear communication allows students to track their own progress so report card grades are not a surprise. The following are guidelines for maintaining the official gradebook:

1. All teachers should maintain grades in the System's electronic gradebook (Infinite Campus).

2. The grades entered should reflect only performance toward mastery of standards.
3. The grades entered should reflect grade replacement through reassessment.
4. Only the teacher of record (or principal designee) should enter grades in the gradebook.
5. Teachers should enter grades in a timely manner, typically within 2 days of assignment collection. Larger assignments, such as projects and essays, may take longer to grade and record.
6. The grades posted in the gradebook should be the complete set from which the student's final grade will be determined.
7. Grades recorded in the gradebook are considered official documentation of students' academic performance and should be protected as a confidential student record.

Grade Changes

In accordance with O.C.G.A. § 20-2-989.20, no classroom teacher shall be required, coerced, intimidated, or disciplined in order to change the grade of a student. This Rule shall not apply when a teacher has failed to comply with the grading Policies or Procedures adopted by the System or written procedures established by a school within the Richmond County School System that are applicable to the grading process unless such a Policy, Rule, or Procedure would require a student be given a grade different than the actual grade achieved. Under these circumstances a teacher may be disciplined.

Nothing in this Rule shall be construed to prevent a principal or other school administrator from discussing the grade of a student with a classroom teacher. Further, this Rule shall not be construed to prevent a central office administrator, Superintendent, or other System administrator from changing a student's grade. Any grade change made by a person other than the classroom teacher must be clearly indicated in the student's school records and must indicate the person responsible for making such grade change.

GHMS Grade Changing Procedures

No finalized grades should be changed without permission. If a finalized grade needs to be changed, teachers MUST notify Ms. Brown. Teachers will not be allowed to change finalized grades on their own. An administrator has to approve grade changes and a grade change form must be completed, signed, and dated by Ms. Brown AND an administrator.

Grades from previous 6 weeks cannot be changed. If a child's grade needs to be edited it MUST be done NO LATER than the following, with permission from an administrator. A Grade Modification Sheet must be completed, signed, and dated by Ms. Brown AND an administrator.

Impact of Zeros

In a typical 100-point grading scale, where 69 and below is considered failing, a zero can have a severe effect on a student's overall average. As a result, the student may lose confidence and motivation, and their final grade may not accurately communicate what they have actually learned and are able to do. It is important for teachers to recognize this limitation in the 100-point scale.

In cases where a student's grade falls below 60, the teacher may, at their discretion, record a 60 rather than the actual grade earned. The teacher may exercise this option when, in their professional judgment, the student's academic efforts warrant it. A zero may be recorded if a student refuses to respond to an assignment.

Grade Reporting Cycle

- Teachers should enter grades in the Infinite Campus gradebook on a weekly basis throughout the semester. This allows students and parents to have continuous access to current student grades.
- Each semester represents an 18-week grading period.
 - **Progress Report 1** will be issued at the end of the first 6-weeks.
 - **Progress Report 2** will be issued at the end of 12-weeks.
 - **Semester Report Card** will be issued at the end of 18-week grading period.
- Each progress report will reflect the student's **cumulative** achievement (the result of all grades since the first day of the semester).
- The student's final grade will reflect their cumulative achievement from the first day to the last day of the semester.
- This process allows teachers to evaluate the student's progress toward mastery of standards based on the full body of evidence from the entire semester.

Late Enrollment

Students enrolling in the System when two weeks or less remain in the evaluation period will receive evaluation marks based on the transcript from the sending school. Parents/guardians will be notified of this procedure.

Notification of Failure

The principal will follow the established system procedures requiring parent/guardian notification prior to a student receiving a failing grade for an evaluation period. The System's guidance on RTI parent notification should be followed.

Non-Academic Grade Reporting (Work Habits and Behaviors that Support Achievement)

Teachers and parents recognize the value of helping students cultivate soft skills and dispositions that are important for college, career and life success. However, it is imperative that teachers separate behavior and work-ethic grades from academic achievement grades.

Teachers should use the following criteria and scale for reporting information on students' work habits and behaviors that support achievement:

Secondary (Grades 6 – 12)

Work Habits and Behaviors that Support Achievement

<p>Continuous Learner</p> <ul style="list-style-type: none"> • Demonstrates a growth mindset and ability to persevere. • Shows motivation, initiative, and effort to achieve academic and career goals. • Engages in reflection and accepts feedback for individual improvement and self-advocacy. 	<p>Productive Collaborator</p> <ul style="list-style-type: none"> • Demonstrates empathy, cooperation, and flexibility. • Resolves conflicts appropriately. • Actively participates in team activities to achieve common goals. 			
<p>Responsible Citizen</p> <ul style="list-style-type: none"> • Demonstrates personal integrity, honesty, and ethical behavior. • Exhibits pride in producing quality work and fulfilling responsibilities. • Shows respect toward people, property, and the use of resources. 	<p>Critical Thinker</p> <ul style="list-style-type: none"> • Demonstrates openness to new and diverse perspectives. • Analyzes and interprets situations, patterns, and data. • Weighs evidence to make complex decisions. 			
<p>Effective Communicator</p> <ul style="list-style-type: none"> • Demonstrates ability to engage others in productive interactions. • Listens attentively and asks questions to clarify understanding. • Conveys ideas clearly in verbal, written, visual, and digital formats. 	<p>Innovation Problem-Solver</p> <ul style="list-style-type: none"> • Displays curiosity, inventiveness, and originality. • Creates products and shares ideas to solve challenging tasks. • Uses information from a variety of sources to develop unique solutions. 			
Grading Scale	4 Consistently Demonstrated	3 Frequently Demonstrated	2 Occasionally Demonstrated	1 Rarely Demonstrated

Academic Grade Reporting

Middle school student performance will be recorded and reported in all courses by numerical grades, based on a 100-point scale.

Calculation of Final Grades

Final grades will be determined by the cumulative semester average using the following criteria:

- **Minor Grades = 60%**
 - Examples include quizzes, labs, and other graded assignments to assess certain standards in a unit of study.
 - **Minimum number** of minor grades per 6-week progress report period = 5
- **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.

- **Minimum number** of major grades per 6-week progress report period = 2
- **Content Mastery Assessments**
These assessments will be given quarterly in all core content areas.

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

All high school rules and procedures will apply to high school courses taken in middle school, including but not limited to grading, withdrawing, and scheduling.

Courses that students received credit for in Middle School, will NOT be used to calculate the high school GPA.

