

# Pemayetv Emahakv Charter School



2022-2023

## EMPLOYEE HANDBOOK

**Successful Learners Today...  
Unconquered Leaders Tomorrow**

**Pemayetv Emahakv Charter School exists to provide parents, students and the community of Brighton with a school that meets high standards of student academic achievement by providing a rigorous student oriented curriculum, infused with the Seminole language and culture, in an environment that is safe, nurturing, conducive to learning and designed to preserve Seminole traditions.**

I have read the Employee Handbook and understand that I must comply with the directives, policies, and procedures contained within. The PECS Drug Free Workplace Statement and the Glades County Drug Free Workplace Policy are part of this Employee Handbook.

\_\_\_\_\_  
Employee's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Employee's Name

(please print) Please sign and return this copy

**Pemayetv Emahakv**  
*“Our Way School”*

**Standardized Professional Practices for Teachers**

For the purpose of standardizing certain practices that must be followed, a list of basic criteria has been compiled. These items will be a part of the staff evaluation process for faculty members of Pemayetv Emahakv. Please read the following practices carefully, sign one copy where indicated and provide it to the Principal.

Thank you.

- All faculty members will conduct themselves in a professional manner at all times when on campus and be very careful off-campus.
- All faculty members must sign in using Ultipro upon arrival each morning.
- Faculty members are expected to check their mailboxes each morning after signing in.
- All faculty members will arrive and be in the classroom on time.
- All faculty members are to use their planning time for exactly that purpose.
- All faculty members will be prepared to teach each and every day.
- All faculty members are required to submit weekly lesson plans reflecting B.E.S.T and Florida State Standards, ELL Standards, ESE accommodations, goals and objectives.
- All faculty members will communicate with the student’s parent/guardian by 5:00 the day following the initial call by the parent.
- All faculty members must report to their assigned duty stations on time.
- All faculty members must keep a hard copy of their grade book/plan book, which may be asked to be submitted at the end of the school year. Attendance will be kept on Skyward. The teacher is responsible for ensuring correctness of attendance records.
- All faculty members must meet any and all deadlines for reports, report cards, interim reports, etc. as set forth by administration.
- All faculty members must put requests for field trips, guest speakers, fundraising activities, etc. in writing to administration per guidelines in the teacher handbook.
- All faculty members are prohibited from showing “PG13” or “R” rated movies unless written or verbal permission has been obtained by the school principal and the student’s parent/guardian. The principal must approve any movie shown by a teacher in the classroom.
- All faculty members will attempt to notify the school secretary in the evening prior to taking a sick day and should follow the substitute procedure guidelines provided in this Handbook.
- Each teacher should have posted in his or her classroom:
  - a. Daily schedule
  - b. Fire drill map
  - c. Class rules and consequences
  - d. I Can Statements-Standards
- Leaving the campus during working hours without permission is prohibited. All faculty members must sign-out before leaving the campus for any reason during the school day.
- All telephone calls should be brief and related to school business. Cell phones may not be used in the classroom with students present.
- Copies of all correspondence concerning the entire class or grade level must be submitted to the Principal before sending it home.
- Please keep your classrooms neat, orderly and attractive.
- Faculty members are expected to adhere to all rules set forth by the school. We must work together as a team to become successful!

I have read the Standardized Professional Practices for Teachers and understand that I must comply with the above-stated directives.

\_\_\_\_\_  
Employee’s Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Employee’s Name

(please print) Please sign and return this copy

### **Absence Procedures for Teachers**

You are **very important**, and as classroom teachers you are **irreplaceable**. It is important that you are in your classroom as often as possible. Please try to arrange your appointments before or after school hours or plan your scheduled out of town medical needs for workdays. There will be times; however, when you or your family's needs will have to come before your work. This is understandable. If you must leave work during the day for an appointment, you must have approval from the principal, have the leave approved ahead of time, and then sign out before leaving. In the case of emergencies, exceptions may be granted. If you need to take a day off, If you need to take a day off please complete PTO request through Ultipro..

If you are going to be absent from work, please contact Mrs Tedders at (863)634-9670. Please enter your leave request electronically in Ultipro in a promptly manner. **Unless there is an extenuating circumstance, the para will sub for the teacher and the teacher will take the class on his/her own when the para is out.** If you will be unavoidably late to school, you must provide notification by calling the school office.

**Work Hours:** Para-professionals: 7:15-3:15 (Paras are to receive two-15 minute breaks and a 30 minute lunch)  
Teachers 7:30-3:30 (7:15-3:00 if homework help/tutoring)

**Please do not leave prior to 3:15 unless you have permission from the principal.**

### **Accidents Students**

Students who are injured at school should be sent or escorted to the clinic. The trained staff member in charge or the Principal will contact the parents. All student accidents must be reported to the Principal or Administrative Assistant and a Student Accident Report must be completed. Teachers and staff should carefully monitor all student activities to ensure student safety. **Staff** members who have an accident on school grounds or while participating in/sponsoring a school activity must immediately report the accident to the Principal or Administrative Assistant and complete an employee accident report. Please take precautions to ensure your safety and to avoid injury.

