

# Richmond County Technical Career Magnet School

## Employee Expectation Manual



*RCTCM White Tiger Staff Members are committed to providing a professional, innovative, collaborative, clean, and safe environment for our students.*

2019-2020

Melisa L. Clark, Principal  
Crystal Crawford, Assistant Principal

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!

## The school of my aspirations would have the following characteristics.

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



## **VISION**

RCSS will create a world-class, globally competitive school system where all students will graduate and are college/career ready.

## **MISSION**

Building a world-class school system through education, collaboration, and innovation.

## **MOTTO**

Learning Today...Leading Tomorrow

**ADMINISTRATIVE ASSIGNMENTS**

**Melisa Clark  
Principal**

**Crystal Crawford  
Assistant Principal**

**Shared/  
Leadership Team**

**Duty Assignments**

**Duty Assignments**

**Duty Assignments**

Overall Site Supervisor  
School Council  
Assistant Principal  
School Calendar  
Front Office Personnel  
Secretaries/Nurse  
Workers Compensation  
Hospital Homebound  
Title I  
Site Safety Plan  
CCRPI Collection  
Personal Leave  
Schedules  
Field Trip Requests  
Professional Learning  
Code of Conduct  
Check Requests  
Intervention

Instruction  
Testing Coordinator  
  
Lunch Personnel  
ESOL  
In-School Suspension  
Athletics  
Buses/Transportation  
  
Lunch Duty  
Teacher Recognitions  
Public Safety Officer  
  
Duty Schedule

Instruction  
Fire Drills  
Child Find  
Maintenance  
Custodians  
Technology  
Supplies  
(IEP, 504, RTI)  
School Counselor  
Duty(AM/PM/Lunch)  
Honors Day Facilitator  
  
Grade Verifications  
Gifted  
Staff Recognitions  
Textbooks  
Clubs  
Attendance  
Mental Health

**White Tiger Take-Away: “An investment in knowledge pays the best interest.” – Benjamin Franklin**

## **White Tiger Teacher Essentials**

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

### **Teacher Job Description**

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

PERFORMANCE RESPONSIBILITIES: (Asterisk for essential job duties.)

1. Plans a program of study that meets the needs, interests and abilities of individuals to ensure success for every student (\*)

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

#### KNOWLEDGE, ABILITIES, AND SKILLS:

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

written communication and human relations skills.

**SPECIAL REQUIREMENTS:**

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

**EVALUATION:**

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

**TEACHER KEYS EFFECTIVENESS SYSTEM**

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.



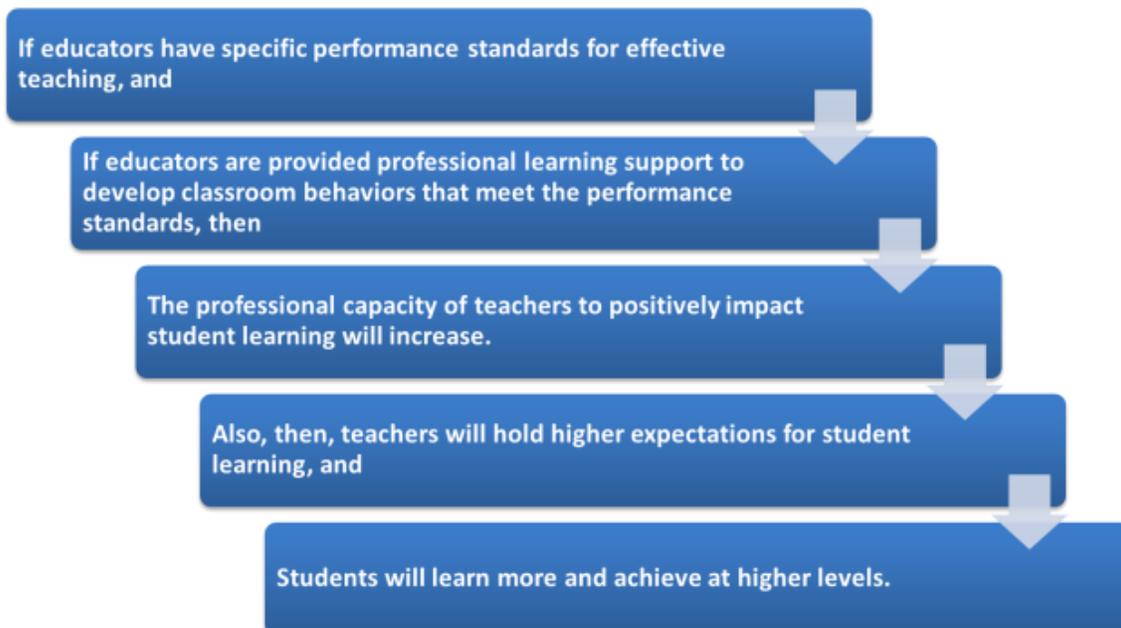
## TEACHER KEYS EFFECTIVENESS SYSTEM (TKES)

### **Primary Purpose of the Teacher Keys Effectiveness System/Theory of Action**

The primary purpose of TKES is to:

- Optimize student learning and growth.
- Improve the quality of instruction by ensuring accountability for classroom performance and teacher effectiveness.
- Contribute to successful achievement of the goals and objectives defined in the vision, mission, and goals of Georgia Public Schools.
- Provide a basis for instructional improvement through productive teacher performance appraisal and professional growth.
- Implement a performance evaluation system that promotes collaboration between the teacher and evaluator and promotes self-growth, instructional effectiveness, and improvement of overall job performance.
- Focus on student learning as outlined in Figure 1.

*Figure 1: Theory of Action*



As shown in Figure 2, the Teacher Keys Effectiveness System (TKES) consists of three components which contribute to an overall Teacher Effectiveness Measure (TEM): Teacher Assessment on Performance Standards (TAPS), Student Growth and Academic Achievement, and Surveys of Instructional Practice.

# Georgia Department of Education

## Teacher Assessment on Performance Standards Reference Sheet

### TKES Performance Standards and Rubrics

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

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

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

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

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

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

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

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

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

## **Professionalism**

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

## **Lesson Planning**

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

Teachers are required to post their lesson plans for the coming week to Rubicon and assigned One Drive no later than Monday morning. Administrators will check the curriculum platform to determine if the lesson plans are posted. This duty and responsibility will be kept on file for note on the Teacher Keys Effectiveness System (TKES).

## **Teachers' Work Day**

**The workday for teachers will vary, based on duty assignments – 7:30-3:30; 7:45-3:45; 8-4.** We work an 8-hour day. Each teacher is to sign-in upon arrival at school and is expected to be at his/her duty station at **7:30 a.m.** and classroom door at **8:05 a.m.** Teachers sign in and sign out through the School Check-In System on the computer in the front office. Teachers should check their mail boxes and e-mail daily upon arrival, during their planning periods, and when leaving. Each teacher is to sign-out at the end of the day. Failure to sign in and out could result in you being counted absent for a day of work.

## **Leaving Campus**

Teachers who need to leave the campus during their planning period or for an **emergency** must obtain permission from the **principal**. Complete the "Write it, Don't say it" request form and follow the sign in and out protocol.

## Teacher Absence Protocol

These guidelines apply to all faculty and staff:

### *Pre-Planned Absences:*

- Notify Administrator at least three days prior to absence via Don't Say It, Write It
- Submit lesson plans and all information for the substitute prior to your absence.

### *Emergency Absences:*

- Call or Text Administrator: 706-825-6320
- Login to AESOP and record absence including date and reason for absence. Note whether or not a substitute is required to fill this absence. Also include information for substitute to pick up folder from the front office at the time they enter the building.
- Certificate of Absence is due to the Book-Keeper upon return to work.

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

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

### **Personal Leave:**

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

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

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

Staff members with planned, partial day, approved absences should secure classroom coverage not requiring a substitute. For example, students can be dispersed on team and/or grade-level if necessary.

### **Chronic Absenteeism:**

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

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

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

- Substitute Folder including schedules, rosters, seating charts, assignments, policy and procedure for reporting behavior issues. (**Located in the Front Office**)
- Books, copies necessary for students to complete assignments
- Login/passwords if allowing the substitute access to designated computer
- Name of co-teacher if applicable
- Schedule for SPED student where appropriate
- School floor plan
- Lunchroom procedures and policies
- Restroom Guidelines (15-minute rule, one student at a time, limit passes out)
- Daily Schedule

Substitute Folder. Each teacher will receive a school issued substitute folder and needs to store documents for the substitute. This folder should be updated after each absence to ensure that all components are available for the next substitute teacher. The **FOLDER** will be stored in the front office.

**School Procedures when substitutes arrive:**

- Front Office Personnel will greet the substitute in the front office
- Front Office Personnel will provide the substitute with directions to the classroom

**Department Procedures when a substitute does not arrive:**

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

## **RTI/504/IEP**

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

## **Hospital Home Bound**

Teachers will be notified if they have students in this category and will be asked to sign a HHB Memorandum of Agreement. 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. Ms. Clark is the point of contact.

## **Reports/Paperwork/Deadlines**

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

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

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

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

## **Extracurricular Activities**

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

## **Accidents, Injuries, and Illness**

### **Students**

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

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

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

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

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

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

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

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

## **Community Services**

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

## **Contact with Students**

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

## **Daily Attendance**

It is of great importance that attendance data is checked and recorded properly and carefully. Please take attendance within the first 10 minutes of class. If a student is absent from 2

consecutive classes, call the parent and document in Infinite Campus. If the student is absent 3 or more days, please contact the School Social Worker.

## **Dealing with Money**

### **Cash Receipts**

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

### **Purchases**

No purchases may be made without PRIOR authorization from the principal.

## **Distribution of Educational Materials**

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

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

## **Extra-Curricular Activity Sponsors**

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

## **Faculty Meetings**

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

## Dress Code

The Board of Education recognizes that teachers and other professional educators are role models for the students who come in contact with them during and after school hours. As role models, teachers and other staff should be conscious of their dress and grooming and how it may affect students and parents.

Teachers and staff are expected to dress in a professional and appropriate manner that will be most conducive to the educational environment. Employees should be clean, neat, well-groomed and dressed in an appropriate manner for their individual work assignments. A wide variety of teaching styles and activities occur between age and grade levels. Therefore, activities and/or assignments planned for the day will dictate, to a degree, the style of dress considered appropriate attire. Good judgment and common sense should be used in choosing appropriate attire. The responsibility for determining appropriate grooming and dress shall be placed under the supervision of district and school level administrators. As a general rule, shorts, sweats, and warm up suits are not appropriate dress. Exceptions would be physical education, field days, special dress days and field trips when special attire is required.

