



# Wheeless Road Elementary

## Handbook

2022-2023

### **Richmond County School System Mission Statement**

The Richmond County School System build a globally competitive school system that educates the whole child through teaching, learning, collaboration, and innovation.

### **Wheeless Road Elementary Mission Statement**

Wheeless Road K-5 School's mission is to provide students with a clean, safe and nurturing environment in which they are afforded the opportunity to be educated by the highest quality educators who utilize researched-based teaching strategies and engaging opportunities using STEM while ensuring academic rigor.

#### **Student Motto**

Be Responsible

Be a Respectful

Be Kind

Be a Good Listener

Be the Best Student You can Be

Timothy R. Jones, Principal  
Arstasia Evans, Assistant Principal

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## Purpose

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

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

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

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

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

## Outlined below are the characteristics of Wheelless Road Elementary:

- It would be student-centered where all decisions are made in the **BEST** interest of what will impact student achievement and development. That would be evident in all decision making. In student-centered environment students are the priority from which all decisions are made. Our school will have a viable and fully functioning teacher mentoring program where students are valued for who they are and what they want to become.
- Wheelless Road Elementary School will be parent-friendly where parents know that they are welcome and are a vital part of the school's life. They are active and visible in the school, and they work collaboratively with teachers for the betterment of all children.
- Faculty and staff will maintain positive relationships and avoid any adversarial relationships with parents or other staff members. Faculty and staff members' attitudes reflect a sense of pride and belonging. Staff members should be comfortable enough to redirect any negative comments about the school from students, parents, and other staff members.
- Teachers will know the students well. The school environment will be personalized and individualized as much as possible; teachers would use data to keep track of student progress and address deficits with Corrective Teaching immediately. The teachers will be keenly aware of students' developmental and social needs as well as their academic needs and understand how all those needs are related.
- All Wheelless Road Elementary stakeholders will be celebrated and parents, community, students, teachers, district personnel will all work together, and their contributions will be purposefully recognized and celebrated.
- Wheelless Road Elementary will exemplify a culture of collaboration. It will be the expectation that all stakeholders work together and support one another; all are held accountable and understand the role they play in promoting and enhancing student achievement.
- Quality instruction will always take place. Teachers are always prepared, knowledgeable, and create and implement engaging instruction differentiated to meet individual needs while utilizing effective classroom management strategies.

## Committee Assignments

### Committees

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\*Leadership Team

Student Incentives

Read Across America

\*School Council

Field Day

Red Ribbon Week

\*Sunshine Committee

American Education Week

Helen Ruffin Reading

Beta Club

Honors Day Committee

Science Fair

Teacher Incentives

Boys and Girls Club

Quarterly Recognition Program

Math Team

Dojo Incentives

Program Decorations

\*Appointed

**Things to consider:** “. . . the nature of the relationship among the adults who inhabit a school has more to do with the school’s quality and character and with the accomplishments of its pupil than any other factor.”

~Roland  
Barth

## Teachers’ Duties and Responsibility

- reporting to work on time (TKES-9)
- carrying out duty assignment(s) such as lunch, bus, and/or special duty (TKES-9)
- attending staff meetings, committee meetings, PTO meetings, and required RTI Meetings (TKES-9)
- attending professional learning sessions (TKES-1,3,9)
- supervising students on/off campus (TKES-9)
- receiving approval prior to leaving campus (Write It, Don't Say It) (TKES-9,10)
- creating, communicating, and enforcing a classroom discipline plan/adhering to referral procedures/protocols (TKES-7)
- making parental contact(s) and documenting in Infinite Campus (TKES-9,10)
- supervising students in the hall during class change (TKES-7,9)
- reporting to class on time after lunch or planning period (TKES-9)
- contacting the principal when going to be absent and calling for a substitute (TKES-9,10)
- preparing and making accessible necessary materials for a substitute (TKES-2,9,10)
- creating an emergency lesson plan packet to turn in to the front office secretary (TKES2,9,10)
- following a professional dress code (TKES-9)

### **Teacher Job Description**

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

PERFORMANCE RESPONSIBILITIES: (Asterisk for essential job duties.)