### **Afternoon Dismissal Routine**

#### **Release of Students During School Hours**

Students leaving school must check out through the main office with a parent or guardian. Students will not be released to anyone except parents or authorized representatives of the parents (written or verbal verification required) during school hours.

#### **Dismissal**

At 3:00, the bell will ring. Please release the students who go to buses, and escort students to car pick-up. Please assist with supervision until buses and the pick-ups depart. All staff will remain on campus until at least 3:15. Teachers will remain with their students not picked until at least 3:30.

The following suggestions will help prevent problems during dismissal:

1. Please supervise actively. Separate yourself from other adults, and be alert to signs of problems.
2. Students are responsible to any personnel.
3. Teachers are to supervise all students.
4. Students may not enter the buildings without permission from personnel.

### **Announcements and Pledge**

Students will have the opportunity to respectfully recite the pledge each morning. It is important that you establish an atmosphere in the classroom in which all students are able to listen to daily announcements attentively.

### **Attendance Procedures**

#### **General Information**

The teacher will be responsible for all attendance information. The official attendance register, which includes all students who enroll and withdraw during the school year, will be computerized and maintained by the data processor.

1. Late arrival tardy students must sign-in in the office. If a student comes into the room tardy without a pass, they should be marked tardy.
2. The criteria for an excused absence will be: personal sickness or injury, serious illness or death in the immediate family, doctor and dental appointments, specially recognized religious holidays observed by the student's faith, counseling or court appointments or when the absence was of educational value to the student (prearranged with the principal). All other absences will be considered unexcused. Written excuses will be filed in the office.

### **Daily Attendance**

1. Report daily attendance through Skyward by 8:10 a.m. each day.
2. ***You (Teachers) are responsible for the accuracy of your attendance records.*** Please take measures to ensure that the data entered is correct.
3. Follow these guidelines to accurately record daily attendance on the attendance sheets.
  - a) Attendance notes and tardy slips are taped to the back by the Data Processor.
  - b) When you receive a Daily Attendance Change slip, please update the attendance sheet.
  - c) Use the following symbols to record attendance:
    - i) U = indicating the student is absent
    - ii) T = indicating the student is tardy
    - iii) An empty space = indicating the student is present.
    - iv) O = Out of School Suspension
    - v) I = In School Suspension
4. Give written excuses for student absences or other papers for the office to Mrs. Drema Brewer each morning. Please photocopy agenda notes.
5. When a student is absent, the teacher or aide will need to call the parents to check on the student. Please remind the parent to send in a doctor's excuse or a note. Mrs. Brewer will need a copy of the student agenda if the absence note is written in the agenda. Mrs. Stuart will call the classroom when a parent calls the office to tell us of a student absence.
6. Please communicate with Mrs. Stuart if you try to call a parent and leave a message. Many times, the parent does not listen to the message and calls the school. Mrs. Stuart will not know who may have called the parent if you do not keep her informed.

### **Tardies**

Tardies to school in the morning are handled by the main office. Students routinely tardy to school will be addressed so that we may help them improve their habits. **Students entering the classroom after 8:00 are tardy.**

### **Bomb Threats, Call Tracing and Evacuation**

Bomb threats may be received in a number of ways but usually are received via telephone.

#### **Call Tracing**

1. The employee taking the call will proceed as outline below.
  - a) Hang up after receiving the threatening call. **Note the exact time of the call.**
  - b) Complete the Bomb Threat report contained within the red folder under each phone on campus.
  - c) Principal or designee will call Law Enforcement (School Resource Officer or 911 if SPD Officer is unavailable.)
2. Refer to the Bomb Threat section of the Emergency Action Guide.

#### **Evacuation Procedures**

Exit the buildings following the fire escape routes. Take attendance and inform the office of any missing students or teachers. Remain calm and keep the students calm.

Under the direction of the Principal or her designee, evacuation from the campus will be conducted in certain emergency situations.

1. Teachers will be directed by intercom that the campus is being evacuated.
2. Teachers will proceed with normally accepted Fire Drill Evacuation procedures unless precluded from doing so by the incident.
3. Teachers will then escort their students, as directed by the principal or designee.  
At all times, it is the teacher's responsibility to ensure the safety of students under their supervision.

#### **Procedures at Evacuation Site**

1. Keep calm
2. Proceed to central location. (Example south end of the playground).
3. Look and listen for instructions from the Evacuation Site Coordinator.
4. Gather your students together as directed.

5. Attendance folders will be given to you to take attendance. Please group students by their homeroom. If students are in special area classes, grade level teachers will assist.
6. Take attendance and return attendance sheet to the person in charge of Student Accountability.
7. Once your students are accounted for, you may be asked to move them to a new location within the evacuation site.

### **Cell Phones**

**Use of personal cell phones during student supervision is strictly prohibited.** Please limit cell phone usage to your planning and lunch times. Students are prohibited from using cell phones during the school day. If caught, the phone should be confiscated and brought to the main office.

### **Certification**

It is the responsibility of each teacher to maintain appropriate Florida teaching certification. We will be happy to provide assistance. Please fill out any paperwork for in-service hours to Mrs. Tedders.

### **Child Abuse**

According to Florida Law, you are obligated to report any case that you might suspect is child abuse. You are protected under the law against a lawsuit from parents for reporting a case.

