

Cross Creek High School
3855 Old Waynesboro Road, Augusta, Georgia 30906
Glenda Collingsworth, Principal
(706) 772-8140 • Fax: (706) 772-8153

Tomekia Darrisaw, Assistant Principal
Carl Robinson, Assistant Principal

Tim Parker, Assistant Principal
Kierstin Johnson, Assistant Principal



CCHS STAFF HANDBOOK



“Creating Tomorrow’s Successes Today”

Our mission is to provide a positive, challenging, safe environment that promotes the development of motivated, respectful, lifelong learners who are well prepared to succeed in a rapidly changing society.

Dear Faculty and Staff,

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

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

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

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

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

Sincerely,

Glenda Collingsworth
Principal

*Teamwork is the ability to work together toward a common vision-
The ability to direct individual accomplishments toward organizational objectives.
It is the fuel that allows common people to attain uncommon results.*

- Andrew Carnegie

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Mission Statement

Our mission is to provide a positive, challenging, safe environment that promotes the development of motivated, respectful, lifelong learners who are well prepared to succeed in a rapidly changing society.

Vision

“Creating Tomorrow’s Successes Today”

Belief Statements

The following Belief Statements were compiled and voted upon by parents, students, faculty, and community members as being the key objectives of our school:

1. Student learning is the main priority and should be the primary focus of all decisions impacting our school.
2. Each student is a valued individual who learns in different ways and should be provided with a variety of instructional approaches and assessments to support his/her learning.
3. Students should be actively involved in solving problems and producing quality work with meaningful contexts.
4. Students learn best when they are actively engaged in the learning process, are given challenging expectations, and have appropriate opportunities for success.
5. Students learn to make appropriate decisions given a supportive, challenging, and safe learning environment.
6. A student’s self-esteem is enhanced by positive relationships, as well as mutual respect among and between students, parents, and staff.
7. Cultural diversity can increase students’ understanding of different peoples and cultures.
8. Special services and resources are required to challenge exceptional students (e.g., special education, limited English proficiency, gifted and talented, etc.).
9. Teachers, administrators, parents, and students share the responsibility for advancing the school’s mission by working together as a community of learners.
10. The commitment to continuous improvement is imperative to enable students to become confident, self-directed, lifelong learners in our rapidly changing world.
11. The result of a quality education is a blend of academic knowledge, technological/career skills, social awareness, and commitment.

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

- Roland Barth 19

ADMINISTRATIVE ASSIGNMENTS – 2016-2017

Glenda Collingsworth
Principal

Duty Assignments

Instruction

Professional Learning

School Safety

School Council

Assistant Principals

Bookkeeper

Secretaries/Nurse

Cut Report

Budget

Calendar

Code of Conduct

OCR Report

Graduation Program

Field Trip Request/Approvals

Master Schedule

Maintenance Requests

Personnel

Payroll

FTE

Personal Leave Requests

Workers Compensation

Overall Site Supervisor

Check Requests/CTAE

Shoutpoint

Tardy Report/letters

Eligibility (sports)

12th Grade Discipline

COMMITTEE ASSIGNMENTS

Graduation

S.A.V.E. Committee

Department Chairpersons

Faculty Meetings

School Council

Retirement Committee

Faculty Sunshine

Senior Sponsor

Carl Robinson
Assistant Principal

Duty Assignments

Instruction

Professional Learning

School Safety

Teacher Rewards/Recognition Program

Special Education Evaluations

Foreign Language Evaluations

Physical Education Evaluations

RTI

Student Support Team

Section 504

Hospital/Homebound

Data Director

Monthly Calendar

Progress Reports

REP

Assembly Facilitator

Parent Conferences (Instruction)

Saturday School/After School Academy

Intervention Schedule (coordinate w/Club & Advisory)

EOC Testing

ISS Evaluation

PSAT

ADAP

9th Grade Discipline (A-L)

COMMITTEE ASSIGNMENTS

Student Support Team

Governor's Honor

Prom

Student Recognition

American Education Week

Freshman Sponsor

Kierstin Johnson
Assistant Principal

Duty Assignments

Instruction

Professional Learning

School Safety

School Website

Career and Technical Evaluations

ROTC Evaluations

Physical Education Evaluations

Fine Arts Evaluations

Custodian Evaluations

Field Trips

Work Keys

School to Work Program

Magnet School Testing

Key Train

Career Tech Budget

Building/Stadium Requests

Club Day

Work Permits

Career Teach Staff Development

Professional Learning Travel Requests

Conference Travel Requests

Tim Parker
Assistant Principal

Duty Assignments

Instruction

Professional Learning

School Safety

Business Plus

Language Arts Evaluations

Science Evaluations

Media Center Evaluations

Safety Drills

Newsletter/Blog Site Custodians

Site Safety Handbook

Student Handbook

Faculty Handbook

Textbook Inventory

AP Coordinator

SAT

School Climate Surveys

Gifted

Guidance

Emergency Preparedness

Calendar

Transportation

9th Grade Discipline (M-Z)

COMMITTEE ASSIGNMENTS

Teacher of the Year

Homecoming

School Beautification

Senior Week

Teacher Mentors

Freshman Sponsor

11th Grade Discipline

COMMITTEE ASSIGNMENTS

Field Day

Main Stage & Events

Ring Ceremony

Media Committee

Video Production

Junior Sponsor

Tomekia Darrisaw
Assistant Principal

Duty Assignments

Instruction

Professional Learning

School Safety

Social Studies Evaluations

Math Evaluations

Title I

SLOs

Lunchroom

Bell Schedules

Daily Announcements

Attendance Report

Exams

Progress Reports/Report Cards

Substitute Teachers

Sunrise Academy

Surveys of Instructional Practice

Honor's Day Facilitator

Student Rewards/Recognition Program

Grade Verifications

Progress Reports

Math Team Coaches

10th Grade Discipline

COMMITTEE ASSIGNMENTS

Sophomore Sponsor

Administrative Assistants Day

Teacher Mentors

Teacher Appreciation Week

Honor's Day Program

Homecoming

Sophomore Sponsor

GENERAL OPERATIONS

Guide for Student Services

Academic Information	Mrs. Collingsworth, Principal
Advice about Schedules	Guidance Counselors
Announcements	Front Office Secretaries
Athletic Information	Coach White, Athletic Director
Attendance Information/Exception	Mrs. Collingsworth, Principal
Building Information	Mr. Parker, Assistant Principal
Academic Club Information	Mr. Robinson, Assistant Principal
Technology/Career Student Clubs	Ms. Johnson, Assistant Principal
Confidential weapons report	Mrs. Collingsworth, Principal/Public Safety Officer
Discipline Information	Grade Level Administrator
Fines and Fees	Ms. Cobb, Bookkeeper
Lunchroom Information	Mrs. Bishop, Food Service Manager
Free/Reduced meal forms	Mrs. Bishop, Food Service Manager
Lockers	Commander Shaw
Medical Attention	Mrs. Jeffers, Nurse/Ms. Washington, Clinic
Parking Information	Commander Shaw/ Public Safety Officer
Scholarship Information	Mrs. Holmes
Tardy to school or class	Grade Level Administrator
Tech Prep information	Ms. Johnson, Assistant Principal
School to Work	Dr. Lovett, Job Placement Specialist/JGG
To listen to concerns	Guidance Counselors/Administration
To report vandalism	Public Safety Officer
Withdrawal from school	Mrs. Collingsworth, Principal, Guidance Secretary
Work Permits	Ms. Thompson, Secretary
Drugs, Weapons, Fights	Administration/Public Safety Officer
Certificate of Attendance	Ms. Combs/Front Office
Media, Research, Technology	Mr. Stark, Media Specialist

ANNOUNCEMENTS

Announcements should be turned in on forms provided by the Office.

Morning announcements to be made must arrive in the office no later than 7:30 a.m.

Careful attention to announcements is essential since much information is communicated through this procedure. Announcements require the approval of an administrator.

TEACHER'S WORK DAY

We work an 8-hour day. Each teacher is to sign-in upon arrival at school and is expected to be at his/her classroom door at 7:15. Teachers sign in and sign out through the School Check-In System on the computer in the front office using your School Check-In fob. Teachers should check their boxes upon arrival, during planning periods, and before leaving. Each teacher is to sign-out using your fob at the end of the day (3:15 p.m.). If you are extended day, your day ends at 4:15 p.m. Failure to sign in and out could result in you being counted absent for a day of work. All extended day and extended year hours must be documented by the School Check-In System. The workday for regular teachers begins at 7:15 a.m. and ends at 3:15 p.m. unless your department is assigned morning or afternoon duty. On duty days, teachers must report to their assigned morning duty stations no later than 7:00 a.m. and must remain until dismissed (7:15 a.m. unless otherwise directed by administration). Departments assigned afternoon duty must remain until all busses are dismissed and the building is cleared of students not directly supervised by a sponsor or teacher. On days when busses are late, one teacher must remain with students in the cafeteria until late busses are dismissed if administration requests assistance.

LEAVING CAMPUS

If you need to leave the campus during your planning period or for an emergency, you must obtain permission from the principal. Complete the "Write it; don't say it" request form and sign in and out.

TEACHER'S ABSENCES

If it is necessary for a teacher to be absent from school, he/she should call or access Subby as soon as possible and then call Mrs. Collingsworth and your department chairperson. Please keep absences to a minimum. Paraprofessionals should contact the bookkeeper first and then the teacher with whom they work. All support staff personnel should call Mrs. Collingsworth. Upon the day the teacher returns to work, he/she must see the bookkeeper to sign a certificate of absence. Absences for five or more days require a physician's note, and a personnel change form must be completed with the bookkeeper or Mrs. Goff

DEPARTMENT HEADS

Dr. Doris Good	CTAE
Mr. Robert Jackson	Language Arts
Mrs. Delia Gilliard	Foreign Language
Mrs. Elvina Bezue	Mathematics
Mrs. Virginia Wilson	Special Education
Dr. Michael Price	Social Studies
Ms. Yolanda Jones	Science
Ms. Kim Schlein	Physical Education
Ms. Gail Peake	Fine Arts

DRESS AND APPEARANCE OF EMPLOYEES

Statement of Policy

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

Minimum Dress and Grooming Standard

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

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" above knee (mandatory)

INAPPROPRIATE ATTIRE

- Shirts not tucked in (men)
- Jogging/sweat suits (permitted for physical education ONLY)
- Leotard type - stirrup pants
- Mini-skirts/dresses
- Leggings/leotards
- Shorts or dress shorts (men/women)
- T-shirts (men/women)
- Revealing garments
- Flip flops
- Tight fitting clothing
- Skorts
- Blue jeans (pants)

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.
- Ties are preferred at scheduled parent/teacher conferences, and formal activities at the school or in the community.
- Failure to adhere to this policy will be reflected on the Georgia Teacher Duties and Responsibilities Instrument (GTDRI).