1. Plans a program of study that meets the needs, interests and abilities of individuals to ensure

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

**KNOWLEDGE, ABILITIES, AND SKILLS:**

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

**SPECIAL REQUIREMENTS:**

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

**EVALUATION:**

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



## Georgia Department of Education

### Teacher Assessment on Performance Standards Reference Sheet

### TKES Performance Standards and Rubrics

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

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

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

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

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

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

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

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

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

## **Professionalism**

Each teacher and staff member are 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 have the right to discuss any matter with anyone without interference; however, it is a breach of professional ethics to discuss professional problems with laymen without first attempting to resolve them within the teaching profession. Problems between adults are not to be discussed in the presence of students.

## **Lesson Planning**

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

Teachers are required to post their lesson plans for the coming week to Microsoft Teams Folders no later than 11:59pm on each Sunday night to be credited for submitting plans on time. Administrators will be checking the platform to determine if the lesson plans are posted. This duty and responsibility will be kept on file for note on the Teacher Keys Effectiveness System (TKES).

## **Teachers' Work Day**

**The workday for regular teachers begins at 7:00 a.m. and ends at 3:00pm.** We work an 8-hour day. Each teacher and staff member are to sign-in upon arrival at school and is expected to be at his/her classroom door at 7:00am. Teachers sign in and sign out through the School Check-In System on the computer in the front office. Teachers should check their boxes daily upon arrival, during their planning periods, and when leaving. Each teacher is to sign out at the end of the day. Failure to sign in and out could result in you being counted absent for a day of work.

## **Late to Work**

It is vital that teachers report to work on time each day and be prepared to greet students. Any teacher who is late reporting to work for 15 or more minutes total per week will receive a verbal warning on the **first offense**. On the **second offense**, a teacher will receive documentation on TKES(Standard 9: Professionalism) and conference with the principal. On the **third offense**, documentation will be submitted to the Accounting Department for deduction in pay and documentation on TKES (Standard 9: Professionalism)

## **Leaving the Campus**

Teachers who need to leave the campus during their planning period or for an **emergency or other reasons** must obtain permission from the **principal, speak with the bookkeeper and sign-out**. This should not become a pattern. Teachers are encouraged to make doctor's appointments after school hours, since we are an early school. If you are allowed to leave, you must report to the Bookkeeper for documentation purposes and sign out.

## **Teacher Absence Protocol**

These guidelines apply to all faculty and staff:

### *Pre-Planned Absences:*

- Notify Administrator at least three days prior to absence in person and follow up in writing.
- Complete Certificate of Absence from the Book-Keeper on the day of your return.

### *Emergency Absences:*

- Call Administrator
- Login to Subby System and record absence including date and reason for absence. Note whether a substitute is required to fill this absence. Also include information for substitute to pick up folder from the front office at the time they enter the building.

### **Sick Leave/Medical Excuses:**

Each staff member is required to bring in a medical/doctor excuse after each absence after the 3<sup>rd</sup> consecutive day of a sick/medical absence. The excuse should be provided to the bookkeeper within 48 hours (about 2 days) of the absences. If an excuse is not provided, the staff member will have that time deducted from payroll. Staff members are strongly encouraged NOT to schedule appointments during school hours.

### **Personal Leave:**

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

- **Three-day advance notice provided to administration (can be denied if directive is not followed)**
- **Must not extend a school vacation/holiday unless approved by central office.**
- **After using three personal days, the fourth personal day will be docked from pay.**

### **Substitutes/Class Coverage:**

Staff members with planned, approved absences should work with administration to seek classroom coverage not requiring a substitute. For example, students can be dispersed on team and/or grade-level.

### **What should be available for the substitute teacher:**

- Substitute Notebook including schedules, rosters, seating charts, assignments, list of team members, policy and procedure for reporting behavior issues. **Inform subs that they are not to contact parents concerning student's behavior but report it to a team member or administration.**
- Books, copies necessary for students to complete assignments
- Schedule for SPED student where appropriate
- School floor plan
- Lunchroom/Hallway procedures and policies
- Restroom Guidelines
- Specials rotations with rosters.

### **School Procedures when substitutes arrive:**

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

### **Team Procedures when a substitute does not arrive:**

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

## **RTI/PL504/IEP**

Teachers should make efforts to meet the individual needs of students. Students who are experiencing serious academic, adjustment, or behavioral difficulties should be referred to an RTI Team. Response to Intervention (RTI) is a practice of academic and/or behavioral interventions designed to provide early, effective assistance to underperforming students. Research-based interventions are implemented, and frequent progress monitoring is conducted to assess student response and progress. The student's response is used as feedback to more accurately target interventions. When students do

not make progress, increasingly more individualized interventions are introduced. Student needs may also be addressed through PL 504 and an IEP.