**If you suspect a possible case of child abuse, you should immediately report to the Guidance Counselor or Principal.** The case may then be reported to Children and Family Services.

Remember: Document all that you do. Document what the student tells you. A copy of this documentation should be turned in to the Principal.

### **Physical Indicators of Abuse**

*Unexplained bruises and welts:* on face, lips, mouth on torso, back, buttocks, thighs in various stages of healing clustered, forming regular patterns reflecting shapes of articles used to inflict (electric cord, belt buckle, etc.) on several different surface areas regularly appear after absence, weekend or vacation

*Unexplained burns:* cigar, cigarette burns, especially on soles, palms, back or buttocks - immersion burns (sock-like, glove-like doughnut shaped on buttocks or genitalia) patterned like electric burner, iron, etc. -rope burns on arms, legs, neck or torso

Unexplained fractures: to skull, nose, and facial structure - in various stages of healing -multiple or spiral fractures

Unexplained lacerations or abrasions: to mouth, lips, gums, and eyes

### **Classroom Environment**

Please use your creativity and imagination to make your classroom neat, attractive, and stimulating to the students. Emphasize to students the necessity of protecting property both inside and outside of their building. Encourage them to take pride in their school. Report all damage to facilities as soon as observed. A quick visual daily inspection is recommended. You will file a **Room Inventory / Damage Report** after each school year.

#### ***Keeping PECS Clean***

Please model appropriate care of your classroom, the halls, and the campus. This will help teach the students responsibility and pride for our school and will allow the custodians to have more time to focus on the larger jobs that will keep our campus beautiful. Please take special care during snack time to prevent spills because they create a problem with carpet care. If a spill should occur, please call for a custodian **immediately**. In order to prepare your room for custodial service at the end of the day, encourage students to pick up paper off of the floor. Please make sure all chairs are stacked and desks are clear of books. Please make sure all water bottles are properly disposed.

#### ***Bulletin Boards and White Boards***

Use bulletin boards and walls for display purposes. Attach items to bulletin boards with staples rather than tacks or pins. It will be your responsibility to remove any items you have adhered to room surfaces at the end of the year (for example, bulletin board displays, labels on desks, cabinets, or tables; electrical tape grids on whiteboards, etc.).

### **Classroom Parties**

Classroom parties must be approved by the Principal. All donated food must be pre-packaged or purchased from a store bakery. Please remember to make the front office aware anytime you are having a party, a play, going off campus, visiting other rooms, etc. so we know where you are. **Always carry your radios with you.**

### **Classroom Supervision**

Teachers/aides should **NEVER** leave the classroom unattended. Call the office to request someone to cover your room in the event of a personal emergency.

### **Code of Conduct**

Students must follow both the district code of conduct and our school addendum. A copy of the County Code of Student Conduct is included in the Handbook. Please familiarize yourself with the contents of both.

### **The Code of Ethics of the Education Profession in Florida**

#### **Rule 6B-1.001\***

- (1) The educator values the worth and dignity of every person, the pursuit of truth, devotion to excellence, acquisition of knowledge, and the nurture of democratic citizenship. Essential to the achievement of these standards are the freedom to learn and to teach, the guarantee of equal opportunity for all.
- (2) The educator's primary professional concern will always be for the student and for the development of the student's potential. The educator will therefore strive for professional growth and will seek to exercise the best professional judgment and integrity.
- (3) Aware of the importance of maintaining the respect and confidence of one's colleagues, of students, of parents, and of other members of the community, the educator strives to achieve and sustain the highest degree of ethical conduct.

### **Principles of Professional Conduct for the Education Profession in Florida**

#### **Rule 6B-1.006**

- (1) The following disciplinary rule shall constitute the Principles of Professional Conduct for the Education Profession in Florida.
- (2) Violation of any of these principles shall subject the individual to revocation or suspension of the individual educator's certificate, or the other penalties as provide by law.

#### **Obligation to the Student**

- (3) Obligation to the student requires that the individual:
  - a) Shall make reasonable effort to protect the student from conditions harmful to learning and/or to the student's mental and/or physical health and/or safety.
  - b) Shall not unreasonably restrain a student from independent action in pursuit of learning.
  - c) Shall not unreasonably deny a student access to diverse points of view.
  - d) Shall not intentionally suppress or distort subject matter relevant to a student's academic program.
  - e) Shall not intentionally expose a student to unnecessary embarrassment or disparagement.
  - f) Shall not intentionally violate or deny a student's legal rights
  - g) Shall not harass or discriminate against any student on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition, sexual orientation, or social and family background and shall make reasonable effort to assure that each student is protected from harassment or discrimination.
  - h) Shall not exploit a relationship with a student for personal gain or advantage.
  - i) Shall keep in confidence personally identifiable information obtained in the course of professional service, unless disclosure served professional purposes or is required by law.

#### **Obligation to the Public**

- (4) Obligation to the public requires that the individual:
  - a) Shall take reasonable precautions to distinguish between personal views and those of any educational institution or organization with which the individual is affiliated.
  - b) Shall not intentionally distort or misrepresent facts concerning an educational matter in direct or indirect public expression.
  - c) Shall not use institutional privileges for personal gain or advantage.
  - d) Shall accept no gratuity, gift, or favor that might influence professional judgment.
  - e) Shall not offer gratuity, gift, or favor to obtain special advantages.

