

A. BRIAN MERRY ELEMENTARY

Est. 1964 Arthur Brian Merry 1903 - 1953



2021-2022

FACULTY HANDBOOK

Merry Beginnings Make Successful Endings

Kimberly Mungo, Ed.S

Principal

410 Boy Scout Road

Augusta, GA 30909

Tamara Thomas, Ed.S

Assistant Principal

A. Brian Merry Faculty Handbook

Merry Beginnings Make Successful Endings

It is the purpose of this handbook to state the policies and procedures that apply to the faculty, staff, and students at A. Brian Merry. Revisions will be made as necessary. Teachers should be familiar with the rules and regulations in the Richmond County Student Code of Conduct, the Merry Student/Parent Handbook, a Handbook for Teachers of Richmond County and Elementary Guide for Teachers. Our faculty is governed by the policies and regulations set forth in all of these handbooks.

Mission Statement

The mission of A. Brian Merry Elementary School is to provide a rich, stimulating, successful, educational partnership with our students, their families, and our community leaders.

Vision

- A. Brian Merry Elementary School will create an academically challenging atmosphere through innovative teaching and learning strategies along with the use of technology to meet the needs of all students.

Philosophy

We believe it is the task of all educators to influence the behavior of young people through purposeful teaching and careful role modeling so that they develop into individuals capable of functioning in our democratic society. Not only must we ensure the acquisition of knowledge and skills through purposeful teaching and careful role modeling, but we must also instill the love and thirst for learning in a safe and orderly environment. As a result, we hope that our young people will independently continue to develop their minds and characters long after the school doors close. Our activities, actions and attitudes must reflect and encourage not only a desire for knowledge, but a love and respect for our country and the ideals that it encompasses, such as honesty, justice, peaceful co-existence, respect for law and order, and a concern for the general welfare of others. We endeavor to create the type of learning environment which fosters the development of these intellectual, social and moral values. The unique qualities and needs of each individual are recognized and taken into account so that each child will be able to grow to his fullest potential academically, socially, and emotionally. Emphasis is placed on a strong curriculum that has been created with the specific needs of the elementary child in mind. Teaching methods are varied to accommodate the different modalities of learning that have been found to be best for each child.

Staff Beliefs

- Students learn best when they are provided with focused instruction in a secure environment and are given a clear understanding of expectations and goals.
- Students positively respond to discipline that is carried out in a fair, consistent manner with high expectations and a system of incentives, rewards and consequences.

- Academic excellence is promoted through active student participation in developmentally appropriate learning activities within a stimulating and language-rich environment.
- A student's self-esteem and education are enhanced when teachers, school personnel, family and community cooperate to demonstrate and openly communicate trust, support, respect, and fairness as they collaborate to make the important decisions that affect the school and its population.
- In order to prepare our students for the technological challenges which they will face in this century, up-to-date, content-related computer training should be available to students and faculty.
- Appropriate in-services must prepare teachers and staff members to efficiently use technology in order to enhance learning and to evaluate student progress.
- Teachers, in partnership with the students' families, should model and reinforce values which develop the traits, leadership and citizenship that students will need in order to be productive members of society.

Administrative Assignments

Kimberly Mungo, Principal

Overall Site Manager
Assistant Principal
Front Office Personnel
Title One
Nurse
School Council
Custodians
Nutrition Staff
Gifted
ESOL
Leave of Absence
Instruction
TKES/LKES
Approves Field Trips
Verification of Grades

Tamara Thomas, Assistant Principal

Fire Drills
Site Safety Plan
Testing Coordinator
Title IX
Leadership Team
RTI
Lesson Plans
Duty Schedules
Committees
Bus/Transportation
Instruction
TKES
Pre-K

Stephanie Mack, Guidance Counselor

Student Records
Eligibility 504
Hospital Homebound
Child Find
Sanford Harmony (SEL)
Panorama SEL Survey
Student Registration
Student Withdrawals

Melissa Elrod, Instructional Specialist

Instruction
Mentor Teachers
Professional Learning

Shanell Williams, Bookkeeper

Payroll
Workers Compensation
Field Trip Request
Fundraiser Request
Maintenance Request
Check Request/Reimbursements
Certificate of Absence

Jacqueline Vann, Data Specialist

Student Data Entry
Grades Timeline
Verification of Grades

Attendance

The minimum workday for certified staff is 7:45 – 4:00. Please be signed-in at your door to greet your students at 7:45am. Faculty and staff who have morning duty are to be in place at 7:30am. It is your responsibility to sign-in and out with the time EVERY DAY. The sign-in/sign-out times are used by the bookkeeper for payroll purposes.

- Any teacher who finds it necessary to leave school prior to the normal end of day must first check with Ms. Mungo to determine if a substitute will be obtained to complete the day. The teacher should complete the “Request to leave early” form and put in Ms. Mungo’s box. Accumulated early release hours will be charged against your monthly sick/personal leave. The full amount of time missed is recorded as sick or personal leave.
 - The “Early Release/Tardy” slip must be completed if a teacher arrives after 8:00. If the tardy is an emergency, please notify the office of your estimated time to arrive and arrange for coverage if you have duty. If the tardy will be longer than 30 minutes and arrangements are not made to cover your class ahead of time, it may be necessary to split your students among other faculty members. If this occurs, a ½ day minimum personal leave will be charged.
- All teachers who are tardy must sign in prior to reporting to class.**
- If you are going to be absent you are responsible for securing your own substitute by using the Kelly Services Platform system. You should do this as soon as you know you are going to be out so that a substitute can be secured for you. Out of courtesy, you should notify the principal if you are going to be absent. Paraprofessionals should also notify their supervising teacher. Personal days are to be approved at least 3 days prior to the date(s) requested. If you are requesting a personal day just before or after a holiday, you must submit a written request to Human Resources at least ten days in advance. No personal day requests will be granted during the first or last week of school, or during EOG state assessments.
 - Employees may be needed to render service beyond the 8-4 hours of the school day. Working in a school, with students and parents, cannot always be kept to a specific time on the clock. Faculty meetings are required; Professional Learning & PTA are expected of certified staff.