### **Hospital Homebound**

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

### **Homework Policy**

The Richmond County Homework Policy will be followed. Parents are given a copy of the policy at registration. Teachers should be aware of the requirements of the policy and should implement an evaluation process for homework assignments.

### **Procedures for Reporting Suspected Child Abuse/Neglect**

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

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



## PTA/School Activities

These events are an integral part of our school's total success. Each teacher should help support these events. Teachers' presence at these events are expected and valued. teachers are expected to join our Wheelless Road PTA at the beginning of the year. PTA is a major sponsor and supporter of the students and staff and we should support all their efforts.

## Accidents, Injuries, and Illness

### Students

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

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

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

### Faculty and Staff--Worker's Compensation

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

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

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

If any employee is required to stay away from his/her job due to any injury received on the job, be sure to notify the Worker's Compensation office at the Central Office. **THIS IS IMPORTANT!** This information must be reported to the worker's compensation board immediately. If the injured employee should return to work the next day and work one or more days before being required to remain off the job, report each incidence of this. The Worker's Compensation office should be

notified when an employee returns to work. **If an employee cannot return to FULL DUTY, he/she must contact the Worker's Compensation department before returning to work.**

### **Community Services**

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

### **Contact with Students**

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

### **Daily Attendance**

It is of foremost importance that attendance data is checked and recorded properly and carefully. Appropriate and/or improved attendance data is a "CCRPI" requirement. All attendance should be in the system no later than 8:30am. Students entering after the tardy bell will be signed in at the front office, but teachers must make changes in the system.

### **Dealing with Money**

#### **Cash Receipts**

1. Employees must keep a written record of all money received.
2. All money collected must be turned in to the office **daily**.
3. Receipts must be issued (by the bookkeeper) for all money turned in to the office.
4. Money held over must be deposited with an explanation.
5. Once a check has been cut, a receipt must be turned in on the next Business day.
6. No money should be collected for any purpose unless approved by the principal.

#### **Purchases**

No purchases may be made without authorization from the principal.



## **Faculty Meetings**

All faculty members – teachers and paraprofessionals are expected to attend faculty meetings and report on time. Faculty Meetings will be held at least once a month after school. The location will be announced later.

## **Professional Learning**

Professional Learning will be held every other Tuesday after school to provide teachers with support on various topics on better equipping teachers to provide effective instruction in the classroom. Teachers are expected to attend all of these sessions.

## **Dress Code**

The Board of Education recognizes that teachers and other professional educators are role models for the students who encounter 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, leggings 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 the Uniform Code of Student Conduct. Employees are expected to meet or exceed its standard in their professional dress and grooming.

The following items are considered appropriate attire:

Men

Shoes with socks

Ties

Slacks

Short/long sleeve collared shirts

Sports jackets/suits

Crew/Mock/Turtleneck shirts

Polo/Golf shirts

Women

Shirts/blouses tucked in when appropriate

Skirts/dresses (\*\*appropriate length)

Slacks

Suits

Knit shirts

Denim dresses/skirts

Coordinated Capri Pant Suits (mid-calf)

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

The following dress is NOT considered appropriate attire:

Shirts not tucked in (men)

Leotard type-stirrup pants

Leggings/leotards

Revealing garments

Tight fitting clothing

Blue jeans (pants)

Jogging/sweat suits (permitted for PE ONLY)

Miniskirts/dresses

Shorts or dress shorts (men/women)

Flip flops

Skorts

Spaghetti strapped shirts

Note:

\* There will be general exceptions for dress made for special areas of instruction and events, such as physical education instruction, field trips, spirit day, etc., made by the site supervisor.

\* Athletic shoes are NOT allowed to be worn during PTA or any activity leaving school site unless receiving prior permission from site supervisor (i.e. field trip to Phinizy Swamp).

\*\* Failure to adhere to this policy will be reflected on the TKES Evaluation under Standard 9 Professionalism and an employee may have to sign out and go home to change clothes.

**Field Trips**

Each grade level is expected to attend a Field Trip during the year. You may also arrange for any additional field trips that you might be interested in attending. Teachers are required to participate in a minimal of **one field trip per year.**

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

## **Fire Drills**

Fire drills will be held each month. The building must be vacated entirely.