### **Minimum Dress and Grooming Standard**

The minimum dress and grooming standard for employees shall meet or exceed the standard required for students in Policy JCDB of the Uniform Code of Student Conduct. Employees are expected to meet or exceed its standard in their professional dress and grooming.

The following items are considered appropriate attire:

#### Men

Shoes with socks

Ties

Slacks

Short/long sleeve collared shirts

Sports jackets/suits

Crew/Mock/Turtleneck shirts

Polo/Golf shirts

#### Women

Shirts/blouses tucked in when appropriate

Skirts/dresses (\*\*appropriate length)

Slacks

Suits

Knit shirts

Denim dresses/skirts

Coordinated Capri Pant Suits (mid-calf)

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

The following dress is NOT considered appropriate attire:

Shirts not tucked in (men)	Jogging/sweat suits (permitted for PE ONLY)
Leotard type-stirrup pants	Miniskirts/dresses
Leggings/leotards	Shorts or dress shorts (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.
- \* Athletic shoes are NOT allowed to be worn during PTA or any activity leaving school site unless receiving prior permission from site supervisor (i.e. field trip to Phinizy Swamp).
- \* Ties are preferred at scheduled parent/teacher conferences, PTA and any formal activities at the school or in the community.
- \* Failure to adhere to this policy will be reflected in TKES.

## Field Trips

- The field trip must be aligned to an academic standard or instructional unit.
- Departments/Teachers that are planning a field trip must obtain the Fieldtrip Request Document from the school bookkeeper.
- The Fieldtrip Request Document must be presented to the principal **at least 45 days before the trip.** Only certified staff members may request fieldtrips.
- After receiving the written approval from the principal, the sponsor and the administrator will have the responsibility of submitting the completed document to RCBOE (at least 30 days before the trip) for approval, via InfoFinder LE. Documents must be submitted electronically.
- The teacher(s) will be required to wait for the written approval of RCBOE **BEFORE collecting any funds for a trip.** As always, money must be turned in to the bookkeeper on a daily basis. The bookkeeper will take fundraiser money at planning times only (not before school and not after school). The bookkeeper and the teacher **MUST** count the money together.
- Teachers preparing for a fieldtrip must inform the cafeteria manager of plans for the trip at least 2 weeks before the trip. Bagged lunches must be requested at least 2 weeks in advance.
- The standard RCSS Instructional Fieldtrip Permission Form must be used for each fieldtrip.
- The requesting team/teacher must submit 3 quotes for chartered buses and/or make arrangements with the transportation department if a bus is needed. Please see bookkeeper for help with this step.
- It is NOT recommended, however, teachers who plan to transport student in personal cars must complete the appropriate Private Vehicle document. See the bookkeeper for this document. This document must be submitted to the transportation department 10 business days before transporting the children.
- The names of students who will attend the fieldtrip must be submitted to the Front Office the day before the fieldtrip.
- **If a check is needed, it must be requested at least 5 days before the trip.**

## Fire Drills

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

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

### PROCEDURES:

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

## Food and Smoking

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

Employees are prohibited from using or displaying tobacco products, including smokeless tobacco, while the employee is on duty at the assigned location during the normal school day or while on duty at any school function, including extra-curricular activities.

## Grade Book

The grade book is used to record grades for all work assigned and completed. It is the legal document to be used to justify grades on report cards and permanent records. Grade books should be neatly kept. They must be turned in to the administration during post planning. **\*A copy of your grading procedures must be attached to the inside cover of your grade book. Grades must reported updated weekly in Infinite Campus.**

## Student Grades/Assessment

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

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

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 documented in Infinite Campus. 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 the "Contact Log" (Infinite Campus) and submitted to the Front Office. In addition to the above, under the system promotion policy, each teacher is required to notify the parents in writing that their child is in danger of failing for the year. This notification is to be made in the comments section of the report card.

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

Academic grades cannot be reduced due to misconduct.

Samples of student's work should be kept for reference.

Student work (with teacher commentary) should be posted in classrooms.

Assigning a grade of zero is not an option in a true standards-based classroom.

Students should be given multiple opportunities to prove that they are able to perform a task.

Absenteeism is not a reason to assign a grade of zero.

(ex. If parent(s) or student(s) request assignments when a child is suspended, the assignment(s) must be provided and graded.)

Grades should be assigned in respect to the material presented in the classroom.

Teachers are encouraged to comment freely and professionally on report cards.

When failure is probable, a teacher-parent conference should be requested and documentation should be provided to parents. Please use the Response to Intervention (RTI) process for Students who are not performing.

Ms. Demsko is the contact person for RTI.

Parents/guardians should be informed when students are performing below grade level.

## Grading Policy

### Grade books-

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

<b>Summative Assessments (TESTS)</b>	May include major projects, unit tests, and chapter tests,  Connections/non-core may include: application of skills learned through performance projects, presentations, and tests.	<b>*Benchmarks are not placed in grade book, but are used to guide instruction.</b>
<b>Formative Assessments (PRIMARY CLASSWORK)</b>	May include class work, daily or weekly assignments, quizzes, writing assignments, small projects, and TOTD.  Connections/non-core may include: products produced to show understanding of concepts, performances, smaller projects, and quizzes.	
<b>Homework/Other</b>	May include independent practice outside of class and computer lab time.	<b>See RCBOE Homework Policy</b>

**Missing Assignments-**

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

**Extra Credit-**

**If extra credit is offered, it must be available to all students and must follow these guidelines:**

- **The assignment must reflect extra learning.**
- **A product must be produced that is related to the content area from which it is assigned.**
- **The value assigned is equivalent to 1 formative assessment.**
- **Final Grade cannot exceed 100%**

**Preparation/Participation-**

There is to be no value assigned to these categories. Of course, comments can be reflected on progress reports and report cards each marking period. The effort of the students should be demonstrated in the quality of class work.

# Infinite Campus GradeBook Instructions

## Logging In

Log on to Infinite Campus at <https://campus.rcss-k12.org> using your email user name and password.

**Infinite Campus** Transforming K12 Education®

**District Edition**

Version: E.1426.5  
Richmond County

Username  
Password

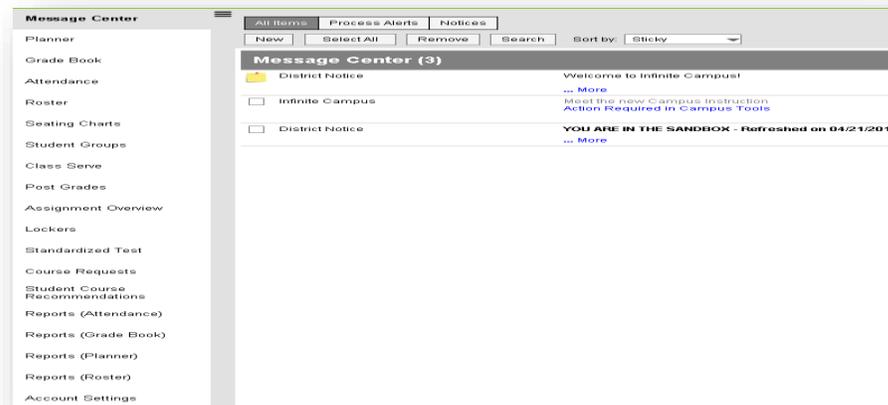
[Sign In >>](#)

Trouble accessing your account? [Contact your administrator.](#)  
[Forgot your password?](#) | [Forgot your username?](#)

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www.infinitecampus.com

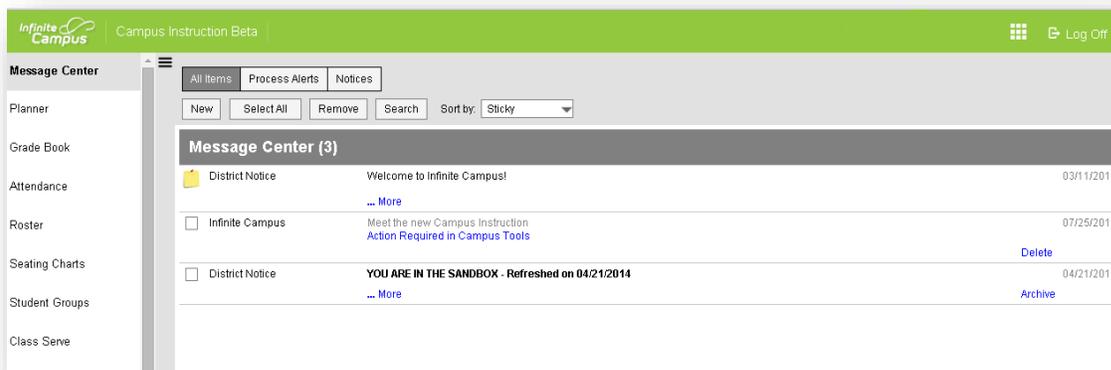
**\*\*\*\*If you are having issues logging in, please contact your Student Data Collections Specialist for assistance. Do not use the Forgot your password or Forgot your username options on this page.\*\*\*\***

This will take you to Campus Instruction Beta, the new teacher gradebook management tool for



Infinite Campus.

The Message Center is where you will be able to check messages from the school and the district.



Planner displays monthly events, your weekly calendar, and daily calendar. The Planner is where you can view classes and assignments.

## Month



# Week

Message Center

My Curriculum My Schedule Other Schedules

Planner Print Settings

### Curriculum Planner: Week 6

Today < >

September 15 - 19, 2014 Month Week Day

	Mon 9/15 25/236	Tue 9/16 26/236	Wed 9/17 27/236	Thu 9/18 28/236	Fri 9/19 29/236
08.4740080-1 Marketing Principles Y	Period 1, Students: 28/30	Period 1, Students: 28/29			
<< PB: 3 week Professional Behavior Evaluation.2					
08.4850080-2 Adv Sports&Entertain MkTY	Period 3, Students: 1/1	Period 3, Students: 1			
<< PB: 3 week Professional Behavior Evaluation.2					
08.4780080-1 Intro to Sports&Entertain MkTY	Period 3, Students: 19/20	Period 3, Students: 20			
<< PB: 3 week Professional Behavior Evaluation.2					
08.4740080-3 Marketing Principles Y	Period 4, Students: 31				
<< PB: 3 week Professional Behavior Evaluation.2					
08.4780080-2 Intro to Sports&Entertain MkTY	Period 5, Students: 17	Period 5, Students: 16/17	Period 5, Students: 16/17	Period 5, Students: 16/17	Period 5, Students: 17
<< PB: 3 week Professional Behavior Evaluation.2					

# Day

### Curriculum Planner: Monday, September 15, 2014

Today < >

Month Week Day

Monday 9/15  
25/236

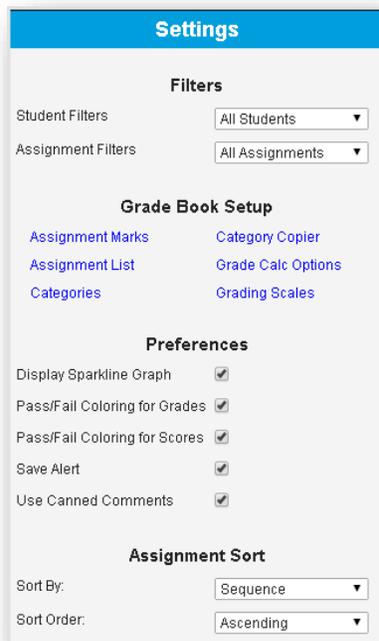
00.0000011-3 HR-11	Period 8, Students: 21/22	7:25 - 7:35
08.4740080-1 Marketing Principles Y	Period 1, Students: 28/30	7:35 - 8:25
<< PB: 3 week Professional Behavior Evaluation.2		
08.4850080-2 Adv Sports&Entertain MkTY	Period 3, Students: 1/1	9:30 - 10:20
<< PB: 3 week Professional Behavior Evaluation.2		
08.4780080-1 Intro to Sports&Entertain MkTY	Period 3, Students: 19/20	9:30 - 10:20
<< PB: 3 week Professional Behavior Evaluation.2		
08.4740080-3 Marketing Principles Y	Period 4, Students: 31	10:25 - 11:15
<< PB: 3 week Professional Behavior Evaluation.2		

## Grade Book

To configure your grade book, click Grade Book; then click Settings.



