

2024-2025 Faculty & Staff Handbook

Belair Elementary School



Home of the Falcons

“Fly High, Soar Together!”

Shetina Roulhac, Principal

Cheronda Harris, Assistant Principal

Tan Ivery, Assistant Principal

3925 Harper Franklin Avenue

Augusta, Ga 30909

706-821-2766 (office) 706-228-2403 (fax)

NOTICE OF NON-DISCRIMINATION

The Richmond County School System does not discriminate on the basis of race, color, national origin, religion, sex, disability or age in its programs and activities for students nor employment or Inquiries can be directed to: Chief Human Resources Officer, 864 Broad Street, Augusta, GA 30901; 706-826-1000.

PROFESSIONAL ETHICS & COURTESY

Employee behavior and decorum are regulated by the Georgia Professional Ethics Standards <http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf>. It is the responsible of each employee to be well versed in the code of ethics. In addition, 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.

DISCLAIMER

By no means is this handbook all inclusive. It is intended to establish and maintain a cohesive and effective work environment for all faculty and staff. Many guiding statements are included but not all situations and circumstances are addressed.

In lieu of the COVID-19 pandemic, additional rules, guidelines, and/or expectations may result for the safety of all stakeholders.

CONFIDENTIALITY OF PERSONALLY IDENTIFIABLE INFORMATION

All school personnel shall adhere to Georgia State Board Policy IDDF--Confidentiality of Personally Identifiable Information. Personal information includes student information sheets, grades, discipline records, test data, academic and psychological reports, individualized education plans (IEPs), Student Support Team/RTI data, and any other information that may be used to identify a student. This policy is also referenced in the section entitled Internet Usage for Employees.



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Dear Parents, Students, and the entire Belair Community,

On behalf of the faculty and staff of Belair Elementary School, I would like to extend a warm welcome to all. It is truly an honor and a privilege to serve as your K-5 principal. Each of us at Belair Elementary appreciates you entrusting us with your child(ren) as we work together to ensure the best year possible. I sincerely hope that you are excited about the upcoming school year, the opportunities, and the journey we are about to embark upon together.

At Belair Elementary School, we are committed to providing an innovative, rigorous, and exciting learning environment where students thrive, achieve, and excel academically, socially, emotionally, and physically. In the words of Carol Ann Tomlinson, *"Excellence in education is when we do everything that we can to make sure they become everything that they can."* Our students deserve and equitable and quality education, and an opportunity to achieve academic excellence. I have no doubt that the Belair Elementary faculty and staff are equipped and willing to work diligently for the benefit of the students, parents, and community we serve.

It is my hope that all stakeholders are ready to embrace the great work ahead of us as it is most imperative for the conditions to be set for teachers to teach, and students to learn; which requires all stakeholders working together. Excellence in education is the collaborative effort and shared responsibility of the individual, home, school, and community. As we all share in the work of educating students, I believe every student will have an opportunity to learn and thrive at high levels, and all staff will be afforded the opportunity to educate our students at high levels.

One of my most favorite quotes by Clay Bedford is, "You can teach a student a lesson for a day, but if you can teach him to learn by creating curiosity, he will continue the learning process as long as he lives." We want to ensure that our students have a hunger for learning, relish in challenging learning experiences that prompt curiosity and provoke thought, and produce students that are prepared for life beyond the classroom. I believe I am blessed with an awesome faculty to help realize our mission and vision, which will have a lasting and positive impact in the lives of every student we serve. I am honored to work with the parents, students, faculty and staff, and community this year as we make a positive difference in the lives of our students and this wonderful and growing community. The best is yet to come!

If you have any questions or concerns, please feel free to reach out to us at 706-821-2766. We look forward to an incredible and successful school year!

Sincerely,

Shetina Roulhac, Ed.S.
Principal

"Fly High, Soar Together!"

HOME OF THE FALCONS



**RICHMOND COUNTY SCHOOL SYSTEM
2024 - 2025 WORK CALENDAR SCHEDULE**

Scheduled Days Worked	180 Employees	183 Employees	190 Employees	195 Employees	200 Employees	210 Employees	235 Employees
First Day	7/31/2024	7/31/2024	7/29/2024	7/22/2024	7/17/2024	7/15/2024	7/1/2024
Last Day	5/23/2025	5/28/2025	5/28/2025	5/28/2025	5/30/2025	6/11/2025	6/30/2025
Job Positions	Bus Attendants	Para-professionals	Pre-K Paras	Elementary Counselors	Elementary Assistant Principals	Middle/ High School Assistant Principals	12 month Custodians
	Bus Drivers	School Nutrition Assistants	Teachers	Middle School Counselors	High School Counselors	11 month Specialists	School Bookkeepers
			School Clerical		10 month Custodian	11 month Coordinators	Principals
			School Nutrition Managers & Asst. Mgrs.		10 month Program Specialists	Registrars	12 month Operational & Instructional Providers
			Media Specialists				12 month Coordinators
			Nurses				12 month Program Specialists
			Instructional Providers				

Student Calendar is August 5/6, 2024 – May 23, 2025

For 235 day employees, calendar also includes 12 paid vacation days, for a total of 223 working days.
NOTE: Operational needs at certain worksites may require annual duty or appropriate staff to report during work holidays.
PowerUp Asynchronous Learning Days are working days for staff, and may include department training.

Independence Day	N/A						7/4/2024
Labor Day	9/2-3/2024	9/2-3/2024	9/2/2024	9/2/2024	9/2/2024	9/2/2024	9/2/2024
Fall Break/ Columbus Day	10/11/24 - 10/15/24	10/11/24 - 10/15/24	10/14/24 - 10/15/24	10/14/24 - 10/15/24	10/14/24 - 10/15/24	10/14/24 - 10/15/24	N/A
Veterans' Day	11/11/2024	11/11/2024	11/11/2024	11/11/2024	11/11/2024	11/11/2024	11/11/2024
Thanksgiving	11/25/24 - 11/29/24	11/25/24 - 11/29/24	11/25/24 - 11/29/24	11/25/24 - 11/29/24	11/25/24 - 11/29/24	11/25/24 - 11/29/24	11/25/24 - 11/29/24
Christmas/ Winter Break	12/23/24- 1/3/25	12/23/24- 1/3/25	12/23/24- 1/2/25	12/23/24- 1/2/25	12/23/24- 1/2/25	12/23/24- 1/2/25	12/24/24 - 1/1/25
Martin Luther King, Jr.	1/20/2025	1/20/2025	1/20/2025	1/20/2025	1/20/2025	1/20/2025	1/20/2025
Presidents' Day	2/14/25 - 2/18/25	2/17/25 - 2/18/25	2/17/2025	2/17/2025	2/17/2025	2/17/2025	2/17/2025
March Break	3/10/2025	3/10/2025	N/A				
Spring Break	4/7/25 - 4/14/25	4/7/25 - 4/14/25	4/7/25 - 4/14/25	4/7/25 - 4/14/25	4/7/25 - 4/14/25	4/7/25 - 4/14/25	4/7/25 - 4/14/25
Good Friday	4/18/2025	4/18/2025	4/18/2025	4/18/2025	4/18/2025	4/18/2025	4/18/2025
Memorial Day	N/A	5/26/2025	5/26/2025	5/26/2025	5/26/2025	5/26/2025	5/26/2025
Juneteenth	N/A						6/19/2025

This calendar is subject to change by the Richmond County School System. It may also be adjusted due to inclement weather.



2024-2025

Richmond County School System School Calendar

July '24						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August '24						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September '24						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October '24						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November '24						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December '24						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Jul 04	Independence Day Holiday
July 29-Aug 02	Preplanning Days
Aug 01	Elementary Open House (noon-6:00pm)
Aug 02	K-8, Magnet, Middle, High Open House (noon-6:00pm)
Aug 05	First Day of School Elementary
Aug 06	First Day of School K-8, Magnet, Middle, High School
Sep 02	Labor Day Holiday
Sep 03	PowerUp Asynchronous Learning Day
Sep 13	Fall Semester Progress Report #1
Sep 16-Oct 11	Fall Parent Conference Window
Oct 10	Student Holiday/Professional Learning Day
Oct 11	PowerUp Asynchronous Learning Day
Oct 14-15	Student/Teacher Fall Break
Nov 01	Fall Semester Progress Report #2
Nov 11	Veterans Day Holiday
Nov 25-29	Thanksgiving Holiday
Dec 16-20	Semester Exams
Dec 20	End of 1st Semester/Early Release (all grades)
Dec 23-Jan 02	Christmas/Winter Break
Jan 03	Student Holiday/Professional Learning Day
Jan 06	Beginning of Second Semester
Jan 14	Report Cards
Jan 20	Martin Luther King, Jr. Holiday
Feb 13	Spring Semester Progress Report #1
Feb 14	Student Holiday/Professional Learning Day
Feb 17	Student/Teacher Holiday
Feb 18	PowerUp Asynchronous Learning Day
Feb 18-Mar 14	Spring Parent Conference Window
Mar 10	PowerUp Asynchronous Learning Day
Mar 28	Spring Semester Progress Report #2
Apr 07-14	Spring Break
Apr 18	Student/Teacher Holiday
May 19-23	Semester Exams
May 23	Last Day of School/Early Release (all grades)
May 26	Memorial Day Holiday
May 27-28	Post Planning Days
May 28-31	Graduation
May 28	Report Cards
Jun 2-27	Summer School (5 days a week)
Jun 19	Juneteenth Holiday

Teacher Planning Days	Early Release Days
Holidays	PowerUp Asynchronous Learning Days
First Day of School	Progress Reports
Report Cards	

Weather-Related School Closings

For inclement weather, please tune to WJBF-TV, WAGT-TV, WRDW-TV, or WGAC Radio for up-to-date information on school closings. Also, you can view the school system's website at www.rcboe.org. In the event of inclement weather or school closure, the school system will use PowerUp Asynchronous Learning Days.

The Richmond County School System will operate 5 days a week throughout the summer.

January '25						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February '25						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

March '25						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April '25						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May '25						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June '25						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

RCBOE's Mission & Vision Statement

Mission Statement

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



Vision Statement

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

RICHMOND COUNTY SCHOOL SYSTEM Strategy Map: 2020-2025





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Who are We: Belair Elementary

Belair PK-5 Mission:

The mission of BES is to engage all Belair Falcon scholars in an innovative, rigorous, and exciting learning environment where students thrive and achieve academic success at high levels.

Belair PK-5 Vision:

The vision of BES is to inspire a hunger for learning that challenges and prepares our students for life beyond the classroom.

Belair PK-5 Goals:

1. Instill character, a value of education, and pride in oneself, school, and our community.
2. Inspire student achievement in Reading, Language Arts, Math, Science and Social Studies;
3. Integrate technology to engage students in innovative, rigorous, and fun learning activities;
4. Inform all of the importance of education for all students and for STEAM awareness.
5. Involve all stakeholders in realizing academic success and well-being for falcon scholars, faculty and staff.

Belair PK-5 Beliefs:

1. Every student can learn and deserves an opportunity for a quality and equitable education.
2. Students thrive in a positive climate and culture where they are accepted and respected.
3. Setting high expectations encourages students to set goals, accomplish them, and excel emotionally, socially, morally, physically, and intellectually.
4. A variety of innovative teaching methods is necessary to meet the needs of diverse learners, preferred learning styles and increases academic achievement.
5. Excellence in education is the collaborative effort and shared responsibility of the individual, homes, school, and community. We all must work together to model, expect, encourage, command good character, and prepare students for life beyond the classroom.

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Faculty & Staff Information

School Office Hours

The front office is open on Monday-Friday 7:45am-3:45pm.

Instructional Day

The instructional day for students is from 8:20am – 3:10pm. However, students may enter the building at 8:00am for breakfast. Students will enter the school building using the side entrance by the cafeteria for breakfast. Students are tardy at 8:21a.m. Any students arriving to school after 8:21 a.m. must be signed in by a parent. All students are expected to be out of the building by 3:30p.m.

Students are not to enter the building, nor be left at school unattended before 8:00 a.m. or after 3:30 p.m. School personnel cannot assume any responsibility for their safety. Parents who leave students unattended before and after designated hours are subject to referral to the school social worker and/or the department of family and children's services.

Work Hours

Faculty and staff work from 7:45am-3:45pm, with the exceptions of cafeteria and custodial staff. Faculty and all other meetings may begin promptly at 3:45pm and end as soon as possible. However, most meetings will go beyond 4:00 pm so please plan accordingly to attend on Thursdays weekly. Office personnel work from 7:45am-3:45pm. Custodian hours are between 7:00am and 6:00pm. Each staff and faculty member is to check-in and out upon arrival at and departure from school in the front office or in designated spaces using Checkmate via Infinite Campus. All staff are to report to designated duty stations at appropriate times. Failure to sign in may result in one being counted absent without pay based on time earned/lacking.

Faculty & Staff Communication

Faculty and staff members are to check their email periodically during the day (morning, planning, and/or before leaving work). Mailboxes in the front office should be checked daily. Communication with parents should occur regularly (daily via behavior chart, email, phone calls, communication apps, etc.). Teachers are expected to return parent phone calls within 24 hours.

Signing In/Out

We will be using the Checkmate application through Infinite Campus. You may sign in/out 3 ways. Faculty can sign-in using your cell phone upon arrival to school, the main office computer, or from your teacher laptop in your classroom. It is important that you sign in when you get here in the morning and sign-out when you leave in the afternoon. You will also check in and out if you leave campus during the school day. Failure to do so may result in leave with no pay.

Leaving Campus

Faculty and Staff are not to leave the school at any time without the approval of Ms. Roulhac. Please make on site provisions for lunch. In the rare instance when approval is given, please be sure to sign out in the main office and sign in upon your arrival back to the school. Time designated as your planning period is to be used for collaborative planning, preparation for future instruction (i.e. grading papers, setting your room for activity, running copies, etc.).