MAINTENANCE RECORDS

Maintenance reports are to be turned in or e-mailed to Mrs. Makowski as soon as possible when repairs, etc. need to be made in a classroom. Please be sure that the teacher's name and room number are on the report. No teacher is to personally call maintenance.

INJURIES, ACCIDENTS, AND 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.

TEACHER'S PAY CHECKS

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

TOBACCO USE 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.

FACULTY PARKING

Faculty members are encouraged to park in the front of the school. Do not park on the curbs in front of the school. Do not park in reserved spaces.

KEYS

Keys will be checked out at the beginning of the school year and turned in at the end of the school year. Mrs. Goff is responsible for keys, and any problems should be referred to her. Teachers losing a key will incur a \$5.00 replacement fee.

FACULTY MEETINGS/PROFESSIONAL LEARNING

Regular bi-monthly faculty meetings, collaborative meetings, and committee meetings will be held on Thursdays immediately after students are dismissed. Staff are required to be present and on time unless previously excused by Mrs. Collingsworth. Staff members should keep their calendars clear for Thursday afternoons. There should be no tutoring sessions or teacher detention on Thursdays. A monthly calendar will list meeting/staff development sessions and other activities. Teachers are requested to make appointments and conferences on days other than Thursdays. Faculty meetings will begin promptly at 2:45.

ADMINISTRATOR/LEADERSHIP MEETINGS

This meeting will be held each Monday at 2:45 p.m. in the principal's conference room unless otherwise announced.

GENERAL DUTIES AND RESPONSIBILITIES

All teachers will personally sign in before 7:15 a.m. each morning on the School Check-In computer in the front office. Remember all teachers are responsible for signing in/out themselves.

All teachers are to be at their doors by 7:15 a.m. each day. Those teachers assigned morning duties should report by 7:00 a.m.

Teachers are to be in the hall next to their door during class changes supervising students.

A teacher is not to leave his/her classroom unsupervised. Doors should remain locked during lunch or anytime the room is not occupied. The teacher will be held liable if something happens in the room and he/she is not there or failed to properly secure the classroom.

A teacher is not to leave the school at any time without the approval of Mrs. Collingsworth and without signing out in the main office. Note time of return.

Students are not to be sent on errands that take them away from school grounds without permission of the parent or guardian and the principal.

Begin class on time. Dismiss on time. There should be no early dismissals from class for any reason unless authorized by the office. Do not hold students after dismissal; this conflicts with other classes. ***Students are not to be excused from class between 2:10 and 2:30.***

Never send any pupil from class without an official pass. Passes are provided by the office. Check class rolls every period. Put attendance in Infinite Campus daily. Check the cut report for students cutting class and then refer to the appropriate administrator for disciplinary action. Inquire first and refer to sign out sheet.

A teacher with a well-planned lesson will have fewer disciplinary problems. Keep the students on task with appropriate learning activities. Limit classroom rules and enforce them consistently.

Each teacher is expected to handle classroom discipline. Establish yourself as the person in charge of your class. Reprimand, counsel, call parents, and arrange for a conference after class. ***Refer students as a last resort except in extreme cases.*** Do not put a student out without the escort of Public Safety or an administrator. Establish and follow your discipline plan.

Office telephones are not for personal use. Teachers will be called to the phone only in case of an emergency. Messages will be placed in your box. If you are expecting an important phone call, please check your box during the day. If you bring your personal cell phone you must have a signed agreement on file with Mrs. Goff. These phones will only be used for emergencies, during your planning time, and must be turned off except for emergency use.

All requests for materials should first be made to the appropriate Department Chairperson. The Department Chairperson will forward the request to the appropriate person or bookkeeper.

There will be no food, drinks, or hats in your classroom. Teachers should not eat or drink in their classrooms during class time, nor should students be allowed to do so. Teachers may eat/drink in their classroom during their planning periods, if no one else is using their room. Coffee pots are prohibited in the classroom.

Students are not to remain in classrooms during lunch unless the student is studying or making up work under the direct supervision of the teacher. Students are not to be allowed to bring their lunches back to the classroom.

All school activities must be placed on the calendar at least two weeks prior to the activity date. No activities will be scheduled during the month of May other than honors or awards ceremonies.

All requests for field trips must follow county guidelines. Request a field trip packet from Mrs. Goff (Dr. Good for CTAE). A list of students involved must be given to Mrs. Goff for the bulletin at least 3 days prior to the event.

All trips must have prior approval by Mrs. Collingsworth, Ms. Johnson, and Mrs. Barnes for CTAE. No money will be collected from students in advance of approval.

Lights should be turned off when the classroom is vacant. Windows should be kept closed when cooling systems are working. Be sure to check windows prior to leaving for the day.

Students are not to be sent to the office for report cards, permanent records, or any other school forms of a confidential nature. Students are not authorized to operate the Copier, Risograph, or Scantron machines.

Teachers are encouraged to cash personal checks at the bank. Do not send students to the bookkeeper to make change.

Mrs. Collingsworth must approve all fundraisers before ordering.

If a teacher detains a student or students after school, for tutoring, make up work, clubs, etc., the teacher must stay until every student leaves. Contact with the home must be made before the activity. Do not leave any student at school without direct adult supervision. Make sure they are picked up and not just at another location on school grounds. Student pickup areas are as follows:

Band/Chorus/Drama - Doors at bus parking lot.

Athletics - Stadium gate or side parking lot of the Gym.

ROTC - Backside of the 400 Hall.

Career Tech Student Organizations - Backside of 100 Hall or front of the school with supervision of an advisor.

Tutorials/Other Clubs/After School Academy - Students who drive must exit through the back door of that hall to the student parking lot. Students to be picked up will wait in the classroom for their ride or the teacher may escort the group to the front of the building and remain with them until they are picked up. Do not simply release the students at the end of the activity.

Ongoing communication and sharing of instructional goals, expectations, and student progress with families must occur in a timely and constructive manner. Infinite Campus and grade books must be current at all times. Students receive a progress report or report card every four weeks. Note deficiencies on progress reports or report cards to further clarify student's weakness and next steps.

No student will be issued a grade higher than 100 on nine-week grades. Be careful not to limit a student's chances for success too soon. Be creative! Encourage effort until the end!

Report cards are to be held (flagged) each nine weeks period for outstanding fines.

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

See Appendix A

RESPONSIBILITIES

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 colleagues and administration. This professional cooperation includes the extension of courtesy, respect, and consideration for the feelings and rights of all stakeholders: 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 anyone outside the school or district without first attempting to resolve them within the profession. Problems between adults are not to be discussed in the presence of students. Additional information regarding teacher duties and responsibilities may be found in *Appendix A*.

LESSON PLAN PREPARATION

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.

Teachers are required post their lesson plans for the coming week to Rubicon Atlas on Friday afternoon preceding the coming week's instruction (No later than Monday morning). Administrators will check Rubicon Atlas to determine if the lesson plans are posted. Failure to submit plans in a timely manner will be documented under TKES Standard 2: Instructional Planning, in the TLE platform and could negatively impact your Annual Evaluation.

SCHOOL NURSE

The school nurse is equipped to handle first aid situations. All pupils visiting the nurse must have a valid pass. Emergencies will be seen any time in the Main Office. Mrs. Jeffers is split between two schools and her hours at CCHS may vary from day-to-day.

GUIDANCE 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.

Counselors will see students on an “as-needed” basis. Students must have a pass. Students can also schedule an appointment for counseling.

The school counselors are always ready to assist teachers, to serve as liaison between home and school, and to help students and teachers seek solutions to problems. If a teacher desires to refer a student for counseling, he/she should first talk with the counselor and briefly outline the situation.

PARENTAL CONFERENCES AND COMMUNICATIONS

Most 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.

Do not procrastinate when dealing with student problems. It is important that teachers contact parents as soon as possible when problems arise in either the academic or behavior areas.

Most parents want and need to know about their child’s behavior, academic weaknesses, and problems, as well as good points and strengths. Notes, letters, telephone calls, and conferences are excellent opportunities to communicate with parents about their children. Conferences are the most direct and effective method of communication. Either the teacher or the parents may initiate them. When you obtain the parents’ confidence and support, your battle is half won, and the job becomes much easier because the student knows that understanding, communication, and cooperation are taking place.

The Guidance Department will schedule a conference as soon as possible when a parent requests it. The principal, an assistant principal, or guidance counselor will attend any conference if requested by the teacher, parent, or counselor.

It is through prompt, personal, warm, and friendly contact that problems are brought to the attention of parents and solutions are developed and agreed upon. Also, these contacts, when properly documented, will certainly refute any allegation that the teacher was negligent in informing parents that their child was having difficulty at school in time for them to take some remedial or corrective action.

HOME OR 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. The evaluated papers will then be sent to the student. The home or hospital bound student is counted present each day. Mr. Robinson is the point of contact.

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. See Mr. Robinson for information.

STUDENT ATTENDANCE

Attendance should be taken every period using the Infinite Campus system. Accuracy is imperative. Teachers should also maintain their own attendance books. Attendance should be updated daily in order for attendance reports to be run by 3:00 p.m. Following the running of the reports, parents of absent and tardy students will receive an automated phone call.