In Settings, grade book preferences are set up. Grade Book Setup is where you will create assignments, create categories, and calculations setup.



**\*\*\*Do not use Grading Scales under Grade Book Setup. The Grading Scale is set by the District.\*\*\***

## Creating Categories

Click Categories, then click Add.

**Category List**

Sequence ▲	Category	*Weight	Exclude	Drop Lowest (%)
1	Benchmark Quizzes	10.0	<input type="checkbox"/>	<input type="checkbox"/>
1	Class Professional Behavior	20.0	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1	Classwork	25.0	<input type="checkbox"/>	<input type="checkbox"/>
1	Participation	1.0	<input type="checkbox"/>	<input type="checkbox"/>
1	Project Work	25.0	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1	Tests	20.0	<input type="checkbox"/>	<input type="checkbox"/>

Save Add Close

Name, weight, and sequence the category. Click the section/sections where you want to use the category.

**Category Detail**

\*Name

\*Weight

Sequence

Exclude from Calculation

Drop Lowest Score (%)

**Category Placement**

Select which Sections will use this category

Teachers	Section	Term	<input type="checkbox"/>
	08.4740080-1 Marketing Principles Y	Q1, Q2, Q3, Q4	<input type="checkbox"/>
	08.4740080-2 Marketing Principles Y	Q1, Q2, Q3, Q4	<input type="checkbox"/>

Assign the Quarter Grade grading task to the category and click Save.

Grading Task	<input type="checkbox"/>
Progress Grade	<input type="checkbox"/>
Quarter Grade	<input checked="" type="checkbox"/>
Exam/EOCT	<input type="checkbox"/>
Semester Grade	<input type="checkbox"/>
Final Grade	<input type="checkbox"/>

Click the class from the Copy from list, then click the class/classes from the Copy To list. Check the category to be added from the Category Name list, click Next.

**Category Copier**

The Category Copier is used to copy assignment categories from one section to another.

Copy from: 13-14

**13-14 Cross Creek High School (Periods)**

- 1) 08.4740080-1 Marketing Principles Y
- 3) 08.4780080-1 Intro to Sports&Entertain MktY
- 4) 08.4740080-2 Marketing Principles Y
- 5) 08.4780080-2 Intro to Sports&Entertain MktY
- 6) 11.4130080-1 CompModernWorldY
- 6) 11.4150080-1 Intro to Digital Technology Y
- 7) 08.4370080-1 Hospitality & Tourism Mgmnt Y
- 8) 00.0000010-3 HR-10

Number of Categories: 6

**Category Name**

- Participation
- Project Work
- Tests

Copy to:

**13-14 Cross Creek High School (Periods)**

- 1) 08.4740080-1 Marketing Principles Y
- 3) 08.4780080-1 Intro to Sports&Entertain MktY
- 4) 08.4740080-2 Marketing Principles Y
- 5) 08.4780080-2 Intro to Sports&Entertain MktY
- 6) 11.4130080-1 CompModernWorldY
- 6) 11.4150080-1 Intro to Digital Technology Y
- 7) 08.4370080-1 Hospitality & Tourism Mgmnt Y
- 8) 00.0000010-3 HR-10

Number of Categories: 5

**Category Name**

- Benchmark Quizzes
- Class Professional Behavior
- Classwork
- Project Work
- Tests

If the category and class are correct, click Copy. If not, click Back and make any corrections on the previous page.

**Category Copier**

Copy From 08.4740080-1 Marketing Principles Y To 08.4780080-1 Intro to Sports&Entertain MkTY:

Category Name	Standard/Grading Task
<input checked="" type="checkbox"/> Participation	<input checked="" type="checkbox"/> Quarter Grade <input type="button" value="Add"/>

## Grade Calculations

Grading calculations must be set up in order for the students' grades to calculate properly. To set up grade calculations, click Grade Calc Options. The Calculation Type must be set to In Progress Grade and Grading Scale must be set to Numeric. The type and scale can be set for all tasks by selecting the options from the Fill Calculation Type and Grading Scale drop down menus. The Grading Scale option will not appear until the type is selected from the menu.

The screenshot shows a 'Grade Calculation' window with a 'Grading Tasks' section. At the top right, there are settings for 'Fill Calculation Type' (set to 'In Progress Grade'), '\*Grading Scale' (set to 'Numeric'), and checkboxes for 'Weight Categories' (checked) and 'Use Score's % Value' (unchecked). Below this is a table with the following structure:

Term	Grading Task	Composite	Calculation
Q1	Progress Grade	<input type="checkbox"/>	Type: In Progress Grade *Grading Scale: Numeric <input checked="" type="checkbox"/> Weight Categories <input type="checkbox"/> Use Score's % Value
Q1	Quarter Grade	<input type="checkbox"/>	Type: In Progress Grade *Grading Scale: Numeric <input checked="" type="checkbox"/> Weight Categories <input type="checkbox"/> Use Score's % Value

Buttons for 'Save' and 'Close' are located at the bottom right of the window.

*\*\*\*\*Do not make any changes to the Child Task/Standard box at the bottom of this page. The calculations in this box are determined by the state and cannot be altered.\*\*\*\**

*Child Task/Standard	*Weight	Effective %
<input type="checkbox"/> Q1 Quarter Grade	21.2500	21.25
<input type="checkbox"/> Q3 Quarter Grade	21.2500	21.25
<input type="checkbox"/> Q2 Quarter Grade	21.2500	21.25
<input type="checkbox"/> Q4 Quarter Grade	21.2500	21.25
<input type="checkbox"/> Q4 Exam/EOCT	15.0000	15.00
<input type="button" value="Add"/>		

## Assignment Marks

Assignment Marks allows you to set up grade thresholds which will convert scores to percentages for calculation. This set of marks can be applied to individual assignments. To set up, click Assignment Marks, then click Add. Name the marks. Click Add Row. The sequence will automatically populate. Enter the Score, the symbol or letter grade used to score the assignment. Then enter the percent value of the Score. Indicate if the score is passing. Click Save when done.

**\*Name**  
My Marks

Owner:

Seq	Score	% Earned	Passing
X 1	A	100	<input checked="" type="checkbox"/>
X 2	C	75	<input checked="" type="checkbox"/>
X 3	F	0	<input type="checkbox"/>

Add Row

Save Delete Close

## Creating Assignments

Assignment List is where assignments are created, edited, and scored. To create an assignment, click Assignment List. Click Add Assignment.

All							
Submission Allowed							
Online Assessment							
Aligned to Grade Book							
Unaligned							
*GB Seq	Assignment Name	Score	*Assigned	*Due ▲	Active	Campus Portal	
1.00	CPB: Beginning of Year Required Materials	Score	08/12/2013	08/20/2013	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
1.00	CW: Notebook Check	Score	08/12/2013	08/20/2013	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
1.00	CW: Annual Pretest	Score	08/23/2013	08/23/2013	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
1.00	CW: Unit 3 Column C Activities	Score	08/24/2013	08/28/2013	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
1.00	CPB: Professional Behavior	Score	08/12/2013	08/30/2013	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
1.00	CW: Weekly Learning Log	Score	08/26/2013	08/30/2013	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
3.00	CPB: Learning Log	Score	09/02/2013	09/06/2013	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
2.00	CW: Unit 3 column B	Score	09/06/2013	09/06/2013	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
1.00	BMT: Benchmark XC	Score	09/07/2013	09/07/2013	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
1.00	PROJ: Wheel of Functions	Score	09/08/2013	09/08/2013	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
1.00	BMT: Benchmark Test	Score	09/06/2013	09/09/2013	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Assignment Detail will open to create the assignment. Name the assignment, give the assignment an abbreviation. Check the section/sections to add the assignment.

### Assignment Detail

\*Name

\*Abbreviation

[Add Notes](#)

---

#### Section Placement

Section	Term	Active	Campus Portal	*Assigned	*Due	*GB Seq	Student Group
<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
<input checked="" type="checkbox"/> 08.4740080-1 Marketing Principles Y	Q1, Q2, Q3, Q4	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	05/23/2014	05/23/2014	1.00	No Groups

Check Align to Grade Book under Scoring Alignment Detail. Check the Quarter Grade grading task and select the category which the assignment should be weighted. Indicate if the assignment will be scored using Points or Marks. If using Points, enter the total points and the multiplier. If using Marks, select from the drop down menu.

*Points*

**Scoring Alignment Detail**  
 Create scoring alignment(s) to Grade Book by selecting from the following choices:

Align to Grade Book

**Grading Tasks**  
 Select which grading tasks get this assignment

Grading Task	Scoring Type	*Total Points	*Multiplier
<input type="checkbox"/> Progress Grade			
<input checked="" type="checkbox"/> Quarter Grade	<input checked="" type="radio"/> Points <input type="radio"/> Marks	100	1
<input type="radio"/> Benchmark Quizzes <input type="radio"/> Class Professional Behavior <input checked="" type="radio"/> Classwork <input type="radio"/> Participation <input type="radio"/> Project Work <input type="radio"/> Tests			

*Marks*

**Scoring Alignment Detail**  
 Create scoring alignment(s) to Grade Book by selecting from the following choices:

Align to Grade Book

**Grading Tasks**  
 Select which grading tasks get this assignment

Grading Task	Scoring Type	*Total Points	*Multiplier
<input type="checkbox"/> Progress Grade			
<input checked="" type="checkbox"/> Quarter Grade	<input type="radio"/> Points <input checked="" type="radio"/> Marks		1
<input checked="" type="radio"/> Benchmark Quizzes <input type="radio"/> Class Professional Behavior <input type="radio"/> Classwork <input type="radio"/> Participation <input type="radio"/> Project Work <input type="radio"/> Tests	<b>*Assignment Marks</b> <input type="text" value="Select the marks to use"/>		

Information regarding the assignment which students will be able to view on Campus Portal can be added under Information for Students. The assignment can also be enabled to receive online submissions and assessment under Student Work Product.