Faculty Parking

All faculty and staff members are to park in the front and side parking lots parking lots and not in the front circle area or in the back of the school. All cars should be parked straight within the white lines of the parking space. Parking space is limited on campus.

Keys & Badges

Keys and badges will be checked out at the beginning of the school year and turned in at the end of the school year. Ms. Riley is responsible for the keys, and any problems should be referred to her. Teachers losing a key will incur a \$5.00 replacement fee. Centegix badges must be worn in the building daily and RCSS badges scanned by everyone upon entering the building.

Schedules

Teachers are required to post their Daily Schedules in their lesson plan notebook. If a schedule changes, a revised schedule should be printed and placed in the notebook. The posted schedule must be up-to- date at all times.

Email

All emails and other electronic correspondence (ClassDojo, Remind, etc.) should be kept professional and focused on the academic success of the child. Remember- No slang or jargon is acceptable. Using uppercase and/or exclamation marks maybe perceived as yelling. Please stick to the facts and keep emails short and to the point. Remember: You cannot take back your words once you press send.

Internet Usage for Employees

School employees must exercise great caution when using technology including, but not limited to email accounts, Facebook, SnapChat, and Twitter, due to the public nature of these programs. School employees should refrain from posting any personally identifiable information about students, fellow employees, supervisors, or themselves on public sites or in chat rooms as these are public in nature and may cause liability issues for the employee, the school, or the school district. Names and information must never be used in these exchanges. Avoid exchanges and posts that could jeopardize students, the school, or any employee. Posts, including pictures, have led to lawsuits for slander and libel as well as reports to the PSC. Some cases have resulted in the revocation of teaching certificates, termination, and criminal charges being filed against school employees. All school personnel shall adhere to Georgia State Board Policy IDDF--

Confidentiality of Personally Identifiable Information. School business should not be publicly broadcast or posted on public websites. School activities, events, and business are not personal matters and should not be treated as such.

Mailboxes

Each teacher has a mailbox in the front office. Please check your mailbox upon arriving each day and after school. In general, students should not be sent to obtain the contents of your mailbox, as it may contain a memorandum or bulletin for teacher use only. Students are not to be asked to deliver permanent records, other students' work that are used to determine an average or to record grades at any time. Notes of information to the principal should be given to the school secretary. Mailboxes should not be used to store materials beyond one day. Please keep your mailboxes cleaned out.

Mandated Reporting

Mandated reporters must report when they have "reasonable cause to believe that suspected child abuse has occurred." The old standard was reasonable cause to believe that a child has been abused. The addition of "suspected" lowers the threshold for what you must report. In other words, adults caring for children must report incidents not only when they think abuse has occurred, but when they suspect that child abuse may have occurred. If you are an educator, you must make a report, immediately but no later than 24 hours, to your local DFCS office or law enforcement and are subject to criminal penalty for failing to do so. 1-855-GA-CHILD.

Absences

If it is necessary for any faculty or staff member to be absent from school, you are required to enter your absence in Frontline, notify Ms. Riley AND Ms. Roulhac by email, be sure your duty stations are covered, and complete in entirety and turn in to Ms. Riley a Certificate of Absence (before a scheduled absence or immediately upon your return to work). In the event Ms. Riley is not present upon your return to school, see Ms. Roulhac. Failing to sign the certificate of absence may result in substitutes failing to get paid, leave with no pay, and other issues. All faculty and staff must input absences in Frontline ALWAYS and before the absence occurs. Absences entered after 6:00 am (the day of the absence) must be called in to Frontline. Please keep absences to a minimum. If an absence is due to professional learning or supervising a student activity and your sub does not pick up the job, you may be asked to remain until coverage is secured. If a substitute does not pick up a job entered for an absence, classes may be split, specials cancelled, or specials time reduced to 30 minutes to provide coverage. A physician's note may be required upon return to work at the principal's discretion. For extended absences, please be sure to see Ms. Riley and make contact with the RCSS Benefits Office concerning FMLA (absent 3 + consecutive days). Failure to comply with this policy will be reflected on deficiency documentation and/or in the TKES Portal. Please see the TKES Chart below in reference to teacher absences and ratings for Professionalism. Following the above mentioned policies and procedures should eliminate discrepancies with Frontline and Payroll reports. Ms. Roulhac will not engage in signing payroll correction forms due to non-compliance with the absence protocol or unnecessary errors. REMINDER: Teachers, be sure up-to-date or substitute lesson plans (to include a roster, transportation routes home, lunch numbers, etc) are

available in your notebook and/or lesson plan clipboard for substitutes. Paraprofessionals should also contact their classroom teacher. Please see your bookkeeper's Absence checklist provided in your BOY folder for your reference, feel free to see Ms. Roulhac or Ms. Riley, or you can refer to the RCSS Employee Handbook.

Sick Leave

Sick leave for Richmond County employees will accumulate at the rate a 1 ¼ days for each month of service, not to exceed 90 days. Any annual sick leave may be carried forward from one fiscal year to the next until a maximum of 90 days is accumulated. Sick leave may be used only as earned and warranted. An employee must have worked at least one-half month to accrue sick leave for that month credited to his or her accumulation. All absences will be reported by the principal on an approved form certifying the dates and reasons for the absence. Employees may use sick leave for absence due to illness or injury and illness or death of a member of the employee's immediate family. Employees that are out more than two consecutive days must submit a doctor's excuse to the bookkeeper.

Personal and Professional Leave

Employees may use a maximum of three days per year of yearly accumulated sick leave for personal or professional leave. Personal or professional leave days do not accumulate. All employees must complete a Request for Absence Form requesting personal or professional leave. Submit this form to Ms. Riley for verification and then it will be given to the principal for approval prior to personal or professional leave may be taken. Please fill out the form in its entirety. Personal or professional leave may not be granted during preplanning days, staff development, post planning days, days immediately preceding or following regularly scheduled holidays. Request for personal days should be made two weeks in advance of the absence or the day(s) requested may be denied.

Bookkeeping & Accounting – (see Accounting Handbook and checklists in **BOY folder**) See Ms. Riley, bookkeeper, for all appropriate forms to use for purchases, deposits, fund raising, etc. Teachers must complete a PAF form and have principal approval prior to any purchasing for school related items. When the principal approves the purchase, **submit receipts immediately to the bookkeeper.** You will not be reimbursed after 90 days. For Title I funds, the monies must be allocated and reimbursement will come only if you have the signed approval of the principal.

Approved county receipts books will be issued by the bookkeeper for use when collecting funds at the beginning of the school year. Additional receipt books will be requested as needed throughout the year and all completed receipt books must be returned to the bookkeeper. All money collected from students/parents must be submitted with appropriate receipts and completed cash receipt forms to the bookkeeper immediately upon receiving.

On the day before a holiday, all money must be turned in for deposit before 12:00 noon. When collecting for a club or event, set your deadlines a few days before a holiday so you will have enough time to collect, count, and turn in all your funds before 12:00 noon the day before a holiday. If Ms. Riley is absent, do not leave deposits on her desk; see Ms. Roulhac. **NEVER**

leave money in your classroom! All funds should be locked in the vault room on a daily-basis.

Budget

Teachers should see the department head or the principal if funds are needed to purchase supplies and materials. Teachers are encouraged to submit mini grants and any other such applications for additional funds that are available, including the- allocation from the PTO. <https://www.donorschoose.org> is also a great resource.

Teachers Pay Checks

If for some reason you feel that there is a problem with your paycheck, please do not call the Board. Notify Ms. Riley, the school bookkeeper. She is responsible for inquiring into the problem and obtaining an answer.

Injuries, Accident, & Workers Compensation

It is most important that “ALL Injuries”, student or teacher (regardless of the nature or extent of the injury), be reported immediately to the school nurse, and an accident report must be filled out (within 12 hours of the injury). Failure to report an injury will constitute gross negligence of duty. Workers injured on the job select a doctor from those listed on the Workman’s Compensation Form. Failure to report an incident within 3 days may result in loss of coverage. Please refer to notice posted on faculty bulletin board and nurse’s office.

Announcements (Verbal)

The use of the all call feature on the PA system will be in limited use. Verbal announcements should be turned in on the form provided by the Office. School-wide announcements will be done at the end of the day. **Announcements require the approval of an administrator.**

Fundraiser Procedures

All fundraisers should be cleared and approved by Ms. Roulhac before any commitments are made. In order to help ensure the success of all fundraisers, the following steps should be followed:

1. The appropriate RCBOE Fundraiser form should be completed and submitted to Ms. Roulhac, a minimum of one week ahead of time. The purpose should be clearly stated, and there should be beginning and ending dates for the project. We will check the school master calendar to be sure that there is no conflict.
2. If approved, the form will be returned, and you should then contact the bookkeeper regarding setting up an account etc. for the fundraiser.
3. **A fundraiser is not to be conducted without prior approval.**
4. At the conclusion of the fundraiser, the project should be closed out, and a final summation (total profit etc.) completed within one week. This should be done through the bookkeeper.

5. Funds raised can be spent only for the stated purpose. Money that does not exist cannot be spent. No check will be written for more than the balance of the account.
6. Please be reminded that any equipment, uniforms, jackets or other nonperishable items become the property of the school and must be added to the current inventory of that organization.
7. Neither the school, school district, nor school board will be responsible for any purchase made without the appropriate, approved, advanced payment form. The responsible staff member will be held responsible for any purchases not meeting the above conditions.
8. Requests for reimbursement for expenditures must be made prior to the spending of any funds. The account being charged must have a sufficient balance to cover anticipated expenses and a reimbursement form must be completed prior to the activity.

Leadership/Faculty/ Professional Learning Meetings

Regular faculty meetings and committee meetings will be held immediately after students are dismissed in the designated area. Faculty and staff members are to keep their calendars clear for meetings and be present for each meeting. Under normal circumstances, teachers should avoid making personal appointments that will necessitate leaving school early or missing faculty meetings. All teachers must be present unless excused by the principal. Brief “called” faculty meetings may be held at other times as necessity demands. Faculty meetings are used to deliver professional development, to disseminate information and policy, to exchange information from teachers, and to recognize special events. Your attention and prompt attendance are required. Classified employees will be given advanced notice when they will need to stay for a faculty meeting. There are to be no teacher tutoring sessions or teacher detention on Faculty meeting days. Daily communication via email or announcements will note upcoming meetings and trainings. If at all possible, faculty meetings will be held on Thursdays, so keep these afternoons available. Faculty & Staff should make appointments and conferences on days other than Meeting/PL days.

Faculty Planning Rooms

Faculty and staff are expected to keep the faculty rooms neat at all times. Faculty and staff may bring soft drinks and food from home to use during break/lunch. Please do not eat in your classroom in front of the students on a normal basis. You are expected to remove all food and drink from the refrigerator before extended breaks and holidays.

Tutoring, Detention, & Afterschool Activities

Contact with administration, custodians, and parents/guardians should be made before the activity/event and written notification must be given to students/parents. Do not leave any students at school without supervision.

Radios

Faculty and staff with radios should have them on and to the channel assigned daily, upon arriving to work. Please be sure radios are turned off and charged at the end of the work day, before leaving. Radios should accompany you throughout the work day. Example: Grade Chairs should take radios with them to recess, etc. Grade Chairs and support staff = Channel 3; Office staff and custodians = Channel 1 Failure to use, charge, and carry radios appropriately will result in a reassignment of the radio.

Assemblies

Assembly programs will be held intermittently throughout the school year. Anyone may request a program by meeting with the Principal and obtaining permission. Assemblies should be directly related to school-sponsored activities. Seating arrangements for assembly programs will be announced prior to the program.

Student Supervision

Teachers are to be in designated areas upon arrival and during dismissal. No students should be left unsupervised in classrooms or anywhere else, AT ANY TIME. Please keep classroom doors locked at all times and lights/ monitors off when you're not in your room. The teacher may be held liable if something happens in the classroom he/she failed to properly secure.

Bus Rider Tags

Students in Grades K-2 riding RCSS buses must have a Bus Rider Tag attached to their person or their book bag. The tag should have the child's name, parents' names, address, telephone number, and bus number on it. These tags will be furnished by the RCSS Transportation Department and be distributed by the assistant principal during pre-planning

Office Phone/Lounge Phone/Cell Phones

A message will be taken and placed in your box for all phone calls received in the front office during instructional time, except in the case of an emergency. If you are expecting an important phone call, notify the front office staff to be on alert to notify you. If you bring your personal cell phone you must have a signed agreement on file. **AT NO TIME, SHOULD CELL PHONES BE USED FOR PERSONAL USE DURING INSTRUCTIONAL TIME.**

Printing, Copying, & Copy Paper

Copiers are available for teachers' use in the faculty rooms. Students are not allowed to use these machines. Equipment in the school offices is to be operated by the office staff only.

In making copies on either the BIZHUB or other copiers, keep the following in mind:

- School copiers are not to be used for personal needs.
- For more than 25 copies of one page, use the BIZHUB.
- For less than 25 copies of one page, use the copier.
- Each copy you make costs us almost 2 cents, and this money comes out of the instruction

al budget.

- Please use the copiers wisely and refrain from FRAUD, WASTE, and ABUSE.
- Teachers will be assigned a number to use when printing and copying using the copiers and machines.
- Several copiers are located throughout the building. Teachers' computers will be configured to print to the closest copier. The number of printers in the building will be minimal.
- Teachers are responsible for notifying Ms. Riley when the need for paper arises. Faculty and staff members should avoid printing personal items and materials on the school's copiers and BIZHUB machines. Students are NOT allowed to make copies for teachers.
- Faculty and staff are to use copiers on your hall only or those assigned to you or your grade level. When toner runs out, please see the media specialist to change the toner. Please be mindful toner will be purchased for the year per hall copier. Be sure to attend to the Fraud, Waste, and Abuse policy.