TARDINESS

Students who are not in their seats by the end of the ringing of the tardy bell will be considered tardy. The teacher will inform the student of his/her tardiness by signing a tardy log and documenting using the Infinite Campus system. If a student reports to school after first period, he/she must sign in on the tardy book in the Main Office and receive a written slip indicating whether the tardy is excused or unexcused. If a student reports to a teacher's class after the tardy bell rings, he/she is to go to the office to receive a tardy pass from an administrator.

Tardies and absences will print out on report cards. Please make sure to make any necessary corrections in Infinite Campus as soon as possible. *See Appendix A.*

ABSENCES OF STUDENTS

Students who are absent from school are required to bring an excuse for the absence their first day back at school. They may have 48 hours to bring a note if not brought in on the first day the student returns. After 48 hours, a note will not be accepted. 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 and place it in the attendance box on the counter in the Main Office. If a student gives a teacher any notes, please make sure those notes are turned into the office. All excuses shall be kept on file in the main office with Ms. Combs.

EXCUSED ABSENCES

An absence shall be excused for:

- Personal illness
- Approved Field trips
- Family death and funeral
- Medical or dental appointment
- Attendance of non-school activities or functions authorized by the Superintendent or his designee
- Special and recognized religious holidays observed by the student's faith, mandate or order of government agency
- Extreme circumstance that cannot be resolved outside school hours; parent or guardian must request and receive approval from the principal or his designated representative.

Assignments missed due to unexcused absences cannot be made up. Board policy permits students serving out-of-school suspensions or ISS to make up their work. It is the responsibility of the student to request any missed assignments. Any tests, quizzes, etc. must be made up within five school days.

EARLY DISMISSALS

Students who need to be excused early from school must bring a written note from their parent or guardian. These notes are to be taken to the clinic for verification and approval. Notes to be excused must be in the office BEFORE second period. Students must also sign out in the main office before leaving the building.

If students get sick, they must check with the nurse or Main Office to receive a pass to go home. All students, including those 18 years old or older, must have a parent or guardian sign them out or give verbal permission (only by approval of Mrs. Collingsworth). Any student who does not follow this procedure will be considered cutting class and/or leaving campus without permission.

MAKE-UP WORK FOLLOWING ABSENCES

Make-up tests and class work shall be permitted only if the student brings a written legal excuse. A zero shall be given if the excuse is illegal. Make-up work shall be done within five days after returning to school. Students may be absent from school from time to time because of participation in various school-sponsored activities. Make-up work should be handled under the same conditions as outlined above. Whenever a student has an excused absence near the end of a grading period and there is not enough time for make-up prior to the issuance of report cards, the grade should be completed using a zero (0) for any missed work. The grade will be changed when work is made up. Make sure students are notified about make-up work when they return from an absence or suspension. Use common sense and notify the administrative staff if assistance is needed.

TEXTBOOK ACCOUNTABILITY

Textbooks are very expensive and it is essential that procedures are followed with fidelity. Do not issue a student a textbook without first logging in to Destiny and recording the correct information. In order for Media Specialist to be able to print accurate reports, teachers must first check out textbooks to themselves, then to the students. The procedures listed below must be followed with fidelity.

PROCEDURES FOR ISSUING TEXTBOOKS

STEP 1

Department Heads will be in charge of Textbook scanner for their departments.

Teacher:

1. Make sure all textbooks are barcoded. See the Media Specialist for textbooks needing barcodes.
2. Check out textbooks to yourself for each of your classes.
3. Reassign textbooks to each student in your class (Instruction sheet “How to Check-Out Textbooks to Students” will be provided).
4. When a student withdraws or changes to another teacher’s class, it is your responsibility to check the assigned textbook in before he/she leaves your class.
5. The other teacher will assign the student a textbook from his/her class.

STEP 2

A redundant system of tracking books is also required.

1. Teachers use the Textbook Inventory Roster to record the issuance and return of textbooks.
2. Teachers record the student’s name, book number, and have students sign in/out their books.
3. The Textbook Inventory Rosters will be turned in at the end of the year.

CONDUCTING BOOK CHECKS

Keep accurate records regarding book inventory. To help with the accounting process, we need to take up all books at the end of the year. We must have a detailed accounting of the books issued, collected and lost. The following procedure should help with this:

1. During each nine weeks, do a preliminary “book check” to determine if students have lost or missing books.
 2. Remind students that their books will be collected before the exam for your class.
 3. If there are any “lost” books that have been turned in to you, inform the students that were issued the books.
-

4. If students reports that they have lost a book (or had one “stolen”), give them the cost for replacing it. Books should be paid for before the end of each nine weeks.
5. Inform students that grades will be held until the book is paid for.
6. On the day of exams, collect all books after the study period but before the exam unless you are giving an open book exam. Have each student sign a roster when books are turned in. This roster will facilitate problems with book fees during the summer and will negate the need to contact teachers.
7. When a student brings money for a book, send the student to the bookkeeper to pay his/her fine.
8. Any books that are found will be routed to the department chair, then the teacher who issued the book. If a student paid for the book, the money will be refunded to the student if they have the original board receipt.
9. Please turn in a list of students who have lost books to Ms. Lawrence and the bookkeeper before the end of each nine weeks. That list should also include any students who have been withdrawn, quit, or stopped coming to school for any reason. A lost book report will be run by the Media Center each nine weeks.

CONDUCT AND DISCIPLINE

The Uniform Code of Student 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 must be with permission of Mrs. Collingsworth (principal) or central office personnel.

Teachers are expected to maintain a well-disciplined classroom environment that is conducive to learning. Classroom management by the teacher is a standard duty and responsibility. Teachers should handle, as much as possible, their own discipline problems. Any situation that develops beyond the control of the teacher should be referred to the appropriate grade-level administrator or public safety officer. Properly complete a disciplinary referral in Infinite Campus for each student referred for disciplinary action. Call parents to discuss issues/solutions. The information requested on the referral form is used to assess behavior consequences, compile reports required by the federal government, note prior actions taken by the teacher, and to support possible future action and/or placement. Do not send a student directly to an administrator except in cases of potential violence. Call the Main Office for assistance.

All discipline must be input in Infinite Campus. Teachers are required to call a parent and note the contact in the Contact Log in Infinite Campus. Referrals remain in Infinite Campus and can be accessed by the teacher noting the actions taken. A paper copy is filed in Discipline Folders by Main Office personnel for the remainder of the school year and a copy can be provided by request. *See Appendix A.*

CLASSROOM DISCIPLINE PLANS

The actual content of the classroom discipline plan may be as individualized as the teacher elects, yet it should incorporate these basic principles:

1. Observable and measurable.
2. Communicated both verbally and visually with the students.
3. Posted and reinforced daily.
4. Limited to a manageable number.
5. Maximum of five (5) consequences with a "severe clause" for immediate office referral
6. Parent notification by phone and/or conference must be a part of the plan.
7. *Office referral is the last consequence.*

DISCIPLINE PLAN LETTER TO PARENTS

A copy of your Discipline Plan Letter to Parents is to be signed, returned, and filed for all students you teach. Communicate with parents often through a variety of media and record the communication using the contact log in Infinite Campus. Implement the plan so as not to hear, "Why didn't you contact me before this problem got so bad?" from any parent. Parent/guardian home and work phone numbers and email addresses are easily accessible if collected on a call sheet at the beginning of the semester. Refusal to provide this information should generate a referral to Guidance. Inability to have working phone numbers and addresses should result in a Visiting Teacher Referral Form to Linda Hegg at the RCSS Central Office.

The following are examples of discipline violations that must be referred to the office as soon as possible:

1. When a student reaches the last step of your discipline plan (DOCUMENT your past efforts on the disciplinary referral INCLUDING PARENT CONTACT-Telephone numbers, dates, and times)
2. Cutting class/school.
3. Fighting or attempting to start a fight.
4. Damage, destruction or theft of school or private property.
5. Excessively rude/disrespectful behavior
6. Overt refusal to obey reasonable directions.
7. Any violation of board policy relating to drugs, tobacco, alcohol, or weapons.
8. Illicit or immoral activities (including pornographic web sites).
9. Profanity.
10. Violations of the dress code (profanity on a T-shirt, etc.) after the student has written the dress code for the teacher who is referring the student. Gross violations of dress code must be sent directly to the administrators.

IN-SCHOOL SUSPENSION

Certain actions by students may result in the student being placed in In-School Suspension. The appropriate grade level administrator, in conjunction with the ISS teacher, will schedule ISS. Students in ISS are suspended from school and may not participate in any school functions until re-instated into class. Re-instatement occurs when the student attends the first class after being released from ISS. Students assigned to ISS will complete assignments from each teacher.

Teachers will be informed in writing when a student has been assigned to ISS. This should be denoted in the attendance book and comparable work to that being done in class must be sent to the ISS teacher for the number of days to be served. For most offenses, students will be assigned a minimum of three days. There will be occasions when students will be given one day of ISS. Assignments will not be requested for one day. The student should be marked as in ISS and given five days to make up any work missed. When students have completed ISS, they will be given a Re-Admit Form from the ISS teacher. All work completed will be placed in the teacher's box.

AFTER-SCHOOL DETENTION

School detention will begin on the 2nd week of school. Designated teachers will be assigned after-school detention. Detention is held from 2:35 p.m. until 3:20 p.m. on Tuesday and Wednesday of each week (Thursday if needed). The students must sign the Detention Logbook picked up from the Main Office and returned before leaving for the day. Reschedule students who report tardy, write up "no shows" on a referral form, and turn in tardy notices and referrals to the appropriate administrator. Check attendance and sign-out sheets before referring students for cutting detention.

SCHOOL DETENTION PROCEDURES

When holding School Detention, the following procedures should be followed:

1. Only an administrator can assign School Detention.
2. Teachers may assign detention with proper parent notification and office approval.
3. Location of detention will be announced daily.
4. Pick up the Detention Logbook from the main office
5. Detention should begin promptly at 2:35 p.m. and end at 3:20 p.m.
6. Students must sign in upon arrival for detention – teacher will note arrival time.
7. Students should do something academic to keep busy.
8. Talking, eating, drinking, sleeping, or disruption are prohibited.
9. If a teacher wants to "sign out" a student from detention to attend an academic study hall, they may do so. The student then becomes the responsibility of that teacher. Students may not sign themselves out of detention.
10. At the end of detention any students who did not complete detention, the following procedure should be followed:
 - a. Check the daily attendance sheet to determine if he/she was absent from school.
 - b. Check the sign out sheet on the counter of the main office.
 - c. If it appears that the student was present and did not sign out of school, submit a referral in Infinite Campus under Rule 11. Each student will be allowed to "reschedule" once prior to the date to serve detention.
11. Return the "Detention Logbook" to the Main Office to Ms. Combs or place it on her desk.