Bulletin Boards

It is expected that bulletin boards in your classrooms are used for instructional purposes and changed as the need arises (data wall, vocabulary wall, student work). Bulletin boards or other posted work is expected to be kept current (standards, student work, etc.)

Conferences

Teachers are expected to be available during planning time and after school for conferences. Schedule your conferences when needed and keep a written account of your conversations. Contact the parents (at the minimum) if student’s achievement begins to drop, if you begin to see misconduct, and/or if you have concerns. Don’t forget to call with positive notes as well. You will be surprised how receptive a parent will be when you have concerns IF you have established a relationship with positive phone calls. **During the parent conference windows September-October, February-March schedule a conference with each parent of students who are in danger of failing and document on the report card jacket.** Document on Appendix C and keep throughout the year. Make sure the parents are aware of the county promotion policy and discuss do-able steps to get the child back on track. Make sure you make communicating with the parents of your students a top priority. Early release days are often used for conferences – however, do not solely use those days to meet. Remember that TKES Standard #10 (Communication) includes your effectiveness and frequency of communicating with parents.

County Testing Program

Students in Richmond County elementary schools will participate in the following assessments:

- GKIDS (Georgia Kindergarten Inventory of Developing Skills) – administered throughout the year and completed in May
- Georgia Milestones (grades 3-5) – administered in May
- iReady Universal Screeners (grades K-5)
- GAA (Georgia Alternate Assessment)- administered to special education students not taking GMAS administered February-April
- CogAt (Cognitive Abilities Test)- administered to 2nd grade students and students who are candidates for TalentED in

DFACS Referrals

As educators, we have a moral and legal responsibility for the children in our school. If you suspect that a child is being abused (physically, emotionally, sexually, etc.) you are **required** to contact the Department of Family and Children services within 24 hours. The Richmond County Board of Education realizes that our job is to report, not investigate. When initiating a DFACS call, you may call **(855-422-4453)**, e-mail or fax the completed online referral. After e-mailing or faxing the referral, you will receive a callback for details. A completed copy of the online form should be given to the bookkeeper for distribution (principal, Superintendent and Board Attorney). If you are in doubt about whether to make the call, please see Ms. Mungo immediately. Please remember that our School Social Worker, Ms. Parson, should be informed as well.

Discipline of Students

Students are expected to conduct themselves in a manner that is conducive to a good learning environment. Each teacher is expected to handle his/her own discipline matters as much as possible. You should keep a “discipline log” to document students’ behavior; this log can be used at parent conferences or RTI meetings. Phone calls to parents, conferences, timeout, after-school detention or any other creative discipline measure should be utilized before referring a student to the office.

In the event that a referral to Ms. Mungo is necessary, you will submit the referral online via Infinite Campus. Once you submit the referral, do not send the student up to the office until they are called. It is the administration’s goal to change the behavior; this might be accomplished in a variety of ways. The priority is to correct the immediate disruption and get the child back in class (if she/he is able to return without disruption). For parent conferences, RTI meetings, etc., you will be able to access the student’s discipline via Infinite Campus.

Duplication of Materials

Copying of materials for classroom use should be done during your planning, before school, or after school. Students sent to the office to make copies will be sent back to class. DO NOT bring your class to the media center to sit and wait while you make copies. This is a waste of instructional time.

Employee Dress Code

As role models, all faculty & staff members should be conscious of their dress and grooming and how it may affect students and parents. Faculty and staff are expected to dress in a professional and appropriate manner that will be most conducive to the educational environment. Employees should be neat, clean and well-groomed. A wide variety of teaching styles and activities occur between age and grade levels. Therefore, activities 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. 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.

The following are not appropriate:

Jogging/sweat suit (permitted for PE only)

Tennis Shoes unless with a doctor's note or on Spirit Days

Mini-skirts/dresses

Leggings/leotards unless with a shirt that comes over the knees and hips

Shorts or dress shorts or skorts (men or women) unless Field Day

T-shirts (men or women unless spirit shirts)

Revealing garments /Too tight, too short or too low-cut (women)

Flip flops unless with a heel or embellishments

Tight-fitting clothing

Jeans unless on Spirit Days

Please remember that, right or wrong, you are judged by how you dress. Your appearance speaks to how you want students, parents and other visitors to view YOU and your profession. Make sure your attire sends the right message. Dress for success.

Faculty meetings

Faculty meetings are held monthly on the last Thursday of the month unless otherwise announced. All teachers are required to attend the faculty meetings. Paraprofessionals are required meetings as needed.