Travel

When any certified Board employee goes out of town as a function of his/her job, the employee MUST submit a Pre-Approval Travel Request at least 2 weeks before the trip. (The sooner the better.) BEFORE THE TRIP only the top box should be filled out with the estimates of your expenses. (The form must be filled out even if you will not ask for reimbursement.) After the Superintendent signs the form, it will be returned to you. Until then, you do not have permission to go on the trip. AFTER THE TRIP you will fill out the bottom half of the form with your actual expenses. (Please note instructions about what is allowed in the middle of the form.) Then give the form to the bookkeeper. If you are requesting for reimbursement from your club account, you must complete a PAF prior to your trip. If not, you will not get reimbursed.

United Way Fund

The United Way Fund is the only charitable organization to which you will be requested to contribute. This drive is conducted during the month of October. The Board of Education has its goal to achieve just like any other business. Teachers are expected to contribute their share of the goal at school. Please do not let your husband/wife contribute your share at his/her job, because we need it for our quota.

Viewpoint/Non-Partisan Positions

The following excerpt is taken from the County Teacher Handbook: "Sectarian and partisan questions shall be kept out of the schools." Teachers must always represent a non-partisan position and viewpoint within the classroom. Every teacher should strive to attain and maintain an atmosphere such that the student will not be able to identify the teacher with either side of a controversial or political issue. Teachers are to be careful in preparing reading lists for students. It would be wise to include only those books on the state approved library list for book reading assignments. Newspaper editorials, etc., should be taken from established and recognized sources. Teachers must not identify themselves with any viewpoint given in such articles. Inflammatory statements are not permitted. Teachers are not to wear pins, badges, or other items that will identify them with any political candidate while at school.

Housekeeping

Custodial services are provided daily so classrooms and floors should not be dirty/unclean. Trash and other discarded items should be placed in the trashcans and rooms clutter-free at all times. Teachers are expected to supervise students in maintaining a system of good housekeeping practices at all times. **Windows in classroom doors should never be covered (unless during an emergency drill). There should always be enough space to see inside the classroom. This is mandated by the State Fire Marshall's Office.**

Teachers should assume responsibility for and give attention to the following items:

1. Properly ventilated classrooms;
2. Locking doors and windows when out of the classroom during and at the close of the day;
3. Turning off the lights when leaving the classroom for more than a few minutes during the day and at the end of the day;
4. Heating/Air conditioning thermostats are to be set at 72 degrees Fahrenheit (or higher) and left there. Thermostats will be turned off in the afternoons through the use of timers.
5. Repair requests should be reported to the office.

Dress and Appearance of Employees

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 RCBOE policy of the Uniform Code of Student Conduct. Employees are expected to be familiar with student dress code, to enforce it, and to meet or exceed its standard in their professional dress and grooming. Failure to adhere to this policy will be reflected in the Teacher Keys Effectiveness (TKES) Portal.

The following ARE considered appropriate attire:

- Appropriate attire (NO pajamas, see through or sheer clothing, or short shorts/skirts)
- Outer clothes must completely cover underclothes and garments
- Shoes and Shirts must be worn in the building; Tennis shoes should be worn when participating in the school's physical education program and laces tied at all times.
- Pants with holes or cut-outs are permissible only if they are lower than mid-thigh (no more than 2" above knee).
- Tights and leggings when worn under skirts or dresses at the appropriate length
- All pants, jeans (when permissible), shorts (when permissible), etc. must be fastened at the waist at all times and are to be worn at the appropriate waist level.

Additional Guidelines for Faculty & Staff Apparel by Gender:

Men	Women
<ul style="list-style-type: none"> • Sports jackets/suits • Crew/Mock/Turtleneck shirts • Polo/Golf shirts • Shoes with socks Ties • Slacks • Short/long sleeve collared shirts 	<ul style="list-style-type: none"> • Shirts/blouses tucked in when appropriate • Skirts/dresses (**appropriate length) Slacks • Suits • Knit shirts • Denim dresses/skirts • Coordinated Capri Pant Suits (mid-calf) <p><i>**Length guideline - not more than 2" above knee.</i></p>


The Following are NOT acceptable attire:

- Clothing or accessories advertising alcoholic beverages, drugs, tobacco, or weapons;
- Clothing, hats, hairstyles or accessories containing inappropriate language, messages/designs;
- Tights worn as pants/bottoms and not paired with tops that cover the bottom.
- Sun dresses (spaghetti strap or tube with no covering), tank tops, tube tops, halter tops, see-through shirts, fishnet or mesh material shirts, crop-tops, one-shoulder or off-the shoulder blouses, and blouses with open backs;
- Shirts, tops, blouses, or sweaters which show cleavage;
- Bare midriffs – all shirts, blouses, etc. must cover the top of pants, slacks, shorts, etc., whether standing or sitting;
- Pants, shorts, skirts, etc. with writing on the buttock area, as well as lace-up legs;
- Any clothing item that is too tight or loose;
- Any clothing item that is too short (shorts, skirts, and dresses must be as long as the length of the middle finger when hands are down by the student's side AND at least mid thigh);□
- Any clothing item that shows undergarments; Baggy or sagging pants;
- Heeled and/or high platform shoes (unsafe and inappropriate on normal school days/events);
- Combs, picks, hairnets, scarves, bandanas, headbands, hair rollers, etc.;
- Bandanas (colored or white) at any time or on any part of the body;
- Hats, caps, stocking caps, dew rags, etc., except on special designated “Hat Days”;
- Visible body piercings other than earrings;
- Extreme colored/dyed hair that causes a disruption to the instructional process in the class.

*****The principal or other duty authorized school official shall determine whether any particular mode of dress or apparel results in the disruption of the normal day.**

Teacher Keys Effectiveness System

The Georgia Department of Education has designed the TKES with multiple components that provide data and feedback regarding teacher performance from different sources and perspectives. It's also designed to provide information that will guide professional growth and development for each teacher, provide information that will be used in the calculation of the annual Teacher Effectiveness Measure (TEM), and ongoing instructional dialogue. The collection of educator effectiveness data and feedback to educators will occur throughout the process Below is an example rubric which highlights a typical level 1-4 teacher for each standard, meant to serve as a guide for ratings.

<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="text-align: center;">  <p>Belair Elementary School 3007 Shadybrook Ave Alpharetta, GA 30009</p> </div> <div style="text-align: center;"> <p><i>Shirley Rodden, Principal</i> Dr. Loretta Patterson, Assistant Principal</p> </div> <div style="text-align: right;"> <p>Office: 770.555.2700 Fax: 770.555.3800</p> </div> </div>				
TKES Observation Rubric				
TKES Standard 1: Professional Knowledge	TKES Standard 2: Planning	TKES Standard 3: Instructional Strategies	TKES Standard 4: Professionalism	TKES Standard 5: Communication
<p>Rating of 4 "Exemplary"</p> <ul style="list-style-type: none"> • Demonstrates deep knowledge of content and pedagogy. • Knows the content and pedagogy well enough to teach the content and pedagogy to others. • Knows the content and pedagogy well enough to teach the content and pedagogy to others. 	<p>Rating of 4 "Exemplary"</p> <ul style="list-style-type: none"> • Plans lessons that are well thought out and aligned with standards and curriculum. • Plans lessons that are well thought out and aligned with standards and curriculum. • Plans lessons that are well thought out and aligned with standards and curriculum. 	<p>Rating of 4 "Exemplary"</p> <ul style="list-style-type: none"> • Uses a variety of instructional strategies and resources to engage students in learning. • Uses a variety of instructional strategies and resources to engage students in learning. • Uses a variety of instructional strategies and resources to engage students in learning. 	<p>Rating of 4 "Exemplary"</p> <ul style="list-style-type: none"> • Demonstrates a high level of professionalism and ethical behavior. • Demonstrates a high level of professionalism and ethical behavior. • Demonstrates a high level of professionalism and ethical behavior. 	<p>Rating of 4 "Exemplary"</p> <ul style="list-style-type: none"> • Communicates effectively with students, colleagues, and the community. • Communicates effectively with students, colleagues, and the community. • Communicates effectively with students, colleagues, and the community.
<p>Rating of 3 "Proficient"</p> <ul style="list-style-type: none"> • Demonstrates solid knowledge of content and pedagogy. • Demonstrates solid knowledge of content and pedagogy. • Demonstrates solid knowledge of content and pedagogy. 	<p>Rating of 3 "Proficient"</p> <ul style="list-style-type: none"> • Plans lessons that are well thought out and aligned with standards and curriculum. • Plans lessons that are well thought out and aligned with standards and curriculum. • Plans lessons that are well thought out and aligned with standards and curriculum. 	<p>Rating of 3 "Proficient"</p> <ul style="list-style-type: none"> • Uses a variety of instructional strategies and resources to engage students in learning. • Uses a variety of instructional strategies and resources to engage students in learning. • Uses a variety of instructional strategies and resources to engage students in learning. 	<p>Rating of 3 "Proficient"</p> <ul style="list-style-type: none"> • Demonstrates a solid level of professionalism and ethical behavior. • Demonstrates a solid level of professionalism and ethical behavior. • Demonstrates a solid level of professionalism and ethical behavior. 	<p>Rating of 3 "Proficient"</p> <ul style="list-style-type: none"> • Communicates effectively with students, colleagues, and the community. • Communicates effectively with students, colleagues, and the community. • Communicates effectively with students, colleagues, and the community.
<p>Rating of 2 "Developing"</p> <ul style="list-style-type: none"> • Demonstrates some knowledge of content and pedagogy. • Demonstrates some knowledge of content and pedagogy. • Demonstrates some knowledge of content and pedagogy. 	<p>Rating of 2 "Developing"</p> <ul style="list-style-type: none"> • Plans lessons that are well thought out and aligned with standards and curriculum. • Plans lessons that are well thought out and aligned with standards and curriculum. • Plans lessons that are well thought out and aligned with standards and curriculum. 	<p>Rating of 2 "Developing"</p> <ul style="list-style-type: none"> • Uses a variety of instructional strategies and resources to engage students in learning. • Uses a variety of instructional strategies and resources to engage students in learning. • Uses a variety of instructional strategies and resources to engage students in learning. 	<p>Rating of 2 "Developing"</p> <ul style="list-style-type: none"> • Demonstrates a developing level of professionalism and ethical behavior. • Demonstrates a developing level of professionalism and ethical behavior. • Demonstrates a developing level of professionalism and ethical behavior. 	<p>Rating of 2 "Developing"</p> <ul style="list-style-type: none"> • Communicates effectively with students, colleagues, and the community. • Communicates effectively with students, colleagues, and the community. • Communicates effectively with students, colleagues, and the community.
<p>Rating of 1 "Beginning"</p> <ul style="list-style-type: none"> • Demonstrates limited knowledge of content and pedagogy. • Demonstrates limited knowledge of content and pedagogy. • Demonstrates limited knowledge of content and pedagogy. 	<p>Rating of 1 "Beginning"</p> <ul style="list-style-type: none"> • Plans lessons that are well thought out and aligned with standards and curriculum. • Plans lessons that are well thought out and aligned with standards and curriculum. • Plans lessons that are well thought out and aligned with standards and curriculum. 	<p>Rating of 1 "Beginning"</p> <ul style="list-style-type: none"> • Uses a variety of instructional strategies and resources to engage students in learning. • Uses a variety of instructional strategies and resources to engage students in learning. • Uses a variety of instructional strategies and resources to engage students in learning. 	<p>Rating of 1 "Beginning"</p> <ul style="list-style-type: none"> • Demonstrates a beginning level of professionalism and ethical behavior. • Demonstrates a beginning level of professionalism and ethical behavior. • Demonstrates a beginning level of professionalism and ethical behavior. 	<p>Rating of 1 "Beginning"</p> <ul style="list-style-type: none"> • Communicates effectively with students, colleagues, and the community. • Communicates effectively with students, colleagues, and the community. • Communicates effectively with students, colleagues, and the community.

Duty Stations

A school, as a whole, must be able to function as a cohesive unit. If not, then effective teachers and classrooms become pockets of limited functionality within an unproductive building. To ensure the smooth transition of students from their home environments, into our building, into classrooms, and then home again, checkpoints throughout this transition must be established. These checkpoints serve to monitor the execution of student services as well as student behavior during the offered services. The administration depends upon its faculty to effectively monitor these locations. Each employee's contract specifies an agreement "...to perform such duties as assigned..." and are therefore expected to perform duties professionally.

1. Be punctual. Students are always present at this point of duty, another teacher is waiting to be relieved, and if we expect punctuality from students then we must model this expectation.
2. Nothing short of a personal or family emergency supersedes duty responsibilities. Even then,
a substitute must replace a vacated duty position.
3. Monitoring students cannot take place from a seated position. Whether in a classroom, hallway, auditorium, gym, lunchroom, etc., constant vigilance assists in identifying a potentially volatile situation before it erupts.
4. Teachers on duty should not group together. The more area that can be covered serves to monitor a larger number of students.

Most major disruptions within a school building occur when students are not inside the classroom. To ensure a school climate of safety and learning, transition time between classes must be supervised as stringently as the classroom itself.