**Information for Students**

[Add Description](#)  
[Add Objectives](#)  
[Add References](#)

---

**Student Work Product**

None  
 Enable Student Submission  
 Enable Online Assessment

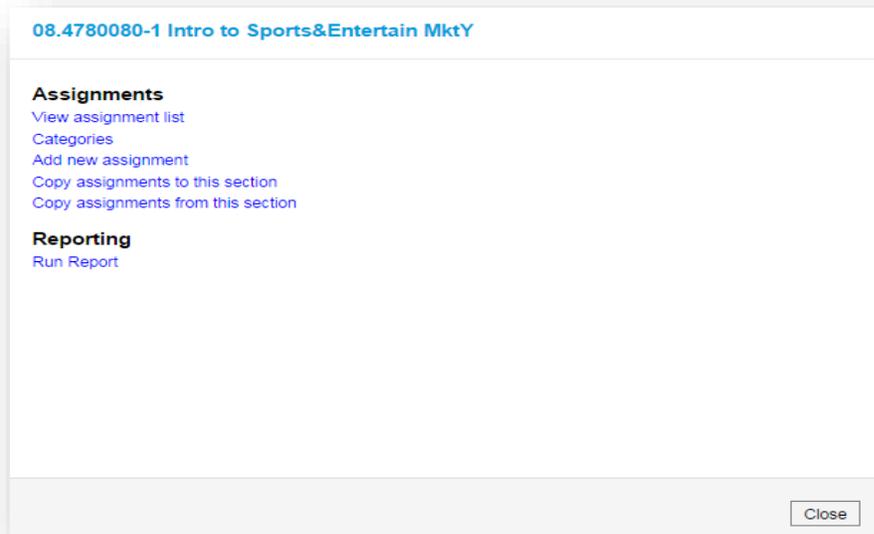
Click Save if the assignment will be scored at another time. If you want to score the assignment immediately, click Score. Assignments can also be deleted, copied, added from this page.

## Copying Assignments

To copy assignments, go to Planner. My Curriculum must be selected at the upper left of the page and either Week or Day selected for the calendar view.

The screenshot shows the 'Curriculum Planner: Week 6' interface. The main content area displays a calendar view for the week of September 15-19, 2014. The calendar is organized into columns for each day: Mon 9/15, Tue 9/16, Wed 9/17, Thu 9/18, and Fri 9/19. Each day's column contains a list of assignments with their respective periods and student counts. For example, on Monday, there are assignments for '08.4740080-1 Marketing Principles Y' (Period 1, 28/29 students) and '08.4850080-2 Adv Sports&Entertain MktY' (Period 3, 1 student). The interface also includes a left-hand navigation menu with options like Message Center, Planner, Grade Book, Attendance, Roster, Seating Charts, Student Groups, Post Grades, Assignment Overview, Standardized Test, Reports (Attendance), Reports (Grade Book), and Reports (Roster). At the top, there are tabs for 'My Curriculum', 'My Schedule', and 'Other Schedules', along with 'Print' and 'Settings' buttons.

You can copy assignments to or from a class. To copy an assignment to a class, click the class to which the assignment will be copied. Select Copy assignments to this section. To copy an assignment from a class to, click the class from which the assignment will be copied. Select Copy assignments from this section.



The Assignment Copier will open. Select the class from which you want copy assignments and check the assignments to copy. If all assignments will be copied, check the box next to Assignment Name

**Assignment Copier**

The Assignment Copier is used to copy Assignments from one section to another.

Copy From: 14-15

14-15 Cross Creek High School (Periods)

- 1) 08.4740080-1 Marketing Principles Y
- 3) 08.4780080-1 Intro to Sports&Entertain MktY
- 4) 08.4740080-3 Marketing Principles Y
- 5) 08.4780080-2 Intro to Sports&Entertain MktY
- 6) 11.4150080-4 Intro to Digital Technology Y
- 7) 08.4370080-1 Hospitality & Tourism Mgmt Y
- 8) 00.0000011-3 HR-11

Type: All

Number of Assignments: 4 of 4

<input checked="" type="checkbox"/>	Assignment Name	Due
<input checked="" type="checkbox"/>	CP1: Class Participation1	09/15/2014
<input checked="" type="checkbox"/>	CW1: Classwork 1	09/15/2014
<input checked="" type="checkbox"/>	HW1: Homework 1	09/15/2014
<input type="checkbox"/>	T1: Test 1	09/15/2014

Copy To:

14-15 Cross Creek High School (Periods)

- 1) 08.4740080-1 Marketing Principles Y
- 3) 08.4780080-1 Intro to Sports&Entertain MktY
- 4) 08.4740080-3 Marketing Principles Y
- 5) 08.4780080-2 Intro to Sports&Entertain MktY
- 6) 11.4150080-4 Intro to Digital Technology Y
- 7) 08.4370080-1 Hospitality & Tourism Mgmt Y
- 8) 00.0000011-3 HR-11

Number of Assignments: 0

Next Cancel

After the assignments have been selected, click Next.

This screen is where to verify the assignments to be copied. If there is an assignment that you do not want to copy, click the blue X to delete it. If all the assignments are correct, click Copy.

### Assignment Copier

Copy from 08.4740080-1 Marketing Principles Y to 08.4780080-1 Intro to Sports&Entertain MkTY

<input checked="" type="checkbox"/>	Assignment Name	Grade Book Alignment	*Assigned Date	*Due Date ▲
<input checked="" type="checkbox"/>	CP1: Class Participation1	✗ Quarter Grade > Participation	09/15/2014	09/15/2014
<input checked="" type="checkbox"/>	CW1: Classwork 1	✗ Quarter Grade > Classwork	09/15/2014	09/15/2014
<input checked="" type="checkbox"/>	HW1: Homework 1	✗ Quarter Grade > Homework	09/15/2014	09/16/2014
<input checked="" type="checkbox"/>	T1: Test 1	✗ Quarter Grade > Test & Quizzes	09/15/2014	09/19/2014

Back Copy Cancel

The assignment will be copied to the new section.

### Curriculum Planner: Week 6

Today  < >

September 15 - 19, 2014

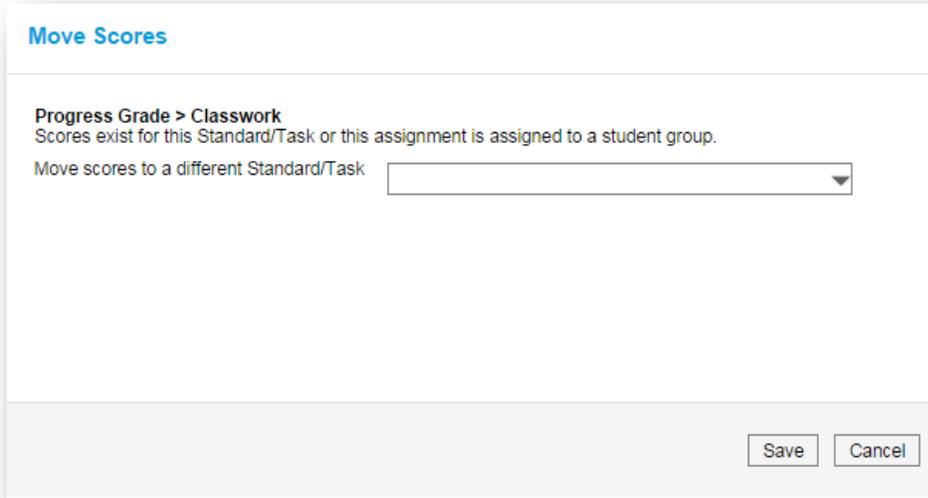
Month Week Day

Mon 9/15 25/204	Tue 9/16 26/204	Wed 9/17 27/204	Thu 9/18 28/204	Fri 9/19 29/204
<b>08.4740080-1 Marketing Principles Y</b> <span style="float: right;">+ Add</span>				
Period 1, Students: 0	Period 1, Students: 0	Period 1, Students: 0	Period 1, Students: 0	Period 1, Students: 0
T1: Test 1				
HW1: Homework 1				
CW1: Classwork 1				
CP1: Class Participation1				
<b>08.4780080-1 Intro to Sports&amp;Entertain MkTY</b> <span style="float: right;">+ Add</span>				
Period 3, Students: 0	Period 3, Students: 0	Period 3, Students: 0	Period 3, Students: 0	Period 3, Students: 0
T1: Test 1				
HW1: Homework 1				
CW1: Classwork 1				
CP1: Class Participation1				

## Moving Assignments

*All categories and assignments should be set to the Quarter Grade grading task only. If there are any assignments that are marked for any other grading task (Progress Grade, Final Grade, etc.), it must be moved in order to calculate in the Quarter Grade.*

To move an assignment, click Assignment Overview to open Assignment Detail. Uncheck the incorrect grading task. Move Scores will open.



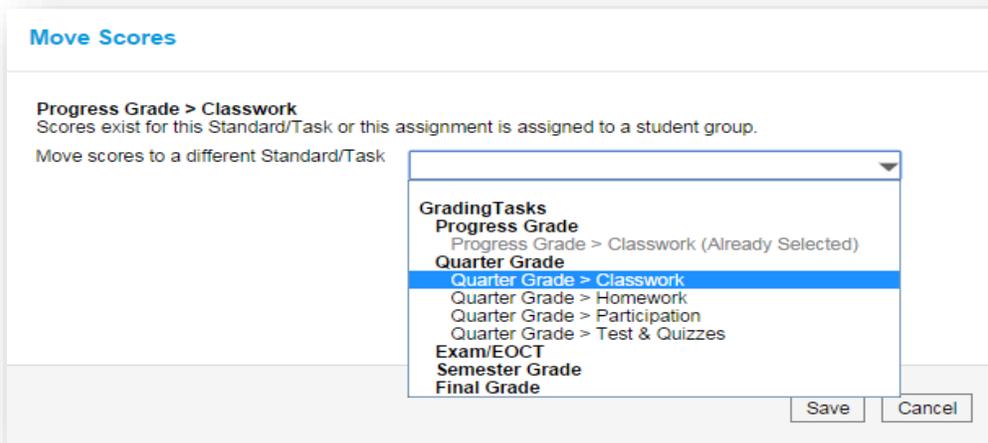
**Move Scores**

**Progress Grade > Classwork**  
Scores exist for this Standard/Task or this assignment is assigned to a student group.

Move scores to a different Standard/Task

Save Cancel

Select Quarter Grade and the category from the drop down menu. Click Save.