#### **Obligation to the Profession**

- (5) Obligation to the profession of education requires that the individual:
  - (a) Shall maintain honesty in all professional dealings.
  - (b) Shall not on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition if otherwise qualified, or social and family background deny to a colleague professional benefits or advantages or participation in any professional organization.

- (c) Shall not interfere with a colleague's exercise of political or civil rights and responsibilities.
- (d) Shall not engage in harassment or discriminatory conduct which unreasonably interferes with an individual's performance of professional or work responsibilities or with the orderly process of education or which creates a hostile, intimidating abusive, offensive, or oppressive environment; and, further, shall make reasonable effort to assure that each individual is protected from such harassment or discrimination.
- (e) Shall not make malicious or intentionally false statements about a colleague.
- (f) Shall not use coercive means or promise special treatment to influence professional judgment of colleagues.
- (g) Shall not misrepresent one's own professional qualifications.
- (h) Shall not submit fraudulent information on any document in connection with professional activities.
- (i) Shall not make any fraudulent statement or fail to disclose a material fact in one's own or another's application for a professional position.
- (j) Shall not withhold information regarding a position from an applicant or misrepresent an assignment or conditions of employment.
- (k) Shall provide upon the request of the certified individual a written statement of specific reason for recommendations that lead to the denial of increments, significant changes in employment, or termination of employment.
- (l) Shall not assist entry into or continuance in the profession of any person known to be unqualified in accordance with these Principles of Professional Conduct for the Education Profession in Florida and other applicable Florida Statutes and State Board of Education Rules.
- (m) Shall self-report within 48 hours to appropriate authorities (as determined by district) any arrests/charges involving the abuse of a child or the sale and/or possession of a controlled substance. Such notice shall not be considered an admission of guilt nor shall such notice be admissible for any purpose in any proceeding, civil or criminal, administrative or judicial, investigatory or adjudicator. In addition, shall self-report any conviction, finding guilt, withholding of adjudication, commitment to a pretrial diversion program, or entering of a plea of guilty or No lo Contendere for any criminal offense other than a minor traffic violation within 48 hours after the final judgment. When handling sealed and expunged records disclosed under this rule, school districts shall comply with the confidentiality provisions of Sections 943.0585(4)(c) and 943.059(4)(c). Florida Statutes.
- (n) Shall report to appropriate authorities any known allegation of a violation of the Florida School Code or State Board of Education Rules as defined in Section 231.28(1), Florida Statutes.
- (o) Shall seek no reprisal against any individual who has reported any allegation of a violation of the Florida School Code or State Board of Education Rules as defined in Section 231.28(1), Florida Statutes.
- (p) Shall comply with the conditions of an order of the Education Practices Commission imposing probation, imposing a fine, or restricting the authorized scope of practice.
- (q) Shall, as the supervising administrator, cooperate with the Education Practices Commission in monitoring the probation of a subordinate.

### **Computer Usage Policy**

#### PURPOSE

A. To remain competitive, better serve our students and provide our employees with the best tools to do their jobs, *Pemayetv Emahakv* makes available to our workforce access to one or more forms of electronic media and services, including computers, e-mail, telephones, voicemail, fax machines, external electronic bulletin boards, wire services, online services, intranet, Internet and the World Wide Web.

B. *Pemayetv Emahakv* encourages the use of these media and associated services because they can make communication more efficient and effective and because they are valuable sources of information. However, all employees and everyone connected with the organization should remember that electronic media and services provided by the school are school property and their purpose is to facilitate and support school business. All computer users have the responsibility to use these resources in a professional, ethical, and lawful manner.

C. To ensure that all employees are responsible, the following guidelines have been established for using e-mail and the Internet. No policy can lay down rules to cover every possible situation. Instead, it is designed to express *Pemayetv Emahakv* philosophy and set forth general principles when using electronic media and services.

#### PROHIBITED COMMUNICATIONS

- A. Violate conditions for the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.
- B. Violate copyright laws.
- C. Engage in discrimination or harassment on the basis of gender, race, religion, ethnicity, or disability.
- D. Violate rules, procedures or guidelines of *Pemayetv Emahakv* Charter School.
- E. Allow another individual to use his or her username and password.

- F. Use another individual's username and password.
- G. Use the system for political election/campaign activities, for political advocacy or activism, or to express personal views on issues that are pending or may reasonably be expected to come before the School Board. Personal email or other non-School media should be used for those purposes.
- H. Use the system for personal financial gain, online bidding or for any other activities related to non-School business.
- I. Access, download, store, view, send or display text, images, movies or sounds that contain pornography, obscenity or language that offends or degrades others.
- J. Attempt to send or send anonymous messages of any kind or pretending to be someone else while sending a message.
- K. Bully, harass, insult, threaten or attack others via electronic resources.
- L. Electronically or physically damage or attempt to damage the network, equipment, materials or data, including hacking, flooding or virus deployment.
- M. Use electronic resources for illegal or inappropriate activities.