Classroom Management

Classroom management by the teacher is a standard duty and responsibility. Teachers are expected to maintain a well-disciplined classroom environment that is conducive for learning. Establish yourself as the person in charge of your class. Limit classroom rules and enforce them consistently. It is imperative that you communicate the class rules to students and parents both verbally and in writing (class, conferences, teacher webpage, etc). Redirect, counsel, call parents, and arrange for a conference as needed. An excellent rule of thumb for classroom management is to "praise publicly and punish privately." Refer students as a last resort except in extreme cases. Do not put a student out of class to sit in the hallway, as students are not to ever be unsupervised. Any situation that develops beyond the control of the teacher should be referred to the school counselor, Reflection Room staff, or administration. Please refer to the Discipline Flow Chart.

REMEMBER: A teacher with a well- planned engaging lesson will have fewer discipline problems. ALWAYS keep students on task with appropriate, innovative, engaging, and challenging learning activities.

Conduct, Discipline & Referrals

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. Any deviations made will be with permission of Ms. Roulhac or central office personnel.

Properly complete a discipline referral form for each student referred for disciplinary action in Infinite Campus. 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.

BES S.O.A.R. Matrix

The S.O.A.R. Matrix serves a guide for student behavior throughout the building. All faculty and staff should redirect students using this matrix. All teachers should incorporate this into their rituals and routines instruction during the first week of school.



Belair Elementary School

3925 Harper Franklin Ave
Augusta, GA 30909

Shetina Roulhac, Principal
Cheronda Harris, Assistant Principal
Tan Ivory, Assistant Principal

Office 706-821-2766
Fax 706-228-2403

2024-2025 Schoolwide Behavior Expectations

	S Steadfast	O Optimistic	A Accountable	R Respectful
Classroom	<ul style="list-style-type: none"> We always try our best. We always put forth effort. We are strong. We are fierce. We are confident. We work hard and persevere in completing assignments and all tasks independently and collectively. 	<ul style="list-style-type: none"> We choose positive thoughts always. We believe we can do anything we set our minds to. We set and achieve high goals. We help others set and achieve goals. 	<ul style="list-style-type: none"> We are responsible for our actions. We remind others of the Falcon Way. We admit our mistakes. We forgive others of their mistakes. 	<ul style="list-style-type: none"> We listen to others. We are polite to others. We follow directions promptly. We work cooperatively. We display good manners. We come to class prepared. We participate in class. We share opinions tactfully. We keep areas clean and organized.
Hallway	<ul style="list-style-type: none"> Walk with our head held high, quietly, and encourage others to do the same. We pick up items that don't belong on the floor. 	<ul style="list-style-type: none"> Understand we all need reminders to speak quietly. Refrain from sliding down the rails. We help others as needed. 	<ul style="list-style-type: none"> Walk quietly in a line. We pick up items that don't belong on the floor. Keep area clean for ourselves and others. 	<ul style="list-style-type: none"> We follow the directions of all adults. We walk quietly. We keep our hands and feet off of the walls and others.
Cafeteria	<ul style="list-style-type: none"> We always encourage others to enter quietly and keep all areas clean. 	<ul style="list-style-type: none"> We speak positively. We help others as needed. We encourage others to grab all utensils and items needed while in line. 	<ul style="list-style-type: none"> Enter quietly. Wash tables. Clear trash from tables and floor. We grab all utensils in line. 	<ul style="list-style-type: none"> We use our inside voice. We keep our hands and feet to ourselves. We help keep areas clean. We follow adult directions.
Bathrooms	<ul style="list-style-type: none"> We always encourage others to enter and leave quietly, flush after each use, keep areas clean, and wash hands before exiting. 	<ul style="list-style-type: none"> Remind others to wash hands and flush the toilet. Serve as a monitor. We take pride in keeping the area clean which helps it smell clean. 	<ul style="list-style-type: none"> We enter and leave quietly. Wash hands before leaving. Flush the toilet. We use the area in a manner to ensure it is clean and smells clean. 	<ul style="list-style-type: none"> We keep our hands and feet to ourselves. We help keep areas clean and organized.

"Fly High, Soar Together!"

HOME OF THE FALCONS



Classroom Maintenance & Guidelines

- The classroom environment makes a defined statement about teachers. Choose to display pride in yourself and your school to parents, students and colleagues by maintaining an organized, clean, and stimulating learning environment.
- Student behavior should be managed such that inappropriate student behaviors do not interfere with teaching and learning. Teachers should set guidelines for appropriate conversation and communication between students and their peers. Providing relevant, meaningful, rigorous, and engaging instruction for the entire instructional period will help alleviate student behavior problems. Please take time to plan your lessons so that they engage students in active learning opportunities. Maintaining and implementing effective classroom management techniques will help foster and focus student learning and achievement.
- Learning targets should be appropriately posted in all classrooms. They should be directly related to the lesson(s) being taught at the time. Having the learning targets posted in the classroom is an integral part of the TKES evaluation process that will be used to evaluate teacher performance.
- Current student work samples should be displayed inside and outside the classroom.
- Both students and the teacher should be familiar with student data, which drives instruction. Be sure student conferences and data talks are had regularly, so that students can lead parent teacher conferences and teachers facilitate.
- Students should not be sent to the cafeteria to get ice or food nor to vending machines during instructional time.
- Foods and drinks should only be present in classrooms when such items are a part of the curriculum. Students are not allowed to eat or drink as a normal part of classroom activities. Under normal circumstances, teachers and other staff members should not consume food or drinks in the presence of students during the course of a class.

Additional guidelines may be for cleaning and maintaining classrooms due to COVID19.

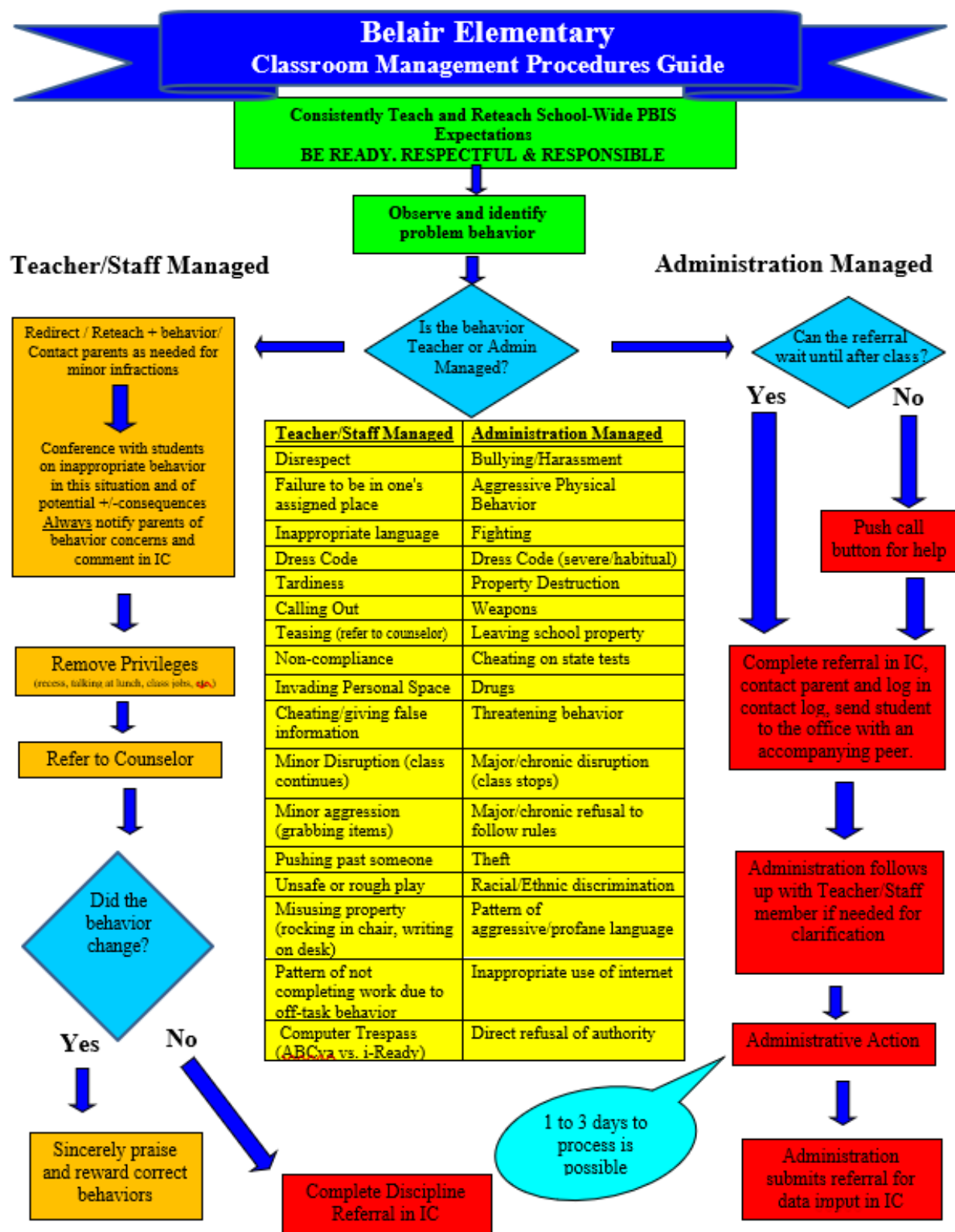
Teach students to keep their work areas neat and clean. A well-ordered environment, plus positive academic expectations, will yield effective classroom experiences for all students.

Teachers are responsible for all materials and equipment in their classrooms. Double emphasis should be placed on preventing willful marking and defacing of furniture and walls. Students are expected to pick up all trash before leaving each class. This trash should be placed in the wastebaskets and not in desks or on the school grounds. Classroom floors should be free of books, boxes, and other materials that do not belong on the floor. Students should also, stack chairs at the end of the day. This will allow for easy sweeping and mopping of classrooms. Bulletin boards should be updated monthly and relevant to the curriculum and standards.

Laboratory equipment, displays, etc., should not be left on tables at the end of the school day. This equipment should be stored and locked in the storage areas. Teachers are requested to keep a record of all equipment or furniture moved to other classrooms. This will reduce the possibility of equipment being misplaced or lost. All students should remain seated in the classroom until properly dismissed at the end of the period by the teacher. Please do not allow them to congregate at your door. The manner in which the students leave the classroom has a considerable effect on their behavior in hallways and future classes.

Discipline Flow Chart

The discipline Flow Chart should serve as a guide for handling behavior at BES.



DISCIPLINE

Cooperation and proper behavior are required from students before a school can be effective (Please read the student handbook). Teachers should set reasonable expectations for the students and then be fair and consistent in working with all children. We need to ask ourselves, “if this were my child, what would I want his/her teachers to do?” As stated in the Handbook for Teachers of Richmond County: “The teacher should in general take care of his/her own discipline problems, with the realization that the inability to do so will weaken his/her position of leadership and authority in the classroom.” However, he/she should not hesitate to call the principal or assistant principal for assistance when necessary. Each teacher should clearly explain what is expected from students and develop techniques for dealing with discipline problems, during the first 2 weeks of school. Students are not to be sent from the room to stand in the hallway or be unsupervised at any time. Remember: **Classroom Management begins the first day of school.** If you take a few days at the beginning of the year to establish your expectations, your job will be easier the rest of the year. If you do not, you will be dealing with discipline problems all year long. Try to deal with problems on an individual basis. If you choose to attack the whole class, know you are out-numbered by students and their parents. If a student’s conduct in the classroom is intolerable, he/she should be sent to the assistant principal or principal with a written note.

NOTE: The guidance counselor can assist with listening, preventing, and curtailing, behavior with a student who needs to talk, but the counselor is not a disciplinarian nor administrator.

Discipline Plan –Each teacher should have one! It should be simple, concise, and direct. It should also be posted in your classroom and explained thoroughly to your students. It should consist of steps you will follow in the event of a discipline problem. The first two weeks of school are designated for rituals, routines, and the behavior expectations to be set. Use this time to provide these expectations to eliminate routine behavior issues. Remember faculty and staff: You are the leader of your space, and you must give and command respect from students. Don’t give away your power or engage in power struggles. Build a relationship with students you see regularly and ensure all students you encounter know you care for and about them. Students work hard for adults they know care about them. See the example discipline plan below.

1. Teacher will correct student. (Most incidents will end here.)
2. Teacher will call parent.
3. Teacher will issue student detention, etc.

Teachers will be asked, “What have you done to help prevent the problem?” We should all act BEFORE and not REACT AFTER. The telephone, email, ClassDojo, and Remind correspondence are your most important tools. Teachers who hesitate to talk to or communicate with parents are not using all the methods that are available to them. Please do not expect your problems to be handled by someone else. Attitude is important in working with students. There are many times when we create our own problems by getting angry, demanding the impossible or ridiculous, threatening, or expecting too much. Do not lose control of yourself and in turn lose control of your class. Please remember that it is never appropriate to touch, grab, or hit a child.

When students are brought or sent to the assistant principal’s office for disciplinary problems, every effort will be made to determine the problem and find a solution. Each situation will be evaluated on its own facts. Discipline will be administered fairly and consistently.

GENERAL SCHOOL RULES

ASSEMBLY RULES

1. Enter and leave quietly.
2. Sit in your assigned area.
3. Be courteous during the program and listen while the speaker speaks.
4. Show appreciation at the appropriate time (applause as necessary).

CLASSROOM RULES (These are general rules. Classroom rules may vary by teacher.)

1. Listen to and follow all directions given by the teacher.
2. Do not disrupt or interfere with students' ability to learn, nor the instructional delivery.
3. Be prepared with necessary materials and assignments.

HALL RULES

1. Walk. No running.
2. Stay in line and remain on the right side of the hall.
3. Be quiet and courteous.
4. Stop at the restroom or water fountain only with permission.
5. Always have a hall pass.