Honor Roll

Students in grades 6-8 meeting the following criteria will be recognized as follows:

- **All “A/B” Academic Achievement Honor Roll**
Criteria: “A” or “B” in each subject
- **All “A” Academic Achievement Honor Roll**
Criteria: “A” in each subject

Grade books

Teachers are required to keep an updated grade book through Infinite Campus (updated weekly-grades should be posted **three days** of due date), which can be accessed by parents at any time. In addition, teachers should still continue to keep a written copy of grades in their grade book as a back-up to the computer system (hand written or printed from Pinnacle). Note: This process should happen every nine weeks.

Missing Assignments

Teachers should follow the RCBOE policy on make-up assignments. Of course, teachers can use their best judgment to apply lenience when allowing students to make up work

New/Transferred Students

If a new student arrives during the school year, that student’s grades should be shared with EACH member of the team that will be teaching that student, so that his/her report card reflects the correct average.

Class Schedule Changes

Class schedule changes should be discussed with an administrator and guidance

counselor.

Procedures for Reporting Suspected Child Abuse/Neglect

Georgia Law requires all persons who suspect child abuse/neglect to report it to the Department of Family and Children Services (DFACS). As the law relates to school institutions, it requires the observer to report it directly or cause it to be reported via the building supervisor. Any person or official required to report a suspected case that knowingly and willfully fails to do so should be guilty of a misdemeanor. The procedure to be followed is as follows: The staff member suspecting child abuse/neglect must:

1. Report (immediately) the suspected child abuse/neglect to the guidance counselor, or the assistant principal in the absence of the principal. The employee will then make the report to the Intake Worker at the Department of Family and Children Services. This will be done in the privacy of an administrator's office or a counselor's office.
2. Complete the Suspected Child Abuse Referral Form available in the guidance office prior to calling DFCS since the intake worker will need this information. A copy of this referral goes to the Board attorney, Public Safety Department, the principal, and one to the person making the referral.
 - A. Allow the nurse or counselor to make a preliminary observation of any suspected abused child, if applicable.
 - B. Expect a follow-up report from personnel at DFCS.
3. ***You are not the investigator.*** If you suspect it, then you must report it. If you do not report it, then you can be held legally liable.

Contraband

1. GHMS is a BYOT school. This means that cell phones and other electronic devices are allowed in school. However, these devices are only to be used for class related activities that are noted and approved in the teacher's lesson plan. ***Teachers must monitor student use of electronic devices and allow their use in class only if it is reflected in teacher lesson plans. Non-regulated use of electronic devices is prohibited.*** This is a Richmond County School policy. These items will be confiscated immediately, placed in a sealed envelope with the teacher's name, student's name, current date, date for pick up, and type of item enclosed.
2. An office referral will be completed; the parent will be called; and the item will be taken to the office and given to the secretary to be logged into the confiscated items log book. The device will then be locked up into the vault. The staff member confiscating the electronic device will make sure the student receives the white copy of the office referral. This is the child's and parent's receipt.
3. These items should not be left in your classroom. If the proper procedure is not followed and the item is damaged or lost, it is the responsibility of the teacher to pay for the item. This is also Richmond County Schools' policy. Please read the Code of Student Conduct.

4. Candy, gum, soft drinks, etc. are considered contraband because they are not allowed at school. These items should be confiscated immediately.
5. If you suspect that a student has contraband, including weapons, contact the front office, the resource officer, or an administrator immediately.
6. Security checks for students will be conducted periodically.

Extracurricular Activities

Extracurricular activities are an integral part of our total school program. Each teacher should help chaperone these activities. Teachers' presence at all student activities is highly desirable, and attendance is appreciated and valued. Chaperones are not friends - they are responsible adults. Make sure to secure adequate chaperones for any off-campus extracurricular activity.

Accidents, Injuries, and Illness

Students

In the event of an emergency, illness or accident, school office personnel may administer first aid **ONLY. Do not make a diagnosis or give any medication of any kind—not even ASPIRIN.**

If a student is on prescribed medicine, a copy of the directions for giving the medicine should be given to the nurse in the clinic. The medicine must be left in the clinic and the student sent to the clinic to take it.

All accidents, injuries, etc. that take place at school or on school premises must be reported to the school nurse. An accident report form should be completed and filed in the office.

Faculty and Staff--Worker's Compensation

All employees should report all accidents to their immediate supervisor immediately. Failure to report an accident within 30 days may result in loss of coverage. Worker's Compensation accident reports should be filed on an employee whether or not the employee received medical treatment. Our insurance carriers are requiring that we determine the cause of the accident and what corrective action will be taken to prevent similar accidents.

All reports must reach the Department of Worker's Compensation within two working days of accident. Failure to file this on time could subject the Board to a penalty of up to \$1,000.00.

Employees must visit one of the approved physicians. If the employee needs emergency treatment, he/she may report to the emergency room of one of the public hospitals. The hospital should contact one of the approved physicians.

If any employee is required to stay away from his/her job due to any injury received on the job, be sure to notify the Worker's Compensation office at the Central Office. **THIS IS IMPORTANT!** This information must be reported to the worker's compensation board immediately. If the injured employee should return to work the next day and work one or more days before being required to remain off the job, report each incidence of this. The Worker's Compensation office should be notified when an employee returns to work. **If an employee cannot return to FULL DUTY, he/she must contact the Worker's Compensation department before returning to work.**

Visitors/Community Services

We encourage teachers to reach into the community to find and use human resources. However, all community guests must abide by the Richmond County Board of Education Policies. All guests must sign in at the office and obtain a visitor's pass. **No staff member should allow friends or visitors to sit in classrooms during instruction time unless he/she is part of the lesson.** Please do not invite guests to participate in school activities without the approval of the principal. All persons NOT employed by Richmond County Board of Education or assigned to Glenn Hills Middle School as a student, must first report to the OFFICE for a visitor's permit.

Contact with Students

Do not hit, push or commit any other form of physical abuse to students. If you break up a fight, be very careful of how you handle students. Putting your hands on students can result in suspension or termination.

Daily Attendance

It is of great importance that attendance data is checked and recorded properly and carefully. Daily attendance must be done in Infinite Campus each day by 10:00 a.m. If Infinite Campus is down, daily attendance should be turned in to the Student Data Collection Specialist on the attendance form. Appropriate and/or improved attendance data is a "CCRPI" requirement. Further, teachers' attention to daily attendance is the best way to ensure that we are able to track students with attendance concerns. Student attendance must be taken each class period. Students not in your class should be marked absent. Students who come to school late will be stopped in the front office to sign in. Our data clerk will enter the tardy information into Infinite Campus.

Truancy

For the purposes of this protocol, truant is defined as any child who has more than five days of unexcused absences during the academic year.

Attendance Policy for Students

Students who are absent from school are required to bring a written excuse for the absence their first day back to school. An absence is either excused or unexcused. The following is a list of excused absences.