Each room will have posted by the inside door, the fire evacuation chart showing the route to be taken by each class to exit the building.

### PROCEDURES:

- At the sound of the fire alarm, talking and working will cease.
- Teachers and students will line up and walk in a single file line from the room to their assigned exit.
- Classes **MUST** have a system for lining up and walking out in order to avoid confusion.
- Students should be instructed to walk **NOT** run.

- Teachers will guide the students to a safe distance from the building – AT LEAST 50 YARDS. Please report to the your designated areas.
- Teachers will account for each student and enter the fire drill information in NaviGate Preparedness.

## Gradebook/Infinite Campus

The grade book is used to record grades for all work assigned and completed. It is the legal document to be used to justify grades on report cards and permanent records. Do not rely on Infinite Campus for long-term documentation of grades and attendance. **After grades for each grading period are finalized and posted, print a copy to keep in your gradebook/notebook.** At the end of the year, the final grade book should be printed and taped inside your gradebook. Your syllabus and an explanation of your grading procedures should be the first page of your gradebook/notebook. Accuracy and adherence to due dates are expected. Lists of names, records, etc. should always be kept in alphabetical order. **\*A copy of your grading procedures must be attached to the inside cover of your grade book. Although grades are entered in Infinite Campus, a printed out should be attached to your grade book at the end of each grading period.**

## Student Grades/Assessment

All teachers are required to use the district's grading policy which can be found at: [https://www.rcboe.org/site/handlers/filedownload.ashx?moduleinstanceid=161411&dataid=181332&FileName=IHA\\_R%20Grading%20Practices%205\\_23\\_22.pdf](https://www.rcboe.org/site/handlers/filedownload.ashx?moduleinstanceid=161411&dataid=181332&FileName=IHA_R%20Grading%20Practices%205_23_22.pdf)

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

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

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

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

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

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

Keep these additional guidelines in mind:

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

## Grade Book Reports/Paperwork/Deadlines

Do not rely on Infinite Campus for long-term documentation of grades and attendance. After grades for each grading period are finalized and posted, print a copy to keep in your gradebook. At the end of the year, the final grade book should be printed and taped inside your gradebook. In your parent letter there should be an explanation of your grading procedures and it should be taped in the inside front page of the official RCSS record book. Accuracy and adherence to due dates are expected. Lists of names, records, etc. should always be kept in alphabetical order.

## Tardy Policy for Students

Any student who does not ride a bus is tardy after the 7:30am bell. After 7:30, students who are tardy must sign in at the front office.

<b><u>1<sup>st</sup> – 5<sup>th</sup> Tardy</u></b>	Warning letter sent home to parents explaining the Tardy Policy.
<b><u>6<sup>th</sup> Tardy</u></b>	A second warning letter sent home, requiring the parent to bring the student to school the next school day for a conference with the principal. The Tardy policy will be explained to the parent, and the parent(s) will sign a letter which states that they understand the policy.
<b><u>8<sup>th</sup> Tardy</u></b>	A third warning letter will be sent home. Additionally, the student shall serve one (1) day in-school suspension.
<b><u>10<sup>th</sup> Tardy</u></b>	Two (2) days in-school suspension with a letter sent home notifying the parents of the discipline imposed.
<b><u>12<sup>th</sup> Tardy</u></b>	Three (3) days in-school suspension with a letter sent home notifying the Parent of the discipline imposed. A warning letter requiring parental signature will be sent.
<b><u>15<sup>th</sup> Tardy</u></b>	One (1) day out-of-school suspension with a letter sent home. If the student <b>transfers</b> to another Richmond County school, unexcused absences/tardies will follow the student.

### **Daily Classroom Attendance**

ALL ATTENDANCE SHOULD BE ENTERED EACH DAY BY  
8:30 A.M. (No Exceptions Given)

### **Harassment and/or Disruptions of School**

It is unlawful for any person to disrupt or interfere with or in the operation of Wheelless Road Elementary School. Harassment will not be tolerated.

### **Mailboxes/Email**

It is the employee's responsibility to check his/her mailbox and E-Mail daily. Most communication to employees will be channeled through these means.

### **Media Center**

Teachers are encouraged to incorporate use of the media center in their lesson plans. Teachers are encouraged to communicate with the Media Specialist as they plan to address literacy or other supports from Media. Please refer to the Media Handbook for media center expectations and guidelines.