**Move Scores**

**Progress Grade > Classwork**  
Scores exist for this Standard/Task or this assignment is assigned to a student group.

Move scores to a different Standard/Task

- GradingTasks
  - Progress Grade
    - Progress Grade > Classwork (Already Selected)
  - Quarter Grade
    - Quarter Grade > Classwork
    - Quarter Grade > Homework
    - Quarter Grade > Participation
    - Quarter Grade > Test & Quizzes
  - Exam/EOCT
  - Semester Grade
  - Final Grade

Save Cancel

The task will now be Quarter Grade.

Grading Task	Scoring Type	*Total Points	*Multiplier
<input type="checkbox"/> Progress Grade			
<input checked="" type="checkbox"/> Quarter Grade	<input checked="" type="radio"/> Points <input type="radio"/> Marks	<input type="text" value="100"/>	<input type="text" value="1.000"/>
<input checked="" type="radio"/> Classwork <input type="radio"/> Homework <input type="radio"/> Participation <input type="radio"/> Test & Quizzes			
<input type="checkbox"/> Exam/EOCT No Categories			
<input type="checkbox"/> Semester Grade No Categories			
<input type="checkbox"/> Final Grade No Categories			

### Scoring Assignments

Click the assignment to be scored from the Assignment List, this will open Assignment Detail; then click Score.

**Assignment Detail**

\*Name  
Marketing Plan 1

\*Abbreviation  
MP1

[Add Notes](#)

---

**Section Placement**

Section	Term	Active	Campus Portal	*Assigned	*Due	*GB Seq	Student Group
<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
<input checked="" type="checkbox"/> 08.4740080-1 Marketing Principles Y	Q1, Q2, Q3, Q4	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="text" value="05/23/2014"/>	<input type="text" value="05/23/2014"/>	<input type="text" value="1.00"/>	No Groups
<input type="checkbox"/> 08.4740080-2 Marketing Principles Y							

---

**Scoring Alignment Detail**  
Create scoring alignment(s) to Grade Book by selecting from the following choices:

Align to Grade Book

Enter grades in the GT1 column. If the grade will be dropped, click the Dr box. Any comments regarding the assignment can be entered in the Assignment Comments box. The assignment status can be entered by clicking the box for the appropriate status: T – Turned In, M – Missing, L – Late, I – Incomplete, Ch – Cheated, X - Exempt



**Score**

Assignment: MP1: Marketing Plan 1 [Fill Scores/Comments](#)  
 Due: 05/23/2014

Students	Att 05/23	GT1 (100 pts)	Dr	Assignment Comments	T	M	L	I	Ch	X	Student Submissions
C. Adams, C. L.		90	Dr		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C. Balch, K. P.		70	<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B. ...		85	Dr		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
...		100	Dr		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Click Save when grading is complete.

Use Fill Scores/Comments if a group of students are receiving the same grades and/or Comments. Check the GT1 box and enter the score below. Check the comment box and enter the comment, if necessary. The group students receiving the grade can be chosen from the drop down menu: All, Empty, or Present & Empty.

**Fill Scores/Comments**

**MP1: Marketing Plan 1**

Select items to fill:

GT1: Quarter Grade

Comment

Select students:

## Assignment Overview

Assignments can also be viewed, edited, and scored by clicking Assignment Overview. Assignment Overview displays all assignments created for a class. Select the class from the drop down menu to show assignments. The list can also be filtered by the term and task.

Section: 1) 08.4740080-1 Marketing Principles Y Term: Display All Terms Task: Display All Tasks

Term	Standard/Task	Category	Assignment
Q1	Progress Grade	Benchmark Quizzes	BMT: Benchmark Test
	Quarter Grade	Benchmark Quizzes	BMT: Benchmark XC BMT: Benchmark 2

Click the name of the assignment to open Assignment Detail. Click Score to grade the assignment.

**Assignment Detail**

\*Name: Benchmark Test

\*Abbreviation: BMT

[Add Notes](#)

---

**Section Placement**

Section	Term	Active	Campus Portal	*Assigned	*Due	*GB Seq	Student Group
<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				
<input checked="" type="checkbox"/> 08.4740080-1 Marketing Principles Y	Q1, Q2, Q3, Q4	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	09/06/2013	09/09/2013	1.00	No Groups
<input checked="" type="checkbox"/> 08.4740080-2 Marketing Principles Y	Q1, Q2, Q3, Q4	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	09/06/2013	09/09/2013	1.00	No Groups

**Scoring Alignment Detail**

Create scoring alignment(s) to Grade Book by selecting from the following choices:

Align to Grade Book

Buttons: Delete Copy New Score Save Close

Categories can be edited or deleted in Assignment Overview. Click the category to be edited or deleted. Category Detail will open. Make any changes to the category and click Save. If the category is to be deleted, click Delete; then Save.

**Category Detail**

**\*Name**  
Benchmark Quizzes

**\*Weight**  
10.0

Sequence  
1

Exclude from Calculation  
 Drop Lowest Score (%)

**Category Placement**  
Select which Sections will use this category

Teachers	Section	Term	<input checked="" type="checkbox"/>
	08.4740080-1 Marketing Principles Y	Q1, Q2, Q3, Q4	<input checked="" type="checkbox"/>
	08.4740080-2 Marketing Principles Y	Q1, Q2, Q3, Q4	<input checked="" type="checkbox"/>

Select which Grading Tasks will use this category

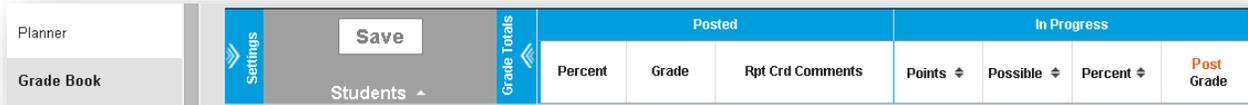
Grading Task	<input type="checkbox"/>
Progress Grade	<input type="checkbox"/>

Save Delete Close

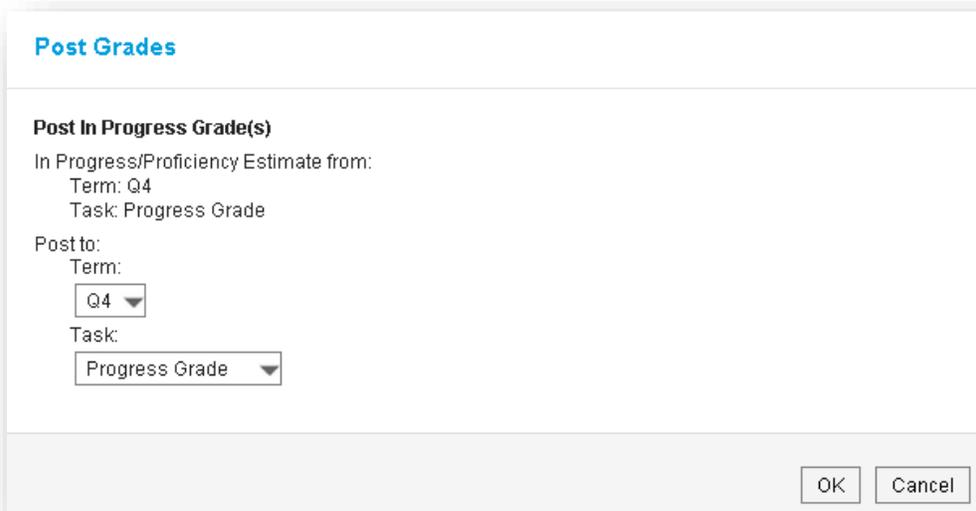
## Posting Grades

### *Using Grade Book*

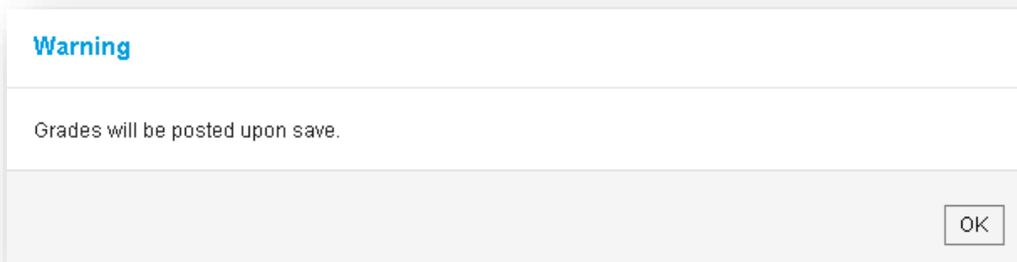
To post grades using the Grade Book, click Grade Book; then click Post.



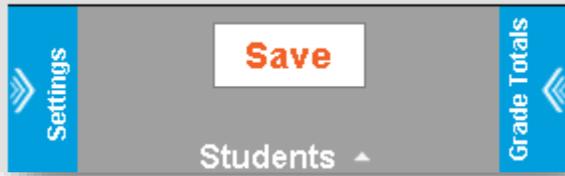
Post Grades will open. Select the Term and the Task to where the grades will be posted. Click OK.

A screenshot of a dialog box titled 'Post Grades'. It contains the following text and controls:  
**Post In Progress Grade(s)**  
In Progress/Proficiency Estimate from:  
Term: Q4  
Task: Progress Grade  
Post to:  
Term: Q4 (dropdown menu)  
Task: Progress Grade (dropdown menu)  
At the bottom right, there are 'OK' and 'Cancel' buttons.

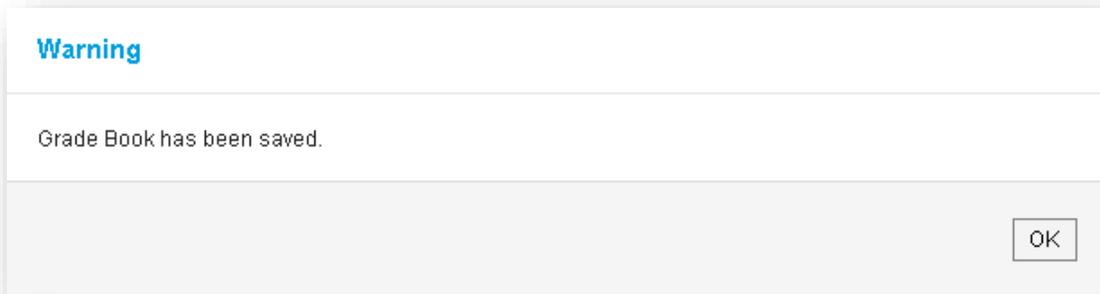
A warning will appear stating the grades will be posted upon save. Click OK to continue.