LUNCHROOM RULES

1. Walk always and use quiet voices in line and at tables.
2. Do not play with food.
3. Clean your personal space before you leave.
4. Place trays in the window one at a time.
4. All food must remain in the cafeteria.
5. All students are required to get a tray or bring a lunch from home.
6. Students are not allowed to bring fast food items in their original containers.
7. Students should not bring non-nutritional food items, such as cookies, candy, chips, or drinks in place of a lunch. These items included in a lunch from home are acceptable.
8. Student lunches cannot be warmed at school.

PLAYGROUND RULES

1. Use equipment properly and safely.
2. Take turns.
3. Do not throw rocks or any other objects and toys.
4. Put all trash in trash cans.
5. No running on sidewalks.
6. Play in your designated area.

RESTROOM RULES

1. Wash your hands before leaving.
2. Have a hall pass unless accompanied by an adult.
3. Use facilities properly (quietly and safely).
4. Flush urinals and toilets after each use.
5. Do not place foreign objects or excess paper in sinks, toilets, or urinals.
6. Do not play in the water.

Lesson Plans

Lesson planning is an essential element to the teaching and learning process. It is imperative for teachers to make full use of instructional time and resources in an effort to aid students in their mastery of the Georgia Standards of Excellence. Teachers are to utilize the state and district resources (i.e. Map and pacing guides, State Standards, Instructional Specialist, Administrators, and/or Colleagues). Plans are due weekly on Thursday evenings by 5:00pm. Plans will be reviewed and feedback provided on Fridays via administrators and the Instructional Specialist.

Lesson Planning Procedures & Expectations

- Plans should be aligned to district curriculum maps and pacing guides
- Plans should incorporate Non-Negotiable resources provided by the Teaching & Learning department or other resources with which have the same level of rigor as those provided.
- Plans will be due beginning week 3 of school.
- Teachers should use one of the provided templates. Plans for My View and Inspire Gadoe should be annotated and uploaded in One Drive.
- Plans should be submitted weekly, in appropriate grade & content folders in One-Drive.
- Plans are due weekly on Thursdays by 5:00pm.
- Feedback should be implemented accordingly.
- A list of responsible students in each class should be included.
- It is often wise to keep a log of notes sent home or telephone conferences by making notations on the last few pages of the plan book.
- The lesson plan clipboard should be placed near the door in your classroom so that any admin or visitor can easily access your notebook.

Each teacher is required to have a 5-day Emergency Sub Packet created in the event of an emergency. This packet should include lessons, printed materials, class roster, and seating chart.

Teaching & Learning

All faculty and staff should use resources to instruct students as outlined by the RCSS Teaching and Learning department. It is imperative that teachers (and all others whom instruct students) use resources, guides, maps, protocols, policies, and procedures to ensure we meet expectations and goals set by the RCSS and school vision and mission. Please see the documents below taken from the Richmond Ready Companion Guide.

Richmond County School System Instructional Framework



Understand the Whole Child

- Compile the Learner Profile



Assess

- Assess for Success
- Analyze Results



Plan

- Understand the Standards
- Design Standards-Based Lessons



Reflect

- Relearn and Reassess
- Celebrate Success



Instruct

- Communicate Learning Expectations
- Implement the Lesson



Provide Feedback—Clarify and coach

- Check for understanding



LESSON STRUCTURE

The BCSS Lesson Structure represents a best practice instructional delivery model. While not a lesson planning template, it should inform lesson design and create consistency of well-crafted daily instruction. At its core is the gradual release framework aimed at providing instruction that moves students towards independence. Though presented in this order, components can be used in any order as long as every lesson contains all components.





Guiding Principles and Procedures for AI Use in the Richmond County School System

This document serves as a supplement to the Richmond County School System's Code of Student Conduct and Discipline (COSCD) and Internet Acceptable Use policy (IAUP). This document lays out six guiding principles in the use of Artificial Intelligence (AI) drawn from a review of emerging local, state, and federal frameworks on the use of AI in education. Below is an overview of the Guiding Principles, followed by procedures and expectations for implementing each principle.



1. Purpose

The Richmond County School System will promote proper and responsible use of AI to boost teacher efficiency, improve learner outcomes, and provide equitable opportunities for all students to prepare for life beyond the classroom in a world infused with AI.



2. Compliance

Use of AI in the Richmond County School System will align with our Code of Student Conduct and Discipline, Internet Acceptable Use Policy, and other existing local, state, and federal regulations to protect student privacy, ensure accessibility to those with disabilities, and protect against harmful content.



3. Knowledge

RCSS will promote AI literacy (including how to use AI, when to use it, and how it works) among students and staff and will support teachers in adapting instruction in a context where students have access to generative AI tools.



4. Balance

RCSS will work to realize the benefits of AI in education while addressing and educating all community stakeholders on the risks associated with using AI; RCSS will continue to evaluate if and when to use AI tools, paying special attention to misinformation and bias.



5. Integrity

Use of AI in the classroom must commit to and advance academic integrity. Teachers will make clear their expectations and procedures for using AI tools in assignments, and students will be truthful in giving credit to sources and tools, and honest in presenting work that is genuinely their own for evaluation and feedback.



6. Agency

Human agency is essential for proper and ethical use of Artificial Intelligence. RCSS staff and students will apply the guiding principles in this document to use AI tools critically and responsibly, recognizing that they are accountable for pedagogical or decision-making processes where AI is used.

Grading & Communication

Teachers must keep an accurate record of students' grades in accordance with the grading policy/plan outlined by the district; **IHA-R Grading policy effective July 1, 2022**. All grades must be obtainable and earned. Academic grades cannot be reduced because of misconduct. When a student earns a grade below 70 on a progress report and/or report card the parent should be contacted by phone, email, or letter. Be careful not to limit a student's chances for success too soon. Be innovative with assignments! Encourage effort until the end! Offer multiple attempts for mastery!

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

Ongoing communication and sharing of instructional goals, expectations, and student progress with families should occur in a timely and constructive manner. Infinite Campus and grade books must be current at all times; grades entered weekly. The grade book is a hard copy, hand written document to provide evidence of grade accuracy and to serve as a backup in case of computer malfunction.

Homework

Teachers may assign homework daily. Students can always read at least 30 minutes, practice sight words, spelling words, and/or vocabulary words, strengthen basic math fluency (addition, subtraction, and multiplication facts), and/or review material from the day's lessons.

The purpose of homework is to reinforce what the students are learning each day, instill a sense of responsibility, and involve parents in the learning process. Thus, it is very important for parents to work with students to complete the assigned homework and/or practice daily.

Homework may appear in a variety of forms. It may be written assignments or other activities such as listening, reading, watching a TV program, conducting research, playing an educational game, or routine studying. Homework will not exceed the student's ability to complete in a reasonable amount of time.

Extra Credit

Occasionally a teacher may offer the opportunity for a student to earn extra points or extra credit; however, this is not general nor best practice. Multiple opportunities to complete an assignment is best practice.

Grading Policy

Students in Grades K-5 are required to perform academically as well as on grade level in all content area classes. Effective July 1, 2022, the new IHA-R Grading Policy will be in effect. There will be 2 grading periods annually, grading period 1- first semester and grading period 2- second semester. Students will receive two progress reports and 1 report card during each semester of school; for a total of 4 progress reports and 2 report cards annually. Please be

sure to encourage parents to a parent portal account before or during Registration/Open House and monitor grades regularly.

Standards Based Report Card for Grades K-3

The purpose of the new reporting system is to provide parents, teachers and students with more accurate information about students' progress toward mastering standards. On a standards-based report card, each of the subject areas is divided into a list of standards/learning targets/skills and knowledge indicators, that students are learning. This provides concrete understanding of exactly what students know. Progress is measured as follows:

Report cards for grades K-3 will include an academic performance level of 1-4 or P.

- 1** – Beginning Learner/Not Met: knowledge of the standard has not been demonstrated.
- 2** – Developing Learner/Meets: some knowledge of the standard has been demonstrated.
- 3** – Proficient Learner/Meets: adequate knowledge of the standard has been demonstrated.
- 4** – Distinguished Learner/Exceed: knowledge beyond the standard has been demonstrated.

P- Pass: The student has passed this class. (example: Art, Music, etc).

If an indicator is not measured during the grading period, the student will NOT receive a mark on the report card.

Traditional Report Cards & Grading System for Grades 4 – 5

A = 90-100

B = 80-89

C = 75-79

D = 70-74

F = Below 70

Progress Reports, Report Cards and Grade Reports

Progress reports and report cards will be issued throughout the school year. Students will receive 2 Progress Reports and 1 Report card each semester, every 6 weeks. Refer to the Academic calendar for release dates of both Progress and report cards. A parent/guardian's signature is required before report cards jackets are returned to the child's homeroom teacher.

Graded assignments may be sent home weekly. Parents/guardians are asked to examine, sign and return the papers to the child's teacher(s) the following day. Parents should contact the child's teacher or the School Office immediately if questions or concerns should arise. Guidelines and policies from the IHA-R policy will be followed and enforced.

Academic Dishonesty

Coursework submitted by a student must be the student's own, original work. Students shall not cheat on any assignment by giving or receiving unauthorized assistance (parents completing assignments for students etc.), or commit the act of plagiarism (to include the use of AI tools). Students who commit such acts are subject to receiving a grade of zero on the assignment in question as well as disciplinary action. Complete information regarding academic dishonesty can be found in the RCSS Code of Conduct and IHA-R Grading Policy.

PROMOTION, PLACEMENT AND RETENTION POLICY

ELEMENTARY (K-5)

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

State Promotion Requirements

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

Additional Richmond County Promotion Requirements Kindergarten

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

Grades First through Third

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

Grades Fourth and Fifth

In addition to State Promotion Requirements in grades third and fifth, students in grades first -fifth must:

- a) Obtain a passing grade on the report card in Mathematics and Language Arts; and b)
Obtain a passing grade on the report card in two of the following: Social Studies,
Science and/or Health.

Communication for Grades K-8

If a student is not meeting the above requirements, the parent/guardian will be notified at the following grading checkpoints per semester:

1. Week 6: Progress report 1 will be sent home. A parent conference may be held to discuss strengths and weaknesses and offer suggestions for student improvement.
2. Week 12: Progress report 2 will be sent home. A parent conference shall be scheduled to develop a plan for each student experiencing severe difficulties; failing to perform on grade level.
3. Week 18 (End of grading period): At the end of each grading period (weeks 18 and 36), the report card and envelope will indicate with a check mark when the student is not making

satisfactory progress toward promotion. The report card envelope will also indicate promotion requirements. A parent conference shall be held for each student not making satisfactory progress toward promotion.

4. Week 36 (End of grading period 2): A Conference (Retention/Placement meeting) must be scheduled for all students who are not meeting promotion requirements. The parent/guardian of a student who has been retained will be notified at meetings and in the final report card.

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

State, Standardized and District Testing

State mandates require student participation in a wide array of assessments. The purpose of the testing program includes monitoring student progress, assessing program effectiveness, planning for instructional improvement, and making placement decisions for special programming. Several of the assessments are utilized as part of the system's promotion/retention policy. The following specific tests will be administered at BES:

Kindergarten: GKIDS & i-Ready diagnostics and Growth Checks,

Grade 1: Content Mastery Assessments & i-Ready diagnostics and Growth Checks

Grade 2: Content Mastery Assessments & i-Ready diagnostics and Growth Checks and CogAT

Grade 3: Content Mastery Assessments, i-Ready diagnostics and Growth Checks, and GMAS

Grade 4: Content Mastery Assessments, i-Ready diagnostics and Growth Checks, and GMAS

Grade 5: Content Mastery Assessments, i-Ready diagnostics and Growth Checks, and GMAS.

The state assessment program requires that students in kindergarten take GKIDS and students in Grades 3-5 will take the Georgia Milestones Assessment (GMAS). Individual test results will be provided to parents as soon as possible after the results are returned to the school. GA Milestones results will be used to guide and direct us in our instructional planning and a part of the Richmond County School System's Promotion/Retention policy. Students in grades 1-5 will take local benchmark assessments. The CogAT assessments provides information about how students learn and think.

The school Principal or Assistant Principal(s) shall annually notify parents or guardians that placement or promotion of a student into a grade, class, or program will be based on the academic achievement of the student via several data sources to include GMAS, i-Ready, Grades, etc.

Infinite Campus

Each teacher is responsible for entering grades for the students in his/her classes. This information should be entered and updated on a weekly basis. All grading deadlines, for the purposes of Progress Reports and Report Cards, must be adhered to. Graded assignments must be labeled with the name and date of the assignment. Tests/exams should be given periodically in an effort to determine mastery and progress. No less than three major assessments should be given during the 6 week grading period. Tests/exams should be marked as such in the Gradebook. It is every teacher's responsibility to make sure his/her gradebook is set up correctly. Questions regarding setup should be addressed with the data entry specialist and/or the grade level-chair. Grading policies must be provided to parents—particularly in the case of weighted grading. Failure to follow these grading guidelines may result in a letter of reprimand being placed in an employee's personnel file.

Parent Communication

Many parents are vitally interested in the education of their children, and this interest should be welcomed and encouraged. Therefore, teachers must establish and maintain friendly and effective lines of communication with the parents of their students. This is the individual teacher's responsibility even when faced with uncooperative parents. All parental contacts are to be placed in Infinite Campus contact log. Do not procrastinate when dealing with student problems. Please return all parent phone calls within 24 hours. It is important that teachers contact parents as soon as possible when problems arise in either the academic or behavior areas. Notes, letters, telephone calls, and conferences are excellent methods of communication with parents about their children. Teachers are required to contact the parent/guardian via phone or email in the following instances:

- After each absence from your class
- When a grade below 70 is earned on a progress report and/or report card
- Any other reasonable instance
- If a parent contacts you, return the call within 24 hours

Parent-Teacher Conferences

- Teachers are encouraged to maintain open lines of communication with parents to ensure maximum student progress and include parents in the decision-making processes regarding their children.
- Teachers are expected to make every possible effort to meet with parents before and after school and during planning periods (within reason) for the purpose of holding Parent-Teacher Conferences. They should be prepared to meet all parents of the students they teach and be prepared to discuss any issues relevant to any student assigned to them.