\* If a teacher would like to use material that is not a part of the Wheelless Road Elementary Media Center collection, he or she must submit a request to the media specialist. The media specialist is required to view any material before making a decision about use in the classroom/school.

### **Parent/Teacher Conferences**

Parents/guardians are encouraged to call the school to make appointments with teachers/teams at any time. The office will inform teachers of the desire for such conferences during the team's planning period. Please confine your discussion to the parent's/guardian's child and the school program. It is inappropriate to discuss (and call the names of) other children. In order to make the conference productive, please sure that you are well prepared to discuss students' academics and behavior.

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

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

### **Permanent Records**

Permanent records may be signed out from the guidance office, **BUT MAY NOT BE CARRIED OUT OF THE BUILDING**. All records must be returned the same day by 2:00pm and checked out again the next school day if needed.

### **Personal Phone Calls during Class Time**

1. All telephone messages will be placed in your mailbox or via email except in case of an emergency.
2. Teachers and paraprofessionals are to refrain from using the telephone during regular class time except in case of an emergency.
3. Long distance calls for school purposes are made from the phone in the principal's office. Please do not utilize the principal's office unless, you have been given permission by the principal.
4. Teachers are not to send students to the teacher's workroom areas to use the phones.

### **Repairs**

Needed repairs should be reported to the front office as soon as possible.

PLEASE NOTE: In case of an emergency such as a broken window/lock, running water, broken toilet, etc. notify the office immediately.

### **Report Cards**

Each teacher must follow the county guidelines when completing report cards. Report Cards must be sent home on the dates scheduled by the county. All grades must be entered in Infinite Campus on time in order for report cards and progress reports to be printed on time. Anyone who does not adhere to these guidelines will be documented on Standard 9 TKES Professionalism.

### **Teacher Attendance Reminders**



- If you are unavoidably detained in the morning, please notify the office.
- Do not leave the school grounds during regular school hours without administrative authorization (Principal or Assistant Principal)
- Faculty members should arrange their personal affairs so that they will not have to leave school during the school day.
- Accumulated requests to leave campus will result in time being docked.

### **Teacher ID Badge**

All employees are expected to wear their board issued ID Badge while in the building. The system will provide the first badge for free, but a replacement will require a cost to the employee. If you need a badge, contact the bookkeeper in the front office.

### **Cell Phones**

Staff cell phones should be set to the “off” mode. Cell phones may be used to make calls to parents at planning times, but should not be used for any other reason. Emergency situations should be discussed with school administration.

### **Student Records**

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

- school officials, including teachers who have been determined by the school (system) to have legitimate educational interests;
- officials of other schools or school systems in which the student seeks to enroll, upon conditions that the student’s parents or eligible students be notified of the transfer, receive a copy of the record at actual cost of reproduction, and have an opportunity to challenge the content of the record; authorized officials of federal and state governmental agencies;
- organizations or educational institutions conducting research to improve education, provided that such studies are conducted in such a manner representative of such organization or institutions, and provided further that such information will be destroyed when no longer needed for the purpose for which the information was used. Parent permission should be obtained (when necessary);

- accrediting organizations to carry out their functions; parents of a dependent student as defined in Section 152 of the internal Revenue Code of 1954;
- in compliance with judicial order or pursuant to lawfully subpoena, provided the parents or eligible student are notified in advance of all such orders and subpoenas, and of compliance therewith.

### **Student Supervision**

- Teachers are responsible for supervising all students assigned to them from the beginning of the scheduled time until the end.
- Each teacher is responsible for orderly dismissals and quiet passage of students from one point to another point.
- Students should not be allowed to leave the classroom without permission and a pass.

### **Teaching Area**

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

- A. Keep all bulletin boards attractive, current and relevant.
  
- B. Keep your rooms neat and free of litter and clutter. Students should be required to pick-up all trash around their workstation before leaving
  
- C. In case of a spill, notify the office or a custodian.

### **Team/Collaborative Planning**

All teams are expected to meet each week during Collaborative Planning. The purposes of these sessions are to analyze student work, discuss professional learning opportunities, monitor student progress, Discuss and plan Curriculum Units, analyze data, coordinate subject matter, discuss discipline concerns, and discuss other items as they arise. The administrative staff will visit Collaborative Planning Meetings regularly. Minutes must be taken and submitted to Administrators on Friday.