Field Trips

Field trips are valuable resources for teachers and students; however, certain guidelines must be followed. The field trip must be instructional in nature and must have correlation with the CCGPS or GPS. To request a field trip:

- Complete the “Instructional Field Trips Request Form” and submit it to Ms. Williams. If approved by Ms. Mungo, it will be sent to Teaching and Learning for approval; if approved, transportation will be scheduled. You must begin the process at least 3 weeks prior to the field trip date.
- All students participating in the field trip must have a signed parent permission form. Parents may accompany the students on the field trip; however, they must have completed the **Volunteer Training** as required by RCSS which includes a background check.
- All money collected in preparation for the field trip must be receipted by the bookkeeper and a check obtained (if necessary) prior to the trip. A receipt showing how the check was used must be returned to the bookkeeper for documentation of funds used.
- If privately-owned vehicles are used, approval must still be obtained from Ms. Mungo and Ms. Foster. Complete the appropriate form and have Ms. Mungo sign. Complete vehicle and driver information is required.
- Students must be offered a lunch every day. **If you need sack lunch, let Mrs. Hatcher know at least 3 weeks in advance.** We are all human – please communicate with Mrs. Hatcher a few days prior to the trip to make sure the sack lunches will be ready for your trip.
- No child can be denied the right to go on a field trip due to lack of ability to pay. You might want to provide a small “cushion” when determining the student’s cost to cover any unexpected deficits.

Fiscal Responsibilities

Money that is collected from students **MUST** be receipted using the correct forms and turned in to the bookkeeper **DAILY**. Lost funds are a liability for you. Count the money with the bookkeeper and ask for your receipt. **DO NOT LEAVE MONEY AT HER DESK** if she is not there.

Fundraisers

All fundraising activities must have Ms. Mungo’s approval prior to selling or collecting any funds. Complete the appropriate form at least 30 days in advance of the activity showing your projected collection. After the activity is complete, you will need to show the actual amount. This form must have principal signature prior to beginning the activity and after it is complete. No selling of items to students (candy, cupcakes, cookies) during school hours.

All monies raised during the fundraiser must be receipted daily. Expenses for the fundraiser MUST be paid for with a school check, using the funds raised. NO EXCEPTIONS. All the proceeds of the fundraiser are to be turned in to the bookkeeper. Purposefully not following this procedure is viewed as a serious grievance.

Grade Chairpersons

For the 2021-2022 school year, the following persons will serve as grade chairpersons:

Kindergarten	Mrs. Sorrells
Grade 1	Mrs. Milton
Grade 2	Mrs. Sabb
Grade 3	Dr. Evans
Grade 4	Ms. Jenkins
Grade 5	Ms. Moultrie
SPED	Ms. Roosevelt

Grading

Grades for each nine-week period should be based on classroom performance and participation. Misbehavior should not be used to determine academic grades. It is suggested that 15-18 grades be collected for each nine-week period to calculate the final average. Students and parents should be aware of your grading policy and how the final grade is determined. The student's grade should be reflective of mastery of the CCGPS and GPS; you should see a direct correlation between the child's classroom grade and their performance on state testing and county benchmark assessments. **If the progress report/report card grade is NOT indicative of grade level performance, it is to be stated as such on the report card.**

A timeline developed at the district level will determine when grades and attendance should be entered. **It is each teacher's responsibility to make sure this timeline is followed.** Mrs. Vann will send notices about expectations and deadlines.

Homework

The purpose of homework is to reinforce, enrich, or expand the student's understanding of the concepts and skills taught in class.

- The students will have homework Monday – Thursday, either assigned daily or on Monday for the entire week.
- Make-up or additional work may be sent home over the weekend if necessary
- Homework should be completed on time, be neat and legible, and completely done.
- Homework should be checked and returned to the student.
- Special projects may be assigned each nine-weeks; the culminating grade should be considered as part of the homework grade.

Honors Assembly

It is our custom to have an Honors Day assembly for 4th and 5th grades at the end of the year. Pre-Kindergarten and Kindergarten classes will have a Graduation Ceremony at the end of the year to celebrate their accomplishments. Grades 1st -3rd will have an Achievement Celebration at the end of the year. Parents are invited and encouraged to attend. This is a wonderful time for all students to be proud of what they've accomplished, but also to congratulate those in their class who have excelled. The academic and attendance categories are as follows:

Perfect Attendance – not absent or tardy after 11:00am for the entire year

“A” Honor Roll – 90 or above in every subject on report card each nine weeks, **excluding** conduct

“A/B” Honor Roll – 80 or above in every subject on report card each nine weeks, **excluding** conduct

Principal's Honor Roll – 90 or above in every subject on report card each nine weeks, **including** conduct

The celebration schedule for 2021-2022 will be developed and shared with the faculty/staff at a later date.

Hospitality Fund

The Merry Hospitality Fund is operated by and for the faculty and staff of A. Brian Merry. Everyone is encouraged to participate. Dues are \$20 per year for certified personnel and \$10 per year for classified personnel. Choice of gifts and amount spent on gifts will be decided yearly by the committee as circumstances and finances dictate or permit. Weddings and baby showers are to be organized by grade level with voluntary gifts and food with no Hospitality funds being used. Hospitality funds will be used for:

- Christmas gifts for the secretaries, food service managers and workers, and custodial staff (if they are a current member with dues paid).
- Gifts will be purchased for retirees and those leaving.
- A corsage or boutonniere and a gift for the Teacher of the Year will be provided for the RCSS annual TOTY banquet and Retirement banquet.
- Flowers will be sent to staff members in the hospital for 2 days and for funerals for family members (spouse, mother, father, children, and siblings). Cards only will be sent to staff members who choose not to join.
- Cards will be sent to all Merry personnel for the following: hospital out-patient, ill at home for 3 days, husband or wife of immediate family member who is in hospital or has extended illness at home. Immediate family member is defined as father, mother, wife, husband or child.