Belair Elementary School

3925 Harper Franklin Avenue
Augusta, GA 30909

Shetina Roulhac, Principal
Cheronda Harris, Assistant Principal
Tan Ivory, Assistant Principal

Office 706-821-2766
Fax 706-228-2403

CLASSROOM VISITATION, OBSERVATIONS & PARENT CONFERENCES POLICY

Parents, teachers, counselors, and/or administrators may request conferences, class visits, and/or class observations of students. Conferences, observations, and visits should be arranged by calling the school and scheduled during the teachers' planning periods. The following policy is to protect instructional time in the classroom without unnecessary interruptions; as research indicates that one of the factors affecting student achievement is uninterrupted instructional time. It is imperative that instructional time be protected, and it is the intent of the administrators and office staff of BES to do so.

General Rules:

Observations, Visits and Conferences should be scheduled in advance.

- All visitors/parents/guardians **MUST** obtain a pass from the front office and wait for approval to report to classroom/visiting area.
- Visitors/parents/guardians are NOT allowed to:
 - Interact with any other child/student other than their own during observations;
 - Enter a teacher's classroom without the teacher present, nor teacher workrooms;
 - Go through cabinets and drawers in classrooms, workrooms/Break areas or any other area without permission from an administrator or consulting teacher;
 - Randomly peruse the building speaking to students and/or employees;

Teachers will respond in a timely manner via phone, email, text, Class dojo; Remind, or other communication avenues setup with parents;

Conferences:

- Conferences should be scheduled in advance or after school;
- May occur via phone;
- Are NOT to be conducted during instructional time, observations, or visits;

Observations/Visits:

- Should be scheduled in advance;
- Must be approved by an administrator;
- May only occur in the class of where the observer's child/student is;
- May last no longer than 30 minutes;

Volunteers:

- Should be scheduled support in advance;
- Must dress appropriately (see Code of Conduct or administrator if necessary)
- May Not use volunteer time to visit child(ren)

Please feel free to contact the school, an administrator or your child's teacher as needed. Parental involvement is imperative, and we welcome open communication between the school, home, and community. Again, this policy is simply to protect instructional time, as we believe all students deserve a quality education with the collaborative support of all stakeholders.

"Fly High, Soar Together!"

HOME OF THE FALCONS



Student Attendance

Attendance should be taken daily by 9:00 am using Infinite Campus. Accuracy is imperative. Attendance should be updated daily in order for attendance reports to be run timely. Following the running of the reports, the call system will call parents of absent and tardy students. Please note that teachers are to personally call parents of students after 3 absences, whether consecutive or not.

Student Absences & Tardies

Students who are absent from school are required to bring an excuse for the absence their first day back at school. An absence is either excused or unexcused. Students need to bring a physician's excuse, court subpoena, funeral document, or note signed by their parent to the front office to Ms. Jackson. Students who are tardy should report to class and it should be **documented in Infinite Campus**. There are several tasks that must be completed by the Registrar that depend on accurate attendance data. Please be sure you take and update attendance daily by 9:00am. Also, please be reminded to excuse absences and tardies when you send a student home sick.

Prearranged Absences

Parents are encouraged not to take their child out of school for vacation. If parents find it necessary for students to miss school due to an out of town trip (limit 5 days per year), the parents should discuss the matter with an administrator to make necessary arrangements and submit a completed Prearranged Absence Form to the school administration. Requests for prearranged absences must be completed and submitted to the administration at least one week prior to the dates of absence. Approved prearranged absences are designated as excused. The student will be allowed to make up his/her academic work without penalty. When considering whether to approve or disapprove the request, such factors include but are not limited to, the educational value of the proposed experience, the resulting personal or family benefit, and the impact of the absence on the student's academic progress, may be taken into consideration. Procedures: 1. Submit a completed Prearranged Absence Form to the school office at least one week prior to the absence. 2. After reviewing the request, the school administrator will make the decision whether to approve or disapprove the request.

Excused Absences

An absence shall be excused for: Personal illness, Approved Field trips, family death and funeral, Medical or dental appointment, Attendance of authorized non-school activities, Special and recognized religious holidays. Please reference the district attendance protocol and follow strictly.

Make-Up Work Following Absences

Make-up tests and class work shall be permitted for all students regardless of the type of absence. Makeup work should be completed within five days after returning to school unless additional time is provided per the teacher. It is the student's/parent's responsibility to contact the teacher(s) to request makeup work. The teacher shall promptly and courteously allow students the opportunity to make up missed assignments and tests. Remember, grades should reflect student mastery of the standard. In the event of an extended absence, student work may be requested by calling the teacher or school. The parent will be able to pick up the work 24 hours following the request. Please exercise compassion and professional judgment for those students who miss multiple days, especially due to illness, and work with students on deadlines for make-up work submission. Please reference changes with the IHA-R Grading policy regarding make-up work and all work/policies.

RCSS District Attendance Protocol

Attendance Protocol				
Students are considered to be in attendance when participating in active instruction and/or educational services from school or district. This active instruction may occur in-person or through virtual/distance/remote learning.				
Attendance Tiers	Absence	Action(s)	Personnel Responsible	Documentation
TIER 1	1 st – 2 nd Unexcused	Initiate Infinite Campus (IC) shout point notifications	Administrator	Contact the Student Information Program Specialist, if needed
		Contact/call/send note home to parent	Teacher	Document results in contact log
	3 rd Unexcused	Parent contact (call, email, personal, etc.) to discuss the RCSS Attendance Protocol and the Compulsory Attendance Law	Teacher	Document explicitly in the Contact Log in IC the results of the parent contact.
	4 th Unexcused	Verify Code of Conduct signature on Acknowledgment of Receipt of the RCSS Code of Student Conduct and Discipline or Get Compulsory Attendance Law Signed	School Attendance Review Team (ART) Designee	Collect and file the signed Acknowledgment of Receipt of the RCSS Code of Student Conduct and Discipline or Compulsory Law – Upload – Attendance Tab
The school shall not allow a student to participate in any extra-curricular, co-curricular activities or cooperative work experience, if the student was not counted present for the school day. For absences subsequent to the fifth (5th) unexcused absence, the student shall not be allowed extracurricular participation without a physician's note or other excuse from an acceptable or official third party justifying the absence.				
TIER 2	5 th Unexcused	Mail School 5-Day Letter to parents of students ages 6-16 years or 5 years old & in Kindergarten	Attendance Review Team P.O.C. or Designee	Verify documented in IC Contact Log and Summary Profile
	6 th Unexcused	ART Meeting with Parent – Complete the K-12 Attendance Contract and Revised Attendance Review Guide	ART Team	ART Meeting Documentation Upload – Attendance Tab Contract and Attendance Guide
	8 th Unexcused	Complete School Social Worker SWARM Referral - Social Worker will contact parent (phone/office conference or home visit) ***To discuss any needed assistance, verify address, and share the 10 Day Superintendent's Letter and give the signed copy to Attendance P.O.C./Designee	Attendance P.O.C./Designee for SWARM Referral Social Worker	Social Update SWARM Referral 10 Day Supt.'s Letter
TIER 3	10 th Unexcused	Mail the signed 10-Day letter to parent	ART P.O.C./Designee	Certified Letter Completed Documents CHINS Packet Upload and SWARM Alert
		Upload CHINS completed packet	Social Worker	
		Send packet to CHINS Coordinator	Court Liaison	

Instructional Materials Request

All requests for materials should first be made to the appropriate Department Chairperson. The Department Chairperson will forward the request to the appropriate personnel. Teachers are not authorized to act as a purchasing agent for the school or to enter into a contract or agreement with any vendor.

Field Trips

Field trips for all classes are encouraged, scheduled in order to enrich the curriculum, and to provide first-hand experiences for the students. Students must bring permission slips, signed by the parent/guardian, in order to participate in these activities. All requests for field trips must follow county guidelines, and be entered and approved in Trip Finder. All trips must have prior approval from Ms. Roulhac with appropriate documentation. No money will be collected from students in advance of approval nor EVER held in classrooms. Please turn in all monies collected, first thing in the morning using yellow money envelopes provided, to Ms. Riley. Please refer to the Bookkeeper's guidelines and checklists and examples provided in your BOY folder. Please see the RCSS Field Trip policy below.

Richmond County Board policy requires the following for all EXCURSIONS. **No field trips are to be announced, nor is information to be given to students and parents until the trip has been approved by the principal.**

1. Completed Instructional Field Trip Request Form must be submitted to the principal for approval.
This includes contests, conferences, performances, etc., away from the school site.
2. An official "Permission to Participate in Field Trip, Release, Covenant Not to Sue and Indemnity" for the category of the trip (in-town, out-of-town day trip or overnight trip, etc.) **must** be completed for each student and signed by the parent and/or guardian. Before you leave the school, you must turn in a **copy of each form** to the front office secretary. The state requires that these be on file in the office for verification that all trips are free and that no student is charged a fee as a condition of participation. A copy of the forms go with you in case of an emergency, and one remains in the office.
3. If a school bus is needed, a Request for Transportation form must be submitted to the Transportation Department a **minimum of 15 working days** prior to the trip. Forms received less than 15 working days prior to the trip will **not** be approved.
4. A "Transportation by Private Vehicle" form **must** be completed and submitted **prior** to leaving the school if traveling by automobile. No students are to be transported in 15-seat passenger van.
5. Out of county travel by an employee of the school system **must** be approved by the Superintendent 15 days prior to the trip. **Pre-Approval Travel Request forms** are available in the Front Office. The principal must sign this before it is sent to the Superintendent.
6. No forms regarding field trips, bus requests, etc., can be faxed. Please allow for Pony time.
7. **No field trips will be approved during standardized test administration.**
8. Please understand that if all necessary paperwork is not completed within the outlined time frame, your field trip request may be denied.

EXTRA CURRICULAR ACTIVITIES, CLUBS & PROGRAMS

Art Club is a place where students who are interested in art can come together and interact with other students with interests in art, work on different art projects, and participate in community service activities under the direction of Toni Holt. Throughout the year the students will work on pieces over several weeks and create seasonal and thematic crafts as well. This club is for students in grades 3-5. This program is led under the direction of Toni Holt.

Challenge 24 Math Team

Students in grades 1-8 practice, who are excited about and interested in math, compete in math competitions to demonstrate math knowledge and skills. This is for students in Grades 3-5 at BES. This program is led under the direction of Felicia Phillips.

C.H.A.M.P.S.

(Choosing Healthy Activities and Methods Promoting Safety): 5th grade students participate in an educational program for Georgia's youth which provides guidance and the skills, ability and knowledge to be safe, healthy, and happy in preparation for a successful life. This program is provided and administered by the Richmond County Sheriff's Department. This program is led under the direction of Martine Roberts and Miranda Webber.

Chorus: Students demonstrating vocal talents may audition and be selected to represent Belair at various functions and performances. Being part of the Belair Chorus will require afterschool practice and performances, including but not limited to nights and weekends, will require some parent transport, etc. This program is under the direction of Ms. Sherrell Brown.

Field Day

The P.E. teacher may organize and conduct a school-wide field day, by grades, during the month of May involving students and teachers in outdoor physical activities. Heat Tips will be followed. This program is led under the direction of Wesley Usry.

Flag Patrol: Students in grades 4 and 5 are selected to raise and lower the flags in front of the school each day led by Mr. Robert Jones and Antwayne Swayne. They are taught proper flag etiquette. Students serve on a rotation basis. Being chosen to serve on this committee is a privilege. Students on this committee must be well-behaved, respectful and be in good academic standing. This program is led under the direction of Cheronda Harris.

Helen Ruffin Reading Bowl: This is for students in Grades 4 through 8 at Belair. Students in grades 4-12 across the state read and are quizzed on the 20 Georgia Book Award Nominees, while high school students read and are quizzed on the 20 Georgia Peach Teen Book Award Nominees. The books change yearly. This club is under the direction of our Media Specialist: Haley Bielewicz.

Math Night will be held once a year in the fall. All students will be invited on a scavenger hunt solving fun math problems and practicing real-world math skills! Students and parents will have a blast as they go on an exciting math adventure! Different questions are given for each grade level, and parents must accompany students.

Math Olympiad Competition The Math Olympiad Club comprises a group of students that will receive enhanced instruction, explore real contest challenges, and may compete as a Math Olympiad team member. The purpose is to promote enriched critical thinking and nurture mathematical talents in our youth through more logic-based problems and creative problem-solving strategies with ease and efficiency. Math Olympiad functions much like a football or soccer team, requiring preparation, commitment, coaching and practice throughout the year! These math problems stimulate the mind, enhance pattern recognition, and require logical reasoning capabilities. Students will extend their mathematical knowledge and critical thinking skills acquired in the math classroom with the assistance of coaches, who will guide students through math contest problems during the weekly practices. Math Olympians will be selected from the applicants who apply during the first week of the school. This club includes intense focus on Math competitions. This is for students in grades 3-5.

Orchestra/Strings: Students in Grades 4-8 will have the opportunity to participate in Orchestra/Strings led by Chris Connelly. Students in Grades 4 and 5 will participate for approximately one (1) instructional hour (during the school day) each week. Being part of this group requires dedication to practice on the chosen instrument, local travel and afterschool (including nights and weekends) performances.

Robotics Team:

Students work together to build robots, work with 3D printers, drones, and compete concerning concepts with basic robotics. This program is under the direction of Stephanie Hollimon and Trovaris Tremble.