Teachers assigned to detention have the responsibility to get someone to cover detention if they

cannot fulfill their assignment.

School detention does not replace individual teacher detention nor can teachers assign students to after-school detention without permission of an administrator. After-School detention is designed to handle discipline problems that fall outside of a teacher's daily classroom discipline plan.

Students must inform an administrator or the secretary if they are unable to meet the assigned date in order to be considered for rescheduling. Emergency cancellations require a note from the parent. Teachers may also choose to assign teacher detention. In that case, the teacher will schedule time and date.

CLASSROOM MAINTENANCE

Teachers are responsible for all materials and equipment in their classrooms. Any damaged or broken equipment, furniture, or fixtures must be reported to Ms. Makowski. If the problem is not resolved within two weeks, re-report the problem to Ms. Goff via email (cc Mr.Parker). Double emphasis should be placed on preventing willful marking and defacing of furniture and walls. Desktops and backs should be checked daily for defacing. 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.

Bulletin boards should be used to their maximum capacity. They should be kept attractive and up-to-date. Use room arrangements that would prohibit students writing on bulletin boards and walls.

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.

STUDENT GRADES/ASSESSMENT

Teachers must keep an accurate record of students' grades. Teachers must be able to discuss grades with parents if the need occurs. For your 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 (40%), homework (10%), quizzes, tests, and special projects (50%).

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 and missed assignments***

must be given upon return to class and students given 5 days to complete the assignment(s).

When failure is probable, the parent must be contacted by phone, a progress report sent home, and a RTI conference requested with parent(s), student, teacher, and RTI chair invitation.

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

FORMS

Those forms involving misconduct may be obtained from the main office. For all other forms needed, inquire in the Main Office. Do not send students to the office for school forms.

EXTRA CURRICULAR ACTIVITIES

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

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.

REPORTS/PAPERWORK

Accuracy and adherence to due dates are expected. Lists of names, records, etc. should always be kept in alphabetical order.

PROFESSIONAL ORGANIZATIONS

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.

TEACHER KEYS EFFECTIVENESS SYSTEM

We will be fully implementing the Georgia Teacher Keys Effectiveness System (TKES). The Georgia Department of Education has designed the Teacher Keys Effectiveness System with multiple components that provide data and feedback regarding teacher performance from different sources and perspectives. The evaluation system is designed to provide information that will guide professional growth and development for each teacher, as well as to provide information that will be used in the calculation of the annual Teacher Effectiveness Measure (TEM). The collection of educator effectiveness data and feedback to educators will occur throughout the process for the TKES and the effectiveness system is designed to provide another forum for ongoing instructional dialogue. The TLE Platform serves as the electronic platform to submit information regarding teacher evaluation. It can be accessed at <https://tle.gadoe.org>

TEACHER KEYS EFFECTIVENESS SYSTEM (TKES)

You can access Georgia Department of Education website for a multitude of resources and information such as the Teacher Assessment on Performance Standards Reference Sheet and the TKES Performance Standards and Rubrics. Please visit <http://www.gadoe.org>

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. 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 following outlines the reporting procedure.

The staff member suspecting child abuse/neglect must:

1. Report (immediately) the suspected child abuse/neglect:
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.
3. 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 or

counselor's office and can be submitted over the phone.

4. The principal of the school should be notified that a report was submitted via form or direct communication – DO NOT EMAIL.
5. Copies of the report for the Board attorney, Public Safety Department, and the principal should be submitted to Ms. Makowski upon completion.

Allow the nurse or counselor to make a preliminary observation of any suspected abused child, if applicable.

Expect a follow-up report from personnel at DFCS.

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.

BUS REGULATIONS

It is absolutely essential that students cooperate with the bus driver, school bus patrol, and school officials. Failure to do so will automatically give cause for temporary bus suspension. Each student must remain seated, and his/her conduct must be such that a driver's attention will not be diverted. Students should respect property whether it belongs to the State, Federal Government, Richmond County Board of Education, or an individual.

It is expected that the driver will report all incidents of misconduct to the administrators. Bus students are under the supervision of bus drivers. Reported acts of misconduct on the bus will be investigated. First offense will receive a warning. The second offense will result in suspension from riding the bus. Continued offenses could result in suspension from riding the bus for the remainder of the year. If, upon the first offense, it is determined that the offense is serious enough, suspension could result immediately.

Report violations and problems to Mr. Parker.

MEDIA CENTER PROCEDURES

Philosophy of our Media Center

Our goal is to provide an environment that will enable students, staff, parents, and community members to become independent and effective users of ideas and information. We will endeavor to accomplish this goal by implementing the national standards for school library media programs whose mission is:

- To provide intellectual and physical access to materials in all formats.
- To provide instruction to foster competence and stimulate interest in reading, viewing, and using information and ideas.
- To collaborate with other educators to design learning strategies to meet the needs of individual students.

General Operating Information

Hours of Operation: 7:20 AM to 3:30 PM
Media Specialist: Jason Stark
Media Assistant:

Cross Creek High School Media and Technology Committee

The school Media and Technology Committee is composed of the administration, the media specialists, teachers, students, parents and members of the community. This committee assists in establishing priorities, setting future goals, and making purchasing decisions for the Media Center.

Book Checkout

Most books can be checked out for two weeks. Some exceptions do apply, and the student will be notified at the time of checkout.

All periodicals and reference resources must be utilized inside the Media Center.

Students may checkout books and utilize the library's resources during the following times:

- 15 minutes before the school day with an appropriate pass
- During scheduled class meetings
- During class with teacher permission and appropriate hall pass
- During lunch with appropriate pass
- 30 minutes after the school day ends

Videos/Movies

All videos or movies contained in the Media Center's collection and used in the classroom should be directly related to the curriculum. The movie rating must be appropriate to the grade level where the movie is being shown. For any movie with a PG-13 or R rating, a parental permission note must be sent home. Students must not be penalized for not being able to watch a movie in which they did not receive parental permission to watch. For example, Shindler's List is rated "R" but is sometimes shown when the Holocaust is taught. This movie should only be shown in a high school setting and when it directly relates to the curriculum. Most movies in the Media Collection should be rated "G."

Video Tape / DVD Usage

Educational video/DVD copyright policy will follow standard copyright guidelines as follows:

- If unlimited follows the program description, the program may be taped and kept

indefinitely.

- If a specific date follows the program description, the video copy must be erased by the date specified.
- If no date follows the program, the program is deemed educational and taping was pre-approved, the program may be used in the classroom but only by the teacher who requested the tape. He/she may use the tape/dvd once for instruction and once for re-teaching before the tape must be destroyed.

Videos deemed educational and purchased by the school are to be made a part of the media center collection and may be used at the teacher's discretion. It is recommended that the school follow a policy of prudent viewing.

- An instructional reason for the program should be stated in the lesson plans.
- The program should be scheduled at least one week in advance.

Videos brought from home or by a student must be previewed by at least two members of the Building Media and Technology Committee and approved prior to viewing. It is recommended that a two (2) week period be allowed for the preview process.

Under no circumstances shall a video rented from a rental facility be allowed to be shown in a school. This is in violation of Board Policy and copyright laws.

Media Workroom

Laminating or other media workroom needs/requests are to be put in writing and left with the Media Assistant. Pick up completed materials from her as well.

Instructional Television

Upon request from a faculty member, instructional programs are recorded by the Media Specialists and made available to meet curricular needs. Please request this service in writing and in a timely manner. A flash drive or other storage device may be requested. One copy of the current Peachstar schedule and multiple copies of Peachstar Pipeline are available in the Media Center for teachers to use. Recordings are held for a limited time and erased according to state guidelines.

Computer Usage

1. Do not change settings on computers.
2. Do not visit chat rooms or load instant messengers programs.
3. Printing will cost 10 cents per page.
4. Inappropriate internet sites are prohibited.
5. Do not load or download programs without permission.
6. Do not go to "Adult" or obscene websites.

Overdue Fines

The overdue fines for students are five cents per day. Charges are also incurred for lost or damaged books. Students who owe fines will not be able to check out additional materials until all fines are paid.

A Few “Do’s” for Students

- Do sign in when you visit the Media Center.
- Do plan ahead and pick up the blue pass.
- Do ask questions when you need help.
- Do tidy your work area when you leave.
- Do keep your conversations and voice levels appropriate to the Media Center.
- Do follow the county and school policies concerning the use of computers.
- DO COME AND READ DURING YOUR FREE TIME.

Teacher/Staff Checkout

Teachers and staff do not have a specific checkout limit but are asked to return materials as soon as they are finished using them. Materials should be returned two weeks before the end of the school year. Teachers may make special arrangements in regards to this policy in advance.

Overdue Fines

Teachers and staff are not charged for overdue materials.

Reserving Audiovisual Equipment

In order for the Media Center staff to provide maximum availability of needed equipment, we ask our teachers to reserve specific equipment at least one day in advance and pick up the equipment the day it is to be used. Failure to do so may result in not having the equipment available and make it necessary for the teacher to make other arrangements.

See the Media Assistant to schedule equipment.

**Please return equipment by 3:15 each day unless prior arrangements have been made.

GENERAL INFORMATION

Honors Day

A review of the Honors Day format will be reviewed annually. Each department will request the number of trophies desired for their department. Suggestions for Honors Days should be directed to the Committee Chairperson, Ms. Johnson

Razorback Rampage

The Pig Pen, our school's newspaper, spotlights activities, events, and special recognitions. Teachers should submit items for publication to the newspaper sponsor, Mr. Neill.