**PERSONAL USE**

The computers, electronic media and services provided by *Pemayetv Emahakv* are primarily for school use to assist employees in the performance of their jobs. Limited, occasional, or incidental use of electronic media (sending or receiving) for personal, non-business purposes is understandable and acceptable, and all such use should be done in a manner that does not negatively affect the systems' use for their school purposes. However, employees are expected to demonstrate a sense of responsibility and not abuse this privilege.

**ACCESS TO EMPLOYEE COMMUNICATIONS**

A. *Pemayetv Emahakv* reserves the right, at its discretion, to review any employee's electronic files and messages to the extent necessary to ensure electronic media and services are being used in compliance with the law, this policy and other company policies.

B. Employees should not assume electronic communications are completely private. Accordingly, if they have sensitive information to transmit, they should use other means.

**SOFTWARE**

To prevent computer viruses from being transmitted through the company's computer system, unauthorized downloading of any unauthorized software is strictly prohibited. Only software registered through *Pemayetv Emahakv* may be downloaded. Employees should contact the system administrator if they have any questions. In some cases, employees may receive permission from the administrative or management team to download educational software for the purpose of instruction or enrichment activities in the classroom.

**PARTICIPATION IN ONLINE FORUMS**

A. Employees should remember that any messages or information sent on company-provided facilities to one or more individuals via an electronic network, for example, Internet mailing lists, bulletin boards, and online services are statements identifiable and attributable to *Pemayetv Emahakv*.

B. *Pemayetv Emahakv* recognizes that participation in some forums might be important to the performance of an employee's job. For instance, an employee might find the answer to a technical problem by consulting members of a news group devoted to the technical area.

**VIOLATIONS**

Any employee who abuses the privilege of their access to e-mail or the Internet in violation of this policy will be subject to corrective action, including possible termination of employment, legal action, and criminal liability.

**EMPLOYEE AGREEMENT ON USE OF E-MAIL AND THE INTERNET**

I have read, understand, and agree to comply with the foregoing policies, rules, and conditions governing the use of the School's computer and telecommunications equipment and services. I understand that I have no expectation of privacy when I use any of the telecommunication equipment or services. I am aware that violations of this guideline on appropriate use of the e-mail and Internet systems may subject me to disciplinary action, including termination from employment, legal action and criminal liability. I further understand that my use of the e-mail and Internet may reflect on the image of *Pemayetv Emahakv* to our customers, competitors and suppliers and that I have responsibility to maintain a positive representation of the school. Furthermore, I understand that this policy can be amended at any time

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Dated: \_\_\_\_\_

Printed Name of Employee

\_\_\_\_\_

Signature of Employee

\_\_\_\_\_

**Confidential Information**

The nature of the educational process brings about much use of confidential information pertaining to human relationships. All school personnel shall recognize and properly respect confidential information as a matter of good human relationships and effective professional service. CUM folders, grades, test scores, attendance records (including the daily attendance roster), guidance or counseling reports, and lists of names and addresses are **not** considered public property. Such information may never be given to either individuals or organizations without direct consent of the principal. However, please keep in mind that

these CUM records and other school documents may be subpoenaed by the courts at any time; therefore, never add any written document to the CUM folder that you would not want presented as evidence.

### **Copy Machine and Laminator**

Please remember to comply with copyright restrictions. Entire books may NOT be copied. Our Paraprofessionals will be trained in the use of copy machines and laminators.

### **Dress Code for Staff Members**

Staff members should always dress in a manner that is appropriate for their teaching assignment. Staff members are expected to follow the same dress code as the students.

1. Inappropriate dress may include, but is not limited to: tight pants, see-through mesh type shirts or blouses, miniskirts, pants worn down below the waistline, muscle shirts, decals, slogans, or “sayings” on clothes that are rude, vulgar, advertise alcohol or alcoholic beverages, pictures or slogans that promote illegal drugs, or racially or sexually offensive or reference illegal or immoral behavior.
2. Blouses, dresses, and shirts must cover the entire shoulder and must fully cover the midriff and all undergarments. Sleeveless shirts with a collar may be worn. Revealing and bareback blouses and transparent or translucent garments **shall not** be worn.
3. Dresses, blouses, and shirts must not allow any undergarment or cleavage to show.
4. Dresses, skirts, and shorts should be, before making adjustments, **no more than three inches** above the knee and not overly tight. Shorts may only be worn on Activity Days after principal approval.
5. Pants with holes or slits may be worn if the holes and slits are below the shorts guidelines.

Research indicates appropriate dress influences the amount of learning and respect in the classroom. Jeans are appropriate casual dress. Shorts may only be worn on Activity Days after principal approval.

### **Duties**

#### **Morning Duty**

Greet students as they enter the building. Make them feel welcome. Please keep the students moving in the hallways towards the cafeteria before 7:50 or to their classrooms after 7:50.

#### **Afternoon Duty**

Please attempt to get students to exit the building in a polite, effective manner. Look for congregating behavior that is not inclusive of sports or club activity.

Please monitor students for escalating behaviors. Typically, this is the time of day when students vent frustrations, anger, etc. which may lead to confrontations with students and/or authority figures.