A screenshot of a warning dialog box. It has a title bar that says 'Warning'. The main text area contains the message: 'Grades will be posted upon save.' At the bottom right, there is an 'OK' button.

Click Save (above the student list, in orange).



A warning will appear stating the Grade Book has been saved. Click OK.



Grades will be displayed under the Posted Section.

Posted		
Percent	Grade	Fill Rpt Crd Comments
90.26	90	
100.00	100	
100.00	100	
94.90	95	
85.01	85	
86.44	86	

### Using Post Grades

Under Post Grades, the grades can be posted by task or by student.

#### Posting by Task

To post by task, select the section, term, and task from the drop down menus.

Section  Term  Task

Enter the Percent and Grade. Select a comment, if necessary, from Canned Comments by clicking Add.

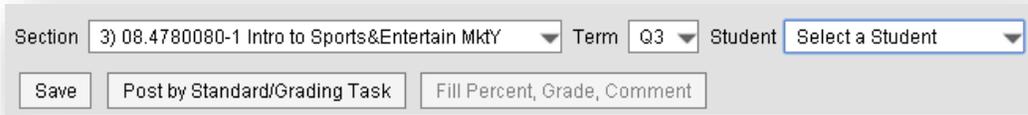
Percent	Grade	Report Card Comments	Canned Comment
<input type="text" value="91.02"/>	<input type="text" value="91"/>	<input type="text" value="Completes Homework. Participates. Quality of work excellent."/>	<input type="button" value="Add"/>
<input type="text" value="94.44"/>	<input type="text" value="94"/>	<input type="text" value="Participates. Quality of work excellent."/>	<input type="button" value="Add"/>
<input type="text" value="90.36"/>	<input type="text" value="90"/>	<input type="text" value="Participates. Working above grade level."/>	<input type="button" value="Add"/>
<input type="text" value="94.25"/>	<input type="text" value="94"/>	<input type="text" value="Completes Homework. Participates."/>	<input type="button" value="Add"/>

Click Save.

Section

## Posting by Student

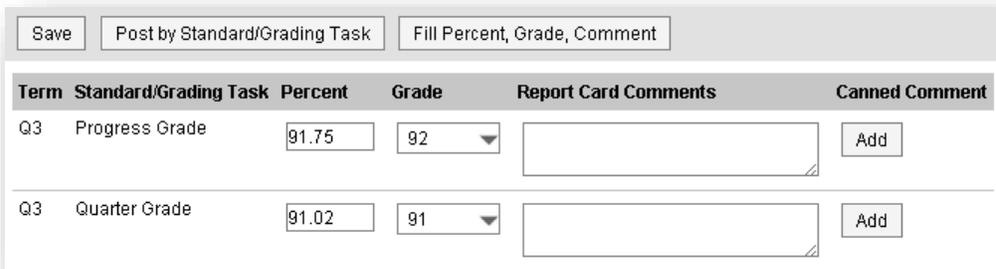
To post by student, select section, term, and student's name from the drop down menus.



Section 3) 08.4780080-1 Intro to Sports&Entertain MktY Term Q3 Student Select a Student

Save Post by Standard/Grading Task Fill Percent, Grade, Comment

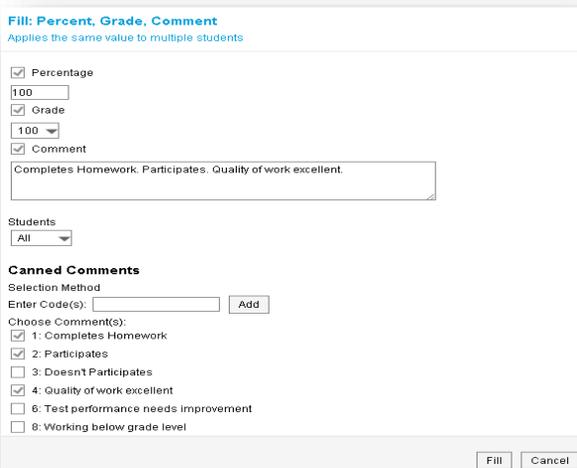
Enter the Percent and Grade under the appropriate task. Add comments, if necessary, and Save.



Term	Standard/Grading Task	Percent	Grade	Report Card Comments	Canned Comment
Q3	Progress Grade	91.75	92		Add
Q3	Quarter Grade	91.02	91		Add

### Using Fill Percent, Grade, Comment

Grades can be filled for all students or for student who do not have a grade by using Fill Percent, Grade, Comment. Enter the percent, grade, and comment in the designated fields. Select the group of students to receive the grade from the drop down menu. Click Fill.



**Fill: Percent, Grade, Comment**  
Applies the same value to multiple students

Percentage  
100

Grade  
100

Comment  
Completes Homework. Participates. Quality of work excellent

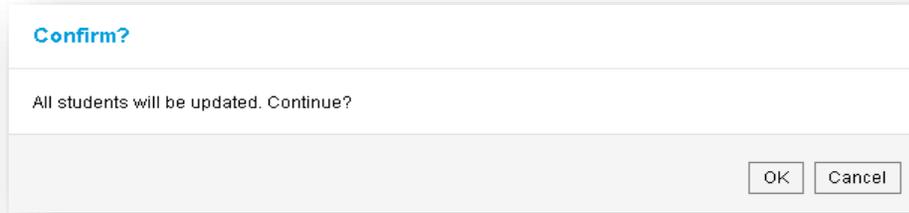
Students  
All

**Canned Comments**  
Selection Method  
Enter Code(s): Add

Choose Comment(s):  
 1: Completes Homework  
 2: Participates  
 3: Doesn't Participates  
 4: Quality of work excellent  
 6: Test performance needs improvement  
 8: Working below grade level

Fill Cancel

A confirmation will appear stating all students will be updated. Click OK to continue.



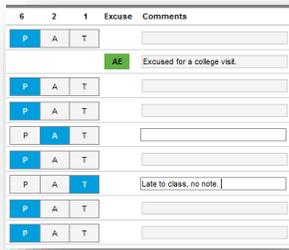
The percent, grade, and comment for all or empty students will be filled. Click Save.

Percent	Grade	Report Card Comments	Canned Comment
100	100	Completes Homework. Participates. Quality of work excellent.	Add
100	100	Completes Homework. Participates. Quality of work excellent.	Add
100	100	Completes Homework. Participates. Quality of work excellent.	Add
100	100	Completes Homework. Participates. Quality of work excellent.	Add

## Attendance

Daily attendance can be taken by the attendance list or by seating chart.

Attendance List: Click Attendance. The attendance lists will be displayed by period. Click P, A, or T to indicate whether the student is Present, Absent, or Tardy. Comments can also be entered. If attendance has been entered by the attendance clerk, you will not be able to modify the attendance code. Click Save.



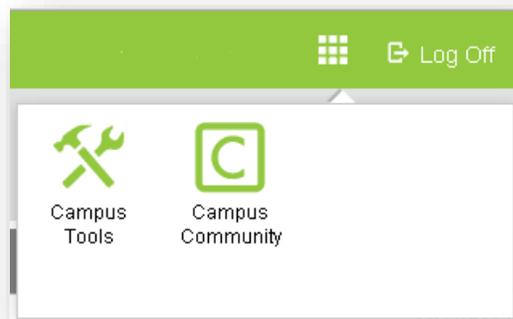
## Seating Chart

If you have created a seating chart, you can take attendance by clicking P, A, or T under the students' names in the chart. Click Save.



## Modifying Attendance

Click the App Switcher; then click Campus Tools.



In Campus Tools, click Search and enter the student's name.

Index Search Help <

Student ▼

Search Students Go

Advanced Search

On the Attendance tab, click the date you want to edit. Enter the appropriate attendance code and Save.

Save

**Attendance Information**

Date: 02/20/2014

Period	Code	Status	Excuse	Present M
1	▼			
2	▼			
3	▼			
4	D: Doctor's Appt ▼	A	E	0

## Roster

Rosters are displayed by choosing the class from the drop down menu. At the top, rosters can be filtered to show students by their status: All, Active, Incoming, or Dropped. Information on the composition of the class is also displayed.

1) 08.4740080-1 Marketing Principles Y

All Active Incoming Dropped Report Options

**Active Students (29)**

Males: 16      Grade 09: 22  
 Females: 13      Grade 10: 3  
                          Grade 11: 1  
                          Grade 12: 3

The roster displays the name, gender, grade level, and date of birth for each student scheduled in the class. Also displayed are start dates, end dates, and flags.

Gender	Grade	DOB	Start Date	End Date	Flags	Health	IEP	PLP
M	09	02/15/1999						
M	09	12/01/1998						
F	09	07/23/1999						
F	09	08/22/1999	08/13/2013					
M	09	01/02/1997						
F	09	02/07/1999						
M	09	09/12/1997	08/12/2013					

Rosters can be printed by clicking Report Options. Enter the Effective Date for the roster. Select the class from the Section list. Select options from Page Printing Options, Remove Defaults, and Add Extras. Choose sort options from Sort Sections By. Click Generate Report.

### Report Options: Roster

This report displays student rosters for each section selected. The Effective Date is used to determine which students to include on each roster. The sections can be sorted by Course Name or Course Number.

**\*Effective Date**

08/10/2014 

**\*Section**

00.0000010-3 HR-10  
08.4370080-1 Hospitality & Tourism Mgmt Y  
08.4740080-1 Marketing Principles Y  
08.4740080-2 Marketing Principles Y

CTRL-click or SHIFT-click to select multiple

Page Printing Options

- Shade Alternate Rows
- Add page break after each section

Remove Defaults

- Hide Phone and Address
- Hide Staff Number
- Hide Incoming Students

Add Extras

- Show Birth Date
- Show Guardians
- 

Generate Report

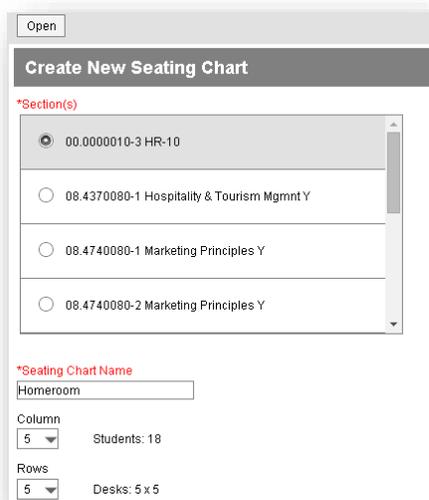
Cancel

## Seating Chart

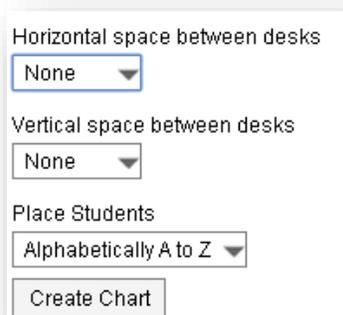
To create a seating chart, click Seating Chart; then click New.