### **Transporting Students**

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

## **Unauthorized Signatures**

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

## **Visitors to the School**

All visitors must show an ID and state their purpose before entering the building. Once the ID has been presented, the visitor will be allowed to enter the building and report to the office. Faculty nor staff are allowed to hold the front door open for an incoming visitor. The visitor must follow the previously stated procedures before entrance.

## **Withdrawal of Students**

Students are not to be withdrawn from class rolls until the office officially notifies staff members. A proper withdrawal form must be presented to all teachers of the student, so that records may be completed before the student is cleared to withdraw. Please assign a grade for the time that the student was in your class and complete within 24 hours.

## **Response to Intervention Guidelines**

<b><u>Identification</u></b>	<b><u>Referral</u></b>	<b><u>Tier 2/Tier 3 Meetings</u></b>
<input type="checkbox"/> Administer i-Ready universal screeners (math & reading)	<input type="checkbox"/> Gather baseline data on student performance to illustrate student difficulties and lack of progress with the general curriculum at Tier 1	<input type="checkbox"/> Attend the RTI meeting prepared and share the data
<input type="checkbox"/> Identify the students in bottom 10th -25th percentile or in RED in i-Ready	<input type="checkbox"/> Complete the RTI Problem Identification checklist	<input type="checkbox"/> As a team, develop an intervention plan that can be implemented with fidelity and is monitored, next steps, and a follow-up meeting date
<input type="checkbox"/> Complete the Child Find Red Flags checklist by reviewing student records	<input type="checkbox"/> Print data to support the problems indicated on the checklist	<input type="checkbox"/> Determine the Meeting Decision as a team and sign the RTI Summary of Meeting
<input type="checkbox"/> Identify students with multiple (3 or more) indicators on the Child Find checklist	<input type="checkbox"/> Print out information from Infinite Campus including SLDS, grades, assessments, Lexile scores, attendance, retention data, contact logs and other pertinent information	<input type="checkbox"/> Implement the Intervention plan, collect data, and progress monitor
<input type="checkbox"/> Ask if any of your students were on the RTI End of Year or Start-Up reports	<input type="checkbox"/> Place all documentation in an RTI Folder and request a meeting through your RTI Facilitator	<input type="checkbox"/> Re-meet and review concerns and results
<input type="checkbox"/> Cross-reference your lists and determine which students are most in need/at-risk		<input type="checkbox"/> As a team, develop an intervention plan that can be implemented with fidelity and is monitored, next steps, and a follow-up meeting date

- Continue to use strategies and collect data for the meeting
- Submit your updated information and documents to the RTI Building Facilitator (at least 2 days before the meeting)
- Implement interventions, Remain at Tier 2/3, Move to Tier 2/3, Refer for special education (Repeat last 3 steps as necessary)

### **IEP Meetings Expectations**

Teachers are to adhere to all requirements and documents that are needed in order to hold a RTI Meeting. This means student artifacts and other interventions suggested. We want to make sure that we are considerate of all persons' time, also ensure that students 'academic deficiencies are addressed.

### **Media/Technology Expectations**

### **i-Ready Expectations**

Teachers are expected to analyze i-Ready data at least once a week to determine student progress toward mastery of domain skillsets. To ensure students are progressing towards the domain goals, teacher-led intervention lessons must be implemented daily. Teachers will also progress monitor students using Growth Monitoring in the i-Ready platform. Students should be progress monitored using the following schedule:

- Tier 1 Students – Monthly
- Tier 2 Students – Bi-Weekly
- Tier 3 Students – Weekly

### **Intervention (Focus Time)**

Focus Time is set aside each day from 1:40 - 2:10pm to allow teachers to work with students with the use of differentiation. This is a perfect time to work with students who are not performing on grade level and to accelerate high performing students in ELA and Math using various instructional resources.

## **Honor's Day Awards**

The following are the awards that will be awarded to Wheelless Road Elementary students who qualify:

### **Distinguished Scholar Award (certificate & trophy)**

- Reading – Students have scored above grade level requirements on the Spring i-Ready Reading Test
- Math – Students have scored above grade level requirements on the Spring i-Ready Math Test

### **Scholar Award (certificate & medal)**

- Reading – Student has obtained grade level requirements on Spring i-Ready Reading Test.
- Math – Student has obtained grade level requirements on Spring i-Ready Math Test

### **Most Improved Award (certificate)**

- Reading – Student has the highest percentage for annual typical growth from the Fall to the Spring i-Ready Reading Test.
- Math – Student has the highest percentage for annual typical growth from the Fall to the Spring i-Ready Math Test.