#### **Lunch Duty (Paraprofessional)**

It is extremely important to be on time. Monitor student behavior in the cafeteria. Make sure students stay in the same seat throughout the lunch period and remain seated after getting their lunches. Also, monitor the lunch lines for inappropriate behavior. If you witness small infractions remind students of the rules. More severe infractions may require detentions to be administered or referrals to the office. Walk around the cafeteria and make sure students are throwing away their debris.

Please be aware of bullying behavior in the lunchroom. No hitting, cutting in lines, saving places or throwing of food should be tolerated.

Near the end of this period, it is essential that all students quiet down in order to be dismissed in an orderly fashion. After the group has thrown away their lunch debris, dismiss them by table. If the table is not clean, do not dismiss the table and move on to the next table.

If you wish, bring your lunch and eat with the students. Building rapport with the students is a great way to gain their respect. The cleaning of tables by students should be on a voluntary basis. In the event this activity is being assigned as a disciplinary measure, alternatives should be in place in the event a child chooses not to participate. Any student who assists in cafeteria clean-up should be provided protective gloves.

### **Email and Phone calls**

All teachers are expected to return emails and phone calls by 5:00 p.m. the next day. A phone log has been included in this Handbook for your use.

### **Emergency Plan General Lockdown Procedures**

Lockdown procedures will be initiated in the event of an extreme condition. The lockdown status will be announced via the PA system by the principal or ANY STAFF member by announcing the following: "Attention please. We are in (red or yellow) lockdown mode on campus. Please follow the lockdown procedures from the Emergency Action Guide". \*Please note that any staff member can initiate a lock down at anytime if you should see, hear, or smell anything that may immediately impact the safety and security of any staff, students, or visitors on campus. To initiate a lockdown, dial 75200 from any campus phone. Say, "Attention please. We are in a red lockdown condition on campus. Please follow the lockdown procedures from the Emergency Action Guide." Then immediately call 9-1-1.

Upon hearing the lockdown announcement, ensure the classroom or facility door is locked. Once the doors are locked, do not admit anyone, including students. Do not leave the classroom or allow students to leave. Account for all students and list those missing. Avoid making phone calls. Remain with your class until an administrator personally gives an "all clear" or other instructions. You know it is a actual "all clear" if you hear the words, "We are 'all clear' per Ms. Downing".

If you are outside at the time of the Lockdown, remain outside and gather students unless directed to do otherwise. Move to a pre-designated assembly area that can provide cover in case of an "active shooter" incident.

The priority in a Lockdown situation is to gain control and limit the movement of the students.

**Code Red** (General Emergency requiring a lock down)

Ensure all exterior doors are locked.  
Ensure all interior lights are turned off.  
to the most secure area within the room.  
Students remain quiet.  
Prepare for an evacuation.  
Students remain quiet to hear announcements.  
No student movement without administrative direction.

**Code Orange** (Intruder on campus)

Ensure all exterior doors are locked.  
Students are able to travel within the buildings Move students escorted by an adult.  
Classes continue as usual.  
Students will be escorted to the office by an adult to check out.  
Adults are patrolling the campus.  
Medication will be brought to the student.  
Lunches are brought to the students.

**Exceptional Student Education**

Exceptional Student Education programs are available in speech, language, hearing, specific learning disabilities, educable mentally handicapped, occupational therapy, physical therapy, behavioral therapy, and emotionally handicapped.

Sometimes a student's failure to succeed in the classroom is not simply the result of poor motivation. After trying the usual methods of motivating or helping a student, check the student's permanent record, which may assist you in discovering a previously detected problem. Consult with the guidance office to determine beginning the RTI process is appropriate. The guidance counselors will inform teachers, students and parents of all available options and the various guidelines must be followed. **Confidentiality** in this area is of the utmost importance. Never make the mistake of "diagnosing" learning problems or "labeling" students.

Teachers will be given copies of Individual Education Plans (IEP) for their team's exceptional students. All teachers on the team must read and be aware of their students' IEPs.

**ENTRANCE REQUIREMENTS**

**Pre-kindergarten Children with Disabilities**

Any child upon his/her third birthday may be referred to the Director of Exceptional Student Education to determine if he/she meets criteria for placement as specified in Glades County's Special Programs and Procedures for Exceptional Students (S. P. & P.). The Individual Educational Plan (IEP) committee will determine appropriate services for preschool students with disabilities.

**Kindergarten**

Any child who has reached the age of five years on or before September 1 of a school year, may be admitted to the ESE program any time during the year if they meet eligibility criteria as specified in Glades County's Special Programs and Procedures.

**PLACEMENT PROCEDURES FOR NEW PRE-K-12 STUDENTS**

All students with disabilities who receive Exceptional Student Education services and transfer from private schools or out-of-county programs will be evaluated and staffed.

## PROMOTION/RETENTION

### **Promotion for students with disabilities in Grades K-12 Pursuing Regular Student Performance Standards**

Promotion of students with disabilities who are receiving Exceptional Student Education services and pursuing regular student performance standards will be based on promotion requirements of non-disabled students and accommodation specified in their IEP. The final decision as to grade placement is the responsibility of the principal with input from the IEP committee.