Paragon

Cross Creek's yearbook, the Paragon, records the school's history. Please contact Dr. Morales if you would like the staff to take pictures of special events or classroom activities.

Graduation Exercises

It is required that all teachers participate in Cross Creek's graduation exercises. The Senior Advisor will coordinate activities with the administration and senior counselor, Mrs. Ame Holmes.

EMERGENCY PROCEDURES**Fire Drills**

In the event of a fire alarm, all students, at the direction of their teachers, will exit their classrooms and proceed in an orderly fashion to the nearest exit. Upon exiting the building, students will be directed by their teachers or administrators to a safe area. Teachers will call roll and stay with their classes during the evacuation. Be sure to bring the color coded cards.

Bomb Threat

In the event of a bomb threat, we will first determine the seriousness of the call based on the information gathered during the phone call. All communication will be word of mouth as we cannot initially use the PA system, cell phones, radios, or any other electronic communication devices until it is determined that they are safe to use. We will have three steps to follow:

Level One, Lock Down - We may go to a lock down state if deemed appropriate. When in lock down, the doors to the classrooms will be locked, and no student is to leave the room for any reason. Do not send students out of your room with or without a pass to go to the phone, office, or any other place on or off campus. Classes in the gymnasium, fine arts area, automotive shop, and agriculture facility should cease activities immediately and be prepared to exit the building if necessary.

Level Two, Evacuation - We will use the same evacuation procedures as listed in the fire drill evacuation procedures. Students are to stay with their teachers, and when the initial evacuation has been completed, teachers are to call roll to account for every student in their class. Hold students in the outside evacuation area until either the "all clear" is given or we move to level three.

Level Three, Stadium Containment - If we are going to be outside for an extended period of time, we will move to the athletic stadium. Teachers should take their students in as a group and stay with them in the stadium so that all students can be accounted for, and if students need to be released with their parents, we can accurately determine who has been released. Students will be released only to their parents or guardians.

Any teacher who does not have a class at the time of the bomb threat will be expected to assist with communicating information to the classes, and with supervision of students once it is determined that we must move outside. At no time will it be acceptable for a staff member to leave the campus, sit in a vehicle, or remain in the building during a bomb threat unless approved by an administrator.

It is our responsibility to do whatever is necessary to ensure the safety of the students at this school – this is our first priority.

Tornado Drill

In the event that there is a tornado, we must move to the safest possible area as quickly as possible. The basic plan is:

100 Hall - Move students into the hallway of your wing as quickly as possible. As you exit the room, line up against the wall headed towards the mall (but do not go into the mall). Rooms 108 and 109 should be as far away from the doors as possible. Do not go into the short hallway at the faculty restrooms.

200 Hall - Move students into the hallway of your wing as quickly as possible. As you exit the room, line up against the wall headed towards the mall (but do not go into the mall). Rooms with even numbers should move up the hall towards the mall to make room for room 216. Everyone should be as far away from the doors at the stadium end of the building as possible. Do not go into the short hallway leading to the faculty workroom.

300 Hall - Move students into the hallway of your wing as quickly as possible. As you exit the room, line up against the wall headed towards the mall (but do not go into the mall). Everyone should be as far away from the doors at the stadium end of the building as possible. Do not go into the short hallway leading to the faculty workroom.

400 Hall - Move students into the hallway of your wing as quickly as possible. As you exit the room, line up against the wall headed towards the mall (but do not go into the mall). Everyone should be as far away from the doors at the stadium end of the building as possible. If possible, ROTC should check and assist the Special Education Classes as necessary. Do not go into the short hallway leading to the faculty workroom.

500 Hall - Move students into the hallway of your wing as quickly as possible. As you exit the room, line up against the wall headed towards the mall (but do not go into the mall). Everyone should be as far away from the doors at the stadium end of the building as possible. Do not go into the short hallway leading to the faculty workroom. Leave the space across from room 501 vacant for rooms 700 and 701.

Gymnasium - Move classes in the gym, room 601, and the weight room into the “L” shaped area in the boy’s and girl’s locker room. In the boy’s locker room, additional students can go into the

dressing room on the coaches' office side of the locker room. In the girl's locker room, additional students can go into the dressing room also on the coaches' office side of the locker room.

Rooms 700 and 701 - Move immediately into the 500 Hall against the wall across from room 501. Be sure to close the door to the mall.

Room 710 - Move immediately into the 100 hall across from room 100. Be sure to close the door to the mall.

800 and Cafeteria Staff - Move into the hallway between the theater and the band room. Stay away from the hall next to the chorus room. If necessary, some can go into the practice room nearest the hallway.

Media Center - Media staff and any teachers should move all students into the 400 hall as quickly as possible.

Main Office/Guidance - Staff and students should move into the hallway behind the assistant principals' offices and close the door to the reception area.

Shelter in Place

Shelter in Place (SIP) is a plan developed to provide a safe environment for students and staff relating to an accidental chemical release near the school. In such an instance, evacuation is often more hazardous than remaining indoors. As a result, SIP is considered the most appropriate action for our school.

If an SIP event occurs, the heat and/or air conditioning systems (HVAC) are shut down to minimize the exchange of air between the inside of the school and the outside air. There are additional steps that need to be taken beyond simply shutting down the HVAC system. Also, there are two phases to SIP.

If there is a chemical release, an announcement will be made stating that there has been a chemical release and we are in Phase I of Shelter in Place. At that time, the following steps need to be taken immediately:

Phase I

1. The HVAC system will be shut down.
2. All windows and doors are to be closed tightly.
3. Students, staff, and visitors are to move to appropriate SIP locations. If you are in a classroom, stay there unless directed to move to another location.
4. Doors and the vents to HVAC systems are to be sealed with tape and/or plastic (to be provided) until the principal and emergency authorities determine that the danger has passed, or initiate Phase II of SIP. Once the doors are sealed, they are not to be opened

unless the “all clear” is given, or we need to go to Phase II.

5. All special needs classes will go immediately to the gymnasium to insure their safety in the event that we need to go to Phase II.
6. Teachers will account for all students in their class.

Phase II

1. All classes will move to the Gymnasium as quickly as possible in an orderly fashion.
2. Teachers will account for all students in their class.

Other Important Information

Should a chemical release occur when you are outside with your class, immediately come to the nearest available safe area. Understand that once the doors are sealed, they will not be opened to let anyone in. If you are outside, the nearest safe areas are:

- From the bus lot or student parking lot, go to the fine arts wing (band room, chorus room or preferably the auditorium).
- From the front of the building, tennis court area, or the gym parking lot, go to the gymnasium.
- Should a chemical release occur and students and staff are in the cafeteria, immediately go to the auditorium, or if it is not accessible, go to the gymnasium.
- In the event that the problem occurs after hours and during an outside athletic event in the stadium, spectators will be instructed to go immediately to their vehicles, roll up the windows, and close the vent system. They should remain there until the “all clear” is given. Coaches will move the teams and any students that do not have access to a vehicle into the field house. Any other staff members present should assist the coaching staff with these students. The windows should be closed and the doors sealed.
- If there is an activity at the baseball/softball complex, the spectators should be instructed to go immediately to their vehicles, roll up the windows, turn off the air conditioning, and close the vent system. Coaches should move all students into the “tower” and close the door and all windows. Seal the door if possible.

ELIGIBILITY FOR COMPETITIVE ATHLETICS

All coaches and sponsors of activities that compete under the Georgia High School Association are required to submit student eligibility to the league office. The GHSA sets the date as to when the eligibility form for each activity is due.

The GHSA eligibility forms are available electronically or in print from Coach White and at the GHSA website (www.ghsa.net <<http://www.ghsa.net>>). Also, the GHSA calendar is available with information regarding starting dates, when eligibility is etc. Each coach or sponsor is responsible for completing the eligibility form for his or her activity. The form should be completed at least one week prior to the GHSA due date so that it can be checked, signed, and mailed or faxed to the league office. Students are not considered eligible until the form has been

approved by the GHSA office and returned. Because of this, we will not call the GHSA office to determine eligibility.

When the form is returned, a copy will be provided or placed in the coach's box. For all athletic eligibility, a copy will be forwarded to the Athletic Director. The original form will also be kept on file in Mrs. Goff's office in the Athletic Notebook.

Only Mrs. Collingsworth, Coach White, or the RCBOE Athletic Director, Mr. Bailey, should contact the GHSA regarding eligibility questions. ***Coaches or sponsors are not to call the league office.***

FUND RAISER PROCEDURES

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

The appropriate RCBOE Fundraiser form should be completed and submitted to Mrs. Collingsworth 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.

If approved, the form will be returned, and you should then contact the bookkeeper regarding setting up an account etc. for the fundraiser.

A fundraiser is not to be conducted without prior approval.

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.

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.

Please be reminded that any equipment, uniforms, jackets or other non-perishable items become the property of the school and must be added to the current inventory of that organization.

The school, school district, and/or school board will not 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.

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.

PLEASE SEE APPENDIX C FOR FISCAL POLICY RELATED TO STUDENT FUNDS.

FINAL EXAM SCHEDULE

Teachers are responsible for the duplication and security of their examinations. See Detailed scheduled in CCHS Student Handbook

Exam and Final Grades

Any student absent during exam time must have a note from an administrator before that student can make up the exam. Teachers will be responsible for administering their makeup exams. If the final semester grade is 68 or 69, please be able to justify and support the grade if (when) challenged by a parent. If a student does not report for an exam, enter a zero for the exam grade. Do not assign an incomplete. Grades can be adjusted as necessary via the grade verification sheet after the exams are made up. No grade should be above 100.

Please inform Guidance of any SENIOR failures before leaving each day.

No Early Dismissals

Teachers should design the exam or plan activities to accommodate the allotted time frame. Plan a two-hour exam. Encourage students to take advantage of the study period. Deal with emergencies on an individual basis using your best professional judgment. Take up textbooks at the end of the study period. **NO STUDENT SHOULD BE GIVEN A PASS TO GO ELSEWHERE IN THE BUILDING DURING THE EXAM PERIOD. DO NOT EXCUSE STUDENTS FROM THE CLASSROOM DURING THE EXAM TIME.**

Financial Obligations

Please inform students if they owe money (books, fundraisers, etc). Turn in the “flagged” report card list to the bookkeeper each day as grades are completed. Inform students that they must clear any flagged report cards with the bookkeeper, and then she will give them a copy of their report card or one will be printed.