Each grade level will be represented on the committee and should be responsible for letting the committee know of any illnesses or special events from their grade level.

Housekeeping

Classrooms are places of learning; therefore, they may not always appear neat and orderly. At the end of the day, however, classrooms should be straightened and supplies put away. Floor space should be free of boxes, storage and books. Due to fire codes, cardboard boxes are not allowed to be used as storage. You should establish a routine for regularly checking the students' desks for trash, markings, etc. Bulletin boards should be kept up-to-date and attractive. Standards, content vocabulary and current student work (with feedback) should be displayed. Teachers should work cooperatively with the custodial staff to

make sure the room is being kept clean. TKES Standard 7 (Positive Learning Environment) includes the physical environment as well. A cluttered room is an indicator of poor housekeeping. Per fire code, **do not block windows** – they must remain as evacuation sources in case of a fire.

Injured or ill children

If a child becomes ill or hurt at school, the parents are to be notified immediately. If the nurse is on the premises, she will be responsible for the child and communicating with the parent. Otherwise, the student should be sent to the office with a note; the parents will be called and asked to come to the school to determine if the child should go home or return to class. If an accident happens during the day (student or staff), it should be reported and documented immediately using the appropriate form. **EVERY ACCIDENT, NO MATTER HOW SMALL, MUST BE DOCUMENTED USING THE “STUDENT ACCIDENT FORM”.**

Lesson Plans

Successful and timely completion of lesson plans is one element of the Teacher Duties and Responsibilities Instrument, which affects annual evaluations. TKES Standard 2 (Instructional Planning) directly relates to appropriately planning for the day’s events. Lesson plans show your blueprint for the week’s activities, the standards being addressed, and the strategies you intend to use.

Lunch procedures and expectations

All students are offered a hot, nutritious lunch each day in the lunchroom. Each class will be assigned a lunch time (grade levels are scheduled to be in the cafeteria together). Please adhere to the time so that we can efficiently feed the students in a timely manner. Since breakfast and lunch are provided at no cost to the students, a free-reduced lunch application is not necessary.

The students will be responsible for putting in their number in the keypad at the register. **Students must memorize their 4-digit number – please make this a priority at the beginning of the year.** Food allergies should be communicated to the food service manager and must be accompanied by a doctor’s note. It is important that, as the classroom teacher, you communicate any food issues/allergies to the lunchroom staff (Mrs. Hatcher).

There are certain problems that are inherent in a large gathering of students, such as the lunch period. These problems can be minimized if the students are taught the expectations of behavior and receive praise or consequences for their actions. **At the minimum**, the following should be taught and reinforced by each classroom teacher to prepare their students for the lunchroom:

- No loud talking, playing, running, disturbing others
- Any adult may move a student to the “time out” table if necessary.
- Clear instructions on where to sit and how to fill up the table.

- Swapping of food is not allowed; food/straws are not to be taken from the lunchroom.
- Each person is responsible for removing the food/paper/trash from around his area.
- Children are expected to be in line and orderly when entering the lunchroom.

Teachers are to assign two students who will wipe their table and sweep any trash from under their table to prepare for the next class. Paraprofessionals will be monitoring the lunch periods; classroom teachers are expected to determine the consequences if students' names are taken by the monitors. Extreme misbehavior at lunch will warrant an office referral and action by Ms. Mungo.

Media Center

The media center is the instructional heart of the school. Our media center is open before, during, and after school for students and/or staff. The media specialist will develop procedures to enable teachers to bring their class in for orientation and other activities. Students may come to the media center (with teacher permission) during the day to return or check-out books.

Please utilize the media center as a part of your instructional program for the entire class, small groups, and individual students. The media specialist will gladly collaborate with teachers on planning and teaching lessons and how to effectively integrate technology into their lessons. If you need technology assistance, or have any problems with the existing equipment, please see Dr. Toliver. Each teacher will be issued an updated Media handbook at the beginning of the year outlining the county and school's media policies. In some instances, faculty/staff members may be utilized to help with technology concerns.

Medication

If the student is on medication, proper documentation from the child's physician must be provided to the office. The nurse is in charge of making sure all RCSS procedures are followed regarding dispensing of medication during the school day. After the nurse leaves, the office personnel will be responsible for dispensing medications to students with the correct documentation. There is a RCSS form for this documentation.

Moment of Reflection

In compliance with Georgia law, all public schools are to observe a moment of reflection at the beginning of each school day. This reflective period is not intended to be a religious observance or exercise; it is an opportunity for reflecting on the anticipated activities of the day. The moment of reflection and pledge to the flag will take place during the morning announcements.

Connections

This year, we have a Music teacher, a PE teacher and a Computer Lab teacher. This means the students will have either Music or Computer Lab and PE every day. Teachers are not required to stay with their class during music instruction unless asked to do so. Disciplinary issues should be handled jointly between the Connections teacher and the classroom teacher unless administration is needed.

Office Boxes

Mailboxes in the front office area are provided for each staff member. Your office mailbox is one of the primary means of communication within the school. Please make it a habit to check your box in the morning when you sign-in, during your lunch and/or planning and at the end of the day prior to leaving. Unless it is an emergency, you will not be interrupted during instruction; messages will be left in your box.