Choose the section from the Section(s) menu. Name the seating chart. Choose the number of Columns and Rows which best matches your room.



Spacing between the desks can be chosen. Students can also be filled in by choosing the fill options from the drop down menu. Click Create Chart.



After the chart is created, you will have the option to save the chart or edit it.

Save Delete Copy Layout Report Options New Open

Clear Students Place Students Make Default Expand Workspace Contract Workspace

New Desk

**Homeroom : 00.0000010-3 HR-10**

Seated students: 18 Unseated students: 0 Desks: 25

10 Acosta,	10 Byron,	10 Carswell,	10 Christie,	10 Cioffi,
------------	-----------	--------------	--------------	------------

**Student Groups**

To create student groups, click Student Groups; then choose the class from the drop down menu. Click New.



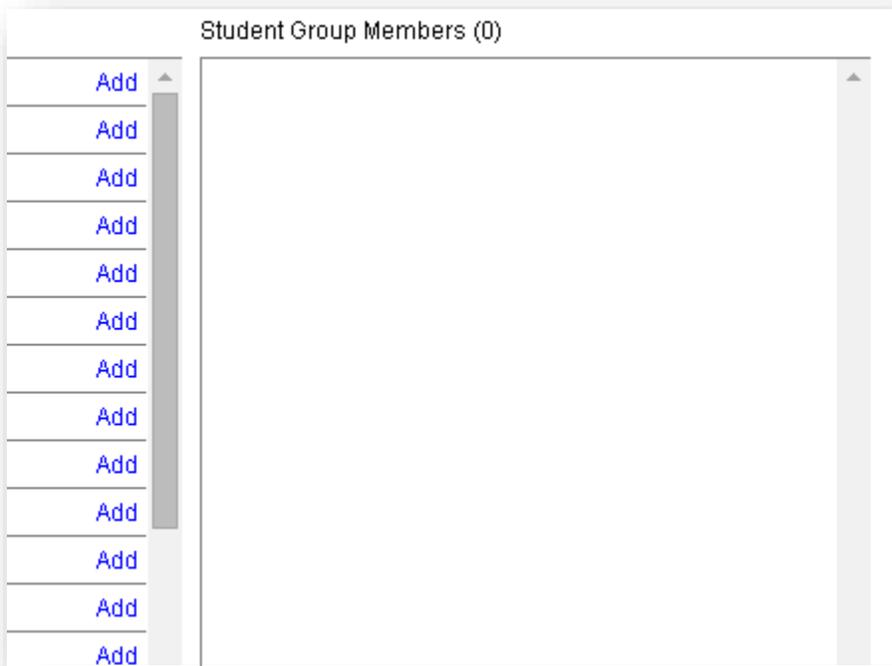
A screenshot of a web interface showing a dropdown menu with the text "1) 08.4740080-1 Marketing Principles Y" and a small downward arrow on the right. Below the dropdown is a rectangular button labeled "New".

Name the group and indicate if the group will be active.



A screenshot of a form with a red asterisk and the text "\*Student Group Name" above an empty text input field. To the right of the input field is a checked checkbox followed by the text "Active".

Click the Add to move students to the Student Groups Members list.

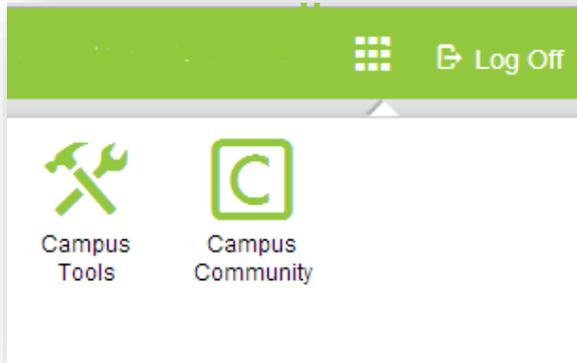


A screenshot of a window titled "Student Group Members (0)". On the left side, there is a vertical list of 15 blue "Add" buttons. To the right of this list is a large, empty rectangular area with a vertical scrollbar on its right edge, intended for displaying the members of the group.

Click Save when the students are selected.

## Campus Tools

Campus Tools give you the ability to view student information, access SLDS, and search for students using Campus Tools. To access Campus Tools, click the App Switcher.



## Campus Tools

A screenshot of the Infinite Campus web interface. The top navigation bar includes 'Index', 'Search', and 'Help'. The main content area displays 'District Notices' for [03/11/2014] with a 'Welcome to Infinite Campus!' message. Below this, there are sections for 'School Notices' (no notices at this time) and a 'Process Inbox'. The Process Inbox includes a date range selector, a 'Display' dropdown set to 'All Processes', and a 'Find Messages' button. A table lists processes with columns for 'Process', 'Name', 'Posted Date', and 'Due Date'.

Process	Name	Posted Date	Due Date
! Attendance Period 1	Attendance Required	08/12/2014	08/12/2014
! Attendance Period 3	Attendance Required	08/12/2014	08/12/2014
! Attendance Period 4	Attendance Required	08/12/2014	08/12/2014
! Attendance Period 5	Attendance Required	08/12/2014	08/12/2014
! Attendance Period 6	Attendance Required	08/12/2014	08/12/2014
! Attendance Period 7	Attendance Required	08/12/2014	08/12/2014
! Attendance Period 8	Attendance Required	08/12/2014	08/12/2014

Index – Displays modules in Campus Tools

Search – Use to search for students. Search will only display students who are assigned to you.

Help – Displays help Infinite Campus modules

Student Information – Displays information for students, such as, demographics, addresses, and phone numbers.

Instruction – Displays class rosters

Attendance – Classroom Monitor: Access will be granted temporarily to enter student attendance from the first 10 days of school. After that point, attendance will be taken in the Campus Instruction Beta Attendance module.

## Attendance Policy for Students

ALL ATTENDANCE SHOULD BE ENTERED EACH PERIOD, EACH DAY WITHIN THE FIRST 10 MINUTES OF CLASS.

Attendance codes homeroom teachers are allowed to use:

- U Unexcused Absence

Please DO NOT mark students that are in In-School Suspension with (I). That code marks them completely absence for the day.

Coach Young will send out the daily attendance each afternoon for ISS students.

Ms. James will make all update changes to all tardies and Early release students.

### Absence excuses and Parent notes:

- ❖ Student First and Last name must be listed
- ❖ Exact date or dates student was absent
- ❖ Homeroom teacher name
- ❖ Please make a copy of the excuse for the student and submit the original note to Ms. James.
- ❖ Students are only allowed (5) Parent notes for the entire school year. After (5) parents notes, unless there are extenuating circumstances, the absence is Unexcused.
- ❖ Absence notes are due the day the student returns. If not, teachers must follow up with the student.

## **Grievance Procedures for Employees**

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

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

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

It is unlawful for any person to disrupt or interfere with or in the operation of Richmond County Technical Career Magnet School. Harassment will not be tolerated.

### **Mailboxes/Email**

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

### **Media Center**

Teachers are encouraged to incorporate use of the media center in their lesson plans. Teachers are encouraged to communicate with the Media Specialist as they plan to address the 25 book (1,000,000 words) standard. Please refer to the Media Handbook for media center expectations and guidelines. \* If a teacher would like to use material that is not a part of the RCTCM media center collection, he or she must submit a request to the media specialist. The media specialist is required to view the material before making a decision about use in the classroom/school.

### **Parent/Teacher Conferences**

Parents/guardians are encouraged to call the guidance office to make appointments with teachers at any time. The Guidance office will arrange for such conferences during the teacher's planning period or after school when all teachers are requested. Please confine your discussion to the parent's/guardian's child and the school program. It is inappropriate to discuss (and call the names of) other children.

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

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

## **Permanent Records**

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

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

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

## **Personnel Reminders**

Faculty and staff members are expected to perform all assigned duties and responsibilities.

## **Police Interrogations of Students**

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

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

or penal statute, such school official(s) should stop the interrogation and not allow same to continue without notification of the parent or legal guardian of the student.

### **Professional Organizations**

The following professional organizations are available to you for membership:

The Richmond County Association of Educators (**RCAE**)

The Georgia Association of Educators (**GAE**)

The National Education Association (**NEA**)

Professional Association of Georgia Educators (**PAGE**)

### **Repairs**

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

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

### **Report Cards**

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

### **Teacher Attendance Reminders**

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

## **Cell Phones**

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

## **Student Records**

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

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

## **Student Supervision**

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

## Teaching Area

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

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

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

## Team/Collaborative Planning

All departments are expected to meet each collaborative session. Teachers will also be required to meet with lateral partners each week. The purposes of these sessions are to analyze student work, discuss professional learning opportunities, monitor student progress, analyze data, coordinate subject matter, discuss discipline concerns, and discuss other items as they arise. The administrative staff will visit team and lateral teacher meetings regularly. Minutes should be taken to record the discussion from each meeting. Instructional coaches will lead meetings with lateral partners. (Math/Science and ELA/SS)

## Transporting Students

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

## Unauthorized Signatures

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

## Use of Lecture Hall or Commons Areas

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

## **Visitors to the School**

All persons NOT employed by Richmond County Board of Education or assigned to Richmond County Technical Career Magnet School as a student, must first report to the OFFICE for a visitor's permit.

## **Withdrawal of Students**

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

## Teachers Helping Teachers: Peer Observations Richmond County Technical Career Magnet School

<Adapted from americanenglish.state.gov>

Teachers can collaboratively observe each other for professional development purposes. These peer observations are confidential and non-evaluative in nature.

Peer observations benefit both the observer and the observed teacher:

- Observers see new techniques in action, get new ideas for their teaching toolkits, and can reflect on their own assumptions, beliefs, and teaching practices based on what they witness.
- Observed teachers benefit from analyzing the descriptive data the observer collects about classroom interactions and the class environment; they can also grow through discussions that result from observer questions and suggestions to improve learning outcomes.
- Based on their discussions and reflections, participants can develop action plans or action research projects to improve their teaching practice.
- Peer observations can also improve camaraderie, deepen collaboration, and increase self-awareness among participating teachers.

### Peer Observation Stages:

**Pre-observation meeting:** The observer meets with the teacher before the class to learn about the lesson's focus and objectives. The teacher should define a focus area, perhaps related to something s/he would like to improve upon or a problem that s/he is trying to solve. Make sure you are both in agreement about how the observation will be conducted (duration, seating, etc.) and when the post-observation meeting will occur.