Appendix A

Student Tardy Procedures for Teachers

Bell rings to signify end of period. Teachers dismiss classes. Teachers may not keep a student from missing another teacher’s class without securing prior, written approval from the teacher whose class is missed.

Teachers follow students out and position themselves so that they can monitor student flow in the hallway as well as those students entering class to start their bell ringer activity. When the tardy bell rings, teachers close their doors and begin classes.

No student may enter the class after the tardy bell without a tardy pass from an administrator or the front office.

Students entering late should sign the tardy log and deposit their tardy passes in whatever receptacle set up for such collection. Retain tardy passes; they will be used as proof in tardy

suspensions.

Procedures for Hall Passes

Acceptable reasons for students leaving a classroom during class time should be clarified by the teacher no less than once at the beginning of each semester or more often if needed.

No teacher should issue a pass to any student during the first or last ten minutes of class.

Students leaving class after the tardy bell and before the end of class bell must have a pass with the following information:

- Student name
- Teacher name
- Destination
- Time student left the class

If the pass is to a room supervised by an adult, then that adult should sign or initial the pass and include the time that the student left. Objects used as passes create problems when students abuse hall privileges and then have to be identified. These objects also tend to trivialize the seriousness of our efforts to maximize students actively participating in class.

Students Leaving Class for Discipline Infractions

Students are more likely to succeed in academics when they attend and participate in class consistently. The administration and support staff make every effort to ensure that students are in class on time. Each teacher's expertise in diversity of instruction, a working understanding of teacher/ student relationships, and a detailed, comprehensive discipline plan will ensure that the time a student spends in class will be productive; therefore, demanding that a student leave a class should be the absolute last step in a classroom management or discipline plan.

Students should never be placed in the hall or sent to an administrator as a "time out" consequence. Each department or hall should develop a buddy system that will allow a pre-arranged, alternate classroom setting for such situations. Use of the buddy system should always be followed up with prescribed discipline plan consequences.

- If a student infraction necessitates a discipline referral, this in itself does not warrant the removal of a student.
 - If a teacher feels compelled to send a student to an administrator, the student should have either a pass (see Procedures for Hall Passes) or a completed discipline referral form (see Teacher Responsibilities, Classroom Management Step 10). The teacher will then be responsible for reviewing the referral with the appropriate administrator either during planning, or before or after school within a twenty four hour time frame.
 - If the referral can be addressed immediately, the student will return to class with the student copy.
-

The emergency call button or “panic button” should be used for the following:

- Physical violence or injuries
- Natural or manmade disasters
- Presence of strangers in the building
- Removal of a non-compliant student

The emergency call button is not a classroom management tool and should not be used as a consequence for student misbehavior.

Performance of Non-Classroom Duties

A school, as a whole, must be able to function as a cohesive unit. If not, then effective teachers and their 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 teacher’s 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 they are therefore expected to perform those duties in a professional manner.

Be punctual. Students are always present at this point of duty, another teacher is waiting to be relieved, and if we expect punctuality from our students, then we must model what we expect. Nothing short of a personal or family emergency supersedes duty responsibilities. Even then, a substitute must replace a vacated duty position.

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.

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.

Dress and Grooming (Rule #14) Policy Enforcement

Rule #14 of the Code of Student Conduct and Discipline (COSCAD) handbook, pertaining to dress and grooming, in most cases, clearly defines expected student behaviors and consequences. Therefore, every teacher is expected to enforce such policy in order to maintain continuity throughout the building.

School Keys – Georgia School Standards

CURRICULUM

A system for managing and facilitating student achievement and learning based upon consensus-

driven content and performance standards.

Curriculum Standard 1

The school's curriculum is sequenced and organized to ensure students know, do, and understand the core content outlined in the Quality Core Curriculum or Georgia Performance Standards (based on phase-in plan).

1. Written and aligned curriculum documents
2. Horizontal and vertical alignment
3. Curriculum Planning Process

Curriculum Standard 2

Teachers engage in a process of collaborative planning for curriculum implementation to ensure that they agree on core content and required student performance(s).

1. School-wide curriculum collaboration
2. Systematic and consistent approach to collaborative planning

Curriculum Standard 3

Teachers and administrators use a systematic process for monitoring and evaluating implementation of the curriculum.

1. Monitor and evaluate curriculum implementation
2. Curriculum monitoring system

ASSESSMENT

The collecting and analyzing of student performance data to identify patterns of achievement and underachievement in order to design and implement appropriate instructional interventions.

Assessment Standard 1

A cohesive and comprehensive system is in place to ensure that all administrators and instructional personnel use assessment data to design and adjust instruction to maximize student achievement.

1. Cohesive, comprehensive system for assessing student progress
2. Teachers articulation of standards and assessments
3. Teacher collaboration regarding desired results and assessments
4. Instruction aligned to GPS and adjusted to meet student needs

Assessment Standard 2: A variety of effective and balanced assessment techniques is routinely and systematically implemented by all instructional personnel as part of a comprehensive school-based assessment and evaluation system.

1. Diagnostic Assessment
2. Formative Assessment
3. Summative Assessment
4. Balanced Assessment

Assessment Standard 3

Assessment and evaluation data are analyzed to plan for continuous improvement for each

student, subgroup of students and the school as a whole.

1. Comprehensive feedback-adjustment process

INSTRUCTION

Designing and implementing teaching, learning, assessment tasks, and activities to ensure that all students achieve proficiency relative to the Georgia Performance Standards (GPS).

Instruction Standard 1

Instructional design and implementation are clearly and consistently aligned with GPS and district expectations for learning.

1. Shared framework for instruction
2. Consensus-driven framework for instruction
3. Learning goals aligned with GPS

Instruction Standard 2

Research-based instruction is standard practice.

1. Research-based learning strategies and processes
2. Higher-order thinking skills, processes, and habits
3. Differentiated instruction
4. Student work products
5. Flexible grouping of students
6. Timely, systematic, data-driven interventions
7. Use of technology

Instruction Standard 3

High expectations for all learners are consistently evident, with students playing an active role in setting personal learning goals and monitoring their own progress based upon clear evaluation criteria.

1. High and clear expectations
2. Clear, challenging, aligned learning goals
3. Students' personal efficacy and responsibility

PLANNING AND ORGANIZATION

The processes, procedures, structures and products that focus the operations of a school on ensuring attainment of standards and high levels of learning for all students.

Planning and Organization Standard 1

A current school vision and mission are the basis for all aspects of continuous improvement. All stakeholders within the learning community have achieved consensus regarding their shared sense of vision and mission, which serves as a basis for all facets of the continuous improvement process.

1. Written school vision and mission reflective of system vision and mission

Planning and Organization Standard 2

A comprehensive planning process results in a current school improvement plan to guide the continuous improvement process for the school.

1. Process for continuous improvement
2. Appropriate, research-based strategies
3. School improvement plan implementation monitored

Planning and Organization Standard 3: Collaborative planning involving the district and the school is present in all aspects of fiscal management and resource distribution. This process reinforces the ability of the school to achieve its articulated continuous improvement goals, including ensuring the academic success of all learners.

1. Collaborative planning for fiscal management and resource distribution
2. Effective selection and use of resources

Planning and Organization Standard 4

All staff work collaboratively to ensure that rules, policies and procedures related to sustaining a safe, productive and inviting learning environment are clearly articulated, effectively communicated and successfully and consistently implemented throughout the school.

1. Rules, policies, and procedures articulated
2. Instructional time maximized
3. Physical plant maintained and up-to-date

STUDENT, FAMILY, AND COMMUNITY INVOLVEMENT AND SUPPORT

The school as a community of learning involves parents and community members as active participants. There is consistent and growing evidence of parental involvement and volunteerism, participation in workshops and enrichment activities and a process of two-way communication. Everyone collaborates to help the school achieve its continuous improvement targets and short- and long-range goals.

Student, Family and Community Involvement and Support Standard 1

The school reinforces the continuous improvement process through active and sustained involvement of student, family, and community.

1. Communication between school and parents and community
2. School promotes parenting skills
3. Parent outreach and training programs
4. Parents and community members feel welcomed in school

Student Family and Community Support Standard 2

The school has organizational structures and processes to ensure that students, families and community members play an active and sustained role in school governance, decision-making and problem-solving.

1. Organizational structures and processes encourage student, family, community

Student Family and Community Support Standard 3

The school addresses student, family, and community needs through appropriate services and cross-institutional partnerships.

1. Seamless connection between school and community agencies

2. Cross-institutional partnerships

PROFESSIONAL LEARNING

Professional learning is the means by which teachers, administrators, and other school and system employees acquire, enhance, and refine the knowledge, skills, and commitment necessary to create and support high levels of learning for all students.

Professional Learning Standard 1

The context of professional learning—the who, when, why, and where – contributes to the development and quality of learning communities, ensuring that they are functioning, leadership is skillful and focused on continuous improvement, and resources have been allocated to support adult learning and collaboration.

1. Learning Teams
2. Learning Community
3. Instructional leadership development and service
4. School culture for team learning and continuous improvement
5. Job embedded learning and collaboration
6. Resources support job-embedded professional learning

Professional Learning Standard 2

The process – the how – of professional learning is aligned with articulated goals and purposes, data-driven, research-based, evaluated to determine its impact, aligned with adult learning theory and collaborative in design and implementation.

1. Collaborative analysis of data
2. Evaluating impact of professional learning
3. Interpreting and using research results
4. Long-term, in-depth professional learning
5. Alignment of professional learning with expected outcomes
6. Building capacity to use research results
7. Knowledge about effective group processes

Professional Learning Standard 3

The content – the what – of professional learning reinforces educators’ understanding and use of strategies for promoting equity and high expectations for all students, application of research-based teaching strategies and assessment processes and involvement of families and other stakeholders in promoting student learning.

