

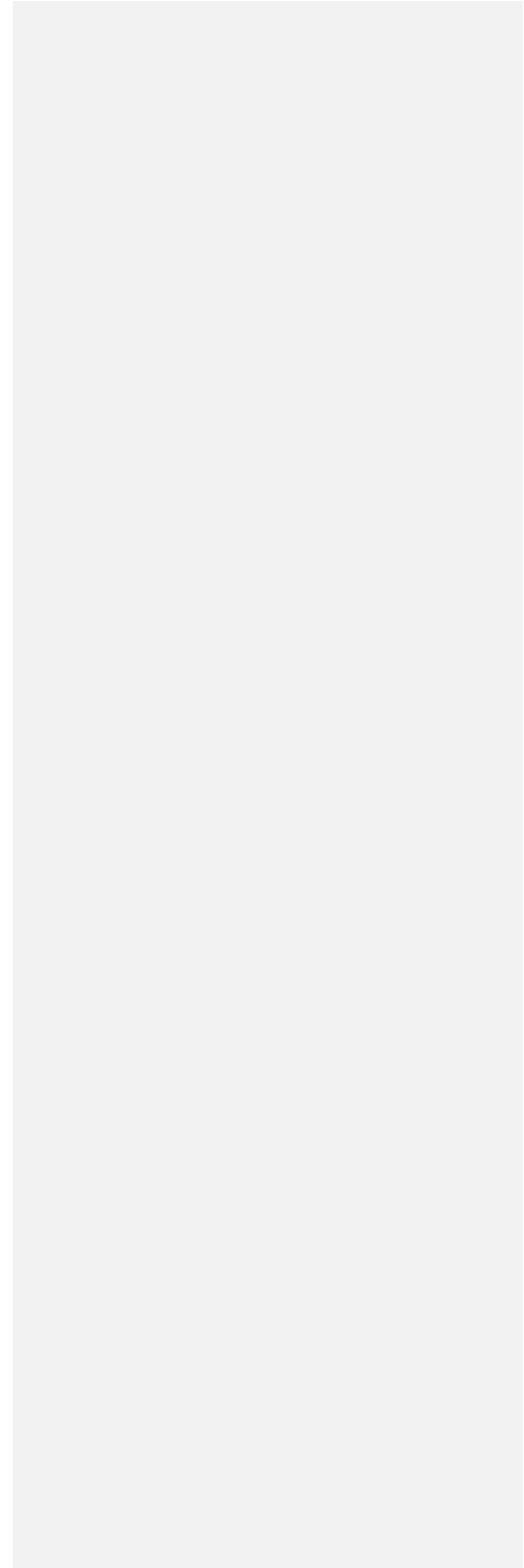


Crystal Middleton, Principal
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Faculty and Staff Handbook

We S.O.A.R in Excellence!

Table of Contents



It is the purpose of this handbook to put in writing the general policies and procedures that apply to the faculty, staff, and students at Freedom Park School. Revisions will be made when necessary through memos from the principal. Teachers should also be aware of the rules and regulations governing the students in the Richmond County Student Code of Conduct and the Freedom Park School Student and Family Handbook. Our faculty is governed by the policies and regulations set forth in all these handbooks.



***The Mission of the Richmond County School System
is to build a world class school system through
education, collaboration and innovation.***

1. Every person has the right to a quality education.
2. Education is the shared responsibility of the individual, home, school, and community.
3. Every person can learn.
4. Respect and acceptance are essential for learning and personal development.
5. A safe, healthy and orderly environment is essential to learning.
6. Communication is the key to understanding among people.
7. Excellence cannot be compromised.

Freedom Park School Shared Vision

The vision of Freedom Park School is our commitment to academic excellence, self-discipline, and the development of a high level of self-esteem in all students.

Freedom Park School Mission

Our mission is to work together to create a safe and nurturing environment where all students are challenged to become lifelong learners and productive citizens.

Freedom Park School Beliefs

We believe that:

- Our philosophy reflects the intellectual and developmental needs and characteristics of all students.
- Our educational program is comprehensive, challenging, purposeful, integrated, relevant, and standards-based.
- Our organization and structure supports both academic excellence and personal/social development.
- Classroom instruction appropriate to the needs of our students is provided by skilled and knowledgeable teachers.
- Strong educational leadership and a building administration that encourage, facilitate, and sustain involvement, participation, and partnerships.
- A network of academic and personal support available for all students.
- Professional learning and staff development for all staff that are ongoing, planned, purposeful, and collaboratively developed.

Philosophy

The faculty and staff of Freedom Park School believe in dedication to academic and social excellence. Teachers have the challenge of educating the nation's most valued resources intellectually, socially, emotionally, as well as physically.

Quality education and high test scores are criteria that inspire us to keep abreast of the ever changing educational trends. Realizing that complacency has no place in the classroom, we stress self-improvement through higher education for teachers to become more knowledgeable about current teaching methods, strategies, materials, and resources. We feel that the most exceptional educational opportunities in the state should be provided for the students at Freedom Park School.

Educational opportunities will be available through a basic curriculum including Language Arts, Math, Science, Social Studies, Health, Physical Education, and Fine Arts. These should be in conjunction with creative ideas, positive input, and active parental involvement. All educational activities should be presented in an atmosphere that is conducive to learning yet allows enough flexibility to address individual student needs. Our goal is to produce a learning climate in which students achieve regardless of their socio-economic or ethnic background.

Evaluations/Appraisals and Classroom Visits

Classrooms will be visited for the purpose of better acquainting administration with the teacher's techniques and methods. If you have a special activity that you would like an administrator to observe, please extend an invitation. Various district representatives and instructional support staff will visit the classrooms without prior notification. Classrooms should reflect learning, be attractive, organized and orderly. Learning begins with you, the teacher.

There are seven areas of teacher evaluation specified in the Official Code of Georgia Section 20-2-210. This part of the code reads as follows:

(b) Annual teacher evaluations shall at a minimum take into consideration the following:

1. The role of the teacher in meeting the school's student achievement goals including the academic gains of students assigned to the teacher
2. Observations of the teacher by the principal and assistant principals during the delivery of instruction and at other times as appropriate.
3. Participation in professional development opportunities and the application of concepts learned to classroom and to school activities
4. Communication and interpersonal skills as they related to interaction with students, parents, other teachers, administrators, and other school personnel
5. Timeliness and attendance for assigned responsibilities
6. Adherence to school and local system procedures and rules
7. Personal conduct while in performance of school duties

The following items should be observable on a daily basis:

Learning Target and Success Criteria Posted on the board for students to reference throughout instruction.

- Instructional lesson plans and intervention plan, with evidence of the differentiation of instruction
- Evidence of student learning (engagement, collaborative/independent activities, ability to explain the purpose of the lesson)
- Continuous monitoring of student work (proximity to students, assisting students with assignments)
- The use of research based strategies the most impact student learning
- Use of the RCSS Instructional Framework and lesson structure
- Use of current RCSS instructional materials
- The use of higher order thinking skills (cause/effect, analysis, deductive and inductive reasoning)
- Number Talks
- Foundations
- Maximizing instructional time
- Content vocabulary word walls
- Writing in all curricular areas
- Classrooms that are neat and free of clutter
- Classroom management and evidence of discussing expectations in other areas of the building
- Enforcement of the dress code, attendance and tardy expectations (evidence of documentation and parent contact).

7 Discrete Factors added to Annual Teacher Evaluations by Education Reform Act of 2000

Are Students Learning?

1. The role of the teacher in meeting
 - The school's student achievement goals
 - The academic gains of students assigned to the teacher

Are Teachers Teaching?

2. Observations of the teacher by the principal and assistant principals
 - During the delivery of instruction
 - At other times as appropriate

Is the Teacher Learning?

3. Participation in professional development opportunities
 - Application to classroom and school activities of concepts learned

How does the Teacher Relate to Others?

4. Communication and interpersonal skills
 - Interaction with students and Parents/Guardians
 - Interaction with other teachers, administrators and other school personnel

Does the Teacher Come to Work on Time?

5. Timeliness and attendance for assigned responsibilities
 - Showing up and being on time is an essential function of every job

Does the Teacher Follow Rules?

6. Adherence to school and local school system procedures and rules.
This would include, but it not limited to:
 - Special education IEP's and procedures
 - RTI/SST plans and procedures
 - Discipline procedures
 - Assessment of students

Does the Teacher Behave?

7. Personal conduct while in the performance of school duties.
Does the teacher behave in a professional manner at all times?
 - With students especially, but also
 - With parents, other teachers and administrators?

Georgia uses Teacher Keys Evaluation System (TKES) and the Leader Keys Evaluation System (LKES). These are evaluation systems that will allow the state to ensure consistency and comparability across districts, based on a common definition of teacher and leader effectiveness. The primary purposes of TKES and LKES are 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; and
- Implement a performance evaluation system that promotes collaboration between the teacher-evaluator and leader-evaluator and promotes self-growth, instructional effectiveness, and improvement of overall job performance.

Georgia Media Specialist Evaluation

Media Specialist will receive an evaluation orientation and pre-conference at the beginning of the school year, at least 3 observations during the school year – a lesson cooperatively planned with the teacher, working with students and processes and products. A survey may be administered to students and teachers for information and an annual evaluation and conference will be conducted at the end of the school year. The School Librarian Evaluation Instrument (SLEI) will be used.

Georgia School Counselor Evaluation

Counselor will receive an evaluation orientation and pre-conference at the beginning of the school year, at least one observation of classroom sessions with students and review of records. A survey may be administered to students and parents for information and an annual evaluation and conference will be conducted at the end of the school year. The Counselor Keys Effectiveness System (CKES) will be used.

Duties and Responsibilities for Teachers

All teachers are expected to:

- Turn in lesson plans on time (8 AM each Monday).
- Keep the week's lesson plans on top of desk for observation and substitutes.
- Make an "Emergency Lesson Plan" folder. (To be kept in an identified location in the classroom. Location must be known by team.
- Maintain appropriate classroom management, rituals, routines and procedures.
- Be prompt to work, duty, and meetings.
- Attend weekly collaborative planning sessions on Tuesday during planning time.
- Reserve **Thursday after school** for faculty meetings and/or Professional Learning
- Dress professionally. Name badges must be worn at all times.
- Attend all faculty meetings and PTO meetings: Join PTA.
- Deliver a quality instructional program, which is rigorous, related, relevant and academically challenging.
- Keep bulletin boards and word walls current and active.
- Develop and maintain a class website with current information to ensure open and effective communication with parents.
- Maintain high quality interpersonal skills when dealing with colleagues, parents, the public, and students.

Evaluation procedures:

1. Lesson plans:
 - a. Quality
 - b. Submitted on time (8 AM on Monday)
 - c. Alignment with school, county, and state standards and expectations
 - d. Use in the instructional program
2. Leaving class unattended:
 - a. 1st offense – verbal warning
 - b. 2nd offense – written documentation
3. Classroom rituals, routines and procedures will be observed throughout the year. (Remember that yelling suggests a lack of control.)
4. Promptness: Work, meetings, duty assignments, etc.
 - a. 1st offense – verbal warning
 - b. 2nd offense – written documentation
5. Attendance at Faculty and PTA meetings
 - a. 1st offense – verbal warning
 - b. 2nd offense – written documentation
6. Dress – daily observation – addressed on an individual basis. Dress appropriately. Name badges are required to be worn at all times.
7. Formal and informal Observations/Evaluation– conducted throughout the school year.
8. Professionalism – daily observation. Maintain confidentiality and positive attitude.
9. Working cooperatively with colleagues – daily observation.
10. Participation in Professional Learning.
11. Report to work and duty on time.
12. Communicate absences following the procedure.

Duties and Responsibilities for Support Personnel

(Paraprofessionals, lunchroom workers, custodians, and administrative staff)

All support personnel are asked to:

1. Report to work and duty promptly.
2. Dress appropriately. Name tags are required to be worn.
3. Carry out duties and responsibilities as spelled out on your annual evaluation form.
4. Maintain a high quality of professionalism at all times.
5. Work cooperatively with colleagues and administration.
6. Maintain confidentiality and positive attitude.
7. Maintain high quality interpersonal skills when dealing with co-workers, parents, the public, and students.
8. Attend all faculty and staff meetings when required.
9. Use equipment and materials properly.