**Observation:** The observed teacher should inform students about the observation before the lesson. The observer should arrive a few minutes early and be as discreet as possible: sit in the back of the room; focus solely on the observation and observe the entire lesson (or agreed upon segment); be open-minded and make detailed descriptive records in preparation for the post-observation meeting.

**Post-observation meeting:** This is the most important part of the observation process. Reflection before this meeting and the discussion about what happened in the classroom is when real learning for both the teacher and the observer occurs. Teachers should treat each other with respect and offer opinions in a kind and constructive way. Participants should set action plans/goals based on what they learn. Both teachers should walk away feeling like they have learned something new and will be better teachers because of it.

\*\*The only thing that is turned in is the *Documentation of Peer Observation Stages* form.

**Richmond County Technical Career Magnet School  
Peer Observation Documentation of Peer Observation Stages**

Observer's Name \_\_\_\_\_

Observee's Name \_\_\_\_\_

-----

Pre-Observation Meeting Date: \_\_\_\_\_

Observer's Initial \_\_\_\_\_      Observee's Initial \_\_\_\_\_

-----

Observation Date: \_\_\_\_\_ Time: \_\_\_\_\_

Grade and Subject: \_\_\_\_\_

-----

Post-Observation Meeting Date: \_\_\_\_\_

Observer's Initial \_\_\_\_\_      Observee's Initial \_\_\_\_\_

-----

Special Notes to Administrator: (optional)

**Richmond County Technical Career Magnet School**

**Peer Observation Form**  
*"You can observe a lot by just watching"*  
Yogi Berra

Teacher (Observee Name): \_\_\_\_\_

Standard: \_\_\_\_\_

Is the standard reflected in the classroom observation? \_\_\_\_\_

Essential Question: \_\_\_\_\_

Opening: \_\_\_\_\_

Work Period: \_\_\_\_\_

Closing: \_\_\_\_\_

**Circle any that apply. Add comments in the space provided. *The students are:***

- |                                  |                         |                       |
|----------------------------------|-------------------------|-----------------------|
| receiving information            | applying skills         | task-oriented         |
| reviewing skills                 | synthesizing/evaluating | engaged in their work |
| practicing newly acquired skills | other _____             |                       |

**Type of Assignment (check off all that apply):**

- |                                    |                                   |   |                                |
|------------------------------------|-----------------------------------|---|--------------------------------|
| <input type="checkbox"/> Classwork | <input type="checkbox"/> Homework | <input type="checkbox"/> Collaborative Activity | <input type="checkbox"/> Lab   |
| <input type="checkbox"/> Test/Quiz | <input type="checkbox"/> Video    | <input type="checkbox"/> Individual Work        | <input type="checkbox"/> Other |

**How well did the students master assignment/lesson?**

- \_\_\_\_\_ A majority were successful  
\_\_\_\_\_ Most students were successful, but some needed more practice  
\_\_\_\_\_ Many students need more practice developing skills

**Classroom Environment Observations**

**As a visitor, what did you gain or learn from this visit?**

**Richmond County Technical Career Magnet School  
Peer Observation Calendar Documentation**

**Please list the teacher observed.**

**September 2019**

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**October 2019**

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**November 2019**

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**January 2020**

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**February 2020**

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**March 2020**

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## **Student Conduct and Discipline**

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

Properly complete a discipline referral in Infinite Campus for each student referred for disciplinary action. The information requested in Infinite Campus 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.

### **School-wide Discipline Plan – P.A.W.S.**

#### **Purpose**

The purpose of Richmond County Technical Career Magnet School is to provide a safe and orderly environment that is conducive to learning for all students.

#### **Teacher's Role**

##### **The Teacher will:**

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

### **Staff's Role**

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

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

### **Student's Role**

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

- Follow P.A.W.S. and all classroom behavior rituals and routines
- Maintain high behavioral expectations
- Accept responsibility for their behavior
- Set personal goals and work hard to achieve them

### **Parent's Role**

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

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

### **Shared Responsibilities**

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

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

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

## Procedures

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

### General School Day Procedures

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

### Morning Procedures

- Students are not permitted in the building until 7:15 AM
- Duty teachers are expected to be on duty at 7:15 and ready to supervise students.
- Students must report and remain in their designated area – cafeteria and/or gym. They should not walk back and forth.
- If students report to the gym first, they are to remain in the gym until 7:50 AM. They should be encouraged to eat breakfast at school or at least go through the line to give School Nutrition the opportunity to OFFER breakfast.

### Transition Procedures

- Class change is expected to be less than 5 minutes
- Middle School teachers are responsible for collectively determining hallway and classroom line up rotation.
- **All teachers are expected to stand in the hallway during class transitions.**

### **Lunchroom Procedures (Middle School)**

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

### **Dismissal Procedures**

- We will make afternoon announcements during Homeroom.
- Students are expected to remain seated and quiet so they can hear the intercom.
- Teachers are to be at their classroom door monitoring movement in the hallway.
- Teachers are expected to keep an updated dismissal roster of students. The front office and administration are to have a copy of all dismissal rosters.
- Students are not permitted in the office or restroom during dismissal unless it is an emergency.
- Students participating in after school activities will not be dismissed from class until 3:10.
- Last minute, after-school activity changes are not acceptable unless it is an emergency.
- All duty teachers are expected to be at their duty station on time.

## **Tiered Level of Behavior**

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

### **CONSEQUENCES for MINOR INFRACTIONS:**

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

1. Specific Verbal Warning
2. Teacher Intervention
3. Teacher Detention
4. Counselor Referral
5. Office Referral with documentation attached.

### **Minor Infractions:**

Minor offenses are handled by the classroom teacher.  
Minors are dealt with quickly and efficiently.  
Minors are documented.  
A specific number of minors will lead to a Major.

### **Minor Infractions**

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

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

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

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

**Using Inappropriate Language**

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

**Out of seat at inappropriate times**

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

**Throwing things in class**

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

**Eating/drinking at inappropriate times**

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

**Not prepared for class**

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

**Disruption**

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

**Disrespect towards adults**

Disrespect is defined as the feeling with which a person regards anything considered mean, vile, or worthless; disdain; scorn.

**Disrespect towards students**

Disrespect is defined as the feeling with which a person regards anything considered mean, vile, or worthless; disdain; scorn.

### **Lying/cheating**

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

### **Off Task**

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

### **Vandalism**

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

### **Use of Electronics/Toys**

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

### **Tardies to Classroom**

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

### **Horse Play**

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

### **Not Following Daily Procedures**

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

**Other acts of misconduct**

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

**Sleeping**

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

**Out of Assigned Area**

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

**Calling/Blurting Out**

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

**Leaving the Room Without Permission**

Student walks or runs out of class without permission

**Skipping**

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

**Non-compliance**

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

**PDA (Public Displays of Affection)**

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

**Major Infractions:**

- a. Teachers reserve the right to bypass warnings and immediately request an administrator if a minor infraction has occurred for the third time and/or the infraction is listed under the “Office – Managed” or major infraction.
- b. At no time should a teacher try and handle an office-managed behavior alone.
- c. He/she should request the presence of an administrator and submit a Discipline Referral.

## **Teacher Tiger PAWS Rewards**

**10 Teacher Tiger PAWS**

Extra Jeans Day  
50 extra copies  
Special Treat

**15 Teacher Tiger PAWS**

30-Minute Break (does not include Lunch)  
Faculty Meeting Pass  
Morning Duty Pass (1 day)  
Afternoon Duty Pass (1 day)

**20 Teacher Tiger PAWS**

Duty Free Lunch  
250 Additional Copies  
Morning Duty Pass (2 days)  
Afternoon Duty (2 days)

## After School TEACHER Detention Guidelines: Students

- Detention begins promptly at 3:15 P.M. If you arrive late, then you will serve your detention **and** an additional day of detention. If you are absent, you will be assigned an additional day.
- Make sure that you have all of your belongings before entering detention.
- Use the restroom and/or get a drink before entering detention. If you leave to go to the restroom, after you have entered detention, you must stay for the current day night and serve an additional day of detention.
- You may not leave detention to make a phone call home. If you choose to do so, then you must stay for the current day and serve an additional day of detention. Tell your parents in advance that you will be staying for detention.
- When you arrive in detention you will be assigned a seat. **You must remain in that seat for the entire time.** Do not get up from the seat to dispose of trash, sharpen your pencil, get a book, ask a question, etc. There is NO roaming around the room. If you have a problem, raise your hand and wait to be called on.
- There is NO eating, chewing gum, or drinking in detention.
- No jackets, hats, hoods, or sunglasses will be worn in detention.
- There is no talking, passing notes or communicating between students of any kind.
- No electronic devices (cell phones, I pods, mp3 players, etc.) of any kind may be used. **All cell phones must be turned off – this means NO VIBRATE MODE may be used.** Any electronic device that is seen or heard will be confiscated.
- You may not close your eyes, put your head down on the desk, or lay your head back. There is no sleeping or resting in detention.
- During the first fifteen minutes, you will work on a character building assignments as assigned by the Guidance Counselor. Homework assignments and reading books are acceptable activities for detention. There will be no drawing, doodling, reading of magazines, or any other activity deemed inappropriate by the detention proctor. If you come unprepared, then you will be instructed to complete an assignment given by the detention teacher (for example, copy pages from the dictionary or your agenda).
- All school rules still apply in detention.
- The first time that you are asked to leave detention for inappropriate behavior, you will be assigned 2 additional days of detention. This is at the discretion of the administration.
- The second, and subsequent time(s) that you are asked to leave detention for inappropriate behavior, you will be assigned ISS or you will be suspended out of school. This is at the discretion of the administration.

## ISS Procedures

Coach Young, ISS Teacher, will email a list of ISS students to the staff daily.

Teachers should turn in assignments to the ISS by 8:00 am on the assigned day of ISS.

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

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

On the day of ISS, students should report to ISS at the 8:00 bell.

## ISS Assignments

Teachers will send daily assignments to ISS, e-mail to Coach Young, or post electronically.

## ISS Schedule

8:00 – 8:20	Turn in Cell Phone/Other Electronics and Character Building Written Reflection
1 <sup>st</sup> /2 <sup>nd</sup>	Period Assignment
3 <sup>rd</sup> /4 <sup>th</sup>	Period Assignment
5 <sup>th</sup> /6 <sup>th</sup>	Period Assignment
2 <sup>nd</sup> Lunch	Lunch and Restroom Break
7 <sup>th</sup> /8 <sup>th</sup>	Period Assignment

Students should not be given passes out of ISS, should be escorted at all times, should not be unsupervised.