Parties/Celebrations

According to RCSS policy, there are two authorized parties per year – the day before Christmas break and the last day of school. To protect instructional time, these parties are limited to the last hour of the day. If a parent wants to celebrate their child's birthday by bringing cupcakes or other dessert, they may do so to share with the entire class at lunch. It is against RCSS policy for outside food (McDonalds, Taco Bell, etc.) to be brought into the cafeteria. Most parents are not aware of this. If you have parents who bring their child food from outside, make sure they understand the policy. If you have parents with questions about this policy, please direct them to Ms. Mungo.

PTA

One of the most important organizations associated with A. Brian Merry is its PTA. All faculty and staff members are asked to join to show their support for this program. Membership is \$5.00. Certified staff are required to attend all PTA meetings; all personnel are asked to be supportive.

Permanent Records

All student records must be complete, accurate and up-to-date and recorded in black pen. The contents of pupil records are confidential. Any discussion of contents therein must be limited to the child's parent/guardian or concerned teacher. A parent may have a copy of any item in the permanent record which would normally follow the child upon withdrawal. Permanent records are not to be released to the parent. **Permanent records are not to be taken out of the office area unless they are signed out – all perm records MUST be returned to the vault by 4pm each day.**

Teachers accepting records during registration should check to make sure that the information is correct and that emergency phone numbers are listed. In addition to the registration card, parents are to complete the Health card which lists additional numbers/information and those who are allowed to pick up the child.

Upon withdrawal, the student's record is to be updated within 3 days with attendance information, academic performance, test scores (if applicable) and any other information pertinent to the current school year. The permanent folder is placed in the "withdrawn" box in the vault.

Upon receipt of a folder from another school within the Richmond County system containing two or more records, compile the information on a new card and destroy the old card. Below is a checklist of items which should be recorded on the permanent card:

Name of Child	Father's Name	Mother's name
Child Living with...	Place of Birth	Date of birth
Residence (street & no.)	Entrance & withdrawal record	Standardized test data
Scholastic Record	School Year	Grade
Days Present	Days absent	Times Tardy
Academic Grades	Promoted or Retained	Teacher
Reading	Health Record	
Student ID number		
Birth certificate		

If you receive a new student, please work with the counselor diligently to obtain the child's record from the previous school. Record requests are completed by Ms. Mack, Guidance Counselor.

Pictures

Individual pictures are made in the fall and spring. School pictures are a fundraising activity; please encourage your students and parents to participate. Faculty picture packages are provided at no cost.

Professional Learning

It is important for the professional growth of the faculty and staff to participate in professional learning activities. Early Release Days for the 2021-2022 school year each month will be dedicated to this task.

Professional Organizations

You are strongly urged to become a member of a professional organization. Certified and classified personnel are eligible to participate. Faculty representatives for GAE (TBA) and PAGE (TBA) will answer questions you may have about benefits, costs, etc.

Progress Reports

The purpose of the progress report is to communicate to parents as to the progress of their child. If deficiencies exist, the progress report provides useful information to the student and parent so that improvement can be made before the end of the grading period. It should not be the only communication you have with the parent during the grading period. The progress report will be created through the RCSS data system and provided to you each nine weeks.

RtI

Response to Intervention (RtI) is meant to focus on providing more effective instruction by encouraging earlier interventions for students experiencing difficulty. During the RtI process, students are identified by the classroom teacher, research-based strategies are put in place, and documentation is kept recording the student's progress. This process is not meant to replace the SST, but to increase the efforts of the teacher prior to an SST referral. Please remember that a 30-minute RtI period has been included in the RCSS instructional minutes' schedule for each grade. Every classroom teacher is expected to identify those students who need Tier 2 interventions (based on data) and provide that support during the designated 30-minute period. If Title 1 funds are available, we will again employ a Tier 3 interventionist for struggling students.

Restrooms

Students should use the restroom in their classroom if they have one. If not, students should be escorted (as a class) to the restroom before or after their lunch period and supervised until the class as a whole return to the classroom. Teachers should monitor the students so that they have enough time to use the restroom, but not to spend time playing in the restroom. Fourth and fifth grades students are to visit the restroom as a classroom, and not individually.

Student Withdrawal

If a student is withdrawing from your class, the withdrawal form is to be completed within **24 hours**. If possible, the withdrawal form should be given to the student on their last day of attending Merry, along with a current report card. **The teacher should pencil the permanent record at the time the student leaves.**

Substitutes

Teachers are required to access the Kelly Services Platform to report an absence and obtain a substitute. If you have made previous arrangements with a particular sub, you still have to enter the absence in the Kelly Services Platform. If you have previously arranged for a particular sub to work for you, you will indicate that you will be absent, but that the system does not need to call for a sub. Otherwise, two substitutes might show for the same job and both have to be paid. If there is a problem with a sub (plans not followed, evidence that the sub could not control the students, etc.) please let Ms. Mungo know so, that the substitute can be removed from our list.

Supervision of Students

We are legally and morally responsible for our students while they are in school. **We must supervise them at all times.** Students are **NOT** to be left alone in the room without adult supervision. Do not leave a student in charge to take names while you answer the phone, make copies, go across the hall to ask another teacher a question, etc. Unless another adult is physically in your room covering your class, you are not to leave your class unattended. If you have an emergency, please use the call button to notify the office. Students are not to be left unattended in the hall for discipline reasons. If you need to remove a student for timeout, have a plan with a colleague to take the student in another classroom.

Supplies

Depending on the Instructional Budget, teachers may or may not be able to purchase their own supplies. Do not spend your money for supplies (expecting reimbursement) without checking with Ms. Mungo.