### **Promotion for Disabled Students Receiving Exceptional Student Education Pursuing Special State Student Performance Standards in Grades K-12.**

Consideration of Promotion for students who are pursuing Special Student Performance Standards will be made on the basis of the following criteria:

- Mastery of IEP Objectives
- Classroom Performance
- Results of Standardized Testing and/or Alternative Assessment

Students with disabilities who are receiving Exceptional Student Education services will be educated with students who are non-disabled to the maximum extent appropriate (Authority F.C.R. 300.550). Students with disabilities must meet the school district's proficiency levels unless the student's IEP indicates that the disabling condition impacts the student's progress in the general curriculum. The student's status with regard to mastery of the Common Core State Standards/Next Generation Sunshine State Standards or Special Student Performance Standards should be discussed with parents at each Individual Educational Plan (IEP) meeting. The type of standards the student is attempting to master and the relationship to future diploma options (i.e., Standard or Special Diploma) should be discussed with parents at each IEP meeting.

A student who is currently enrolled in or is being placed in an approved special program may be promoted for good cause.

## GRADING

Grades for student receiving pull out Exceptional Student Education services other than Speech/Language shall be assigned by the Exceptional Student Education teacher for the subject areas in which the student is served. Grades shall be based on the student's mastery of the curriculum requirements indicated in the student's Individual Educational Plan (IEP). The IEP shall address specific educational objectives for the student in the subject area(s) being served.

The regular education teacher shall evaluate student performance and assign the student's grade for any subject(s) in which the student is enrolled in the regular education program. The regular education teacher shall use the regular education program requirements in determining the grade(s) taking the student's documented disability and accommodations into consideration.

## ANNUAL STUDENT PROGRESS

Parents of students with disabilities receiving services from Exceptional Student Education programs will receive a report on the progress of their child toward achieving the goals established in their Individual Educational Plan (IEP) at least as often as parents of non-disabled students receive report cards at the end of each nine weeks

## ASSESSMENT

For select students with disabilities who are receiving Exceptional Student Education services, it may be more meaningful and appropriate if they participate in a method of alternative assessment. The decision to include or exclude a student with disabilities in state and district testing shall be made by the Individual Educational Plan (IEP) Team based on the guidelines as follows (Exemption may be permitted only when all of the following criteria are met):

- The student's demonstrated cognitive ability and behavior prevents them from completing required course work and achieving the Common Core State Standards/Next Generation Sunshine State Standards even with appropriate allowable course modifications.
- The student requires extensive direct instruction to accomplish the application and transfer of skills and competencies needed for domestic, community living, leisure, and vocational activities.
- The student's inability to complete the required course work is not due to excessive or extended absences or the result of social, cultural, or economic differences. The student is unable to apply or use academic skills at a minimal competency level in the home, community, or work site.
- The student is participating in a curriculum based on State Standards Access Points for all academic areas.

For students of high school age an additional criterion must also be met:

- The student is unable to complete the standard diploma program even with the allowable course modifications and adaptations.

### **Determining Appropriate Modifications for Students with Disabilities**

Determination of appropriate modifications/accommodations in assessment situations for students with disabilities shall be based on the individual needs of each student, and decisions shall be made at IEP meetings and are recorded on the IEP. It is appropriate to orient students to testing format and procedures near test time. Guidelines to consider are as follows:

- Modification or accommodation should facilitate an accurate demonstration of what the student knows or can do.
- Modifications or accommodation should not provide the student with an unfair advantage or interfere with the validity of the test.
- Modifications or accommodation must be the same or nearly the same as adaptations used by the student in completing classroom activities.
- Modifications or accommodation must be necessary for enabling the student to demonstrate knowledge, ability, skill or mastery.

### **Testing Modifications and Accommodations for Students with Disabilities in Statewide and District Assessments**

Rule 6A-1.0943, FAC, provides the basis for modification to Glades County's assessment system for students with disabilities. In addition, the test administration manual for each statewide assessment provides a listing of allowable modifications that can be used for students with disabilities. Such modifications include:

- Flexible Scheduling - Students may take a session of the test during several brief periods, within one school day; however, a session of the test must be completed within one school day and cannot exceed the total time allowed for that session.
- Flexible Setting - Students may take the test individually, or in a small group setting, under the proctor's supervision. Some students may require a flexible setting to accommodate special lighting, furniture, equipment or acoustic needs. Other students may need calming background music, freedom to move about as needed, or a space that is comfortable to them.
- Flexible Timing - Some students may need extended/additional time to complete the testing process; however, a session of the test must be completed within one school day.
- Flexible Responding (Recording of Answers) - Students may provide an oral response, a signed response, a response on a word processor, or a response on a braille writer. If an oral response is given by the student, the proctor must ask the student to indicate the punctuation and spelling when appropriate. Oral responses, signed responses, and responses provided on a word processor must be transcribed. This modification may require a one-on-one test administration in order to avoid distraction for other students.
- Flexible Presentation (Revised Format/Mechanical Aids) - Students may use mechanical aids such as a magnifying device, a pointer, a non-calibrated ruler or template, or other similar devices to assist in maintaining visual attention to the test book or answer book. Flexible presentation means that a student may need to have directions read to them or directions may need to be simplified or the student may need to restate the directions in his/her own words. Proctors may answer student questions about any test directions. Test item language may not be reworded, and proctors may not answer student questions about the wording of test questions or interpret test questions for students. Reading items and passages may not be read to the student. Reading test questions may be read to the students. Simple math questions should be read in their entirety and more complex math questions may be read one part at a time.
- Flexible presentation includes the following revised format options:
  - Print Versions: Students may be tested with enlarged-print materials enlarged through mechanical or electronic means. Enlarged material shall be provided only for students who meet eligibility criteria for program for students with visual disabilities.
  - Braille Versions: Students may be tested with materials that have been transferred to Braille code, or tested by using devices that permit optical-to-tactile transformations.
  - Auditory and sign language presentations: The test administrator may sign, provide oral interpretations of, or read to students the general directions and math items. The reading items and passages designed to test reading skills must be read by the student using visual or tactile means.