1. Personal Illness
2. Family Death and Funeral
3. Medical or Dental Appointments that could not be scheduled outside school hours
4. Attendance of functions authorized by the superintendent or designee
5. Special and recognized religious holidays by the student's faith
6. Mandate or order of government agency

7. Extreme circumstances that cannot be resolved outside school hours; parent or guardian must request and receive approval from the principal or designated representative

Any absence NOT covered in the above list is considered unexcused. Out of school suspensions are NOT subject to the conditions of the Attendance Protocol.

All attendance should be entered each day by **10:00 a.m. (No Exceptions Given)**

Absence Excuses and Parent Notes

- ❖ Student First and Last name must be listed
- ❖ Exact date or dates student was absent
- ❖ Homeroom teacher name
- ❖ Please make a copy for Mrs. Wilson. Homeroom teachers should keep the original note.
- ❖ Students are only allowed (5) Parent notes for the entire school year. After (5) I will update using Unexcused.
- ❖ Absence notes are due the day the student returns. If not, you will have to follow up with the student.

Attendance Intervention Protocol

All school personnel should encourage students to attend school regularly to prevent unexcused absences. It is imperative that attendance is input into Infinite Campus daily by 10:00 a.m. so that the data clerk will have an accurate count of how many students are absent daily. The consistent daily monitoring of attendance is crucial to ensuring student learning and achievement and is necessary for adherence to the attendance protocol listed on the next page. Be reminded that CCRPI points are calculated based upon percentage of students absent less than 10 percent of their enrolled days, so teachers need to diligently use all means to contact parents upon any student absence.

Attendance Protocol for Unexcused Absences

1 absence	2 absences	3 absences	4 absences	5 absences	6-9th Absence
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Call parent	Call parent	Call Parent Schedule a parent conference	Call Parent to explain compulsory attendance Student meets w/ attendance Review Team to complete Attendance Success plan	Mail 5 Day attendance letters	Schedule RTI Meeting No extra-curricular activities for student Complete social worker referral Notify CHINS office of referral Notify parents of possible court date
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Tardy Policy for Students

Students will be expected to report to classes promptly. Ample time is provided for class change. Homeroom tardies are to be considered the same as class tardies. Any student who does not ride a bus is tardy after 9:25 A.M. and should not be admitted to class without a tardy slip. If a student is tardy, the following procedures, according to the Richmond County Schools Code of Conduct, will be followed.

1st – 5th Tardy Warning letter sent home to parents explaining the Tardy Policy.

6th Tardy A second warning letter sent home, requiring the parent to bring the student to school the next school day for a conference with the principal. The Tardy policy will be explained to the parent, and the parent(s) will sign a letter which states that they understand the policy.

8th Tardy A third warning letter will be sent home. Additionally, the student shall serve one (1) day in-school suspension.

10th Tardy Two (2) days in-school suspension with a letter sent home notifying the parents of the discipline imposed.

12th Tardy Three (3) days in-school suspension with a letter sent home notifying the Parent of the discipline imposed. A warning letter requiring parental signature will be sent.

15th Tardy One (1) day out-of-school suspension with a letter sent home. If the

student **transfers** to another Richmond County school, unexcused absences/tardies will follow the student.

Dealing with Money

Cash Receipts

1. Employees must keep a written record of all money received.
2. All money collected must be turned in to the office daily.
3. Receipts must be issued (by the bookkeeper) for all money turned in to the office.

Purchases

No purchases may be made without authorization from the principal.

Distribution of Educational Materials

The central office must approve all literature (other than regular school materials) which individuals and organizations may request to have distributed.

As a rule, the secretary will discard all such materials. If you receive unauthorized materials, please bring such materials to the office for possible approval or discard.

Extra-Curricular Activity Sponsors

Any staff member who sponsors an extra-curricular activity is responsible for proper monitoring of students. Under no circumstances are students to be left unsupervised or left alone while waiting for a parent to pick them up.

Faculty Meetings

All faculty members (teachers and paraprofessionals) are expected to attend faculty meetings.

Dress Code

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 levels. 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 administrators. 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 Student Conduct. Employees are expected to meet or exceed its standard in their professional dress and grooming.

The following items are considered appropriate attire (this is per policy JCDB) this is not an exclusive list:

Men

Shoes with socks

Ties

Slacks

Short/long sleeve collared shirts

Sports jackets/suits

Crew/Mock/Turtleneck shirts

Polo/Golf shirts

Women

Shirts/blouses tucked in when appropriate

Skirts/dresses (**appropriate length)

Slacks

Suits

Knit shirts

Denim dresses/skirts

Coordinated Capri Pant Suits (mid-calf)

**Length guideline-Length not more than 2 ½ ” above knee (mandatory)

The following dress is NOT considered appropriate attire:

Shirts not tucked in (men)

Leotard type-stirrup pants

Leggings/leotards

Revealing garments

Tight fitting clothing

Blue jeans (pants)

Jogging/sweat suits (permitted for PE ONLY)

Miniskirts/dresses

Shorts or dress shorts (men/women)

Flip flops

Skorts

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 receiving prior permission from site supervisor (i.e. field trip to Phinizy Swamp).

* Ties are preferred at scheduled parent/teacher conferences, PTA and any formal activities at the school or in the community.

* Failure to adhere to this policy will be reflected on the Georgia Teacher Duties and Responsibilities Instrument (GTDRI).

Field Trips

Each team may apply for permission (from the principal).

- The field trip must be aligned to an academic standard or instructional unit.
- Teams that are planning a field trip must obtain the Field trip Request Document from the school bookkeeper.
- The Field trip Request Document must be presented to the principal **at least 45 days before the trip.** Only certified staff members may request field trips.
- After receiving the written approval from the principal, the team will have the responsibility of submitting the completed document to BOE (at least 30 days before the trip) for approval. This document may be sent in the pony. Field trip sites that are on the “approved fieldtrip list” do not have to be approved by BOE. Please see the school bookkeeper for this list.
- The teacher(s) will be required to wait for the written approval of BOE **BEFORE collecting any funds for a trip.** As always, money must be turned in to the bookkeeper on a daily basis. The bookkeeper will take fundraiser money at planning times only (not before school and not after school). The bookkeeper and the teacher **MUST** count the money together.
- Teachers preparing for a field trip must inform the cafeteria manager of plans for the trip at least 2 weeks before the trip. Bagged lunches must be requested at least 2 weeks in advance.
- The standard RCSS field trip Permission Form must be used for each field trip.
- The requesting team/teacher must make arrangements with the transportation department if a bus is needed. Please see bookkeeper for help with this step.
- Teachers who plan to transport student in personal cars must complete the appropriate document. See the bookkeeper for his document. This document must be submitted to the transportation department 1 week before transporting the children.
- The names of students who will not attend the field trip must be submitted to the school secretary the day before the field trip.
- Clubs and other organizations may not take field trips on school days.
- **If a check is needed, it must be requested at least 3 days before the trip.**

Fire Drills

Fire drills will be held each month. The building must be vacated entirely. Each room will have posted near each door, the fire evacuation chart showing the route to be taken by each class to exit the building.