General Expectations

1. No child may ever be used to render personal service for a teacher. A child may not be sent to the store, coffee machine, parking lot, etc.
2. Students should not be sent out of the classroom without a **hall pass**.
3. No personal business enterprises may be conducted on school property and teachers may make no unauthorized monetary collections.
4. Funds may not be solicited from children without authorization from the principal.
5. No person may ever sign in or out for another person. Only the principal can authorize variations in time schedule.
6. Personnel are not to leave the building during working hours without specific authorization from the administration (Principal or Assistant Principal).
7. Daily schedules are not to be altered without prior approval from the principal. **Recess is 15 minutes and lunch is 30 minutes. This includes travel time.**
8. Avoid physical contact with children at all times. Physical contact may be used only to the extent absolutely essential for restraint in the face of a student harming self or others. **Corporal punishment must never be used.**
9. **Mass punishment is not allowed in the Richmond County School System.** Discipline only the students that are guilty of not following the rules or misbehaving.
10. Children should not be placed in the halls as a disciplinary measure.
11. No child may be sent home in the course of a day without office authorization. No parent may pick up a child from class/school without office authorization. (Parents/Guardians must sign ALL students out in the front office).
12. No child should be kept in school beyond 2:30 p.m. without prior notification to, and signed confirmation from the parent.
13. No child is to be denied breakfast, lunch, milk, or ice cream.
14. A class should **never** be left unsupervised in the course of the school day. Emergencies can be handled by contacting the office (Emergency Call Button) or assistance of the teacher next door/nearby.
15. Money that has been collected should not be left in the classroom overnight. Richmond County School System(RCSS) does not take responsibility for its loss. Money collected should be documented by receipt and given to the bookkeeper by 12 PM.
16. All visitors in the hall/classroom without a pass should be asked to report to the office.
17. All meetings, except Response to Intervention Meetings and Special Education staffing, will be held before or after school. Do not schedule any conferences during instructional time or when Professional Learning, Leadership Team, or Faculty and Staff meetings are scheduled. Parent-teacher conferences must not be held during class time.

18. Students are not permitted in teacher workrooms under any circumstances. Exceptions are permission from the Principal.
19. Students should not operate equipment such as the copy machine or RISO.
20. Classes **will not be interrupted** during instructional time for telephone calls. You are required to check your boxes for messages at least twice daily/ mornings and afternoon.
21. No instructional machine, equipment, or furniture may ever be removed or borrowed from school without written permission from the principal.
22. For the protection and long life of school machines, **do not attempt to repair the machines**. If you have a problem, please contact the office.
23. The RCSS has approved two parties in the elementary school (Christmas and End-of-the-Year parties). The principal must approve all other special events. Birthday parties are not allowed in classrooms.
24. **Do not cover the windows or window in classroom doors**. Keep them clear at all times.
25. Students are not to bring electronics or toys to school unless requested by the teacher and approved by the principal.
26. Each student enrolled in your class should have a report card. A record should be made regardless of how long the student was at FPS. All sections should be completed. If students transfer before the school term ends, see the Data Specialist for instructions. All documents should be completed on time and accurately when requested.
27. When a student withdraws, complete the permanent record within 24 hours.
28. Teachers and paraprofessionals on recess duty should circulate among the students in order to closely supervise all activities. Recess is not a break time. Do not take chairs outside to recess. **Students must be supervised at all times. A certified person must monitor during recess.**
29. Students are not to be denied Physical Education or connections without approval from an administrator.
30. Personal property of students may not be taken without providing opportunities for retrieval by the parent.
31. Any and all pupil and/or adult injuries **must** be reported to the office immediately. Accident reports must be completed on the day of occurrence and parents/guardians notified if students are injured.
32. During the instructional hours, staff members are to complete their duties and responsibilities and refrain from disrupting their personal child's class during the instructional day. Before and after hours your children should remain in your work area, they are not to wonder around the building unsupervised.
33. **Do not** transport students in your private vehicle without written consent from parent and authorization from an administrator.
34. Conserve energy. Close doors and turn off the lights whenever you leave the room.
35. Personal appliances are not allowed in classrooms.

36. Per directive from RCSS all classroom doors are to be locked at all times.

Workday

It is the policy of the State Board of Education to regard the minimum work day for the teacher as eight (8) hours and the work week as forty (40) hours. This much time should be devoted to the duties for which the base salary is paid – teaching and preparation for teaching, extra class responsibilities, conferences with students and parents, staff meetings, planning conferences, and related school activities in the community.

For teachers employed by the Richmond County School System, the minimum, workday is eight (8) hours and the minimum work week is forty (40) hours.

The work day for teachers is 6:45 AM -2:45 PM. Teachers may be assigned morning duty during the year. Teachers are asked to sign in at the office by 6:45 AM each morning before going to their classroom. Faculty and staff who have early morning duty are to be on duty promptly each morning (6:50 AM.). All faculty and staff are to sign in and out, even when leaving campus for a short time and returning.

Professional Learning and Pre/Post Planning

Employees are expected to participate in district and school professional learning and pre/post planning sessions. On district wide professional learning days, employees are to report to their designated location based on the 8 AM – 4 PM work schedule. On school based professional learning days, employees will adhere to the 7 AM – 3 PM work schedule. Children are not permitted in the school on teacher work days, please make proper arrangements for your children in advance.

Sign-In/ Out

All staff must sign in and out on the computer in the front office each day. Signing someone else in or out or having someone sign you in or out is not allowed.

Request for Leave

When requesting leave in advance:

1. Complete the request for leave form and place it in the principal's box. Inform your team of your absence.
2. Enter the absence in Frontline.
3. Upon your return to work see Ms. Jones to sign your certificate of absence.

In the event that an emergency arises or unexpected absence is necessary:

1. Text Ms. Middleton (706)220-8258 and Ms. Jones (email). Inform your team of

- your absence.
2. Enter the absence in Frontline.
 3. Upon your return to work see Ms. Jones to sign your certificate of absence.

The process for leave before/after a holiday and asynchronous learning days is listed below.

1. Submit a request for leave form and a letter stating the reason for this request to Ms. Middleton.
2. Ms. Jones will complete a certificate of absence to be submitted with your request and letter.
3. The Supervisor or (Principal) must sign before submitting to the designated Area Assistant Superintendent.
4. If the employee will be using a substitute, the substitute's name should be filled in the space provided.
5. The supervisor or principal approved Certificate of Absence should be submitted to the Area Superintendent 10 days prior to the requested date of absence.
6. School Nutrition employees must notify the School Nutrition Manager of their absence.
7. Custodians must notify the head custodian when they will be absent.

NOTE: The Area Assistant Superintendent is the designee assigned by the Superintendent of Schools. The Certificate of Absence Form should not be submitted to the Superintendent of Schools.

***Failure to adhere to the expectations may result in leave without pay.**

Leave Early

Any teacher who finds it necessary to leave school prior to school being dismissed due to illness, etc. must check with the principal or assistant principal and coverage will be obtained to complete the day. If a teacher/paraprofessional needs to leave school after the student dismissal bell but before the regular dismissal time, the teacher should contact the principal and complete the "Request to leave Early form" giving the reason in writing to the office and time of departure. Anytime over 1 hour will be charged beginning with ¼ day. The full amount of the time missed is recorded as sick or personal leave.

Personal Leave:

Personnel requesting personal leave should submit a request in writing to the principal at **least three days before taking personal leave**. Personal leave will not be granted by telephone except in emergencies. Do not automatically assume that this time will be

granted, especially if you wait until the last minute. Too many people out on the same day make a hardship for everyone. You are permitted three days of personal leave annually.

Dress Code

At Freedom Park School, we take pride in the appearance of our staff. The way you look reflects your attitude and your professional ethics. **The message we send to students is important.** All staff members are expected to dress and groom themselves neatly and appropriately. All faculty and staff are to dress professionally during school days with students. (We traditionally dress comfortably on in-service days.) All faculty and staff must wear name tags. Let's maintain a professional image.

Teachers/Paraprofessionals/Administrative Personnel

1. The following clothing cannot be worn:
 - a. Shorts of any type unless working in PE or field day
 - b. Tank tops
 - c. See-through blouses
 - d. Mini-dresses. **All clothing should be no shorter than 2 ½ inches above the knee.**
 - e. Sweat shirts, sweat suits, jogging suits, or wind suits
 - f. No sleeveless shirts unless covered with jacket or sweater at all times
 - g. No short shirts (raise your arms if your skin shows it is too short)
 - h. No leggings or tights
 - i. No skorts except on field day
 - j. No revealing shirts (low cut, tight, sheer)
2. Jeans cannot be worn, except on field day, pre and post planning days, or days approved by the principal. Jeans may be worn on Fridays by staff members who are apart of the Sunshine Club and have paid their dues.
3. Men are to wear slacks that are neat, clean, and free of wrinkles, casual shirts with collar or dress shirts with ties.
4. Sneakers are not allowed unless a medical statement is on file in the office or permission from the principal.
5. Hats are not to be worn in the building except for special school wide Hat Days.
6. Everyone is expected to dress in a professional manner and be well groomed.

Custodian/Lunchroom Workers

1. Custodians are to wear:
 - a. Clean and neat clothing
 - b. Be appropriately groomed
 - c. Shirt tails tucked in
2. Lunchroom Workers are to wear:
 - a. Uniforms that are neat and clean
 - b. Hairnets when preparing and serving food

Housekeeping Guidelines for Freedom Park School

Classrooms should be kept neat and orderly at all times. All floor space must be clear of boxes, storage and books. If you can't store it on shelves or in cabinets it should be taken home. Remember, cardboard boxes are fire hazards and must go if in sight.

Teachers should set up some routines for checking pupils' desks as to assure neatness. Textbooks should be kept off the floor at all times. The best teaching procedure is by

example. Supplies should be stored in an orderly fashion. Floors should be kept free of paper and trash. Bulletin boards should be kept attractive, up-to-date and should be of an instructional nature. Student work with teacher comments should be displayed inside and outside the classroom.

We need your help to keep our building clean and free of bugs. Please follow the guidelines below:

1. **Absolutely no eating in the classroom with the exception of breakfast. Eat in the lunchroom or teacher workroom.** The only exception is for snack time in Pre-K and kindergarten classes. Clean up **thoroughly** after snacks.
2. Eating should not occur in the classroom at any time during the day when students are present.
3. Do not tape signs on glass (door, etc.). When you take signs down, clean the glue residue at that time.
4. Birthday parties are not permitted. Parents can bring a healthy treat to share with the class during lunch or during the last 15 minutes of the day.
5. Do not paint or color on the floor. If you must paint or color on the floor, cover the area so that the paint and other items do not get on the floor.
6. Ensure that your students do not leave books or other items on the floor overnight. Check your room before leaving.
7. Be sure your room is neat and organized. This includes shelves, cabinets, bookracks, and counter tops.
8. Keep floors, desks and other furniture free of litter daily so that custodians can clean.
9. When cutting paper, please be sure all unused paper is put in the trash can.
10. If your room is not clean when you arrive in the morning, please let the principal know as soon as possible.
11. Please caution your students about writing on the restroom walls, leaving the water running, and playing in the restroom. **Supervise your students during restroom breaks.**
12. Teach your students appropriate behavior, rituals, routines and procedures for the lunchroom, hallways, etc.
13. Do not allow students to empty the classroom trashcans in the school dumpster. Call for custodial assistance.

Telephone

The office phone is for school business only. In case of an emergency, a student may ask the secretary to place a call for him/her. Teachers also have available to them telephones in the teacher workrooms on each hall. Please limit calls to school business only. Teachers must arrange personal calls before or after school. If you receive a telephone call, you will be notified with a note placed in your mailbox. Be sure to check your office mailbox regularly, (lunch, specials, before/after school). Do not rely on the office to interrupt instruction to tell you a message is in your box! Cell phones are allowed for teachers for emergency use only. **They are not to be on to receive calls during the day.** A cell phone agreement must be on file in the office for every cell phone brought into the school by employees.

Mailboxes

Be sure to check your mail before going to class in the morning, at lunch, during specials and before leaving for the day. Messages are placed in your box during the day. It is up to you to check for these. The office will not interrupt instruction to give you a message.

Email

Email is the primary means of communication from RCSS and FPS. It is your responsibility to regularly check email throughout the workday.

Professional Organizations

Teachers are encouraged to join a professional organization, such as NEA, PAGE, etc. Much can be learned from these associations. Faculty and staff are also strongly urged to join our school PTA.