1. Classroom practices reflect an emotionally and physically safe learning environment
2. Deep understanding of subject matter and instructional strategies
3. Sustained development of deep understanding of content strategies
4. Partnerships to support student learning

LEADERSHIP

The governance process through which individuals and groups influence the behavior of others so that they work collaboratively to achieve common goals and promote organizational

effectiveness.

Leadership Standard 1

The principal and school administrators provide leadership that reinforces a commitment to high expectations for student achievement while promoting the school as a true community of learning.

1. School leadership understanding of curriculum, assessment, and instruction
2. School leadership demonstrates the role of lead learners
3. Impact of school leadership as lead learners
4. School leadership coaches, supervises, and monitors curriculum, assessment and instruction

Leadership Standard 2

The principal and school administrators facilitate the development, implementation and maintenance of a supportive learning environment for teachers and students through strong management and organizational skills.

1. Development and implementation of policies, practices and procedures
2. Availability and distribution of instructional resources
3. Visibility of school leaders

Leadership Standard 3

School governance and leadership are distributed and school improvement is viewed as a collective responsibility.

1. Distributed leadership and governance
2. Development and use of staff leadership skills
3. Use of central office, regional, and state resources

Leadership Standard 4

The school leadership team effectively demonstrates the principles and practices of distributed leadership as part of the process of shared governance.

1. School leadership teams operational and representative
2. Protocols for school leadership team operation
3. School leadership team data-driven

SCHOOL CULTURE

The norms, values, standards and practices associated with the school as a learning community committed to ensuring student achievement and organizational productivity.

School Culture Standard 1

The school culture reflects norms, values, standards, and practices that reinforce the academic, social, emotional, and relational growth of each student and a commitment to the professional growth of all educators.

1. School culture supports academic achievement of learners
2. School culture supports social growth and development of learners
3. School culture supports emotional growth and development of learners
4. School culture supports relational growth and development of learners

5. School culture supports professional growth of adults

School Culture Standard 2

School rules, practices and procedures foster a sense of community and belonging to ensure that staff and students maximize their capacity for teaching and learning.

1. Rules, practices, and procedures support positive relationships and interaction
2. School celebrates and acknowledges achievement and accomplishments
3. School fosters inclusion and celebrates diversity
4. School reinforces self-governance and self-improvement of students and staff

Glossary of Terms

Annual Climate Surveys: End of the year student, staff, and parent and community surveys used to gauge perceptions of quality and effectiveness.

Balanced Scorecard Card (BSC): Performance Management, Strategic Management and communications tool used by Monroe County.

Baseline: Current performance against the target, expressed as a number.

Benchmarking: Identifying high performing peers, then comparing to their standards, best practices and results.

Bubble Student: Students whose test scores are just over or just under a test cut score.

Their progress is tracked in detail using the Student Tracking Sheet.

Cascading: Is the process of driving an initiative, tool, process or information to all levels of the organization.

Confidential Folder: Common network folder for administrators and system leaders. Includes school and system improvement plans, data, forms, budgets, and other information used to improve the organization.

Continuous Improvement Plans (CIP's): Aligned and integrated improvement plans used by each school and system. The CIP serves as both a strategic and operational plan.

Continuous Improvement Plan Profile: This is the first section of the CIP and should contain demographic and academic data to show the current status of school.

Continuous Improvement Plan Addendum: An addendum can be added to the CIP for special program areas that may need separate tracking of progress.

Customers: Students are the primary customers of the school and system. However, other stakeholder groups can be viewed as customers also (staff, parents, etc.)

Data Handbook: The Data Handbook details the purposes and procedures for gathering and analyzing data. It also included information regarding all state testing.

Data Room: An area at each school designated to display data around the system's three strategic objectives.

Framework for Student Success: This pyramid shows how all of the strategies used in Richmond County work together. The three sides of the pyramid represent: Teaching and Learning, Structure and Behavior, and Communication and Support.

Guiding Principles/Values: Beliefs that guide the actions and decisions of an organization; held by leaders, developed in members.

High Impact Student: Students who are in more than one of the following at –risk demographic categories: special education, economically disadvantaged, minority, ESOL. Their progress is

tracked in detail using the Student Tracking Sheet and teachers make communicating with their parents a priority.

Incremental Targets: A target set to develop short step by step improvements over time.

Instructional Tracking Sheet: Academic tracking sheet for students at risk at each grade level.

Job Embedded Professional Learning: PLU credit awarded on the basis of a portfolio of items that document professional growth that has occurred during the school year.

Key Performance Indicators (KPI's): The three to five key indicators of success for each organization unit or department in the school system.

Lagging Indicators: Indicators of past performance (i.e. test scores).

Leading Indicators: Measurable performance drivers that lead to the achievement of lagging indicators.

Line of Sight: The ability of an individual or group at any level in the organization to be able to determine how their performance and results influence the success of the organization as measured by the organization's Balanced Scorecard.

Mission: The main purpose/core work of an organization; all functions, actions and decisions should support it.

Messaging: Visual display of priority information about organizational directives.

Operational Planning: The month to month improvement planning within a year.

Performance Culture: An organizational structure that facilitates an environment where everyone holds themselves accountable for achieving the identified targeted results for the organization.

Performance Measures: What is measured to determine success or progress in each performance objective.

Performance Metrics: Numeric values by which improvement will be expressed for each performance measure.

Performance Objectives: Within each strategic objective area, these goals must be met in order to achieve the needed results.

Performance Reviews: Predetermined reviews of progress towards CIP and BSC targets and initiatives.

PDCA Cycle: Plan, Do, Check, Act continuous improvement process.

Process Management: The way everything in the organization is systematically improved.

Requires a shift in thinking from "Everything that can be measured can be punished" to "Everything that can be measured can be improved"

Pulse Check Surveys: Short electronic surveys used during the first and second semesters to gauge staff perception of progress and support

Quality Tools: Performance management tools such as +/-A, fishbone, etc.

School Leadership Team: School level team created to assist with the governance, direction and improvement of the organization. This team should be representative of the different internal stakeholder groups of the organization.

SMART Criteria: Specific, Measurable, Attainable, Relevant and Time-oriented criteria for targets, goals or objectives.

Stakeholders: Staff, teachers, parents, community, etc.

Standards Based Classrooms: Is a classroom in which the environment, resources, instructional practices and assessments are aligned to student knowledge of and demonstration of articulated, state standards.

Strategic Objectives: 3 to 4 key performance areas in which an organization must have high

performance in order to succeed.

Strategy Map: A visual display of the aligned strategy elements of a strategic direction/plan.

Strategic Planning: The 3-5 five year improvement planning for the organization.

Stretch Target: A target that “raises the bar” for short term performance in order to reach higher long-term results.

Student Tracking Sheet: Tracking sheets used to track academic, behavioral, or attendance performance of a specified group of students.

Target: The desired result, expressed as a number, and expected to be achieved by a specified time.

Tracking Sheet: A sheet designed to track the performance of an individual, group, or program against targets, objectives or goals of the organization.

Vertical Teaming: A process by which educators of similar content area collaborate in a committed and collegial professional learning relationship to increase student achievement.

Vision: The desired long-term “to be” state of the organization, which determines its strategic themes.

Visual Reporting: Use of data rooms to display data, strategies, maps and messages.

Appendix B

Effective October 15, 2009

505-6-.01 THE CODE OF ETHICS FOR EDUCATORS

Introduction

The Code of Ethics for Educators defines the professional behavior of educators in Georgia and serves as a guide to ethical conduct. The Professional Standards Commission has adopted standards that represent the conduct generally accepted by the education profession. The code defines unethical conduct justifying disciplinary sanction and provides guidance for protecting the health, safety and general welfare of students and educators, and assuring the citizens of Georgia a degree of accountability within the education profession.

(2) Definitions

(a) “Certificate” refers to any teaching, service, or leadership certificate, license, or permit issued by authority of the Professional Standards Commission.

(b) “Educator” is a teacher, school or school system administrator, or other education personnel who holds a certificate issued by the Professional Standards Commission and persons who have applied for but have not yet received a certificate. For the purposes of the Code of Ethics for Educators, “educator” also refers to paraprofessionals, aides, and substitute teachers.

(c) “Student” is any individual enrolled in the state’s public or private schools from preschool through grade 12 or any individual under the age of 18. For the purposes of the Code of Ethics and Standards of Professional Conduct for Educators, the enrollment period for a graduating student ends on August 31 of the year of graduation.

(d) “Complaint” is any written and signed statement from a local board, the state board, or one or more individual residents of this state filed with the Professional Standards Commission alleging that an educator has breached one or more of the standards in the Code of Ethics for Educators.

A “complaint” will be deemed a request to investigate.

(e) “Revocation” is the invalidation of any certificate held by the educator.

(f) “Denial” is the refusal to grant initial certification to an applicant for a certificate.

(g) “Suspension” is the temporary invalidation of any certificate for a period of time specified by the Professional Standards Commission.

(h) “Reprimand” admonishes the certificate holder for his or her conduct. The reprimand cautions that further unethical conduct will lead to a more severe action.

(i) “Warning” warns the certificate holder that his or her conduct is unethical. The warning cautions that further unethical conduct will lead to a more severe action.

(j) “Monitoring” is the quarterly appraisal of the educator’s conduct by the Professional Standards Commission through contact with the educator and his or her employer. As a condition of monitoring, an educator may be required to submit a criminal background check (GCIC). The Commission specifies the length of the monitoring period.

(k) “No Probable Cause” is a determination by the Professional Standards Commission that, after a preliminary investigation, either no further action need be taken or no cause exists to recommend disciplinary action. 505-6-.02 Page 2

(3) Standards

(a) Standard 1: Legal Compliance - An educator shall abide by federal, state, and local laws and statutes. Unethical conduct includes but is not limited to the commission or conviction of a felony or of any crime involving moral turpitude; of any other criminal offense involving the manufacture, distribution, trafficking, sale, or possession of a controlled substance or marijuana as provided for in Chapter 13 of Title 16; or of any other sexual offense as provided for in Code Section 16-6-1 through 16-6-17, 16-6-20, 16-6-22.2, or 16-12-100; or any other laws applicable to the profession.