Procedures:

- At the sound of the fire alarm, talking and working will cease.
- Teachers and students will line up and walk in a single file line from the room to their assigned exit.
- Classes **MUST** have a system for lining up and walking out in order to avoid confusion.
- Students should be instructed to walk **NOT** run.
- Teachers will guide the students to a safe distance from the building – **AT LEAST 50 YARDS.** Please report to the baseball field.
- Teachers will account for each student, complete the fire drill document, and send the completed fire drill document to the school secretary. Students must remain with teachers.

Food and Smoking

Food and beverages should be consumed in the cafeteria and/or a faculty area only.

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 function, including extra-curricular activities.

Grievance Procedures for Employees

Any individual principal, teacher, or any other employee of the Board of Education who considers herself/himself unjustly treated shall have the right to the following grievance procedure (please see the RCSS handbook for more specific information):

1. Within ten (10) days of the cause of complaint said employee shall make a written request to his or her immediate superior who shall then make such investigation and interview such persons as are necessary to determine whether said employee has a legitimate cause for grievance and if so shall take such steps as are within the authority of such superior to settle said grievances. Such superior or supervisor shall render his decision in writing within ten (10) days after the investigation is completed and shall furnish the complaining party and the superintendent a copy of said letter.
2. If said grievance is not satisfactorily settled with the employee's immediate supervisor, the employee shall have the right to appeal to the superintendent, provided the request is given in writing to the superintendent within ten (10) days after a decision has been rendered by the immediate supervisor. If the employee fails to comply with this provision, the matter will be considered closed.
3. If said grievance is not satisfactorily settled by the superintendent, or his designated agent following investigation, the employee shall have the right to appeal to the Board's personnel committee or tribunal appointed by the Board from time to time to handle such appeals provided the request is made in writing by said employee within (10) days after a decision has been rendered by the superintendent or his designated agent. The superintendent, or designated agent, shall issue his decision in writing to the employee within ten (10) days of the investigation and/or hearing.
4. During all steps of the proceeding, employees shall have the right to request the appropriate investigator to interview any and all witnesses having pertinent information concerning the grievance, or in the event a hearing is held, to have such witness testify in such matter.
5. A copy of the transcript of the investigation will be furnished to the employee.
6. The handbook for employees shall specifically designate that the Board has the right to abolish, modify or amend this procedure at the sole discretion of said Board.

Harassment and/or Disruptions of School

It is unlawful for any person to disrupt or interfere with or in the operation of Glenn Hills Middle School. Harassment will not be tolerated.

Media Center

Teachers are encouraged to incorporate use of the media center in their lesson plans. Please refer to the Media Center guidelines and expectations outlined by the Media Specialist. * If a teacher would like to use material that is not a part of the GHMS media center collection, he or she must submit a request to the media specialist. The media specialist is required to view the material before making a decision about use in the classroom/school.

Parent/Teacher Conferences

In addition to the scheduled conferences that are mandated by RCSS, parents/guardians are encouraged to call the guidance office to make appointments with teachers/teams at any time. The Guidance office will arrange for such conferences during the team's planning period. Please confine your discussion to the parent's/guardian's child and the school program. It is inappropriate to discuss (and call the names of) other children.

Should you have a reason to feel that a parent/guardian may become irate during a conference, please invite the principal or assistant principal to be present.

Teachers should contact a parent/guardian to arrange a conference whenever it seems beneficial to the student or the class.

Permanent Records

Permanent Records for your homerooms are housed in the Counselor's Office. You are expected to update permanent records at the beginning and end of the school year. Permanent records must be signed out of the Guidance Office and signed back in at the end of the day. Permanent records can NOT be left in classrooms overnight nor carried out of the building.

Communication Network: Emails/Cell Phones

1. Telephone messages, mail, and all other messages or important memoranda will be placed in your mailboxes or emailed to you. Please make sure you check your mail at least three (3) times a day. To minimize traffic in the office, we ask that you check your mail from the back hallway.
2. Richmond County School System employees must comply with the Code of Ethics (Georgia Professional Standards Commission) regarding use of the internet. Please remember that the Central Office monitors internet use and has access to every email sent or received. DO NOT check or send email during instructional time.
3. Teacher use of personal cellular devices should not occur during instructional time except in the case of emergency. Teachers should model appropriate usage of cell phones in the presence of students. For example, faculty should not text, call, or use their cell phones while on duty in the cafeteria or hallways. Staff will not use cell phones during faculty meetings. This is in addition to proper usage during instructional time. The expectation is that each teacher will lead by the example set forth in the school's policy for students. Remember we often refer students to the office for behavior that we sometimes do not model.

Police Interrogations of Students

It is the policy of the school to cooperate with law enforcement agencies in the interest of the larger welfare of all citizens. At the same time, schools have the responsibility to parents for the welfare of students while they are in the care of the school. To carry out this responsibility, school officials will support the following:

- Any authority without the knowledge of the school official may not interrogate a student in school.
- Any interrogation must be done in private with an official school representative present.
- A student may not be released to the custody of persons other than parent or legal guardian, unless placed under arrest by legal authority.
- If a student is removed from the school by legal authority, school officials should notify parents of this action as soon as possible.
- At such time as it becomes known to school official(s) present at the interrogation that the student is about to be singled out as a prime suspect or charged with the violation of a law or penal statute, such school official(s) should stop the interrogation and not allow same to continue without notification of the parent or legal guardian of the student.

Professional Organizations

The following professional organizations are available to you for membership:

1. The Richmond County Association of Educators (**RCAE**)
2. The Georgia Association of Educators (**GAE**)
3. The National Education Association (**NEA**)
4. Professional Association of Georgia Educators (**PAGE**)

Repairs

- Items in teacher classrooms or in the school in general, needing repairs must be reported to the office using the forms provided.
- Items needing emergency repairs (water leaks, falling ceiling tiles, or other unsafe situations) must be reported to the office immediately upon being recognized.
- Under no circumstance will anyone other than designated personnel contact maintenance or custodial employees to do work in the school building. If you have a need, please notify the secretary.

Report Cards

Each teacher must follow the county guidelines when completing report cards. Report cards must be sent home on the dates scheduled by the county.