Curriculum

Our teaching philosophy at Freedom Park integrates writing, listening, and speaking skills throughout all subject areas in the elementary curriculum. By using children's literature we expose our students to an enriched language environment, therefore building a bridge towards being able to apply skills in context to develop meaning. Our balanced language approach teaches phonics, spelling, reading, writing, speaking, and listening skills daily through use of good children's literature and the basal readers. *We strive to meet the needs of all students to ensure success.* We assess skills utilizing a variety of methods to include Benchmark tests, teacher made tests, iReady, and Individual Reading Inventories.

The following subjects are taught in grades K-8:

Language Arts

Math

Social Studies

Science

Health

Physical Education

Music



Common Core Georgia Performance Standards (CCGPS)

[The Common Core Georgia Performance Standards \(CCGPS\) provide a consistent framework to prepare students for success in college and/or the 21st century workplace. These standards represent a common sense next step from the Georgia Performance Standards \(GPS\).](#) The Common Core Georgia Performance Standards (CCGPS) provide a consistent framework to prepare students for success in college and/or the 21st century workplace. These standards represent a common sense next step from the Georgia Performance Standards (GPS). To see a more detailed listing of Common Core Georgia Performance Standards go to www.georgiastandards.org.

Character Education

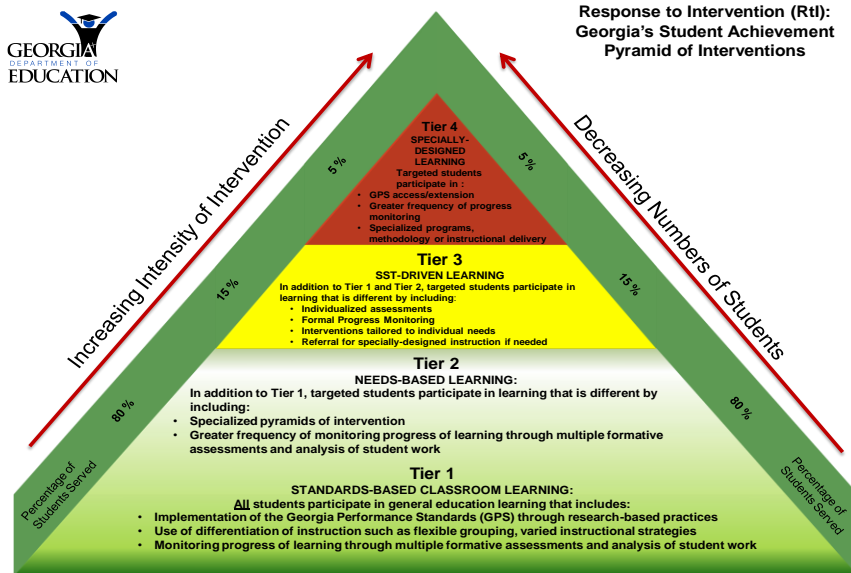
Section 20-2-145 of the Georgia Code as amended:

The State Board of Education shall develop by the start of the 1997-1998 school year a comprehensive character education program for levels K-12. This comprehensive character education program shall be known as the 'character curriculum' and shall focus on the students' development of the following character traits: courage, patriotism, citizenship, honesty, fairness, respect for others, kindness, cooperation, self-respect, self-control, courtesy, compassion, tolerance, diligence, generosity, punctuality, cleanliness, cheerfulness, school pride, respect for the environment, respect for the creator, patience, creativity, sportsmanship, loyalty, perseverance, and virtue.

Teachers should use **vocabulary strategies** to teach **Character Counts** terms and concepts weekly.

Response to Intervention

The primary objective of the Response to Intervention Team is to provide supportive assistance to the instructional program. When students FIRST have difficulty in the instructional program, they should be referred to the grade level Response to Intervention (RTI) team for review and assistance. This is considered Tier 2 intervention. Any student who is not achieving within his/her capacity or who deviates from the classroom norm with learning, behavior, or social/emotional problems is to be referred as soon as possible. RTI forms must be completed outlining the student's history and present interventions aimed at correcting the problem. It is important for the classroom teacher to keep documentation of interventions (checklists, data sheets, student work, etc.). The teacher should also have documentation (student work, grades, etc.) showing that at least 80% of students in class are successful with instruction provided. **Gathering appropriate documentation and data is very important as this information is the determinant to whether or not the process goes any further toward request for evaluation.** Students who continue to experience difficulties despite the interventions implemented at Tier 2 should be referred to the office for Tier 3 RTI meeting. This RTI team may consist of the school administrator, general education teachers, special education teacher, parents, school psychologist, and school counselor if warranted. This team will review all data regarding the student. If the team feels that all reasonable attempts have been made to help the student within the general education program and the data supports this decision, the recommendation for testing through Psychological Services will be requested.



General Instructions for Supply Order

1. In order to enhance your competence as a teacher, the privilege has been extended to you for making requisitions for materials and supplies that you need. All requisitions must be approved by the principal.
2. Please make sure all requisitions are filled out correctly with all items clearly written, numbered and priced correctly. Requisitions must have your name, date and grade level

3. All supply orders must be placed prior to February 15th of the current school year.

Duplication of Material

All duplication is to be done at a time other than instructional time. Copiers are found in the teacher work rooms on each hall and the Risograph machine is located in office work room. Please try to be conservative with copies and paper. **Copies are limited. The Risograph is the most economical copier to use.**



Lesson Plans

FPS teachers are to provide **two weeks in advance** for the principal's office tentative plans for his/her work. The lesson plan book should be up-to-date and plainly visible on top of the teacher's desk at all times or uploaded electronically into a shared folder so the principal can check lesson plans as he/she regularly visits classrooms.

Lesson plans should include the *Common Core Georgia Performance standards*, essential question(s), intervention strategies, differentiated activities, topic of lesson, title and page number if textbook is used and other information that would be helpful. **Submit a copy of teacher made tests and other evaluation materials with your lesson plans.** Your plans should include all activities for the week. Lesson plans should keep the principal informed of the activities in the classroom and should provide the substitute teacher with a definite plan of activities to follow.

Beginning the second week of school and continuing until the end of the school year lesson plans are to be submitted electronically to the principal and the assistant principal for review. A schedule for lesson plan submission will be provided.

If a situation arises that will keep you from writing lesson plans and turning them in, notify the principal by the day they are due. Failure to do so will result in:

1. This matter being brought to your immediate attention
2. Written documentation

Lesson plans turned in late 3 times or more will also result in:

1. This matter being brought to your immediate attention

2. Written documentation
3. Documentation in Teacher Keys Evaluation System

The Common Core Georgia Performance Standards (CCGPS) and Georgia Performance Standards (GPS) should be used at all times when planning.

Math teachers will need to select at least one of the Standards for Mathematical Practice to ensure that the lesson is fully aligned to CCGPS and relevant to the college and career ready student.

COLLEGE & CAREER READINESS EXPECTATIONS - MATH

Standards for Mathematical Practice

- Make sense of problems and persevere in solving them.
- Reason abstractly & quantitatively.
- Construct viable arguments & critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

All teachers will need to select at least one of the lenses for ELA and Literacy to ensure that the lesson is fully aligned to CCGPS and relevant to the college and career ready student.

COLLEGE & CAREER READINESS EXPECTATIONS - ELA & LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

- Demonstrate independence.
- Build strong content knowledge.
- Respond to the varying demands of audience, task, purpose & discipline.
- Comprehend as well as critique.
- Value evidence
- Use technology and digital media strategically and capably.
- Develop an understanding of other perspectives and cultures.

MANDATORY: In **Math** lesson plans, include **daily drill of the basic math facts and use of concrete and/or manipulatives as part of each lesson. There should be a daily word problem or problem solving activity.**

MANDATORY: In **Language Arts** plans, be sure the RCBOE requirements are followed. **Use Best Practice Strategies at all times! Vocabulary instruction is required DAILY. The steps of the writing process should be evident in the lesson plans. Writing must be used ACROSS THE CURRICULA AREAS! Regularly include sharing of quality literature in the plans. Grading weight for Reading, English, Spelling and Writing will be discussed and agreed upon for consistency.**

Media Center Policies and Procedures

The Freedom Park School Media Center's policies and procedures are based on the Georgia Department of Education and Richmond County Board of Education. School standards require an open schedule for libraries. You may set up for library periods as you need or desire them. Please utilize the library as part of your instructional program for the total class, small groups or for individual students. Our media specialist stands ready to help in any way she can. If you will give her your topics for unit work in advance, she can help secure materials for you.



1. Time of Operation:

The Media Center is open from **8:20 a.m. - 4:00 p.m. Monday through Friday.**



2. Services:

The Media Center renders service to the entire school body and to the community. We are a **multi-media services center**, which makes available such items as books, recordings, videocassettes, filmstrips, charts, globes, maps, software, audiovisual and computer equipment, and professional resource materials for teachers, teaching assistants, and other staff members.



4. Instructional Center:

The Media Center is always available to all staff members, classes, an individual student, small groups, parents, and to other schools in Richmond County with its inter-library loan system. Any teacher may, at any time, send a **small group** to the library for small group work. If the number **exceeds 5**, the teacher or TA must accompany the students. If a teacher would like the entire class to use the media center, he/she must come in and plan with the media specialist **24 hours** prior to class visitation or **4 hours** prior to same day visitation. A teacher/media specialist conference/request form must be filled out during this planning time. The teacher or TA must remain with the entire class and help monitor behavior. **Disruptive students will be sent back to the classroom.**



4. Circulation of Books:

All books are checked out for two weeks, but, if a child has read a book overnight or before the due date, he/she may return the library at anytime during the school day. Teachers and their TA's are welcome to check out a classroom collection and AV materials at any time.



5. Overdue/Lost Book Fines:

Overdue notices will be sent out. Renewals are permitted. The student should bring his/her library book to the media center for renewal.

For lost and damaged library books, the guidelines are the same as for textbooks in Richmond County.

Lost book - replacement cost of book

Damaged book in good condition - $\frac{3}{4}$ of cost

Damaged book in fair condition - $\frac{1}{2}$ of cost

Damaged book in poor condition - $\frac{1}{4}$ of cost

Records and report cards will not be sent home unless all charges are paid.

Field Trips

Field Trips are part of the total instructional program. The Richmond County Board of Education believes that field trips, properly planned and conducted under the guidance and supervision of a teacher, can be valuable experiences for students. All teachers are to follow the Richmond County Board of Education Policy guide regarding field trips. Field trips are to be carefully planned to accomplish predetermined educational goals. RCBOE provides a list of pre-approved field trips. For destinations not on the pre-approved list, permission of the principal and another appropriate administrator must be sought and obtained prior to any field trip. You must first submit a field trip request form to the principal for approval. The principal will then submit the field trip request form to Central Office for approval. Field trip requests must be made at least three (3) weeks in advance. Permission must be secured from parents before a child will be permitted to leave the school campus to participate in a field trip. Consider local destinations for your field trip. Students that miss a field trip are assigned tasks and/or activities related to the lesson.

- Pupils must have written permission from their parents to participate in field trips.
- Adequate planning must be devoted to ensure transportation.

Field Trip Guidelines: Before presenting a field trip to the class, it is to be approved by the principal. Teachers are required to keep the classes under supervision and control at all times. Any money collected for a trip must be reported to the bookkeeper. No student will be denied the opportunity to participate for inability to pay. All funds are deposited into the school account and a school check will be written to cover expenses. In order to provide as many opportunities as feasible for all students to learn through community resources as well as classroom activities, the following guidelines are established regarding school-sponsored field trips or activities:

1. Field trips must be instructional and address objectives as listed in the curriculum
2. Teacher and/or sponsors must receive approval from the school principal at least three weeks prior to the trip; for out of town trips, teachers and/or supervisors must receive approval from the principal and superintendent or his designated representative four weeks prior to the trip.
3. Requests for trips must give name(s) of teachers sponsoring the trip, time of departure, destination, time of return, a budget detailing all costs and fees, and an itinerary.