Safety Patrol: 5th Grade students are selected to serve as safety monitors in the hallways before school and after school during dismissal. They assist in keeping the noise levels at an acceptable volume, remind students of school rules (no running in the halls, keeping hands and feet to themselves, walking in a line on the right-hand side of the hall, etc.), escort groups of students to buses and daycare vans, etc. Being chosen to serve on this committee is a privilege. Students on this committee must be well-behaved, respectful and be in good academic standing. This program is led under the direction of Kathy Lott and Tambra White.

School Ambassadors: Student ambassadors are those selected who display leadership qualities and assist visitors during various school events. This committee is under the direction of Danese Holloway

Science Fair: Elementary-aged students will participate in and experience a scientific project. Each science fair project must consist of a student-led scientific investigation following accepted scientific methods. All 4th-5th grade students will be required to participate and will turn in a notebook or journal and a display board or poster. Students may work individually, or in teams of 2-3 with siblings or students in their homeroom. Students in lower grade levels K-2 will work collaboratively to create a class project. This committee is led under the direction of Stephanie Hollimon.

Spelling Bee---is a spelling competition where students compete in their school against other students and may be able to compete against students from other local and state schools as well

as schools from across the country. This is open to students in Grades 3-5 under the direction of Ashley Brown.

STEM Club & Challenges: Selected students in various grades will work together on STEM activities and challenges throughout the school year. This club is under the direction of Mrs. Stephanie Hollimon.

Student Council: School councils are designed to provide advice, recommendations and assistance, and represent the community of parents and businesses. Elected students are responsible for meeting with the administration and school council leaders to be the voice of the students; will work to keep the school moving forward to fulfill its mission and purpose; will actively work to improve the school both with short- and long-term goals, while developing organization and leadership skills. Meeting will begin in the month of October annually. The council and is led by Jessica Jenkins and Rachel Kaplan.

Track Team:

Students ages 7-14 practice and compete in a local elementary track meet. Being part of this team requires practices before and/or after school, dedication, and passion for running and having fun. This group is under the direction of our P.E. teacher, Coach Wesley Usry.

Yearbook Club---is a unique opportunity for students to combine cooperative teams and individual talents to showcase our school through a yearbook. Students will use journalism skills, creative writing techniques, technology skills, photography skills and design skills to create a one of a kind publication that will be made available to our school towards the end of the year.

School Parties:

- Pre-K – 5th grades may have parties to celebrate Christmas, Valentines, and the end-of the-year.
- Student birthday Parties should be celebrated during lunch, with teachers present, and store bought refreshments provided by the parent. Be sure to inquire about food allergies PRIOR to bringing food to share with students.
- Balloons (with helium) are NOT allowed in the school building.
- Birthday party invitations will NOT be distributed at school unless everyone in the class is receiving an invitation.

Professionalism

Every teacher should read and review the Georgia Code of Ethics for Educators. The Professional Standards Commission has adopted this code as the standard which represents the conduct generally accepted by the education profession. It provides for accountability within the profession and defines unethical conduct justifying disciplinary sanctions. A professional teacher does things that are correct. He/she does not have to be told how to treat fellow educators or his/her students. If the teacher disagrees with building policy or judgments that are made by the administration, he/she has the right and opportunity to discuss his/her feelings with administration.

Title I Program

Title I is a federally funded program designed to provide additional educational services in designated schools to students in core curriculum. There are two types of Title I programs: Targeted Assistance and School-wide. BES has carefully developed an instructional plan to provide a research-based, well sequenced, and timely improvement program. Parents are encouraged to become involved in parent activities held throughout the year. Questions regarding Title I program services may be directed to the Principal, Assistant Principal or to the Program Director at the RCSS Board Office 706-860-1000.

Right to Request Teacher Qualifications

- Per Title I requirements, parents may request the following information on their child's teacher:
- Whether the teacher met state qualifications and certification requirements for the grade level and subject he/she is teaching,
- Whether the teacher received an emergency or conditional certificate through which state qualifications were waived, and
- What undergraduate or graduate degrees the teacher holds, including graduate certificates and additional degrees, and major(s) or area(s) of concentration.

Quality First Teaching for the Professional Educator

- Greet every student.
- Make sure you have your students' undivided attention prior to beginning the day's instruction.
- Teach bell to bell. Every Day.
- Have a clear directive plan for delivery of instruction planned upon data gathered through review of pre/post test data, diagnostic data, historic standardized test data.
- Ensure links to prior learning are implicitly made.
- Give access to a wide range of practical resources.
- Ensure key learning points are reviewed regularly throughout the lesson.
- Ensure understanding of vocabulary. Are learners using the correct language?
- Provide a talking partner for pupils to share/explain their thinking.
- Give lots of thinking time.
- Present tasks in a meaningful context.
- Make close observations of pupils to fully understand the mathematical strategies being used to solve problems – get them to 'talk through' what they're doing.
- Have a data-driven plan for remediation or acceleration for all students.
- Give a wide range of contexts for pupils to apply their learning.
- Give opportunities for pupils to make up problems using skills learned.
- Give opportunities for pupils to check their solutions using a range of methods.
- Don't rush into abstract and formal written work before understanding is secure.
- Be prepared to explore, repeat and rehearse steps again to ensure understanding of abstract concepts.
- Conclude each lesson with next steps and how to practice for retention.

Multi-Tiered System of Support (MTSS) & Response to Intervention

The Multi-Tiered System of Support Approach and Team (SST) is a regular education, problem-solving process at BES. The MTSS Facilitator and team has been established to review referrals of students who are experiencing academic, socio-emotional and/or behavioral difficulties. The purpose is to provide support to the whole child, parents/guardians, and teachers with the outcome being improved student performance and mental health. MTSS committees may include an administrator, MTSS Facilitator, counselor, regular education teacher, special education teacher, school social worker, parent, school psychologist, and others, as appropriate for the case under review. The Student Support Team seeks to identify specific needs of individual students and plan alternative instructional strategies for children prior to or in lieu of referral for special services.

Response to Intervention (RTI) is the process of aligning appropriate assessment with purposeful instruction for all students. It is a tiered approach that provides layers of intervention for students needing support requires a school wide common understanding of the Common Core Georgia Performance Standards (CCGPS), assessment practices, and instructional pedagogy. BES's RTI process includes several key components:

- A 4-Tier delivery model designed to provide support matched to student need through the implementation of standards-based classrooms.
- Evidence-based instruction as the core of classroom pedagogy.
- Evidence-based interventions utilized with increasing levels of intensity based on progress monitoring.
- The use of a variety of on-going assessment data to determine which students are not meeting success academically and/or behaviorally.
- Students requiring interventions will receive support through a systematic and purposeful process.

Paperwork/Reports/Data Collection

Accuracy and adherence to due dates and times are expected (Certificate of Absence, Cash receipt forms, cash collection, etc). Lists of names, records, etc. should always be kept in alphabetical order. Please pay close attention to the method of delivery of specific reports and submit or upload accordingly. Data and grades should be collected, analyzed during collaborative planning, shared with students and parents and utilized regularly and accordingly.

Professional Organizations/School Committees

Several professional organizations exist to serve teachers and staff members. Teachers are urged to become an active member of one or more professional organizations of their choice, especially NEA/GAE/RCAE/PAGE, and in content area professional organizations, groups, and/or trainings (ex: Math Advisory Committee, TIR's, etc.). In addition, all teachers should share the responsibility of various committees to include Title I, Leadership, STEM, School/Student Council, Flag Patrol, Attendance, PBIS, TIR, Black History, PTO, etc.).

Tobacco, Alcohol & Drug Free Workplace & Environment by Employees

The Board of Education approved a No Smoking policy for all school employees. No tobacco products of any kind are to be used on school grounds. No employee engaged in work in connection with a federal grant shall unlawfully manufacture, distribute, dispense, possess or use on or in the workplace any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana or any other controlled substance, as defined in schedules I through V of section 202 of the Controlled Substances Act (21 U.S.C. 812) and as further defined by regulation at 21 CFR 1300.22 through 1300.15.

Student Telephone Usage

Except for extreme emergencies, students are not to be sent to the office or clinic to use the telephone. All telephones in classrooms or offices are to be secured, and students are not to use them unless it is absolutely necessary for class or official school business.

Faculty Areas

Students are not permitted to enter the faculty areas at any time. If they must see a teacher while he/she is in the faculty room (which should be discouraged), the student should wait outside in the hall and the teacher should come outside and close the faculty room door. The utmost professionalism and confidentiality standards should always be upheld by teachers and staff in the faculty areas.

Students Outside the Class

Do not let students go anywhere just to get out of class. Be sure his/her reason for leaving the classroom is legitimate and necessary. **A student must be given a pass to leave you class.** If he/she does not have a pass, they will be asked to return to your class. When a student is assigned to you, you are responsible for him/her. Students are not to be sent away from school on errands without admin. approval. All teachers and staff have equal authority over general conduct of students. Do not ignore misbehavior anywhere.

Classroom Doors

You should make your presence known outside of your classroom during the transitions of classes. You should be available to greet your students each day as they enter your classroom. Classroom doors should be locked and lights turned off any time the room is to be vacant. Please do not give your keys to a student for any reason. Students should be reminded to take their valuables with them.

Sunshine Committee

Each teacher is encouraged to contribute to the faculty fund in the amount set by the faculty fund committee **(\$25.00 per semester)**. This committee will be led by Ms. Riley, Ms. Jackson, and a team of faculty that volunteer to support.

Blue Jeans Days

Faculty and staff members will have many opportunities to wear jeans. Some of the Jeans Days will be “free” while some will require payment through the Sunshine Committee (\$25.00 per semester). Faculty and Staff members may pay to wear jeans every Friday unless otherwise

indicated by the Principal. Payments are due by September 1st and February 1st, of each academic school year. If writing a check, please make the check payable to Belair K-8 School for the appropriate amount. Give the money to Ms. Riley, Bookkeeper. Jeans may be worn during Preplanning and Post planning with the following exceptions: Open House and District-wide Professional Learning (off campus). Dress Down Days/Blue Jeans Days do **not** make it permissible for anyone to wear inappropriate clothing and shoes or anything not allowable under the Dress Code Policy.

Teacher Duties

Hall, lunch, and additional duty assignments will be made at the beginning of each new school year. Extra duties are assigned as the need arises. Each faculty and staff member, unless excused for a sufficient reason, will be expected to fulfill these duties. A schedule will be distributed indicating the duty and days each teacher will serve. Duties and responsibilities play a major role in your end-of-the-year evaluation. Please make sure your duties are covered if you are absent. If you must switch duty, please notify your grade-level chair and your assistant principal. Please arrive to your duty on time.

Lunchroom Duty & Procedures

Teachers are assigned duty with a team of teachers to assist supervision of the lunchrooms and the outside areas. **If you must switch duty, please notify the team coordinator, Assistant Principal(s), and Front Office.** Please work with your team as directed to fully supervise students. Make sure that students wipe tables and pick up trash during your lunch duty.

Students are to stay in an orderly, quiet line entering the lunchroom. Students are always to be courteous and use good manners. Teachers should be certain that students do not leave napkins, straws, cartons, or other litter on the floor or tables. Each teacher should have a student check around the tables to be sure nothing is left, and students should clean the tables off for the next class. It is suggested that teachers follow these guidelines in order to eliminate as many problems as possible:

1. Teachers should remind students they are to put paper and milk cartons in the trash cans only. Be especially careful since the room is used for other functions.
2. Students are to be orderly but are allowed to talk.
3. Students are not to take any item out of the lunchroom (chips, fruit drinks, ice-cream, etc.)
4. At the beginning of your lunch duty, each teacher is to check the tables before students are seated.
5. If tables are not clean, notify the custodial staff.
6. Walk around and circulate the lunchroom area to make sure students are not hanging around stairs, outside, or behind the wall of cat-walk.

AV Equipment

AV equipment is located in the media center, gym and cafeteria. Teachers should not allow students to use, operate, or handle school equipment unless closely supervised by the teacher. Teachers taking any school equipment off school grounds must fill out the forms located in the media center. Items lost or stolen during off-campus use are the responsibility of the borrower.

Media Center Procedure

1. General Procedures

The Media Center will be open from 8:20 a.m. – 3:00 p.m. Monday through Thursday; and until 3:00 p.m. on Fridays. Students may also come during their lunch period by picking up a pass at least one hour prior to need.

- Teachers may send up to five students at a time without prior notification. Any time more than five students are sent, the teacher must remain with the students.
- A student pass should be issued to let the media staff know what the teacher is having the student do while in the media center.
- Teachers should not schedule media activities for substitutes.

2. Ordering

The media staff welcomes teacher suggestions for purchases. Teachers will be notified several weeks ahead of ordering time to ask for wish lists and suggestions. It is recommended that all teachers keep an ongoing wish list of things needed. Please note that only five copies of any single book may be counted in the media center inventory. All books suggested should be in hardcover if possible. Please note that all overhead bulbs, ink-jet cartridges, and blank videotapes should be ordered through your department chairperson.

3. Copyrights

Copyright law requires that the school have legal rights to all media used within the building. Consequently, please follow the guidelines below:

- You cannot bring in software from home and put it on a school computer unless the license in your software grants that privilege. If so, please keep a copy of that license in your school files.
- You cannot tape shows on cable television at home and use them at school without first finding out the copyright stipulations for that show. (See the media specialist.)
- **Richmond County forbids teachers from bringing movies or other videos from home for use in the classroom.** Borrowing from another school or renting from the public library is acceptable.
- You may not show movies with a rating above “G” without prescreening the movie. You must pre- screen all movies, and if you are not completely sure that it is appropriate for every student in your room, you must ask the media committee to screen it as well. No PG-13 movies may be shown when there is a student less than 13 present in your room. NO “R” rated movies may ever be shown. Remember that you are responsible for every video presented in your room.