Student Records

The school (system) shall not permit access to or release of educational records of personally identifiable information to parties other than:

- School officials, including teachers who have been determined by the school (system) to have legitimate educational interests;
- Officials of other schools or school systems in which the student seeks to enroll, upon conditions that the student's parents or eligible students be notified of the transfer, receive a copy of the record at actual cost of reproduction, and have an opportunity to challenge the content of the record; authorized officials of federal and state governmental agencies;
- Organizations or educational institutions conducting research to improve education, provided that such studies are conducted in such a manner representative of such organization or institutions, and provided further that such information will be destroyed when no longer needed for the purpose for which the information was used. Parent permission should be obtained (when necessary);
- Accrediting organizations to carry out their functions; parents of a dependent student as defined in Section 152 of the internal Revenue Code of 1954;
- In compliance with judicial order or pursuant to lawfully subpoena, provided the parents or eligible student are notified in advance of all such orders and subpoenas, and of compliance therewith.

Student Supervision

- Teachers are responsible for supervising all students assigned to them from the beginning of the scheduled time until the end.
- Students are dismissed by the teacher, not by a bell; therefore, each teacher is responsible for orderly dismissals and quiet passage of students from one point to another point.
- Students should not be allowed to leave the classroom without permission and a pass.
- Homeroom teachers should stand at your doors to monitor and greet students as they enter the hallway and classroom.
- Students shall not be placed in the hallway; they must be monitored at all times. If something happens to an unsupervised student on your watch, you will be held responsible. The in-team protocol for student assignment to another class has been established and will be followed.
- Restrooms should be inspected before your class uses it and after your class leaves for cleanliness and any suspicion of misuse.
- Please be mindful of disturbing other classes while your class travels in the hallway. Teach students proper hallway etiquette, i.e. walk on the right side of the hallway in a straight line silently; do not stop at or block any teacher's window or door.

Classroom Culture/Teaching Area

An attractive, orderly, educationally inspiring teaching area will stimulate a similar response.

- a. Be sure you instruct your students in the proper care of the classroom.

- b. Keep all bulletin boards attractive, current and relevant.
- c. **Keep your rooms neat and free of litter. Students should be required to pick-up all trash around their work station.**

In case of a spill, notify the office or a custodian.

Team/Collaborative Planning

All teams are expected to meet each week. Teachers will also be required to meet with lateral partners each week. The purposes of these sessions are to analyze student work, discuss professional learning opportunities, monitor student progress, analyze data, coordinate subject matter, discuss discipline concerns, and discuss other items as they arise. The administrative staff will visit team and lateral teacher meetings regularly. Minutes should be taken to record the discussion from each meeting submitted to the Instructional specialists. Instructional Specialists and/or Grade Level Leader will facilitate the meetings each week.

Transporting Students

Faculty and staff should not transport students in privately owned vehicles unless proper permission and forms have been completed. Do not take verbal permission to transport students. If students are transported (after receiving proper permission), the driver must be covered by minimum insurance as required by state law.

Unauthorized Signatures

DO NOT sign the principal's name or any other staff member's name to any form or document. Sign only for yourself.

Use of Theater or Commons Areas

Teachers and teams may utilize areas outside of the classroom for teaching and learning purposes. It is recommended that you check with the office to make sure the theater is not occupied during the time you need it. When using the commons area, please make sure your classes are properly monitored so that students will not disturb other classes. **Under no circumstances are students to be left unsupervised.**

Withdrawal of Students

Students are not to be withdrawn from class rolls until the guidance office officially notifies staff members. A proper withdrawal form must be presented to all teachers of the student, so that records may be completed before the student is cleared to withdraw. Please assign a grade for the time that the student was in your class. Do not sign the form until the student has fulfilled necessary obligations.

Student Conduct and Discipline

The Uniform Code of Conduct and Discipline of the Richmond County School System will be given to each student. Each teacher and staff member must become familiar with this code. The

code will govern all discipline cases. Teachers are expected to maintain a well-disciplined classroom environment that is conducive to learning. Classroom management by the teacher is a standard duty and responsibility. Teachers should handle, as much as possible, their own discipline problems. Any situation that develops beyond the control of the teacher should be referred to the appropriate grade level administrator or public safety officer.

Properly complete a discipline referral form for each student referred for disciplinary action. The information requested on the referral form is used to assess behavior consequences, compile reports required by the federal government, note prior actions taken by the teacher, and to support possible future action and/or placement. Do not send a student directly to an administrator except in cases of potential violence. Call for Public Safety, duty personnel, or administrator. A copy of the discipline referral will be returned to the teacher noting the actions taken and filed for the remainder of the school year.

School-wide Discipline Plan

Purpose

The purpose of Glenn Hills Middle School is to provide a safe and orderly environment that is conducive to learning for all students.

This next section provides information about the policies and procedures of our School-wide PBIS Plan. The goal of our plan is to help our students be successful. Discipline plays a huge role in a child's education. It is a life-long skill children will rely on as they become active members of their community. Our students deserve the best positive learning environment to achieve academic success. Therefore, this school-wide discipline plan will be in effect at all times.

Teacher's Role

The Teacher will

- Review the expectations for behavior with all students.
- Communicate high behavioral expectations to students and parents.
- Enforce the school-wide discipline plan as agreed.
- Report to designated supervision spots on time.
- Actively supervise students.
- Address any student violations of behavior expectations individually with that particular student.
- Use behavior modification strategies to correct the behavior.
- Keep students together if traveling as a class. Stop at intervals to ensure all students are present.
- Sign student agenda or hall pass when sending a student to the bathroom, office, etc.
- Seek assistance from peers or administration when necessary.
- Model the expectations for hallway behavior.
- Encourage peers to uphold the expectations for hallway behavior.

Staff's Role

The staff will

- Enforce the PBIS Plan as agreed
- Communicate high behavioral expectations to students
- Take an interest in personal goals, achievements and needs of students
- Support the students in their academic and extracurricular activities.

Student's Role

The students will

- Follow the PBIS Plan and all classroom behavior rituals and routines
- Maintain high behavioral expectations
- Accept responsibility for their behavior
- Set personal goals and work hard to achieve them

Parent's Role

The parent will

- Reinforce the PBIS Plan
- Communicate high behavioral expectations to their child
- Take an interest in personal goals, achievements and needs of their child
- Support the students in their academic and extracurricular activities.

Shared Responsibilities

Please understand that when any referrals are turned in, the teacher has then turned over the decision of the consequence to the administrator. The administrator will act in the best interest of the student and the teacher. The administrator may mitigate or aggravate the consequence based on a set of factors.

- Mitigating factors include, but are not limited to: having no discipline history, having a significant amount of time pass between discipline problems, parent cooperation with the school and involvement in the discipline, truthfulness and cooperation with administrator, or aiding in the discovery of other offenders.
- Aggravating factors include, but are not limited to: frequency and severity of referrals, deceitfulness, and failure to cooperate with teachers and administrators, failure to adhere to PBIS expectations.

Procedures

The following are school-wide rituals and routines that must be enforced by all faculty and staff. It is imperative that we work together to establish a consistent learning environment at all times.