4. Parents must be furnished written information, including an itinerary, of the trip planned and parents must give written permission before a child will be allowed to take a trip.
5. If school bus transportation is required requests must be made to transportation at least 10 days prior to date of trip
6. The following is required when privately owned vehicles are used for transporting students on field trips or on school-sponsored activities; however, the use of private vehicles is discouraged.
 - a. Persons and/or vehicles must be covered by minimum insurance as required by state law. (A form giving the policy number, name of insurance company, and expiration date of policy must be filed in the school office.)
 - b. Persons driving vehicles must have a valid driver's license and the number on file in the school office on the form provided.
7. If bag lunches are needed for trips a request must be submitted to the lunchroom manager **AT LEAST THREE WEEKS** prior to the date of the trip. **IT IS THE TEACHER'S RESPONSIBILITY TO SEE THAT THE LUNCHROOM IS NOTIFIED IF SACK LUNCHES ARE NEEDED FOR FIELD TRIPS.**
8. Trips must be completed before the end of the regular school day or the students returned to a predetermined place and the school sponsors must remain until each student has been picked up by either parent or guardian.
9. Field trips scheduled to occur after the close of the school year must have the expressed permission of the Superintendent or his/her designated representative.
10. Additionally, all field trips shall:
 - a. be planned by grade level teachers prior to end of the third nine weeks.
 - b. occur prior to the last month of school (May).
 - c. not be scheduled or take place during the month of April or during any Countywide Standardized testing.

11. Names of students not attending a field trip must be submitted in writing to the office. State the reason for not attending. Students cannot be denied participation in a field trip for inability to pay. Provisions must be made to cover such an event. Students may only be denied field-trip privileges based on behavior that would prove to be a safety factor.
12. Teachers must retrieve medication and medication forms from main office for students who require medication during the field trip.
13. Field trip contributions are non-refundable.

Field Trip Steps and Forms:

1. Instructional Field Trips Request Form (RCBE #22-A) - complete and submit to the principal for approval three weeks in advance. The county has a list of pre-approved field trips. If the field trip is on the pre-approved list the request will be forwarded to transportation. If the field trip is not on the pre-approved list the request will be forwarded to Central Office designee for approval.
2. Permission to Participate in Field Trip Form (available in the office) - Complete trip details and send home for parents to sign. Every student participating on the field trip must have signed parental consent. Collect money, if applicable.
3. Money - Record funds collected on Cash Receipt Form and submit funds to the school bookkeeper at least one day prior to departure. All checks should be made payable to Freedom Park School. A school check will be drawn for you to present for payment for the activity. **You must bring back a receipt to submit to the bookkeeper.**
4. Privately Owned Vehicles - Complete indicating driver's names, insurance company, and liability amount and policy numbers. The principal must sign the form before you leave. Take the pink copy with you and file in your records when you return from the trip.
5. Lunches - Notify the lunchroom manager three weeks or more in advance so that food can be ordered and prepared for the day of your trip.
6. If school busses are used your field trip must not begin before 9:30 a.m. and must be finished by 1:45 p.m. This is necessary in order to allow time for busses to make their morning and afternoon pick-up and drop offs at their assigned schools.

7. There is a charge for use of school busses.
8. County school busses cannot be used for out-of-county trips. No trips will be approved on school busses that have a one-way length of 40 miles or more.
9. Out-of-town trips for more than 40 miles require a private charter bus. Only ICC approved busses may be used.

Report Cards



Report cards go out to parents each grading period. The student's daily work and test grades should be averaged to arrive at the nine-week grade. It is suggested that at least 10 or more grades consisting of tests and daily class work be used to formulate the final grade. Numerical averages should be averaged together to arrive at a yearly average. No other point system is to be used.

Students should be taught at the level where they can learn successfully and be graded on that level. In each subject area grades should reflect the student's mastery of the Georgia Performance Standards taught during that nine-week period. All Georgia Performance Standards should be taught (especially those in which students did not meet standard) preferably prior to testing. Each student who is present one-half or more of the report period is to be given a report card. In cases where the student is absent from school on the day report cards are sent home, the report card is given only to a member of the family or person the family has designated in a written note or sent home with the student when he/she returns to school. If a teacher desires a conference, indicate this on the report card cover.

We do not recommend giving any student a final grade below 55. Grades below 55 are failing grades which are difficult for the average student to recover from.

Keep samples of student work for the nine-week period so that suggestions may be made to the parents on how to help the student improve. Inform parents if a child is not making acceptable progress, defining definite areas of weaknesses and plans for correcting weaknesses.

Mid-nine weeks progress reports (approx. four weeks into grading period) will be sent home school wide to the parents of all students. Grades for 1st - 8th are recorded in Infinite Campus. Teachers are responsible for inputting grades into the computer. The data entry clerk will distribute report cards to teachers and each teacher is to verify that grades are correct and make changes, if necessary. Once corrections are made, report cards will be printed and distributed to teachers. Report cards will be sent home with students.

Parents should also be kept abreast regularly on the progress of their child. Teachers at FPS will send home student papers weekly. To ensure consistency school wide FPS faculty and staff will agree upon a day to send papers home.

Students Records

Teachers should input daily attendance into Infinite Campus no later than 10:00 a.m. All records must be complete, accurate and up-to-date.

Permanent Records

Permanent record cards are to be kept current during the year and filed in alphabetical order. These records **MUST** be stored in the vault. They must never be kept in the classroom overnight. Entries should be made at the end of the year in **black ink**, with the exception of those grades entered during the academic year. When a student withdraws during the school year, grades are placed on the cumulative card in pencil. These entries should be made in ink at the end of the school year or if the student leaves the county.

Standardized test results are to be placed on the permanent record cards as soon as they are received. Once the permanent record cards are full, the **test record card** should be used to document results.

In order to have uniform procedures for permanent records, please follow the guidelines listed below:

During the year:

1. Update the withdrawn students' records **within a week** after they leave and include them with the Reading, Math, and Writing folders in the withdrawn file in the vault.
2. Send the completed withdrawal paper (signed), copy of report card and any consumable books to the office. If you are going to give the student or

parent the withdrawal slip, give the yellow and gold copies to the office. Do not put the report card or the withdrawal slip in the permanent record. The teacher keeps the pink copy.

Upon receipt of a folder from another school within Richmond County containing two or more records, please compile the information on the new card and destroy the old card.

Permanent Records Checklist

Name of Child	Times Tardy
Father's Name	Academic Grades (Numerical)
Mother's Name	Promoted or Retained
Child Living With	Teacher
Place of Birth	Reading
Date of Birth	Completion Date (Basal)
Residence-Street and House Number	Supplemental
Entrance and Withdrawal Record	Student ID Number
Standardized Test Data	Use of Permanent Black Ink
Scholastic Record	Immunization Record & Eye, Ear, Dental form
School Year	Birth Certificates
Days Present	Book Title, Page, Test Result
Days Absent	

Parents may see the permanent record and other files that the school keeps on students. These records may be examined in order to monitor school progress and to review for accuracy. This is why it is important to keep records current and accurate!

If any errors are found, the parent may indicate the need for corrections. If you agree, then make the needed corrections. If you disagree, then inform the parent of that fact and of the parent's right to request a meeting with the principal. If the principal does not agree, then a hearing is provided for by federal law. The hearing officer (an impartial individual) will listen to the evidence about the record in question and make a ruling. If the outcome is not in the parent's favor, the parent has a right to place a written statement in the record explaining the reasons why there is disagreement. If the parent is unable to review the records at the school because of distance or medical reasons, a copy will be provided at a cost of one dollar for the permanent record card and 25cents for each additional page.

In cases of divorced parents, both custodial and noncustodial parents have access to the child's records, unless there is a legally binding document to the contrary. A copy of this document should be placed in the permanent record.

Textbook Policy

Teachers are responsible for issuing textbooks to students. Teachers should check the condition of textbooks before they are issued to the students. Check for torn pages, obscene language, Accurate records must be kept on all books. All books must be covered immediately after issued. It is imperative that we keep wear and tear minimum.

All textbooks, library books, and media materials if lost or damaged will have to be paid at replacement costs according to SB526, which became effective July 1, 1994.

The policy may include any additional textbooks, library books, or media materials:

1. We will not issue any additional textbooks, library books, or media materials until the bill is paid.
2. We will withhold all report cards or certificates of progress until the bill is paid.



Daily Dismissal Procedures



Do not let students leave before they are called over the intercom.

Do not leave children alone or unsupervised in the classroom during dismissal time. This is not the time to hold informal conferences in the hall with parents or colleagues.

Afternoon announcements will begin at 3:45 p.m. each afternoon. Dismissal bell will sound at 3:50.

If students leave before dismissal, either their parents/guardian (with Office Pass) will pick them up or the office will call for the student over the intercom.

All teachers and paraprofessionals will stand on the outside of their doors or at their designated posts and assist with an orderly dismissal.

Maintenance and Facilities

- Communicate work order needs to the custodian on your hall. If a work order has been submitted and has not been completed please let me know after an extended amount of time. .
- Cleaning Chemicals are not permitted – no bleach, no Lysol, no ammonia)
- Fire Safety- nothing on doors, combustible materials
- Nothing should be stored within 18" from the ceiling
- Limit debris in hallway and classrooms
- Improper Wiring (surge protectors cannot be placed on the floor)
- Obstructing pull stations and egress
- No personal appliances, plug-ins
- Conservation of energy/resources
- Custodial concerns are to be reported to Mrs. Middleton

*If you violate a written rule, you do not have immunity.

Positive School Climate of Freedom Park School

Developing a positive school climate involves the use of natural, logical, and realistic consequences; a simple structure; reasonable rules, as well as the labeling and accepting of feelings. The students themselves play an important role in their own educational programming. In such an atmosphere the class is neither teacher-dominated nor student-controlled; rather, it is a joint effort to learn, relate and experience.

In order to have this positive school climate, it is imperative that the students be in attendance and on time every day.

Our method of discipline shows the students these things:

1. What they have done wrong.
2. How to solve the problems they created.
3. How to assume responsibility for their own actions.

This method uses logical and realistic consequences and leaves the student's dignity intact.

We believe in you. We trust in you. We know you can do it!

The faculty and staff of FPS we will emphasize the positive to every extent possible in interactions with students. Each teacher must create an area outside of the classroom to recognize a star student each week. Each homeroom teacher will identify a student of the month. Student will be recognized during announcements. In addition, communications with parents regarding their child should also include positive news. This can be done in a variety of ways such as use of *Happy Grams*, phone calls to parents, class/grade level newsletters. School Climate will be addressed on an on-going basis, updating and revising as needed.

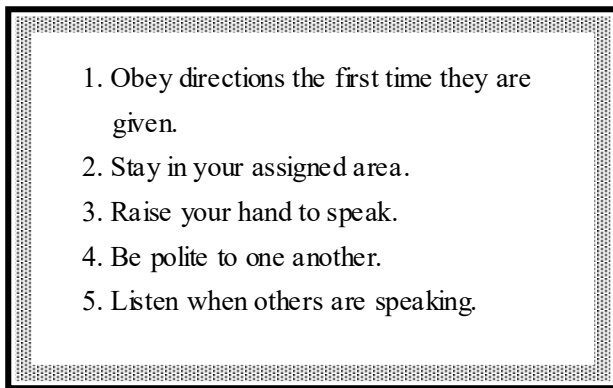
The uniform Code of Student Conduct and Discipline published by the Richmond County Board of Education is a resource that should prove to be very beneficial to students, parents, and school employees in matters concerning discipline in schools. School employees are expected to enforce all rules in accordance with established procedures and policies.

Generally speaking, classroom management is the responsibility of the classroom teacher. Teachers will develop classroom rules and individual school plans for students with special needs.

Effective teachers and administrators are constantly seeking ways to prevent and respond to student behavior. Our ultimate goal is threefold: (1) to increase the chances that students will not misbehave; (2) to respond to students who are misbehaving so that social order is restored thus reducing student stress, as well as teacher stress and (3) to ensure that learning continues.

Experience has taught us that there is no one best way to affect a positive classroom climate and what works in one situation may not work in another. Effective classroom management involves skill, attitudes, and knowledge about the classroom.

FPS School Climate Rules

- 
1. Obey directions the first time they are given.
 2. Stay in your assigned area.
 3. Raise your hand to speak.
 4. Be polite to one another.
 5. Listen when others are speaking.

Code of Discipline

In the Classroom:

In order that all children in the classroom can benefit from the effective learning environment that they deserve, the following rules general rules have been adopted:

Follow established classroom rules.

Respect adult authority.

Raise hand to be recognized.

Respect the property of others.

Keep hands, feet, and objects to self.

No obscene language or gestures.

No fighting or pushing.

In the Building:

1. Follow directions the first time they are given.
2. No running.
3. Must have a pass when in the hallway.
4. Must be orderly and in line when leaving classroom as a group or class.
5. Must be orderly in line at dismissal time. No running or cutting in line.
6. Do not bother items on doors, walls, or bulletin boards.
7. Do not walk on or try to destroy restroom fixtures, stop up sink or toilets, or leave water running on purpose.