Telephone/Cell phone

The office phone is for school business only. In case of an emergency a student may ask the secretary to place a call for him/her. The phone in the teacher's lounge is not to be used by students. Please arrange personal calls before school, after school or during your planning. Cell phones for employees are allowed at school; however, they must be turned off. You may use them before school, during your planning or after school. Cell phones are **NOT** to be displayed (worn at the waist) during the school day. Until the RCSS policy regarding employee use of cell phones changes, please make sure you understand these expectations.

Per the Richmond County Code of Conduct, elementary students are not allowed to bring cell phones to school. Please make sure your parents and students understand this policy and refer them to the RCSS Code of Conduct.

Textbooks

Textbooks are issued to the students through the media center. Please see that books taken home are covered so as to minimize wear and tear. If a textbook is lost or damaged during the year, please notify the parent and collect payment according to the replacement cost of the book. If the book is located during the year, the school will reimburse the parent upon receipt of the book.

Teacher Keys Evaluation System (TKES)

The Teacher Keys Evaluation System is used to evaluate Georgia teacher performance in and out of the classroom. The TKES consists of three components which contribute to an overall Teacher Effectiveness Measure (TEM): Teacher Assessment on Performance Standards (TAPS), Student Growth and

Achievement, and Survey of Instructional Practice. Clearly defined professional responsibilities for teachers constitute the foundation for TAPS. A fair and comprehensive evaluation system provides sufficient detail and accuracy so that both teachers and evaluators (administration) will reasonably understand their job expectations.

Classroom observations will be made to familiarize the administration with the students and the teacher's techniques, and methods. If you have a special event or activity planned, please let administration know and have it included on your weekly lesson plans. Classrooms should always reflect learning and be active. Many visits may occur during the year – the students should be very comfortable with adults coming in and out of the room observing what is happening.

Safety Plan, Fire Drills and Tornado Drills

Every public school is required to have a school safety plan to help curb violence in school and provide a safe learning environment for Georgia's children, teachers and school personnel. This school safety plan also addresses security issues in school safety zones. This plan is a complement to the emergency preparedness plan and other safety-related plans already adopted. The school safety plan incorporates some provisions aimed at creating a school atmosphere that builds self-esteem and school spirit based on the belief that these provisions have an impact on reducing school violence. The Merry School Safety Plan (included in the S.T.A.R.T Manual in the office) covers the objectives of the Safety committee, community environment, physical environment, emergency drills, intruder alert, bomb threat alert, illness and injury and related committees and safety concerns.

Fire Drill Procedures

Unannounced fire drills will be conducted once a month. Teachers are to take an attendance sheet (provided) and your roll book as you exit your room. Close your classroom door. All students and adults are to exit the building in a quiet and orderly fashion. If students are at PE or Music, they will be escorted out by those teachers and re-join their classroom teacher for an attendance count. The field by the side parking lot is the designated location for all students during the drill. Once outside, each class should send their attendance sheet via a runner to Ms. Frost for verification. Once all students have been accounted for, the all-clear will be given; at that point, all faculty, staff and students will re-enter the building.

Points to Remember:

- Train students to immediately file out of the room or building in an orderly manner – no running and no talking. The more seriously you take the drill, the more seriously they will react.
- The teacher will be the last person out of the room in order to make sure that everyone is out. Teacher will take an attendance form and roll book and close the door as he/she leaves. Once outside in the field area, the teacher should call the roll and visibly confirm that each child is present. All students must be accounted for! If you have a handicapped student in your room, be prepared with a plan to help them reach the designated area quickly and safely. Attendance slips should be taken to Ms. Frost.
- Wait for the all-clear signal and escort your students back to your classroom in a quiet and orderly fashion.

Make sure you know your fire drill route out of the building from

- your classroom
- the media center
- the lunchroom
- the music room

See diagram next page

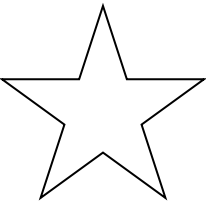


A. Brian Merry School Evacuation Plan

Fire Drill Procedure

**Exit building at designated exits and go to
the grass field to the right of the lunchroom.**

Alarm sound is one continuous ring of the school's bell.
Fire Drill Plan



1. Exit quietly (take attendance form located at doorways of each room)
2. Close all door.
3. All students and staff exit the building and report to field area to the right of lunchroom.
4. Complete attendance form (directions on form).
5. Take attendance form to Ms. Mungo for student count. All students must be accounted for.
6. Bell rings to indicate "all clear" to enter the building

Tornado Drill

The National Weather Service issues a tornado **WATCH** when the possibility of tornadoes exists and a tornado **WARNING** when a tornado has been spotted or indicated on radar. Teachers and students should know the difference between a Watch and a Warning.

In the case of a **Tornado Watch**:

Conditions are right

There will be an intercom message

Stay in your room, but be prepared

in case of emergency action (PE inside)

In the case of a **Tornado Warning**:

Once one has been sighted the

Fire drill bell will sound on-and-off
with short blasts

Move immediately to assigned area,

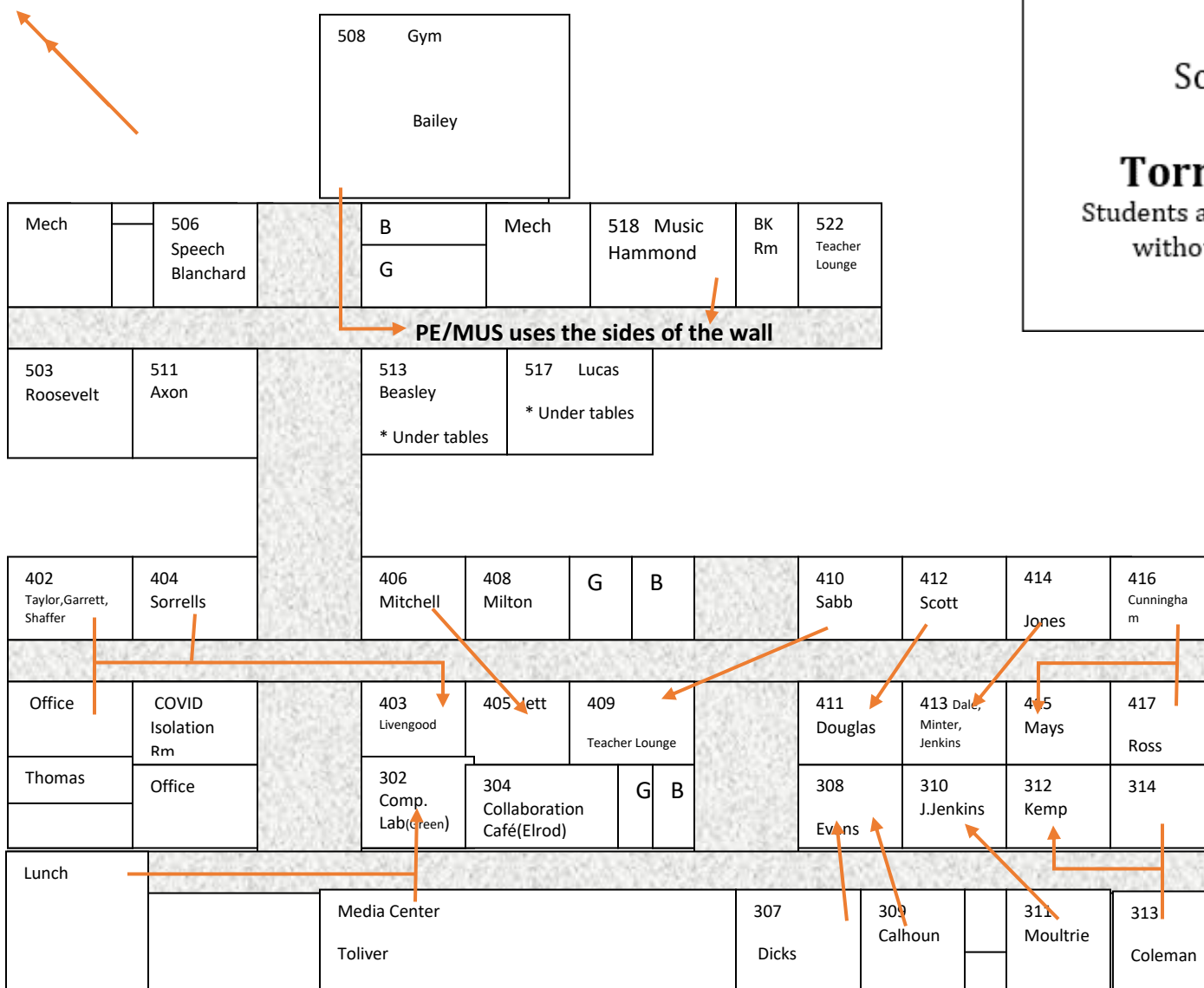
crouch down with arms folded over

head for protection. Be very quiet.

Teachers, account for all student. Stay

in position until all clear is given.

In the event of either a watch or warning, time is of the essence. It is imperative, for the safety of the children, that you teach them what to do in either case. They are less likely to panic if they have been trained on what action to take – your demeanor will trigger calmness or chaos. Be prepared.



A. Brian Merry School Evacuation Plan

Tornado Drill Procedure

Students and adults will move to inside rooms
without windows and way from glass.

TORNADO WATCH

TORNADO WARNING

1. Conditions are right.
2. Intercom message.
3. Stay in your room but be ready for emergency situation.
4. Outside activities are suspended.

1. A tornado has been sighted.
2. There will be short blasts from the fire drill alarm.
3. Quietly move to assigned areas and crouch down with arms folded over head for protection.
4. Take roll book and remain in place until all-clear message is given

Lockdown Protocols

SOFT LOCKDOWN– a heightened state of security. Conditions indicate that a higher than normal threat level is present on or near the campus. It may be declared for a few minutes, one class period, or an entire day. Some examples of SOFT LOCKDOWN situations:

- A fight that involves numerous individuals, weapons, or is gang-related
- Code Red protocol has been implemented at another public or private school nearby
- Intruder/suspicious person on campus
- Extremely disruptive individual on campus who might be violent or emotionally unstable
- Major crime or police chase near the school
- Report of a student or non-student in possession of a firearm on campus
- Dangerous animal on campus
- Information received that indicates that a weapon assault may occur on campus

PROTOCOL FOR A SOFT LOCKDOWN:

1. The building administrator shall inform all school staff that a SOFT LOCKDOWN is being instituted. Measures should be taken to ensure that personnel in outlying buildings or areas without intercom capability are notified.
2. All students should be kept in the classroom with the door locked during each class period while the protocol is in effect.
3. Students not in class at the time the protocol is announced should proceed to their assigned class. Teachers should lock their classroom doors once the hallways near their room are clear of students. If teachers observe imminent danger near their room, they should immediately secure their room and notify the main office of the danger through a cell phone, if one is available.
4. Students should not be allowed to leave classrooms unless the teacher obtains authorization from the main office.
5. The situation may necessitate that all personnel and activities outside the building should be moved to an indoor, secure area unless otherwise instructed by the building administrator.
6. Teachers should brief students that the school has been placed on a heightened security status as a precaution and that no imminent danger has been detected. Students should be given instruction as appropriate as to what they should do during the SOFT LOCKDOWN.
7. While the SOFT LOCKDOWN is in effect, teachers should not open classroom doors for school staff members unless clearance is obtained from the office.