General School Day Procedures

- **Students are to be supervised at all times.**
- Student may not be released from class during the first and last 15 minutes of the instructional day unless it is an emergency.
- Student must have a school pass to be in the hallway.
- Teachers will not send students on errands to adults- only areas of the building.

- Classroom teachers are responsible for ensuring their student(s) have classwork when assigned to In-School Suspension (ISS). If they do not have an assignment, they will be sent back to class.
- Students are not to be sent to the office unless their behavior disturbs instructions in a significant way. They do not sit in the office to wait on administration or to use the phone for nonemergency reasons.
- Teachers will not send students in the hallway to stand. Teachers are expected to utilize the buddy teacher system.
- All students are expected to respect the learning of others by talking softly in the hallway.
- All students are to walk to the right side of the hallway.
- Teachers will take students to the restroom as a class. Students are not to be in and out of the classroom individually to go to the restroom unless it is an emergency.

Morning Procedures

- Students are not permitted in the building until 9:00 AM
- Duty teachers are expected to be on duty at 9:00 and ready to supervise students.
- All students must report to the cafeteria and then proceed to their classroom.

Transition Procedures

- Class change is expected to be less than 5 minutes
- Students are to remain in a single file line and quiet at all times
- Grade level teachers are responsible for collectively determining hallway and classroom line up rotation.
- **All teachers are expected to walk their students to connections. Once in connections, teachers will complete one additional rotation to ensure all students are in class.**

Lunchroom Procedures

- Classes are expected to be on time (Please ensure your classroom clock and personal clocks are in sync with the school's bell time).
- Teachers are responsible for walking their classes to and from lunch, supervising their students in the lunch line, and supervising their students during lunch.
- Classes are expected to sit together at their designated table.
- Students are NOT permitted to get up from their seats to visit other classes or to go back through the lunch line.
- Teachers are responsible for ensuring students clean up after themselves when leaving the lunch table. There should not be any food and/or trays left on the lunchroom table.
- Students are to line up and walk orderly to dispose of their lunch tray. Teachers are responsible for walking their students to this area and supervising to ensure students are following the procedure.

Dismissal Procedures

- We will begin afternoon announcements at 3:55.

- Students are expected to remain seated and quiet so they can hear the intercom.
- Teachers are to be at their classroom door monitoring movement in the hallway.
- Teachers are expected to keep an updated dismissal roster of students. The front office and administration are to have a copy of all dismissal rosters.
- Students are not permitted in the office or restroom during dismissal unless it is an emergency.
- Students participating in after school activities will not be dismissed from class until 4:05.
- Car riders and walkers will be dismissed after announcements.
- Bus dismissal will begin as soon as the magnet school shuttle buses arrive. Students will be dismissed by grade level to the cafeteria. Teachers will adhere to the gym coverage schedule.
- Last minute, after-school activity changes are not acceptable unless it is an emergency. These last minute changes create disorder and confusion.
- All duty teachers are expected to be at their duty station on time.

Office Referral Procedures

- Documentation of previous steps from teacher and any other supporting documentation are required to be submitted with referral. This includes specific dates.
- Administration will send referral back to the teacher if the referral is not complete and if there is not proper documentation of previous actions taken by teacher.
- Major behaviors outlined on the discipline chart are an automatic office referral.
- Administration is expected to respond to referrals in a timely manner.
- Administration will follow the consequence charts for office referral offenses for all general education students. The principal must approve a deviation from the chart for unique situations.
- Administration will follow behavior intervention plans for all special education students and consult with their special education teacher prior to out of school suspension.

Positive Behavior Intervention & Support Guide

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. Each school's PBIS Leadership Team designs, implements and evaluates specific school-wide practices that are for ALL students and staff. PBIS is not a program or curriculum. It is a team-based process for systemic problem-solving, planning and evaluation.

PBIS is an evidence-based practice that enhances the capacity of schools to educate all students, especially the students with challenging social behaviors. It is a proactive systems approach to school wide discipline that responds to the current social and/or educational challenges through three levels of intervention: universal, targeted group and individual. When students who struggle the

most behaviorally are able to learn appropriate behaviors they are able to behave appropriately and all students are given better opportunities to learn.

School-wide PBIS is being implemented today in schools across the United States and Canada.

How is PBIS proactive and educative?

A PBIS school focuses on the teaching of behavioral expectations directly like academic skills. PBIS allows a framework that supports looking at inappropriate behavior as a skill deficit just like a problem in reading or math. It does not eliminate consequences to poor choices, but skill deficits are remediated thorough instruction and the teaching of the appropriate skills. PBIS promotes the teaching of pro-social skills so all students can succeed even when confronted with potential conflicts and an ongoing acknowledgement system for students who meet expectations.

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.

PBIS School-Wide Overall

There are five overall expectations for students. As part of [Focus time activities](#), students will be explicitly taught about the Seminole Way including how expectations play out in different school settings. Posters throughout the school will advertise and reinforce PBIS Expectations.

Restore the **P.R.I.D.E**

Prepare

Restore

Integrity

Dedication

Engage

What is “Positive?” The PBIS plan includes elements of a traditional discipline plan that includes school-wide expectations, specific consequences for breaking those expectations/rules, and a system of documenting the interventions attempted to reduce the problem behavior. However, the fear of punishment has been shown to be a relatively ineffective means of reducing inappropriate behaviors with most people. Thus what makes the PBIS plan “non-traditional” is its focus on reducing the problem behavior through positive support and explicit teaching of appropriate behaviors rather than through fear of punishment.

We cannot expect students to know appropriate social and behavior skills without explicit instruction. It is important that we teach our students what type of behavior is expected while they are at school. We cannot assume they know how to behave in a school setting. Students may not have

seen appropriate school behavior in years past. Students may have different standards of behavior at home than we expect from them at school. **Every teacher** must accept the responsibility of explicitly teaching students how to behave properly in all of the school settings.

Classroom displays and information will help reinforce our school-wide expectations. The following are required classroom displays:

[PBIS Classroom Expectations](#)

[PBIS Matrix](#)

[Student Behavior Management Process](#)

[Classroom incentives: Mustang Menu](#)

Tiered Level of Behavior

Inappropriate behaviors at Glenn Hills Middle School fall into 3 levels of offenses. Each level is addressed either by the classroom teacher or the school administration. Please follow the PBIS Infraction Sheet to keep a log on students and their offenses with dates.

Consequences for Minor Level 1 Infractions

While PBIS focuses on positive behaviors, we must be prepared to deal with negative behaviors when they happen. Each classroom teacher will follow the school-wide 5-step plan in dealing with inappropriate behaviors.

1. Specific Verbal Warning
2. Teacher Intervention
3. After School Detention (Parent contacted)
4. Counselor Referral (Parent contact)
5. Office Referral with documentation attached.