8. Do not put inappropriate items on the toilet fixtures (Example: paper towels, etc.)

On the Playground:

1. No throwing objects of any kind.
2. No rough playing.
3. At the end of recess, line up quietly on signal and enter the building orderly and quietly.

Cafeteria Rules:

1. Use 6" voice.
2. Eat own food.
3. Keep eating area clean.
4. Walk in the cafeteria.
5. Practice courteous and good manners.
6. Remain seated until dismissed.

General Rules:

1. Follow directions the first time given.
2. Absolutely no fighting.
3. No pushing or shoving.
4. No spitting on one another.
5. Respect others and their property.
6. Follow all school rules.
7. Students should not bring toys, games, etc. to school unless instructed to do so by the teacher. The student will assume responsibility for any items brought to school.
8. No throwing objects of any kind.

Students that continue to be disruptive will be suspended or parents will be called to pick them up.

Weapons and Dangerous Instruments:

A student shall not possess, handle, or transmit a razor, ice pick, explosive, loaded cane, sword cane, machete, knife, pistol, rifle, shotgun, pellet gun, or other object that reasonably can be considered a weapon or instrument that can reasonably pose a danger to the health and safety of students, teachers, or any other person:

1. On the school grounds at any time,
2. Off the school grounds at a school activity, function, or event
3. In route to and from school.

The ultimate goal of any set of rules and procedures is to achieve student self-discipline. Students are expected to conduct themselves in a manner that is conducive to a good learning environment. Each teacher has the responsibility of handling his or her own discipline problems as often as possible. Many times, having the student call home and then you talking to the parent is the solution. It is suggested that teachers keep a log on discipline problems to study the situation for proper growth toward self-control for the student and use in the Response to Intervention meetings. In the event that some students are unable to control themselves, the teacher should administer discipline techniques that will teach the student how to control his behavior.

As a rule students should not be sent out of the classroom to stand in the hallway for an extended period of time. The student is not being supervised and this may add to the problem. Teachers and paraprofessionals have equal authority over all students. Misbehavior in the absence of the teacher should be corrected and the teacher informed of the incident.

A student should be referred to the principal or assistant principal only after other forms of correction have failed. *Referral to the office should be paramount to dialing "911."* The teacher should complete a disciplinary report form in Infinite Campus detailing the reason the student has been referred and what actions the teacher has previously taken.

Guidelines for Discipline Referrals to the Office

A. Behaviors which should be addressed through the teacher's classroom management plan:

- Talking without permission
 - talking out
 - Out of seat
- playing in the restrooms
 - Running in hallways
- Sleeping/daydreaming
 - pushing/shoving
- Failure to complete class work
 - arguing with classmates
- insulting classmates
 - Arguing

room

Obscene language/profanity toward each other lying
yelling across the

Failure to complete homework

not returning signed papers
Gossip/rumors

refusal to follow adult directions

No book/paper/pencil

making noise during instruction

Tardy to class

Being out of assigned area racial slurs

jiving

B. Behaviors which require immediate referral to the administration:

Hitting

Obscene language/profanity towards adults

Fighting

Threats

Stealing

Tearing up supplies/furniture

Walking out of the classroom

Reports of a weapon

Inappropriate touching

Behaviors which may warrant a referral depending on the situation, but will generally be addressed through the teacher's classroom management plan:

Tantrums

Refusal to follow adult directions

Throwing objects

Sexual comments

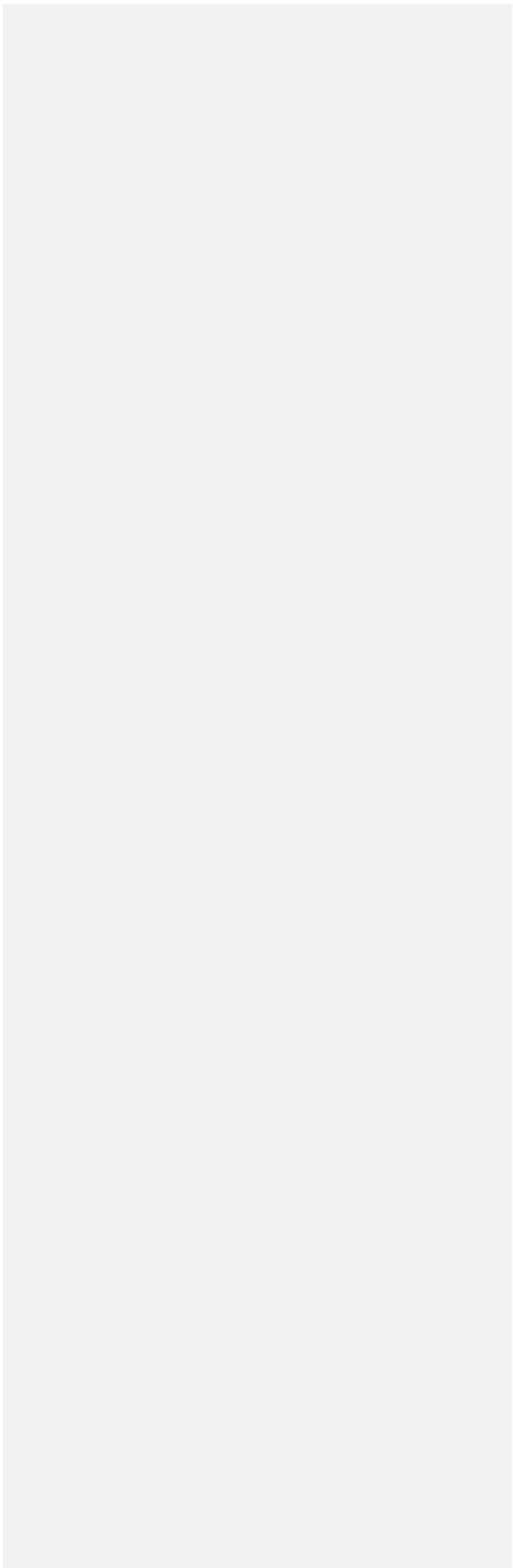
Severe **disruptions** will result in **suspension** from school. An automatic suspension will be given to any student(s) who decides to resolve an issue by fighting. We cannot and will not tolerate any student that ignores school policy. Any student involved in a fight will be suspended from school. The number of days suspended will depend upon the severity of the incident and circumstances.

The teacher's policy of classroom management should be firm and consistent but positive and fair. Explain to students the type of behavior that is expected of them on the playground, in the classroom, hallways, on the bus, and in the lunchroom. Please feel free to discuss behavioral problems of students with the principal. Together we might reach a reasonable solution that will help the student. **A copy of the current classroom management plan should be on file in the office.**

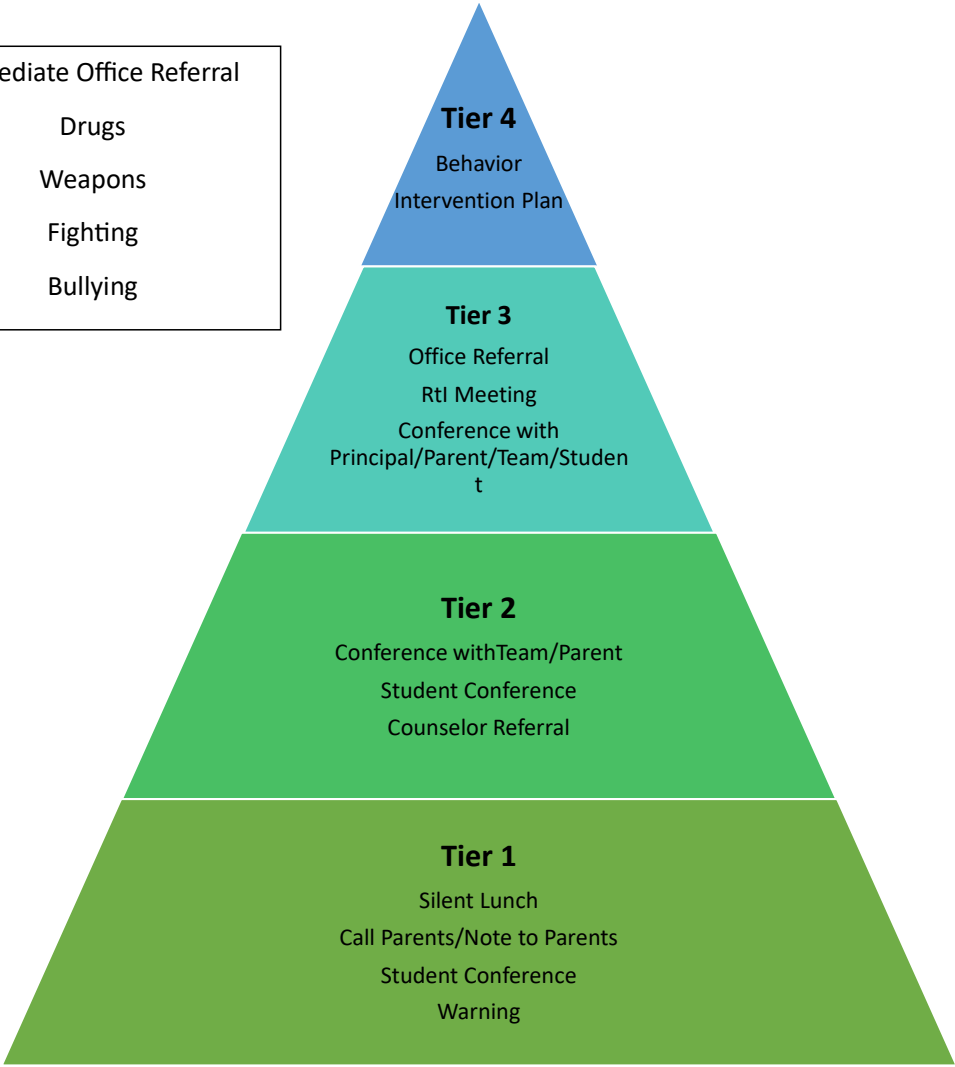
Our belief is that each student can behave appropriately in the classroom, in the halls, in the cafeteria, on the bus, and on the playground. We refuse to deny any student his/her learning experience because of inappropriate behavior.

Please consult your **Richmond County Code of Conduct Handbook** for more detailed rules and regulations governing student conduct as developed by the Richmond County Board of Education.

DISCIPLINE PYRAMID OF INTERVENTIONS

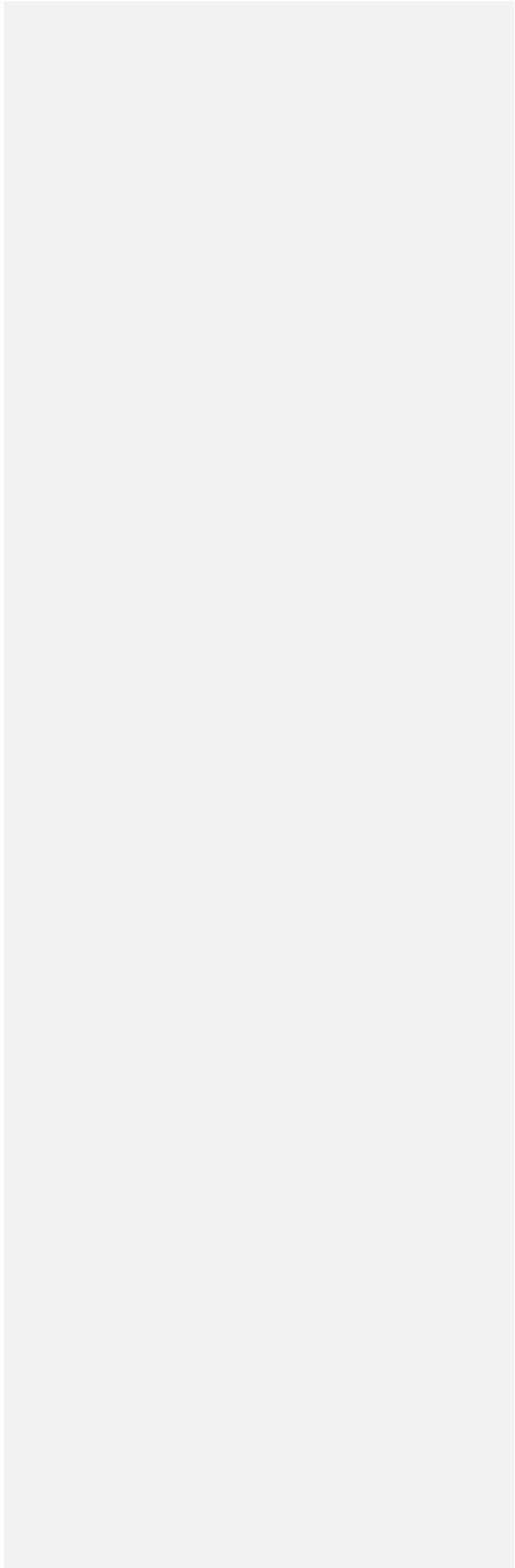


Immediate Office Referral
Drugs
Weapons
Fighting
Bullying



Bus Misconduct

Letters (Handled by the principal or designee)



Bus Warning Letter	First Misconduct Report from driver
Bus Probation Notice	Second Misconduct Report from driver
Bus Suspensions	Third Misconduct Report - 3 days
	Fourth Misconduct Report - 5 days
	Fifth Misconduct Report - 10 days

Further student misconduct on bus could result in loss of riding privileges for school year.
Teachers are given a copy of bus letters sent home with students.