HARD LOCKDOWN (ACTUAL CRISIS RESPONSE)

This is to be utilized for situations where an actual crisis situation has occurred, such as:

- Shots being fired on or immediately adjacent to the campus
- Stabbing on campus
- Explosion near but not on the campus
- Hostage situation or an armed barricaded subject on or immediately adjacent to the campus
- Natural disasters, hazardous materials, incidents, or threats involving weapons of mass destruction which indicate immediate danger to those on campus

PROTOCOL FOR HARD LOCKDOWN

1. An authorized person should announce over the intercom that the **HARD LOCKDOWN** is in effect. Runners may be sent, if it is safe to do so, to ensure that personnel in outlying buildings and outside areas are notified.
2. Teachers should immediately lock their room and advise students to move away from doors and windows and to sit on the floor.
3. If students are not in class at the time the protocol is announced, students should proceed to their assigned class. If it appears unsafe to proceed to their class area, students should proceed to the nearest classroom. Teachers should lock their classroom doors once the hallways near their room are clear of students. If teachers observe imminent danger near their room, they should immediately secure their room and notify the main office of the danger, if possible.
4. Personnel who are engaged in outdoor activities when the protocol is announced will need to make a prompt determination as to whether it is safer to attempt to enter the building to take shelter or to leave the campus to seek shelter in the safest place available. If the decision is made to leave the campus, school employees should notify the main office of their location and the number of students/employees present as quickly as possible. A list of all personnel who are evacuated should be made by the staff member present as soon as it is safe to do so.
5. Teachers should brief students that the school has been placed on a **HARD LOCKDOWN** as a response to an apparent crisis situation. They should advise students to remain quiet until more can be learned about the situation. Teachers should then begin calmly and quietly reviewing emergency evacuation procedures with students to prepare them for possible evacuation.
6. Students should not be allowed to leave classrooms unless the teacher receives instructions from the main office to the contrary.

7. Teachers should not open the door to any classroom unless they are instructed to do so by a staff member that they recognize by sight or voice. Emergency response personnel may enter the room using a master key.
8. School staff not assigned to classroom duties should follow the school's procedures for limiting access to their workspace. They should also report any suspicious activity to the front office immediately.
9. Refrain from using cell phones or engaging the microphone of any portable radios. The radio frequency energy transmitted could be enough to detonate an explosive device should one be present within 1,000 feet.

ALL CLEAR

Once any danger has passed, the building administrator may be able to put the school back to normal status. The ALL CLEAR protocol is used to accomplish this. It should be used when:

- There is no indication that an above normal level of danger exists
- Further measure such as evacuation will not be needed
- It is possible for the functions of the school to continue

PROTOCOL FOR ALL CLEAR

1. The building administrator shall announce via the intercom system that the ALL CLEAR protocol is now in effect.
2. The administrator may wish to make a brief announcement to inform school employees and students of the reason the HARD OR SOFT LOCKDOWN protocol was utilized. This will often help prevent rumors from causing undue alarm within the school.

Georgia Teacher Duties and Responsibilities

The purpose of the GTDR is to describe the expectations for teachers in addition to the teaching tasks outlined in the TKES. Evaluation of the performance of these duties and responsibilities will be based on school-wide observation of teachers throughout the school year.

1. Models correct language, oral and written.
2. Provides adequate information, plans and materials for substitute teacher.
3. Enforces regulations concerning student conduct and discipline.
4. Assumes responsibility for supervising students in out-of-class settings on campus or while away from the building on school-related activities.
5. Follows district and/or school prescribed assessment strategies and procedures.
6. Maintains accurate records to document student performance.
7. Assumes responsibility for the safety and good order of the total school program.
8. Maintains confidentiality of students and records.
9. Maintains accurate, complete, and appropriate records and submits reports as required.
10. Demonstrates ethical behavior as outlined in the Code of Ethics for Educators.
11. Works cooperatively with school/district leaders, support personnel, colleagues, and families.
12. Attends and participates in faculty meetings, other assigned meetings, and other activities according to school/district policy.
13. Reports to work as assigned.
14. Interacts in a professional manner with students, family members, staff, and school/district leaders.
15. Complies with conditions as stated in the teacher's contract.
16. Resolves deficiencies through a Professional Development Plan for Improvement.
17. Implements a Professional Growth Plan.
18. Additional duties or responsibilities added locally: Professional communication via social networks (My Space, Facebook, Twitter, etc.

Richmond County School System Title IX Notice and Complaint Procedures

Non-Discrimination/ Sexual Harassment

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

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

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

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

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

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

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

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

System Title IX Coordinator
Dr. Aronica Gloster
Department of Student
Services 864 Broad Street
Augusta, GA 30901

(706)826-1000 x 5501

glostar@boe.richmond.k12.ga.us

Each RCSS school site has a designated Title IX Coordinator for handling complaints of sex-based discrimination, including sexual harassment. Deputy Title IX Coordinators have been designated to handle employee complaints and discrimination complaints related to athletics. A complete listing of Title IX Coordinators is available on the RCSS website, www.rcboe.org.

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

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