Minor (Level 1) Infractions

- Minor offenses are handled by the classroom teacher.
- Minors are dealt with quickly and efficiently.
- Minors are documented.
- If student accumulate 5 minor infractions in three months, it becomes a major.

Examples of Minor (Level 1) Infractions

Abusive Language by/with Students

Words or actions that may threaten to do injury to another person or that intimidate another person through fear for his/her safety or well-being. Examples include racist, sexist, and sexual preference terms/words.

Talking at Inappropriate Times

Talking at inappropriate times may look different from teacher to teacher and from setting to setting. Each teacher needs to clearly explain when it is appropriate to talk and when it is not. Some examples include: talking during a test, talking while another student or the teacher is talking, blurting out, talking during a fire drill, etc.

Using Inappropriate Language

The use of vulgar or irreverent (disrespectful or rude) words. Examples include sexually-related slang terms, name calling or telling other students to shut up.

Out of Seat at Inappropriate Times

Out of seat at inappropriate times may look different from teacher to teacher and from setting to setting. Each teacher needs to clearly explain when it is and when it is not acceptable for students to be out of their seats.

Throwing Things in Class

The act of tossing any object in the air. (It does not always have to be thrown at a person.) Examples include throwing paper or paper wads, pencils, pens, etc.

Eating/Drinking at Inappropriate Times

On most occasions eating and drinking should be done only in the cafeteria. However, a teacher may grant a student this privilege on special occasions. Examples include eating and drinking in a classroom or common area, including gum.

Not Prepared for Class

Not being prepared for class can be different depending on the teacher and class. Each teacher needs to clearly explain to students what “not being prepared for class” means during the beginning of the school year. For example: not having materials needed including the agenda, not having a pencil, no book, etc.

Disruption

Behavior causing an interruption that disrupts or interferes with the educational process. Disruption includes sustained loud talk, yelling, or screaming, making noise with materials, horseplay, roughhousing, or play-fighting, and/or sustained out-of-seat behavior.

Disrespect Towards Adults

Disrespect is defined as the feeling with which a person regards anything considered mean, vile, or worthless; disdain; scorn. Please refer to the “Respect” posters for examples.

Disrespect Towards Students

Disrespect is defined as the feeling with which a person regards anything considered mean, vile, or worthless; disdain; scorn. Please refer to the “Respect” posters for examples.

Lying/cheating

Student fabricates untrue stories; copies other student’s work, plagiarizes (claims another’s work as their own), or forges a parent’s signature.

Off Task

Student blatantly or passively does not follow teacher instruction for task-oriented activity.

Vandalism

Student deliberately impairs the usefulness of the school’s property or the property of other students. Examples include stealing from teachers or students, writing on desks, stealing an agenda and writing all over it, putting wrappers or other inappropriate materials in toilets, drinking fountains, sinks, urinals, etc. If vandalism in restrooms causes flooding, there is pen/marker writing on the walls/bathroom stalls, property is defaced or tagged, then this becomes an office-managed behavior (Major infraction)

Use of Electronics/Toys

Misusing school/teacher electronic devices –ex. Computer, Smartboard, Smart Response System (clickers), digital cameras, flip cameras, projectors, overheads, keyboards, mice, etc. Using cell phones (calling/texting/talking video or pictures) at school during school hours or having it out in sight of others or the teacher. Playing with toys unrelated to lessons as a way to distract from educational process. Confiscate phone and bring to office and sign Behavior Infraction Log. Confiscate toy item and sign Behavior Infraction Log.

Tardies to Classroom

Student arrives late to class without proper documentation. This does not include students who are late in the morning and have signed in. Student goes to the bathroom without permission in between classes and is late for the next class. Student does not directly go to next class, sauntering through the hallway talking with other late students. Student takes too long at cubby and is late for the next class.

Horse Play

The act of being rough with other students as if to simulate fighting or acting in a foolish manner that causes alarm to teachers and/or peers.

Not Following Daily Procedures

Student knows and has practiced daily procedure and deliberately does not follow or chooses to ignore daily procedures.

Other Acts of Misconduct

This infraction includes anything that a teacher feels does not fit under one of the previous infractions. This could include using classroom materials or equipment in inappropriate ways.

Sleeping

Student puts head down and sleeps in class or pretends to sleep in class, in turn, missing work or instructional time.

Out of Assigned Area

Any time a student is not in the area they are assigned to be in. Assigned areas are considered to be holding areas for students before and after school, areas where the teacher has directed students to be located, and areas where the teacher has given the student permission to go with the agenda.

Calling/Blurting Out

Student talks over other students or teacher. Student calls or blurts out at inappropriate times in class against the teachers' wishes.

Leaving the Room Without Permission

Student walks or runs out of class without permission

Skipping

Student misses an entire or majority of a block without proper documentation and/or unknown whereabouts.

Non-compliance

Failure or refusal to act in accordance with adults' commands, requests, or rules. Blatant or passive. Direct forms of non-compliance include refusal statements such as, "No," "Make me," or "You can't make me do anything!" with accompanying body language or posturing that communicates the student is not going to comply.

PDA (Public Displays of Affection)

Students showing affection to other students whether it be intended or not. Hand holding even if same gender, kissing, cuddling, excessive or long hugs, etc.

Major Infractions (Level 2 & 3)

Teachers reserve the right to bypass warnings and immediately press the intercom button for an administrator if a minor infraction has occurred for the third time and/or the infraction is listed under the "Office – Managed" or major infraction.

At no time should a teacher try and handle an office-managed behavior alone.

He/she should request the presence of an administrator and fill out the PBIS Referral. No Minor Infraction boxes should be checked if it is a major infraction unless you have followed the *Seminole Way Plan*.

Using information from the major incident, the teacher will check the appropriate boxes on the form while waiting for the administrator to get to the classroom or as soon as possible.