Student Supervision

We are legally and morally responsible for students when they are in our school. **We must supervise students at all times to avoid being charged with neglect.** We must be careful in our supervision of students. Do not ask them to do something that is not their responsibility such as using a hammer, adjusting blinds or moving heavy furniture. Do not leave students unattended during the day. Always think of things that could happen. **It is imperative that students be closely supervised at all times.**

Restrooms for Students

Students should use the restrooms within the classroom if they have one. If there is no restroom in the classroom, use the one in the hall. Students should be taken as a class and supervised before and after the lunch period. If a student has a medical problem, he/she must be permitted to go as requested by parent or doctor. The classroom monitor should be permitted to escort student to the restroom so that the student does not go alone, if appropriate.

Lunchroom Procedures

There are certain problems that are inherent in a large gathering of pupils such as lunch period. These can be held to a minimum when the students know what is expected of them and when there is proper supervision. Each child should know and understand the following suggestions:

1. No loud talking, playing, running, disturbing others
2. Any adult may move students to another table in the lunchroom for misconduct.
3. Use the route and the procedure to and from the table as suggested by the teacher
4. Do not swap food. No food or straws are to be taken from the lunchroom
5. Each person is responsible for removing the food or paper around his/her tray and seat
6. Students are to be in orderly lines going to and from the lunchroom
7. All students should be grouped according to menu choices in the line
8. Students wishing to purchase ice cream should have exact change, preferably, but nothing over \$1.00

9. Students in the breakfast program must be in line prior to 8:9:00 a.m.

Teachers are responsible for their students' conduct in the lunchroom. Names of students violating lunchroom rules will be given to the teacher by the monitors, **but it is up to the individual classroom teachers to determine the consequences of inappropriate actions.**

If a class continues to violate lunchroom rules the teacher may be asked to monitor her students during lunch to assist in correcting the misbehavior. **ONLY** extreme behavior difficulties should be referred to the office.

Teachers are responsible for:

- A. Students lining up properly when entering the building and proceeding to the classroom in an orderly manner.
- B. Students going to and from the lunchroom in an orderly manner
- C. Appointing students to monitor restrooms during the period immediately following lunch and at other restroom breaks
- D. Appointing students to monitor and clean the lunch table and the immediate area around the table before returning to the classroom
- E. The close supervision of students during recess period
- F. The supervision of students leaving the building at the recess period and the end of the school day. Students must leave the building in an orderly manner. Teachers must accompany students to the proper exits.
- G. The supervision of students at all times. Students are not to be left unsupervised at any time.



RCSS Student Dress Code

All students enrolled in Freedom Park are required to adhere to the following guidelines of the Richmond County School System Dress and Grooming policy:

- Clothes and shoes should show good taste. **Extreme designs and styles which may pose a safety problem are not allowed at school.**
- **Males are not allowed to wear earrings to school.** Body piercing is prohibited for males and females.
- Students may not wear the following to school: clothing that exposes the torso, such as see-through garments, halters, spaghetti straps, backless dresses, tube tops, muscle

shirts, bare midriff outfits, shirts or blouses that are tied at or may rise above the waist.

- **Skirts, shorts, skorts, and pants must be fitted at the waist.** Skirts, shorts, skorts, and dresses must be at a minimum to the knee area in length. RCSS deems miniskirts to be disruptive and students are not allowed to wear them to school. As a rule of thumb parents may use a dollar bill held sideways for a measurement of no more than 2 $\frac{1}{2}$ inches from the crease at the back of the knee.
- **All pants**, including jeans, must be of traditional style without cutouts and holes. They must be fitted at the waist and must not be baggy or oversized or undersized and not sagging or frayed at the bottom. Pants must not drag the floor. Leggings are considered an accessory and are to be covered by the appropriate length skirt, dress or other garment. Students may not wear the following to school: boxer-type shorts, spandex-style "bicycle" shorts, cut-off jeans, cut-off sweat pants, short-shorts, running shorts or any see-through garment.
- **Belts** must be secured at the waist and buckled. All straps must be fastened and sashes must be tied. Excessively large belt buckles are prohibited.
- Students must wear **coats and jackets** of the appropriate size and should not be overly baggy. Coats and jackets should be worn in weather appropriate for the garment and generally should be removed and not worn while the student is in the classroom or school building.
- **Shoelaces** must be tied. No shower shoes, flip flops, thong shoes, house slippers or shoes with wheels should be worn at school. At all times student safety should be considered in shoe selection.
- **No hats, scarves, sweatbands, bandannas** or other head covers may be worn in the classroom or the school building.
- Extreme hair color and/or styles that may cause disruption to the learning environment or school program are not allowed.
- Clothing with fraternity and sorority insignias should not be worn to school.
- Sunshade and/or dark glasses will not be worn inside the school building unless prescribed by a physician and a doctor's note is on file with the principal.
- Students are not to wear clothing (shirts, caps, etc.) that will in any way promote or advertise the use of narcotics, alcoholic beverages, tobacco or stimulant drugs which are illegal. Clothing with suggestive, vulgar, or obscene pictures and/or language are not to be worn to school.
- "Grills" or metallic caps on the teeth are prohibited

Dress and Grooming Policy consequences for policy violation see Rule 14 of the Code of Student Conduct and Discipline handbook.

Failure to follow the dress code shall result in the following disciplinary actions:

	K-5 th Grade Students	6 th -8 th Grade Students
First Offense	Written reminder form will be sent to the parent reminding them of the Dress Code Policy	Written notification to parent will be sent by the school. Parents must sign and return the notification
Second Offense	Written notification to parent will be sent by the school. Parents must sign and return the notification	1 hour detention with written notification
Third Offense	The teacher will phone the parent to discuss the matter and seek to resolve the problem. Disciplinary referral form will be sent home to be signed by the parent and returned to school.	1 day In-School suspension with written notification.
Fourth Offense	The parent will be required to attend a conference before the student may return to school. If the parent fails to respond and participate, the principal may proceed to the discipline outlined for the fifth offense.	3 days In-School suspension with written notice
Fifth Offense and Subsequent Offenses	Student may receive discipline up to and including a period of suspension. Parent conference will be required at which time a Social Worker or DFACS may be involved	3 days Out-of-School suspension with written notification

Clothing should be clean and children should be taught to practice proper hygiene such as bathing, brushing teeth, and combing hair.

Top 6 Keys to Being a Successful Teacher

1. Sense of Humor

A sense of humor can help you become a successful teacher. Your sense of humor can relieve tense classroom situations before they become disruptions. A sense of humor will also make class more enjoyable for your students and possibly make students look forward to attending and paying attention. Most importantly, a sense of humor will allow you to see the joy in life and make you a happier person as you progress through this sometimes stressful career.

2. Positive Attitude

A positive attitude is a great asset in life. You will be thrown many curve balls in life and especially in the teaching profession. A positive attitude will help you cope with these in the best way. For example, you may find out the first day of school that you are teaching kindergarten instead of fifth grade. This may not be an ideal situation, but the teacher with the right attitude would try to focus on getting through the first day without negatively impacting the students.

3. High Expectations

An effective teacher must have high expectations. You should strive to raise the bar for your students. If you expect less effort, you will receive less effort. You should work on an attitude that says that you know students can achieve to your level of expectations.

4. Consistency

In order to create a positive learning environment your students should know what to expect from you each day. You need to be consistent. This will create a safe learning environment for the students and they will be more likely to succeed. It is amazing that students can adapt to teachers throughout the day that range from strict to easy. However, they will dislike an environment in which the rules are constantly changing.

5. Fairness

Many people confuse fairness and consistency. A consistent teacher is the same person from day to day. A fair teacher treats students equally in the same situation. For example, students complain of unfairness when teachers treat one gender or group of students differently. It would be terribly unfair to go easier on the girls in a class than on the boys. Students notice this so quickly, so be careful of being labeled unfair.

6. Flexibility

One of the tenets of teaching should be that everything is in a constant state of change. Interruptions and disruptions are the norm and very few days are "typical". Therefore, a flexible attitude is important not only for your stress level but also for your students who expect you to be in charge and take control of any situation.

Parental Involvement Program

One of our goals for our **Parental Involvement Program** is to keep our parents informed of their child's progress. Parents and teachers must form a partnership and work cooperatively to achieve educational goals necessary to properly educate the children. There are five scheduled early release days during the school year to help to achieve these goals. Other conferences can and should be arranged with parents if problems, academic or behavioral arise. Teachers are expected to be available in the afternoon for parent conferences. Schedule conferences when needed, however, no conference should be held during instructional time. Please be reminded that all Thursdays are reserved for Faculty meetings/Professional Learning. Do not to schedule conferences for Thursday afternoons.



Please contact parents before report cards go home when students are failing. Keep written record of your conferences. Please contact parents when you are having a discipline problem and document the date contacted. If good communication is accomplished with the parents, then the parents will most likely work with you for the benefit of the child, which should always be stressed. At all times the teacher should be objective and give specific suggestions on ways to improve the identified areas of weakness.

Parents wishing to have a conference should contact you in writing. An appointment should be scheduled within 4-5 days of request.

During the second grading period, schedule a conference with each parent of *borderline* passing students. Document this on Appendix C NCR form and keep throughout the school year. Inform

parents of the necessary steps for the child to progress to the next grade. If a parent displays hostility and is reluctant to accept your explanations, then make your conference brief and reschedule at a later date after the parent has had time to consider your explanations. Later in the year, once again, you will need to hold a conference with each parent of students who are failing or are borderline. Permit parents to converse freely on the problems as they see them. Then help them to seek solutions. **Parent conferences are not held at P.T.A. meetings.** PTA time is to be shared with all parents. Discourage parents from trying to have a conference during this time by suggesting a conference time for them. Upon your request, the principal will be available to meet with you during any conference you have with a parent.

Conferences with parents should not be held during class instructional time. All conferences should be held after 4:00 p.m. or before school starts.

ALWAYS document communications with parents!!!

I Love Angry Parents

From Janice Troyer (JaniceT@lvksch.org), counselor at Howard Wilson Elementary School in Leavenworth, Kansas "I love working with angry parents! This is my philosophy and procedure."

- 1. The parent always has a valid complaint, according to how he/she understands something.**
- 2. Remain calm. Don't be defensive. Just listen.**
- 3. Ask the parent to tell you what he/she is angry about. Then say something like "I understand why you would be angry about that. I am happy that you are your child's advocate."**
- 4. Then say, "Let's see what has already been done about this issue and what we can do to solve it."**
- 5. Hopefully, what has already been done has been documented. I may have to tell the parent that I will need some time to work this problem out, but I will let him/her know as soon as I know something. I sometimes ask clarifying questions.**
- 6. I document every time I talk with a parent or child and keep enough details to answer upcoming questions.**
- 7. I follow through, investigate and call the parent back.**

Early Release Days

There are several release days on the school calendar. Students are dismissed at 1:30 p.m. on these days to allow time for teachers to hold conferences with parents/guardians. The teacher should schedule a conference with each student's parent/guardian. Use this time with parents to discuss their child's progress and to explain the promotion/retention policy. There are special forms to be sent home for these conferences. **Our goal is 100% parent attendance and participation!!!**

Fall early release conference days are for **all parents**. In the Spring, **conferences with students who are in danger of not being promoted are given first priority**, however all parents are to be offered a conference.

State policy requires each school to have alternate opportunities available for those parents who cannot attend conferences during the regular school hours. Freedom Park's alternate time is from **4:00-6:00 p.m.** This time should be made available to any parent indicating need.