### **I-Ready Growth Award (certificate)**

- Reading – Student achieved the recommended i-Ready typical growth for the year based on the difference between the Fall and Spring i-Ready Test.
- Math – Student achieved the recommended i-Ready typical growth for the year based on the difference between the Fall and Spring i-Ready test

### **Dojo Conduct Award (certificate)**

- No discipline referrals for the year
- Based on 90% or better average in Class Dojo for the school year through May 18th.

### **Perfect Attendance Award (certificate & trophy)**

- No absences from school; a maximum of 9 tardies including early release

## **Honor's Day Procedures**

Wheelless Road Elementary takes great pride in honoring our students for their academic achievements made throughout the year. This is why it is so important for us to be consistent in the way we award our students.

- Pre-K and Kindergarten programs for Honor's Day will be outlined with an approved flexible program from administration prior to the date of their programs.
- Grades 1-5 will utilize the same program format in order to be consistent across the board. Administration will provide a template prior to the event.
- All awards will be packaged together and placed in a clear folder for students receiving awards. There should be no other awards presented at the program other than the ones selected by the school.
- Awards will be checked by Administration prior to the program to ensure that no names are omitted, and the awards are accurate.

## **Student Conduct and Discipline**

The Uniform Code of Conduct and Discipline of the Richmond County School System will be given to each student. Each teacher and staff member must become familiar with this code. The code will govern all discipline cases. Teachers are expected to maintain a well-disciplined classroom environment that is conducive to learning. Classroom management by the teacher is a standard duty and responsibility. Teachers should handle, as much as possible, their own discipline problems. Any situation that develops beyond the control of the teacher should be referred to the 1 administrator or public safety officer.

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

## **School-Wide Discipline Plan**

### **Purpose**

The purpose of Wheelless Road Elementary School is to provide a safe and orderly environment that is conducive to learning for all students.

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

### **Teacher's Role**

#### **The teacher will:**

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

### **Staff's Role**

#### **The staff will:**

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

### **Student's Role**

#### **The students will:**

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

### **Parent's Role**

#### **The parent will:**

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

### **Shared Responsibilities**

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

**based on a set of factors.**

Mitigating factors include but are not limited to: having no discipline history, having a significant amount of time pass between discipline problems, parent cooperation with the school and involvement in the discipline, truthfulness and cooperation with administrator, or aiding in the discovery of other offenders.

Aggravating factors include but are not limited to: frequency and severity of referrals, deceitfulness, and failure to cooperate with teachers and administrators, failure to adhere to behavior improvement plan (BIP).

## **Procedures**

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

### **General School Day Procedures**

- **Students are to be supervised at all times.**
- Student may not be released from class during the first and last 15 minutes of the instructional day unless it is an emergency.
- Student must have a school pass to be in the hallway.
- Teachers will not send students on errands to adults- only areas of the building.
- Classroom teachers are responsible for ensuring their student(s) have classwork when assigned to another teacher for "Time Out". If they do not have an assignment, they will be sent back to class.
- Students are not to be sent to the office unless their behavior disturbs instructions in a significant way. They do not sit in the office to wait on administration or to use the phone for nonemergency reasons.
- Teachers will not send students in the hallway to stand. Teachers are expected to utilize the buddy teacher system.
- All students are expected to respect the learning of others by not talking in the hallway.
- All students are to walk to the right side of the hallway.
- Teachers will take students to the restroom as a class. Students are not to be in and out of the classroom individually to go to the restroom unless it is an emergency.

### **Morning Procedures**

- Students are not permitted in the building until 7:00 AM



- Duty teachers or paras are expected to be on duty at 7:00 A.M .and ready to supervise students and not be in the copy room.
- Students must report and remain in their designated area – cafeteria and/or classroom.

### **Transition Procedures**

- Class change is expected to be less than 5 minutes
- Restroom breaks should be less than 10 minutes
- Students are to remain in a single file line and quiet at all times. Any class found to be loud and out of order in the hallways will be redirected back to class until order is established.
- Grade level teachers are responsible for collectively determining hallway and classroom line up rotation.
- All teachers are expected to walk their students to Specials. Once in Specials, teachers will complete one additional rotation to ensure all students are in class.