PRINCIPAL’S NOTE: The showing of movies should be kept to a minimum. Sometimes one or two scenes from a movie can illustrate the point you are making in your lesson without using two hours of instruction time to show the entire movie. All audio and video media shown in the classroom must have prior approval from the administration.

4. Computers

Any computer problems should be reported to Mr. Spires through a repair request in Incident IQ. Always check to see that all cords are plugged in and all connections are secure prior to asking for assistance. Any problems that cannot be fixed on site will be referred to Mr. Spires. Students should not use computers to play games or cards at any time in the instructional day. Instant messaging is not allowed. Let Mr. Spires know if objectionable sites are discovered.

5. General Services

The media staff can assist teachers in the following: laminating of materials, class instruction on research skills, joint planning of special units, individual instruction on computer problems, and assistance with technology lessons.

School Food Services

- All students eat at no cost to the parents/guardians.
- Lunches will be prepared for **ALL** field trips. Teachers must notify Ms. Tamecka Crawford at least three (3) weeks in advance when planning a field trip so that food can be ordered.
- Teachers should not plan any classroom parties during lunch hours.
- Other points of attention include:
 - (a) Check to ensure that students clean up around their assigned tables before leaving;
 - (b) See that students pick up all paper around trash cans; uneaten food and food scraps are not to be left on table;
 - (c) Good table manners should be taught and maintained by each teacher as part of health instruction;
 - (d) Lunch monitors will supervise elementary students in the cafeteria. Classroom teachers are to take students to the cafeteria and supervise them through the serving lines regardless of grade level
 - (e) Middle grades teachers must stay with their classes and supervise them during the entire lunch period.
 - (f) In addition, **teachers are expected to pick up their classes on time and escort them out of lunchroom.**

School Nurse & Medical Care

1. A certified nurse, Mrs. Kristine Pittman, has been assigned to Belair Elementary daily. The school nurse is equipped to handle first aid situations. All pupils visiting the nurse must have a valid pass.
2. A standard consent form must be complete on any medication including non-prescription medicines that will be dispensed at school. Written permission from parents will be accepted only on the first day of medicating; students will be required to return the completed consent form before any more medicine will be dispensed at school
3. No Tylenol or any other medications will be given at school unless it is sent from home with a standard consent form including instructions for dispensing the medication. The school cannot receive permission to give medicine over the telephone.
4. Medicines must be in the original container when brought to the clinic. Bring only the exact amount to be dispensed at school.
5. Medicines that have to be taken three (3) times a day should not be brought to school **UNLESS** specific times are prescribed. These medicines may be taken before school, after school and at bedtime.
6. A student with a temperature over 100 will not be allowed to stay at school. Please be sure that the office has an emergency contact number listed.
7. In case of illness during the school day, the student must report to the clinic and/or office **BEFORE** leaving the building. The school will contact parents so that arrangements can be made for the student to leave.

According to Georgia State Laws:

1. Students attending a Richmond County school must prove that they have been immunized against seven childhood diseases (polio, mumps, measles, diphtheria, Whooping cough, rubella, and tetanus).
2. Any student entering a Georgia school for the first time or entering Kindergarten or First grade must have a dental, hearing, vision, and nutrition certificate.

The immunization Certificate and the Dental, Hearing, Vision and Nutrition Certificate may be obtained at the Richmond County Health Department or from a private physician or a physician from Fort Gordon. Please note that any immunization record from another state must be transferred to the appropriate Georgia form. Please send the immunization record to the school nurse. According to existing laws and policies, students who do not have proof of the required immunization will be removed from school and school roll until this record is submitted.

Health Concerns and Issues:

Any known health problems should be reported to the school nurse, and students with a fever of 100.4 should be sent home. These issues may include, but are not limited to, asthma, blood disorders, seizures, food allergies, substance allergies, medication allergies, reaction to bee stings, etc. If a child is on any daily medication for a certain medical condition or has special medication for an emergency-type situation, the school and teacher should be aware of these conditions and provided with the appropriate medication(s).

Chicken Pox, Mumps, Measles, Head Lice, Scabies and Ringworm are just some of the extremely contagious diseases that appear at school from time to time. If your child contracts one of these contagious diseases, we would ask that the child remain out of school until he/she is free of the disease and fever before returning to school. If your child is found to have one of these diseases while at school or the child returns to school before the disease runs its course, you will be contacted and asked to pick up your child.

Health and Immunization Records:

State law requires that each student have proof of proper immunization of childhood and/or other diseases. All students must present a statement from the Health Department or a doctor, which indicates that all immunizations are up-to-date. Students whose immunization records are not current will be unable to enter school until this situation is rectified. All children entering the 6th Grade will be required to have the chicken pox vaccination or proof of immunity. For more information or to get **Form 3189**, contact the local Health Department or your doctor.

Using Prescription Auto-Injectable Epinephrine:

Like asthma medication, a student may carry or possess and self-administer a prescription auto-injectable epinephrine while in school, at a school-sponsored activity, while under the supervision of school personnel, or while in before school or after school care on school operated property. Under Georgia law, however, a student is only permitted to do so if the student's parents or guardians fulfill the following:

- (a) Provide the school with a written statement from a physician appropriately licensed under Georgia law detailing the name of the medication, method, amount, and time schedule by which the medication needs to be taken, and confirming that the student is able to self-administer the auto-injectable epinephrine; and
- (b) Provide the school with a written statement by the parent or guardian consenting to the self-administration, and
- (c) Providing a release for the school nurse or other designated school personnel to consult with the physician regarding any questions that may arise with regard to the medication, and

releasing the school system and its employees and agents from civil liability if the self-administering student suffers an adverse reaction as a result of self-administering auto-injectable epinephrine.

Notwithstanding the foregoing, a student may be subject to disciplinary action if he/she uses auto-injectable epinephrine other than as prescribed or violates any of the other provisions in this handbook which apply to the possession, use, transfer, or sale of prescription drugs with the auto injectable epinephrine.

Nurse's Office & Procedures

The nurse's clinic hours are 8:30 a.m. to 4:00 p.m. daily. Inform students that the clinic is located in the counselors' suite near the front office. Students that have prescribed medicine that must be administered during the day must be kept with nurse in the clinic. All medications must come in the original bottle from home with permission to dispense. Please be sure students have a pass when reporting to the nurse's office.

Guidance & Counseling Services

The guidance services rendered to the individual student are not delegated to any special group or person. It is through daily contact with teachers, administrators, counselors, and other members of the staff that students express their needs and problems. However, students can be sent to see our guidance counselor Ms. Danese Holloway, as needed with a pass for support in achieving educational success. Individual counseling, small group counseling, Social Emotion Support Services and classroom guidance opportunities are provided to improve student academic performance, improve student behavior, increase students' self-awareness, mental health and improve interpersonal skills. In addition, the school counselor provides information on careers, PBIS, study skills, Monique Burr lessons, decision-making skills, and other life skills. Through collaboration with educators, parents and community resources, our counselor assists with guiding students through their educational experience to ensure positive results. She may serve as a liaison between home and school, and to help students and teachers seek solutions to problems.

Home/Hospital Bound Students

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, and evaluated papers then sent to the student. The home/hospital bound student is counted present daily.

EMERGENCY DRILLS AND INCLEMENT WEATHER

Fire drills will be held throughout the year. When the fire alarm is activated, students should quickly walk to the exit as directed by their teacher. Once outside the building, students should assemble in the area as directed by their teacher. Once the drill has been completed, teachers will be given a signal indicating when to return to the building.

Tornado drills will also be conducted. The administrative staff will provide instructions for this emergency procedure.

In the event school is canceled due to other inclement weather, school closure announcements may be made in the following manner:

- **HOW IS THE PUBLIC NOTIFIED?**

Tune to WJBF-TV, WAGT-TV, WRDW-TV news, WGAC-AM radio or read the Augusta Chronicle for up-to-date information on school closings. You may also view the school system's website at www.rcboe.org.

- **WHEN IS THE DECISION MADE?**

We will normally make the decision by 5:00 AM or earlier so we can notify radio and TV stations and post the decision on Richmond County School System's website.



Emergency Drill Procedures

Emergency Drills: Regular monthly emergency drills will be held throughout the school year so students will be trained and prepared to respond properly in the case of an emergency (ex: fire drill). Navigate Prepared is the portal we will use for fire drills upon access for all to use it.

Please follow these procedures when the fire alarm has been activated.

1. Evacuate your class to your designated area, using your predetermined route.
2. Walk and Stay with your class – not behind them, with them.
3. When you have reached your designated area – take roll and complete your teacher fire drill accountability sheet.

When your class is given the all clear walk with your students back to your class room using teacher predetermined route and submit paperwork.

	BES Fire Drill Form	
Date: _____		
Teacher: _____		Grade: _____
Total Students Present Today: _____		
Number of Students w/ teacher now: _____		
Number of students in other location: _____		
<small>*Return this form to the front office, immediately following the drill.</small>		

Hard Lockdown Procedure

These are the following procedures should be used when there is an imminent danger in the building or on the campus. **Hide self and students, and encourage/maintain complete silence.**

1. Move students, staff, and visitors to the nearest securable location.
2. Sweep/Scan the hallways for students, staff, and visitors if safe to do so, and allow them in the classroom or office.
3. Secure classroom and office doors.
4. Close blinds and cover the door windows.
5. Move away from the line of sight of the doors and windows.
6. Place door locks in floors of all classrooms or spaces that have the loc to do so.
7. Turn off the lights and maintain silence.
8. Ignore alarms and bells.
9. Wait for further instruction.

Soft Lockdown Procedure

This is when we have an incident in/nearby the building that requires an elevated level of safety and security. **Instruction should continue but students remain in the secured classroom/space until notice otherwise.**

1. ALL students should be under adult supervision and remain in class.
2. Teachers and administrative staff perform accountability of students, staff, and visitors.
3. School administration will determine if class changes are appropriate.

Outdoor Play/Instructional Procedures at School

Faculty, staff, and volunteers will follow the Hot Weather Safety Tips outlined by the Athletics Department concerning outdoor activities at school.

Hot Weather Safety Tips

Temperature and humidity combine to create conditions that can produce heat illness and dehydration; Adjustments are necessary based on intensity and length of time of outdoor play.

NO OUTDOOR PLAY IF:

- **An air temperature of 95 degrees Fahrenheit is high risk regardless of the humidity.**
- **An air temperature of 85 degrees Fahrenheit and humidity of 60 percent or above.**
- **An air temperature of 75 degrees Fahrenheit and humidity of 90 percent or above.**

RCSS Title IX Notice and Complaint Procedures

Non-Discrimination/ Sexual Harassment

The Richmond County School System (RCSS) is committed to maintaining an educational environment that is free from discrimination and harassment, where all members of the school community are treated with dignity and respect. Accordingly, RCSS does not discriminate on the basis of race, color, national origin, sex, disability, or age in its educational programs and activities and provides equitable access to all educational programs, activities, sports and facilities.

Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of sex in education programs or activities operated by recipients of Federal financial assistance. RCSS prohibits discrimination based on sex, including sexual harassment.

Sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

- (1) An employee of the School System conditioning the provision of an aid, benefit, or service of the recipient on an individual's participation in unwelcome sexual conduct.
- (2) Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the School System's education programs or activities; or
- (3) "Sexual assault" as defined in 20 U.S.C. § 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. § 12291(a)(10), "domestic violence" as defined in 34 U.S.C. § 12291(a)(8), or "stalking" as defined in 34 U.S.C. § 12291(a)(30).

Any student or employee who believes themselves to be discriminated against on the basis of sex should make a report to an administrator or the School Title IX Coordinator. Click here to access the [Complaint Form](#)

Alleged violations will be investigated, and when it is determined that a violation has occurred, prompt appropriate disciplinary action will be taken against persons found to be in violation. These actions include sanctions authorized by law, Board policy, and the Code of Student Conduct and Discipline.

RCSS also prohibits retaliatory behavior or action against persons who complain, testify, assist, or otherwise participate in the complaint process as established by Board policy and the administrative regulations.

RCSS has designated a System Title IX Coordinator who is responsible for coordinating efforts to comply with and carry out the School System's responsibilities under Title IX. Individuals with a question on Title IX or who would like to file a formal Title IX Complaint should contact:

**System Title IX Coordinator Dr. Aronica
Gloster Department of Student Services
864 Broad Street
Augusta, GA 30901
(706)826-1000 x 5501**

glostar@boe.richmond.k12.ga.us

Each RCSS school site has a designated Title IX Coordinator for handling complaints of sex-based discrimination, including sexual harassment. The Title IX Coordinator at Belair Elementary is Mrs. Cheronda Harris. Deputy Title IX Coordinators have been designated to handle employee complaints and discrimination complaints related to athletics. A complete listing of Title IX Coordinators is available on the RCSS website, www.rcboe.org. [\[CLICK HERE\]](#)

For additional information, please refer to the discriminatory complaint procedures relative to the following Richmond County School System Policies: Policy GAAA (Equal Opportunity Employment), Policy GAEB (Harassment), Policy IDFA (Gender Equity in Sports) or JCDAG Bullying, which are located in the School System policy manual that is available on the System web site, www.rcboe.org.

Note: Nothing herein is designed to create rights where not otherwise provided by law. This policy or procedure is not intended to limit the discretionary authority of, or to create any liability for, or create a cause of action against, the Board of Education, or its officers, employees, volunteers or other designated individuals for any act or omission to act related to this policy or procedure. Georgia's Constitution provides that School System employees are immune from liability when they are performing discretionary functions and they act without malice or intent to cause injury.