Students are released early during parental involvement days so parents can attend conferences during the regular school hours. On these days, teachers should take their classes to lunch using the amended lunch schedule.

Letters to Parents

Grade level correspondence to parents must be **neat and free of errors**. This includes notices concerning field trips, projects, class parties, open house, etc. *Please have someone on the team or principal proof letters before printing them and sending them home.* Provide the principal with a copy of any notices going home from the entire grade level team.


All teachers should utilize the following correspondences:

- 1) Parents should be sent weekly information (signed papers) concerning what their child is doing and not doing in school. Parents should know exactly what day to expect weekly papers.
- 2) "Good News" letters/notes should be utilized.
8. Parents are also sent letters regarding concerns (excessive absences, tardies, immunizations, etc.)

Volunteers

Volunteering at FPS is an excellent way for parents to support their child's school. In order to volunteer parents/guardians must attend Volunteer Training and complete a Georgia Criminal Investigation background check. Training is offered periodically throughout the school year. Parents must complete the volunteer training in order to participate in any activities involving students. A volunteer in the classroom is at the individual teacher's discretion and approval from the principal. In general, we do not recommend that parents volunteer to work in their own child's classroom. Volunteers must follow the visitor's policy when assigned to any area in the school.

Enrollment Procedures

1. The secretary or counselor will ask the parent or guardian to complete a **registration form and a permanent record request card** 
2. The parents shall be asked to provide an **up-to-date immunization record, an eye/ear/dental form, and an official birth certificate** if entering a Georgia school for the first time.

Note: According to Georgia Law,

- a. Any student attending a Richmond County School must provide a certificate of immunization
 - b. Any student entering a Georgia school for the first time or entering kindergarten or first grade must have an eye/ear/dental certificate.
 - c. Any student entering kindergarten or first grade for the first time must have an official copy of a birth certificate.
3. Parents/guardians who **do not** have an up-to-date immunization record, eye/ear/dental form, and/or an official birth certificate, will be given a long form letter from the superintendent which states: a. what is required, b. where to obtain a birth certificate, c. number of calendar days within which forms are due to the school. The parent or guardian will be asked to sign the bottom portion of the long form. Failure to obtain necessary certificates will result in the student being **withdrawn**.
 4. The principal or counselor will place the entering student and check forms completed by the parent or guardian.
 5. If more information from the previous school is necessary before placement, the registering official will place the student temporarily

6. Once the forms are checked, the secretary will assist the parent or guardian with transportation information.
7. The secretary or designee will escort the parent or guardian and the child to the classroom assigned. The school representative will give the homeroom teacher a copy of the registration form, a copy of the withdrawal form (if available); a copy of the long form requesting needed certificates, a form to request textbooks or other materials for the new student, and any other necessary information.
8. The secretary will request the new student's permanent record from his/her previous school the **same day** the student enters, if possible.
9. A permanent record list will be placed in the homeroom teacher's mailbox.
10. The homeroom teacher will sign a slip stating that he/she received the student's record. The slip should be returned to the secretary the day the teacher receives the permanent record.
11. If the student is entering from outside Richmond County, the homeroom teacher should start a permanent record card for that student and should complete the card as information becomes available.
12. If permanent records are not received within 10 days, the homeroom teacher is to notify the secretary. A second request for records will be sent at that time.

Student Withdrawal from Freedom Park School

Withdrawal forms are to be completed and given to the student on the last day of attendance. The report card will be given to the parent or student on the last day of school attendance. The teacher should pencil the permanent record at the time the student leaves. Permanent records should be marked in permanent black ink at the end of the school year.

Send the current reading workbooks and other consumable materials to the new school with the withdrawal form. Reading, writing, math folders should be sent to the office within 3 days so they can be sent to the receiving school. As soon as a student enters Freedom Park please give the counselor proper information so that records can be requested immediately. If the student is from out of state, please make out the

permanent record card with the information you available. Leave a line vacant for each year a child has been in school so grades can be added.

Students entering Freedom Park from in-county schools must present a withdrawal form at registration. A copy should be given to the data entry clerk so that all information can be entered into the computer.



Confidentiality of Student Records

1. Access Rights FERPA

- A. Each school shall permit parents to inspect and review any personally identifiable data relating to their children, which is collected, maintained, or used by the school. Upon request parents may obtain copies of all data for a duplication fee. However, If they provide evidence of inability to pay, the data will be provided free of charge. Access to such data, if requested, is the right of each parent and may not be denied.
- B. A school may presume that the parent has authority to inspect and review data relating to his/her child unless it has been advised that the parent does not have the authority under applicable state law governing such matters as guardianship, separation, and/or divorce.
- C. Each school shall keep a record of parties obtaining access to data collected or maintained (except access by parent and authorized employees of the school), including the name of the party, the date access was given, and the purpose for which the party is authorized to use the data.
- D. If any record includes data on more than one child, the parent(s) of those children shall have the right to inspect and review only the data relating to their child or to be informed of the specific data.
- E. Upon request, each school shall provide parents a listing of the types and locations of data collection, maintained, or used by the school.

2. Consent

- A. Every effort shall be made to insure that:
 - 1. The parent has been fully informed of the information in his/her native language.
 - 2. The parent understands and agrees in writing to the release of information and records and for what purpose and to whom such information and records shall be sent.

3. The parent understands that the granting of consent is voluntary on the part of the parent.
- B. Signed informed parental consent shall be obtained before disclosure of data to anyone or in any manner other than:
1. Parents of eligible students.
 2. School officials, including teachers within the school who teach the child or legally constituted cooperating agencies, e.g. SED centers, when access has legitimate educational purpose.
 3. In connection with a student's application for or receipt of financial aid.

Accidents/Illness of Students at School



Schools do not carry insurance on students. It is the parents' responsibility to secure school insurance coverage. Optional insurance which has been approved by the Richmond County School System may be offered through the school. Should a student become **ill** or **injured** at school the parent must be notified immediately. The teacher, principal, nurse or secretary should inform the parents (not students). The school will only administer first aid treatment to students. Please make sure you have a valid **home** and **work** number in addition to an **emergency** number where parents/guardians can be reached any time during school hours. **THIS IS MOST IMPORTANT!**

If a student takes prescription medication, he/she should have a completed medication form signed by parents and the child's physician on file in the school office. The medication will be housed in the office and will be dispensed by the school nurse or other school designee determined by the principal. If a student is taking over the counter medication, he/she must have a written note from parent with directions for administering the medication and dosage. Please send all medications to the office.

Bring Your Own Technology (BYOT)

Students are allowed to bring their own technology devices as long as they comply with the agreement signed by the student and the parent. Bringing your own technology is not a requirement. Students who wish to participate understand that they are responsible for their devices. The school cannot conduct a search for lost items. Students must use the BYOT Wi-Fi network; they are never allowed to access their 3G or 4G accounts. At Freedom Park School, cell phones are not permitted under this policy. FPS approved devices include, but are not limited to iPads, laptops, tablet computers and netbooks.

Beepers and Cellular Phones

Students are not allowed to have radios, electronic games, tape players, beepers, cellular phones, or any other devices that disrupt or interfere with any lawful mission, process, or function of school. These items are to be taken up and submitted to the office. They will be tagged with student and teacher name and stored in the vault.

The administration of each school will follow the Richmond County School System cell phone policy as stated in the Richmond County School System Student Code of Conduct.

Hospital/Homebound Instruction



1. Definition:

Hospital/homebound refers to those students who have a medically diagnosed physical condition, which restricts them such that it significantly interferes with their education.

2. Eligibility and Placement:

A licensed medical physician shall complete a medical referral form. The Physician shall project that the student will be absent a minimum of ten days and is physically able to profit from educational instruction. Students are not eligible if absence is due to communicable diseases, emotional problems, expulsion, suspension, uncomplicated cases of pregnancy, or abuse of chemical substances.

3. Additional Information:

The student is counted present each day if seen a minimum of three hours per week. An adult shall be present in the home during the instructional period. The student's school shall be responsible for providing curriculum materials and assignments. The responsibility for students hospitalized in facilities outside the local education agency (LEA) lies with the student's LEA. The LES may make appropriate arrangements for hospital instruction with the school system in which the facility is physically located.

Child Abuse

Physical Abuse - Physical Indicators

Child shows evidence of unexplained or repeated injury or injuries in the form of:

- a. Lacerations, punctures, or missing teeth
- b. Fractures, sprains, or dislocations
- c. Rope burns, immersion burns, or cigarette or cigar burns (especially to soles of feet, palms, back or buttocks)
- d. Bruises or welts reflecting shapes of object used to inflict the injury or injuries on several different surface areas
- e. New injuries before old injuries have healed

Physical Abuse - Behavior Indicators

The child is or may be:

- a. Weary of adult contacts
- b. Consistently on the alert for danger
- c. Subject to frequent and severe mood changes
- d. Frightened of parents and avoids home - consistently arrives at school early or leaves late
- e. Apprehensive when other children cry
- f. Demonstrating behavior extremes (aggressive, disruptive, or destructive; or unusually shy, withdrawn, passive, or overly compliant)

Neglect - Physical Indicators

The child is or may be:

- a. Constantly hungry, begs for food
- b. Rejected by other children because of offensive body odor
- c. Constantly falling asleep in class
- d. Constantly arriving at school early and leaving late
- e. Left alone for substantial periods of time

Sexual Abuse - Physical Indicators

Child shows evidence of:

- a. Difficulty in walking or sitting
- b. Torn, stained, or bloody underclothes
- c. Pain or itching in genital area
- d. Semen around the genitals or on clothing
- e. Lacerations, bruises, or bleeding in external genitalia, vaginal, or anal area

Sexual Abuse – Behavioral Indicators

Child shows evidence of:

- a. Bizarre, sophisticated, or unusual sexual behavior or knowledge
- b. Regression - retreats to a fantasy world or exhibits infantile behaviors
- c. Delinquency or aggression may be caused by the anger and hostility these children, particularly teenagers, feel toward the perpetrator. It may cause them to adopt aggressive behavior towards others.
- d. Poor peer relationships because of guilt feelings
- e. Running away to escape from the home situation
- f. Unwillingness to participate in physical activities (young children who have been highly stimulated sexually or have had forced sexual intercourse may find it painful to sit during school or play active games)
- g. Drug use/abuse (the use of alcohol and other drugs may be the child's method of handling his/her guilt and anxieties)
- h. Indirect allusions (sometimes sexually abused children confide in someone they feel may be helpful by using vague or indirect allusions to the home situation; i.e., "I'm afraid to go home tonight.")
- i. Seductive behavior (if a child views sexual contact, seductive behaviors with peers or adults may occur)

Emotional Mistreatment – Physical Indicators

Child shows evidence of:

- a. Habit disorders (sucking, biting, rocking)
- b. Conduct disorders (hyper - or hypo activity, antisocial, destructive play)
- c. Neurotic traits (sleep disorders, speech)
- d. Psychoneurotic reaction (hysteria, obsession, depression, compulsion, phobias, hypochondria)
- e. Physical manifestation or nervous disorders (overweight, skin rashes)

Emotional Mistreatment – Behavioral Indicators

Child shows evidence of:

- a. Low self - esteem
- b. Behavior extremes (compliant and passive or aggressive, demanding, disruptive)
- c. Overly compliant behavior
- d. Developmental lags (physical, mental, emotional)
- e. Seeking affection

- f. Attempting suicide
- g. Excessive temper tantrums

Child Abuse Referral:

Educators are mandated by law to report any "suspicion of abuse" by ANYONE.

The following procedure should be followed when child abuse/neglect is suspected to insure expediency in investigating the case:

1. The teacher should immediately report the suspected child abuse/neglect to DFACS.
2. Complete the Child Abuse Referral Form and submit copies to individuals indicated on the form. (See the guidance counselor or principal for the form)

Drills/Exercises/Emergency Plans

Fire Drills

We will have a fire drill each month. Students and staff are to exit the building through assigned doors and line up in their designated areas. Fire drill escape plans should be displayed in each room. Teachers are expected to take their attendance book and call roll immediately when students are lined up outside in the designated areas. Each teacher should fill out the Fire Drill Report and send it to the designated person. It is extremely important to conduct an orderly fire drill.