### **Lunchroom Procedures**

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

### **Dismissal Procedures**

- We will begin afternoon announcements at 2:05.
- Students are expected to remain seated and quiet so they can hear the intercom.
- Car riders are to be escorted to the cafeteria when called on the intercom
- Teachers are to monitor students as they are dismissed in the hallways
- Teachers are expected to keep an updated dismissal roster of students. The front office, Team and administration are to have a copy of all dismissal rosters.
- Students are not permitted in the office or restroom during dismissal unless it is an emergency.
- Students participating in "Prime Time" or Day-Care Riders will be dismissed from the cafeteria..
- Bus dismissal will start with lower grades Pre-K-1 and conclude with the upper grades.

- Last minute, after-school transportation changes are not acceptable unless it is an emergency. These last minute changes create disorder and confusion.
- All duty teachers are expected to be at their duty station on time until all busses and car-riders are gone.

### **Online Office Referral Procedures**

- Documentation of previous steps from teacher and any other supporting documentation are required to be submitted with referral. This includes specific dates.
- Administration is expected to respond to referrals in a timely manner.
- Administration will follow behavior intervention plans for all special education students and consult with their special education teacher prior to out of school suspension.

## **Positive Behavior Intervention & Support Guide**

### **OVERVIEW:**

#### **What is school-wide PBIS?**

PBIS is a systems approach to creating safer and more effective schools. PBIS focuses on improving a school's ability to teach and support the positive behavior of all students. Each school's PBIS Leadership Team designs, implements and evaluates specific school-wide practices that are for ALL students and staff. PBIS is not a program or curriculum. It is a team-based process for systemic problem-solving, planning and evaluation.

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

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

#### **How is PBIS proactive and educative?**

A PBIS school focuses on the teaching of behavioral expectations directly like academic skills. PBIS allows a framework that supports looking at inappropriate behavior as a skill deficit just like a problem in reading or math. It does not eliminate consequences to poor choices, but skill deficits are remediated thorough instruction and the teaching of the appropriate skills. PBIS promotes the

teaching of pro-social skills so all students can succeed even when confronted with potential conflicts and an ongoing acknowledgement system for students who meet expectations.

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

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

### **Minor Infractions**

#### **Abusive Language by/with students**

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

#### **Talking at inappropriate times**

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

#### **Using Inappropriate Language**

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

#### **Out of seat at inappropriate times**

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

#### **Throwing things in class**

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

#### **Eating/drinking at inappropriate times**

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

### **Not prepared for class**

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

### **Disruption**

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

### **Disrespect towards adults**

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

### **Disrespect towards students**

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

### **Lying/cheating**

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

### **Off Task**

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

### **Vandalism**

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

**Use of Electronics/Toys**

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

**Tardies to Classroom**

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

**Horse Play**

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

**Not Following Daily Procedures**

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

**Other acts of misconduct**

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

**Sleeping**

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

**Out of Assigned Area**

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

**Calling/Blurting Out**

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

**Leaving the Room Without Permission**

Student walks or runs out of class without permission

**Skipping**

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

**Non-compliance**

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

**Faculty/Staff Attendance Incentives**

Faculty/Staff Members will receive a certificate on their door for each month of Perfect Attendance. Each staff member who has perfect attendance for month will receive a goody bag and name entered into a raffle to receive a \$20 Gift Card.

**Jean Day**

Jeans Days will be observed on Fridays or any other day authorized by administration. There are two ways to pay for Jeans if you desire to wear them. There will be a \$25 fee to wear jeans on Fridays for the first semester which ends in December or you can pay \$2 on the Friday that you want to wear jeans. Starting the second semester you can pay \$25 to cover the remainder of the school year or pay \$2 weekly. Jeans should be neat and not contain tears or holes. A designee will be assigned to collect your money for Jeans on Friday mornings.

**Sunshine Club**

The purpose of the Sunshine Club is to support teachers and other staff throughout the year on special occasions. Funds collected from "Jean Days" will be deposited in this account every week. Our goal is to make sure that we have enough funds to cover celebrations for our teachers and Staff Members throughout the year. We can only spend based on the amount of funds collected; therefore, I encourage everyone to participate because we all benefit.