As used herein, conviction includes a finding or verdict of guilty, or a plea of nolo contendere, regardless of whether an appeal of the conviction has been sought; a situation where first offender treatment without adjudication of guilt pursuant to the charge was granted; and a situation where an adjudication of guilt or sentence was otherwise withheld or not entered on the charge or the charge was otherwise disposed of in a similar manner in any jurisdiction.

(b) Standard 2: Conduct with Students - An educator shall always maintain a professional relationship with all students, both in and outside the classroom. Unethical conduct includes but is not limited to:

committing any act of child abuse, including physical and verbal abuse;

committing any act of cruelty to children or any act of child endangerment;

committing any sexual act with a student or soliciting such from a student;

engaging in or permitting harassment of or misconduct toward a student that would violate a state or federal law;

soliciting, encouraging, or consummating an inappropriate written, verbal, electronic, or physical relationship with a student;

furnishing tobacco, alcohol, or illegal/unauthorized drugs to any student; or failing to prevent the use of alcohol or illegal or unauthorized drugs by students who are under the educator’s

supervision (including but not limited to at the educator's residence or any other private setting).
 (c) Standard 3: Alcohol or Drugs - An educator shall refrain from the use of alcohol or illegal or unauthorized drugs during the course of professional practice. Unethical conduct includes but is not limited to:

being on school premises or at a school-related activity while under the influence of, possessing, using, or consuming illegal or unauthorized drugs; and

being on school premises or at a school-related activity involving students while under the influence of, possessing, or consuming alcohol. A school-related activity includes, but is not limited, any activity sponsored by the school or school system (booster clubs, parent-teacher organizations, or any activity designed to enhance the school curriculum i.e. Foreign Language trips, etc).

(d) Standard 4: Honesty - An educator shall exemplify honesty and integrity in the course of professional practice. Unethical conduct includes but is not limited to, falsifying, misrepresenting or omitting: 505-6-.02 Page 3

professional qualifications, criminal history, college or staff development credit and/or degrees, academic award, and employment history;

information submitted to federal, state, local school districts and other governmental agencies;

information regarding the evaluation of students and/or personnel;

reasons for absences or leaves;

information submitted in the course of an official inquiry/investigation; and

information submitted in the course of professional practice.

(e) Standard 5: Public Funds and Property - An educator entrusted with public funds and property shall honor that trust with a high level of honesty, accuracy, and responsibility.

Unethical conduct includes but is not limited to:

misusing public or school-related funds;

failing to account for funds collected from students or parents;

submitting fraudulent requests or documentation for reimbursement of expenses or for pay (including fraudulent or purchased degrees, documents, or coursework);

co-mingling public or school-related funds with personal funds or checking accounts; and

using school property without the approval of the local board of education/governing board or authorized designee.

(f) Standard 6: Remunerative Conduct - An educator shall maintain integrity with students, colleagues, parents, patrons, or businesses when accepting gifts, gratuities, favors, and additional compensation. Unethical conduct includes but is not limited to:

1. soliciting students or parents of students to purchase equipment, supplies, or services from the educator or to participate in activities that financially benefit the educator unless approved by the local board of education/governing board or authorized designee;

2. accepting gifts from vendors or potential vendors for personal use or gain where there may be the appearance of a conflict of interest;

3. tutoring students assigned to the educator for remuneration unless approved by the local board of education/governing board or authorized designee; and

4. coaching, instructing, promoting athletic camps, summer leagues, etc. that involves students in an educator's school system and from whom the educator receives remuneration unless approved by the local board of education/governing board or authorized designee. These

types of activities must be in compliance with all rules and regulations of the Georgia High School Association.505-6-.02 Page 4

(g) Standard 7: Confidential Information - An educator shall comply with state and federal laws and state school board policies relating to the confidentiality of student and personnel records, standardized test material and other information. Unethical conduct includes but is not limited to:

1. sharing of confidential information concerning student academic and disciplinary records, health and medical information, family status and/or income, and assessment/testing results unless disclosure is required or permitted by law;
2. sharing of confidential information restricted by state or federal law;
3. violation of confidentiality agreements related to standardized testing including copying or teaching identified test items, publishing or distributing test items or answers, discussing test items, violating local school system or state directions for the use of tests or test items, etc.; and
4. violation of other confidentiality agreements required by state or local policy.

(h) Standard 8: Abandonment of Contract - An educator shall fulfill all of the terms and obligations detailed in the contract with the local board of education or education agency for the duration of the contract. Unethical conduct includes but is not limited to:

1. abandoning the contract for professional services without prior release from the contract by the employer, and
2. willfully refusing to perform the services required by a contract.

(i) Standard 9: Required Reports - An educator shall file reports of a breach of one or more of the standards in the Code of Ethics for Educators, child abuse (O.C.G.A. §19-7-5), or any other required report. Unethical conduct includes but is not limited to:

1. failure to report all requested information on documents required by the Commission when applying for or renewing any certificate with the Commission;
2. failure to make a required report of a violation of one or more standards of the Code of Ethics for educators of which they have personal knowledge as soon as possible but no later than ninety (90) days from the date the educator became aware of an alleged breach unless the law or local procedures require reporting sooner; and
3. failure to make a required report of any violation of state or federal law soon as possible but no later than ninety (90) days from the date the educator became aware of an alleged breach unless the law or local procedures require reporting sooner. These reports include but are not limited to: murder, voluntary manslaughter, aggravated assault, aggravated battery, kidnapping, any sexual offense, any sexual exploitation of a minor, any offense involving a controlled substance and any abuse of a child if an educator has reasonable cause to believe that a child has been abused.

(j) Standard 10: Professional Conduct - An educator shall demonstrate conduct that follows generally recognized professional standards and preserves the dignity and integrity of the teaching profession. Unethical conduct includes but is not limited to any conduct that impairs and/or diminishes the certificate holder's ability to function professionally in his or her employment position, or behavior or conduct that is detrimental to the health, welfare, discipline, or morals of students. 505-6-.02 Page 5

(k) Standard 11: Testing - An educator shall administer state-mandated assessments fairly and ethically. Unethical conduct includes but is not limited to:

1. committing any act that breaches Test Security; and
2. compromising the integrity of the assessment.

(4) Reporting

(a) Educators are required to report a breach of one or more of the Standards in the Code of Ethics for Educators as soon as possible but no later than ninety (90) days from the date the educator became aware of an alleged breach unless the law or local procedures require reporting sooner. Educators should be aware of legal requirements and local policies and procedures for reporting unethical conduct. Complaints filed with the Professional Standards Commission must be in writing and must be signed by the complainant (parent, educator, personnel director, superintendent, etc.).

(b) The Commission notifies local and state officials of all disciplinary actions. In addition, suspensions and revocations are reported to national officials, including the NASDTEC Clearinghouse.

(5) Disciplinary Action

(a) The Professional Standards Commission is authorized to suspend, revoke, or deny certificates, to issue a reprimand or warning, or to monitor the educator's conduct and performance after an investigation is held and notice and opportunity for a hearing are provided to the certificate holder. Any of the following grounds shall be considered cause for disciplinary action against the holder of a certificate:

1. unethical conduct as outlined in The Code of Ethics for Educators, Standards 1-10 (PSC Rule 505-6-.01);
2. disciplinary action against a certificate in another state on grounds consistent with those specified in the Code of Ethics for Educators, Standards 1-10 (PSC Rule 505-6-.01);
3. order from a court of competent jurisdiction or a request from the Department of Human Resources that the certificate should be suspended or the application for certification should be denied for non-payment of child support (O.C.G.A. §19-6-28.1 and §19-11-9.3);
4. notification from the Georgia Higher Education Assistance Corporation that the educator is in default and not in satisfactory repayment status on a student loan guaranteed by the Georgia Higher Education Assistance Corporation (O.C.G.A. §20-3-295);
5. suspension or revocation of any professional license or certificate;
6. violation of any other laws and rules applicable to the profession; and
7. any other good and sufficient cause that renders an educator unfit for employment as an educator.

(b) An individual whose certificate has been revoked, denied, or suspended may not serve as a volunteer or be employed as an educator, paraprofessional, aide, substitute teacher or in any other position during the period of his or her revocation, suspension or denial for a violation of The Code of Ethics. The superintendent and the superintendent's designee for certification shall be responsible for assuring that an individual whose certificate has been revoked, denied, or suspended is not employed or serving in any capacity in their district. Both the superintendent and the superintendent's designee must hold GaPSC certification.

Authority O.C.G.A. § 20-2-200; 20-2-981 through 20-2-984.5

APPENDIX C Hard Copies Available in Office

Appendix D

Examiner's Certification of Adherence to Prescribed Test Administration Procedures

NAME OF SCHOOL _____ Assessment _____

Check appropriate response and explain any problems relating to security or administration procedures, which may have occurred. Use an additional sheet as necessary.

YES NO

1. I attended a workshop at my school where the procedures for proper test administration were reviewed prior to testing.
2. The Examiner's Manual was thoroughly reviewed prior to the first testing session.
3. All Testing Materials were carefully counted when received. Any discrepancies were reported to the School Test Coordinator and were successfully resolved.
4. All testing materials were kept in a secure location while in the examiner's possession and no one was allowed to record, copy or make a conscious mental note of any testing item, answer documents and/or student responses.
5. All procedures for testing as given in the Examiner's manual, including readings of all directions to students word for word, were followed.
6. No student left the room during a testing session. If an emergency situation did necessitate a student's leaving, an explanation can be found on the back of this sheet.
7. Proper classroom control was maintained and students were on task during the testing period.
8. While students were assisted with procedural aspects of the test, no assistance was offered which could have influenced a student's response to any test item.
9. All answer documents were inspected and all demographic information was completed as required.
10. The use of reference materials was not allowed unless specified in the Examiner's Manual.
11. A roster of students was maintained and turned in to the School Test Coordinator along with an answer document for each student taking all or part of the test.

() () 12. All testing materials issued were carefully counted and returned to the School Test Coordinator.

Examiner's Signature _____

Date _____