Duties of Teachers

1. Train students to immediately file out of the room and building in an orderly manner, using quick steps - no running and no talking
2. The teacher will be the last person out of the room in order to make sure that everyone is out. The teacher will get an attendance form (located at the door) and close the door as he/she leaves.
3. When outside the building, students shall be moved a safe distance from the building and out of the way of the fire department.
4. When located a safe distance from the building, the teacher will call the roll to account for all students in the class. Complete the attendance form and sent it to the designated school personnel at the back and/or front of the school at once.
5. To ensure the safety of any handicapped students, the teacher will provide assistance for the child by appointing one or more responsible able-bodied students to help the student from the building to safety.
6. Teachers must know how and where to turn on a local fire alarm in the school building and how to notify the fire department in case of a fire.
7. The safety of the children is the responsibility of each teacher. **The teacher must be the person to make sure that all students are out of the classroom and building and to close his/her classroom door.**

Chief Bureau of Fire Prevention, Richmond County Fire Department rules govern fire drills in all schools.

Tornado Watch

We will have a tornado drill at least one time during the school year. The sky may be blue at the time you hear the watch. Don't be fooled. Listen to the radio for the latest news.

Tornado Warning

A tornado warning means that a tornado has been sighted. You can expect to see dark clouds boll in the sky. There may be thunder, lightning, heavy rain, and possibly hail. If you see large hail, a tornado may be close. Seek shelter.

Lockdown Procedures

Lockdown means the school has a major disturbance and the school should be totally secured.

1. Upon learning that a person or persons representing a threat has entered the building the following announcement will be made "**Hard Lockdown.**"
2. Check the immediate area outside your door for students or staff who need refuge.
3. Classroom teachers should get all students out of sight, clear windows and doors.
4. Lock all doors.
5. Turn off all lights.
6. Close shades/blinds.
7. Call 911 or Public Safety from cell phone if available.
8. Do not respond to knocking on the doors/windows, rattling of the door handle, or a verbal inquiry asking if someone is in the room.
9. Maintain lockdown status until given further instructions by appropriate officials.
10. "**Code Green**" will be announced to indicate normal operation of the school with no problems.

Fiscal Responsibility

Money Consideration

Teachers should never keep money in their classrooms. When moneys are being sent to the office please follow the following procedure:

- ~ Place checks together
- ~ Place currency together (20's, 10's, 5's and 1's)

- ~ Turn currency face up in the same direction

All money received from students and parents is to be listed on the Cash Receipt Form and

submitted to the school bookkeeper for deposit. Occasions when money is collected include field trips, student pictures, and lost/damaged textbooks.

Money for Lost Textbooks

Money for lost textbooks is to be listed Cash Receipt Form and turned in to the office for deposit. Money for lost library books is to be turned in to the media specialist. The media specialist will list the amount on the Cash Receipt Form and submit it to the bookkeeper.

End-of-year: Money for Damaged and Lost Textbooks and Library Books

Submit to the office the name of the book and money paid by parent

- ~ A receipt will be written to the parent for the amount paid
- ~ Number all books and record the number and condition
- ~ Use the chart (Teacher Handbook, p. 38) to determine the condition and charges for damages

Money for Insurance

- ~ Submit money to the office
- ~ Fill in the teacher roster sheet with student's name and plan he/she has taken
- ~ Fill in the ID card issued by the insurance company and give to each student who paid
- ~ Make checks payable to the insurance company

Money for Pictures

In the fall, pictures are made on a pre-pay basis only. Teachers are to take the money and the order to the photographer when pictures are made. In the spring picture money is collected based on "student proofs". Teachers should

1. Turn in orders and money collected daily
2. Record student name and amount received on Cash Receipt Form
3. Submit completed form to the bookkeeper.

Use of Community Resources

Teachers are encouraged to invite outside speakers and take their students on field trips as a resource for educational enlightenment and enrichment. Inviting local speakers with expertise in the area of study is also an excellent resource. Teachers are urged to secure the services of such persons upon clearance



from the principal. Please keep a list of resource people you use during the year.

Please indicate the resource person in our lesson plans.

RCSS policy requires that all volunteers complete volunteer training provided by Community in Schools. Volunteers must also clear a background check before they can be issued volunteer cards and assist in the classroom, school and/or accompany classes on field trips as chaperones.

School's Use by the Community

The RCSS has a policy concerning the use of school facilities for community functions. The school is presently used for PTA meetings, Georgia Regents University students and tutors. Anyone wishing to use the school is required to pay a building rental and utilities fee. A custodian will also be needed and must be compensated at a time and a half cost.

Positive Behavior Intervention Lesson Plans

Behavior Expectation	
<p><u>HALLWAY:</u></p> <p>Keep quiet in the hallway.</p>	
Rationale/Explanation for Displaying the Behavior	
<p>To have a quiet working environment/school impression to visitors.</p>	
Positive Examples	Non-Examples
<ul style="list-style-type: none"> ● Smile, Nod and/or wave ● Walk quietly on the right side of the hall ● Keep hands/feet to yourself 	<ul style="list-style-type: none"> ● Talk and/or Yell ● Getting out of line ● Touching walls, bulletin boards, and doors
Instructional Procedures/Activities (Including opportunity to Model Positive Behaviors)	
<ul style="list-style-type: none"> ● Role Playing ● Modeling 	
Feedback in Natural Context	

<u>Prompts</u>	<u>Acknowledgements</u>	<u>Corrections</u>
<ul style="list-style-type: none">● Nonverbal Cues	<ul style="list-style-type: none">● Wink● Thumbs up● Chance to be line leader	<ul style="list-style-type: none">● Re-direct● Re-teach hallway procedures

Behavior Expectation	
<p><u>RESTROOMS:</u> Use good restroom manners.</p>	
Rationale/Explanation for Displaying the Behavior	
To use bathroom time wisely.	
Positive Examples	Non-Examples
<ul style="list-style-type: none"> ● Wait your turn ● Flush! Wash hands, turn off water, put paper in trash and keep restroom clean ● Respect each other's privacy ● Report trouble to adults 	<ul style="list-style-type: none"> ● Not waiting turn/ jumping in front of others. ● Not flushing, not washing hands, putting paper on the floor and putting rolls of tissue in the toilet, writing on walls, getting water on the floor ● Looking into other's stall ● Ignore problems that occur
Instructional Procedures/Activities (Including opportunity to Model Positive Behaviors)	
<ul style="list-style-type: none"> ● Role Playing ● Modeling ● Verbal Directions 	

- Bathroom Monitors

Feedback in Natural Context

Prompts

- Verbal Reminders
- Picture sign cues

Acknowledgements

- Praise
- Chance to be bathroom monitor

Corrections

- Reminders
- Re-teach bathroom procedures

Behavior Expectation	
<u>BUS:</u> Use good bus manners.	
Rationale/Explanation for Displaying the Behavior	
Safe and pleasant bus ride to and from school.	
Positive Examples	Non-Examples
<ul style="list-style-type: none"> ● Saying, "Excuse Me," use polite language ● Tap someone lightly on the shoulder to get his/her attention ● Stay in your seat ● Use small voices ● Follow all bus rules ● Follow directions given by adults ● Notify bus driver or monitor of problems instead of fighting 	<ul style="list-style-type: none"> ● Move! ● Get out of my way! pushing and shoving ● Standing up, walking and moving from seat to seat while bus is moving. ● Yelling, screaming, shouting, and/or cursing ● Breaking bus rules. ● Ignore directions. ● Fighting, hitting and kicking
Instructional Procedures/Activities (Including opportunity to Model Positive Behaviors)	

- Verbal Directions
- Role Playing
- Bus Contracts
- Before dismissal, review bus rules

Feedback in Natural Context

<u>Prompts</u>	<u>Acknowledgements</u>	<u>Corrections</u>
<ul style="list-style-type: none"> ● Verbal Reminders. ● Verbal and nonverbal reminders 	<ul style="list-style-type: none"> ● Recognize the bus with no or few behavior problems 	<ul style="list-style-type: none"> ● Reminders ● Re-teach bus procedures

Behavior Expectation	
<u>LUNCHROOM:</u> Keep area clean in the lunchroom.	
Rationale/Explanation for Displaying the Behavior	
No one wants to eat at a dirty table.	
Positive Examples	Non-Examples
<ul style="list-style-type: none"> ● Putting all trash in trash cans ● Cleaning spills ● Use quiet voice ● Saying "Thank You." ● Wait your turn in the lunch line ● Keep your hands to yourself ● Stay at your table 	<ul style="list-style-type: none"> ● Leaving your trash on the table or floor, throwing food on the floor and leaving large pieces of food in your space ● Leaving spilled milk on the table or floor ● Yelling, screaming and/or shouting ● Snatching ● Jumping in front of others (cutting line) ● Pushing shoving and taking other's food and or/drink ● Getting up without permission
Instructional Procedures/Activities (Including opportunity to Model Positive Behaviors)	

- Role Playing
- Modeling
- Verbal Directions
- Put all trash in milk cartons and close them
- Assign lunchroom helper(s) before going to lunch

Feedback in Natural Context

<u>Prompts</u>	<u>Acknowledgements</u>	<u>Corrections</u>
<ul style="list-style-type: none"> ● Verbal Reminders ● Picture sign cues 	<ul style="list-style-type: none"> ● Praise ● Announce classes that had clean tables during afternoon announcements 	<ul style="list-style-type: none"> ● Reminders ● Re-teach cleaning procedures

Behavior Expectation

ASSEMBLY:

Use good manners.

Rationale/Explanation for Displaying the Behavior

Everyone can enjoy the program.

Positive Examples		Non-Examples	
<ul style="list-style-type: none"> • Clap and talk when appropriate • Stay in seat • Remain quiet when entering and leaving • Keep hands and feet to yourself 		<ul style="list-style-type: none"> • Booing/talking during performances • Getting up without permission • Constant talking • Hitting, shoving, touching others 	
Instructional Procedures/Activities (Including opportunity to Model Positive Behaviors)			
<ul style="list-style-type: none"> • Role play • Model • Verbal directions • Show good manners/positive behavior videos • Peer examples 			
Feedback in Natural Context			
<u>Prompts</u>	<u>Acknowledgements</u>	<u>Corrections</u>	
Verbal and non-verbal prompts Verbal and non-verbal reminders	Praise Thumbs up Wink Class recognition over intercom Classroom reward	Reteach Reminders	

Behavior Expectation	
<p><u>MEDIA CENTER:</u> Use media center time wisely.</p>	
Rationale/Explanation for Displaying the Behavior	
To allow everyone time to use the media center.	
Positive Examples	Non-Examples
<ul style="list-style-type: none"> • Be polite • Whisper when needed • Wait your turn to use computers • Be considerate of others who need to use media center computers • Take care of media center computers/books • Follow media specialist's instructions and media center's rules 	<ul style="list-style-type: none"> • Pushing, playing, or constantly walking around the media center • Talking loudly • Taking too much time on media center computers • Playing around media center computers • Writing, drawing, tearing pages in library books • Ignoring media specialist's directions and rules
Instructional Procedures/Activities	
(Including opportunity to Model Positive Behaviors)	
<ul style="list-style-type: none"> • Role play • Model • Orientation (see media specialist to set up a date for class) • Video or books about media center and how to use it 	

Feedback in Natural Context		
<u>Prompts</u>	<u>Acknowledgements</u>	<u>Corrections</u>
Verbal and non-verbal cues	Praise	Reteach
Verbal and non-verbal reminders	Extra library time Classroom acknowledgment	Redirect

Behavior Expectation	
<u>PLAYGROUND:</u> Play nicely with others.	
Rationale/Explanation for Displaying the Behavior	
To be able to enjoy the time to play with your friends.	
Positive Examples	Non-Examples
<ul style="list-style-type: none"> • Take turns • Share 	<ul style="list-style-type: none"> • Not waiting your turn • Taking over playground equipment

<ul style="list-style-type: none"> • Keep hands and feet to yourself • Use playground equipment correctly • Follow directions • Show good sportsmanship 	<ul style="list-style-type: none"> • Kicking, pushing, shoving, tackling, wrestling, play-fighting • Throwing equipment, damaging equipment • Ignoring playground rules • Name calling, pouting 	
Instructional Procedures/Activities (Including opportunity to Model Positive Behaviors)		
<ul style="list-style-type: none"> • Role play • Model • Verbal directions • Read books on positive behavior • Show videos on positive behavior/good sportsmanship 		
Feedback in Natural Context		
<u>Prompts</u>	<u>Acknowledgements</u>	<u>Corrections</u>
Verbal and non-verbal cues Verbal and non-verbal reminders	Praise Thumbs up Wink Extra recess time Classroom MVPP (Most valuable playground person) Happy grams Phone calls	Reteach Reminders