Teacher PBIS Responsibilities: (not limited to)

- Give out Seminole Stashes for students meeting expectations (everyday)
- Follow the Seminole Way Discipline Flowchart
- Teach expectations using lesson plans in the packet.
- Use interventions to prevent bad behaviors.
- Stand at the door prior to all classes and at the end of the day before duties to help monitor hallway behavior. (everyday)

After School Detention Guidelines: Students

- Detention begins promptly at 4:05 P.M. If you arrive late, then you will serve your detention **and** an additional day of detention. If you are absent, you will be assigned an additional day.
- Make sure that you have all of your belongings before entering detention.
- Use the restroom and/or get a drink before entering detention. If you leave to go to the restroom, after you have entered detention, you must stay for the current day night and serve an additional day of detention.
- You may not leave detention to make a phone call home. If you choose to do so, then you must stay for the current day and serve an additional day of detention. Tell your parents in advance that you will be staying for detention.
- When you arrive in detention you will be assigned a seat. **You must remain in that seat for the entire time.** Do not get up from the seat to dispose of trash, sharpen your pencil, get a book, ask a question, etc. There is NO roaming around the room. If you have a problem, raise your hand and wait to be called on.
- There is NO eating, chewing gum, or drinking in detention.
- No jackets, hats, hoods, or sunglasses will be worn in detention.
- There is no talking, passing notes or communicating between students of any kind.
- No electronic devices (cell phones, I pods, mp3 players, etc.) of any kind may be used. **All cell phones must be turned off – this means NO VIBRATE MODE may be used.** Any electronic device that is seen or heard will be confiscated.
- You may not close your eyes, put your head down on the desk, or lay your head back. There is no sleeping or resting in detention.
- During the first fifteen minutes, you will work on a character building assignments as assigned by the Guidance Counselor. Homework assignments and reading books are acceptable activities for detention. There will be no drawing, doodling, reading of magazines, or any other activity deemed inappropriate by the detention proctor. If you

come unprepared, then you will be instructed to complete an assignment given by the detention teacher (for example, copy pages from the dictionary or your agenda).

- All school rules still apply in detention.
- The first time that you are asked to leave detention for inappropriate behavior, you will be assigned 2 additional days of detention. This is at the discretion of the administration.
- The second, and subsequent time(s) that you are asked to leave detention for inappropriate behavior, you will be assigned ISS or you will be suspended out of school. This is at the discretion of the administration.

ISS Procedures

Administrators will give a list of ISS students to designee (Front Office Secretary).

Designee will be responsible for providing initial ISS days assigned to the content teacher and the ISS teacher by 3:00 pm. If an administrator processes a referral after 3:00, ISS will NOT be assigned for the next day. **varies depending on severity*

Teachers should turn in assignments to the ISS box by 9:00 am on the assigned day of ISS.

At the end of each day, the ISS teacher will turn in all completed work by the student. Students will NOT be released from ISS until all work is completed.

The ISS teacher will give the HR teacher and the student an EXIT slip when ISS is completed and students can return to class.

On the day of ISS, students should report to ISS by 9:30. Homeroom teachers will take attendance before the student leaves.

ISS Assignments

At the beginning of each month, content area teachers will supply the ISS teacher with assignments for each subject that will be used as work for students in ISS. Teachers can also send daily assignments and place in the ISS Box. Content Chairs will turn in a status report to the grade level administrator by the 25th of each month.

ISS Schedule

9:30-9:10:30 Character Building Written Reflection

10:30-11:30 Math

11:30-12:15 Lunch and Restroom Break

12:15-1:15 ELA

1:15-2:15 Science

2:15-3:15 Social Studies

3:15-4:05 iReady Math/Reading

Glenn Hills Middle School
Club Descriptions
2022-2023

Club Days are held the third Wednesday of each month

24 Challenge and Math Club

Are you good with numbers? Join this club and have fun solving Soduko and Math puzzles. We will also play different versions of 24 Challenge including fractions, decimals, and exponents. You become a part of our competition math team.

Helen Ruffin Reading Club

If you enjoy a good book, this club is for you. We all will read the same book and discuss it over treats ☺

Girls Who Code

Beta Club

Science Club

Future Business Leaders of America

Ladies of Excellence

Distinguished Gentlemen

Board Games

With so many new and exciting games out there, who has time to play them all? Participants will have a chance to try a new game every month.

Brain Exercise

Riddles, mazes, word searches, and trivia galore! You don't want to miss this one ☺

Cartooning/Drawing

Have fun drawing popular cartoon and comic characters or draw your own cartoon creations. Many packets, books, and hand-outs are available to help you with the "how to." Learn the "Blitz" method for drawing cartoon animals.

Cheer Club

This club is open to any student who is interested in the sport of cheerleading. We will go over stretching and motion drills, as well as dances, cheers and charts. You may sign up if you are a cheerleader or if you want to be! Hope to see you in clubs!

Chess Club

Come learn and play chess in a positive and relaxed environment. All students are welcome from novice to advanced players.

Comic Book Club

Love comic books? Can't get enough Superman, Batman, and Wolverine? Come in and spend some time reading your favorite comics while meeting others that share your interests. Bring in your own comic books to trade, or just come in and read.

Computer Games and More

This club is for students who want to play approved computer games (CoolMath, FunBrain, FunSchool, BrainPop and more) and/or work on Study Island and other school-related computer projects.

Crossword Puzzles

If you love words, puzzles and games, this club is for you. Each week will feature two new crossword puzzles to choose from. So let's get your game on! We will do a wide variety of puzzles for areas of interest.

Everyday Crafts

Take everyday items and turn them into something extraordinary. In this club, we'll use common items to create gifts and decorations for yourself, your friends, and your family!

Food Facts

Come enjoy food programs that will teach and entertain you about recipes and exciting foods. Iron Chef, Chopped, Good Eats, and Bizarre Foods... just to name a few.

Library Club

Come and join our newest and coolest club! Learn about how your MRMS library operates on a daily basis. Be a part of planning and organizing activities, including reading contests! Assist with maintaining the Library's website, bulletin board, and display case.

Loom Bracelets Club

Design and create creative bracelets and rings using colorful rubber bands. Loom not necessary but encouraged!

Music Discovery Club

Music Discovery Club is about broadening students' awareness of the different types of music in society. Students will be allowed to share appropriate music with each other and discuss the positives and negatives of each genre.

Planet Earth

Did you catch the Planet Earth series on the Discovery Channel? If not, here is your chance! Episodes feature pole to pole, mountains, deep oceans, deserts, ice worlds, caves, Great Plains, jungles, fresh water, seasonal forests, and a look at the future of the planet.

Relaxation Club

Just relax! Students in this club will learn relaxation techniques and participate in stress relieving activities such as yoga, listening to music, playing games, and doing art projects.

SADD-Students Against Destructive Decisions

The purpose of this club is to promote healthy decisions and share positive decision making with the school community.

Scattergories

Come join the fun in the Scattergories Club! Members will play the popular game Scattergories. Scattergories is a word game of categories where all of your answers have to begin with the same letter. If you have a creative mind and enjoy games, this is the club for you!

Science Club

Spanish Club

Come and learn about the culture and language of Spanish-speaking countries.

Walking Club

Want to get outside and enjoy some fresh air? Join the walking club! Students will have an opportunity to walk on campus, listen to their iPod or chat with friends while getting a quick, fun workout!

No Place for Hate

Do you feel strongly about wanting to make the right choices? Do you want to have a positive impact in your school and community? Do you want your voice to be heard? If you are looking to step outside of the crowd but are sometimes worried about how your peers will react, then this student driven club is for you!! You are invited to join us as we take a stand (together!) against heavy issues that teenagers face – matters such as bullying, drugs and alcohol, destructive decisions, etc.