### **End-of-the-Year Check Out**

Teachers and staff will complete a checkout list to direct your end-of-the-year duties. A CORRECTED, UPDATED copy will be provided at the end of the year. As you complete each duty on the list, secure the required initials of the person to whom you are accountable for that duty. Please do not initial this list yourself.

### **Field Trips**

When preparing for a field trip, please adhere to the following guidelines: Request forms are located in the office of the

Administrative Assistant. A minimum of two months notice is required from approval date to actual trip date. This will allow for the necessary deposits, balances and overall coordination of the trip. Money will not be collected 24 hours prior to the trip. Return completed forms to the Administrative Assistant. The Principal will give final approval.

You will receive a copy of the completed Field Trip Request Form with approval or denial. The Parental Field Trip Permission Form must be completed and attached to your request.

Transportation must be coordinated through the Administrative Assistant. Buses cannot be scheduled if funds are not available. The coordinating faculty member must be present on the field trip. A minimum of one chaperone for every six students is required for elementary school and one per ten for middle.

If additional chaperones are required, they must be parents. The coordinating faculty member shall be responsible for locating the adequate number of chaperones and reporting to the Administrative Assistant. End of year class trips requiring additional faculty chaperones should be noted on Field Trip Request Form.

**Only under certain circumstance will field trips be approved prior to or during the administration of the FSA.**

### **Fire Drills and Mock Lock Down Drills**

Fire drills and Mock Lock Down Drills will be held ten times during the school year, and twice before the end of the first two weeks of school. Drills will be held at unexpected times and under varying conditions to avoid distinction between drills and actual emergencies.

Fire extinguishers will only be used by teachers or administrators only after all students in the immediate area of the fire have been safely evacuated and a person has been assigned to pull the fire alarm.

#### ***Teacher Procedures***

1. Inform all of your classes at the beginning of the term about the primary and secondary exits for your classroom and the procedures for evacuating the building.
2. When the alarm sounds, instruct your class to walk quickly and quietly to the nearest unblocked exit. An evacuation map should be posted in your classroom.
3. Take your class roll with you.
4. Evacuate the classroom. (The teacher aide should lead and the last student will close the door).
5. Check the nearest student restroom and evacuate any students.
6. Leave your classroom door unlocked.
7. Leave your lights on.
8. Take the class to the perimeter of the school grounds and check the roll.
9. Be ready to report the total number of students to the administrator in charge of attendance.
10. Keep your class together and in a line.
11. Circulate among your students and reassure them if necessary.
12. Do not allow anyone to re-enter the building until the all clear bell sounds or an administrator signals.
13. If an evacuation is required during a lunch period, follow the routes posted at both doors in the cafeteria.
14. All teachers who do not have classes when an alarm sounds will report to the sidewalk outside of their classroom building and help direct students to exit the building.

#### ***Custodial Staff Procedures***

1. The head porter and staff will immediately shut off all motors, ventilating fans, and other power-driven equipment which might tend to spread a fire or hinder the fire fighting operations.
2. The porter will then report to the principal and stand by to inform the fire department as to the best means of access to the fire, to inform them of special hazard areas, and to render such assistance as may be required.

#### ***Administration Procedures***

1. The principal will report to the front office area to assume command of the situation. In the absence of the principal the assistant will assume command.
2. The administrators will check each room, including restrooms and storage areas, to verify that the buildings are clear and will check with the teacher of each class outside after roll call to verify that all students have safely exited.

### **Front Office**

The office is a place of business. Visitors get their first impression of our school from what they hear and see in the office. Please avoid conversation in the main office or lobby about students and other school business. Personal and parent phone calls should not be placed in the front office.

## Grade Books

Your grade book is a legal document, admissible in a court of law.

## Grades

### **Grading Procedures**

All quizzes, tests, and examinations, except those designated as "secure tests" by the district, will be evaluated and reviewed with the student *within five days of administration*. These assessment papers will be given to the student or parent upon request. This must be done before the next assessment, if the next assessment requires use of the same information or process. All assignments submitted by a student will be reviewed with the student before knowledge of the content of the assignment is assessed.

All significant creative works, such as essays, term papers and art projects, are the property of the student.

The principal shall review each teacher's individual grading system prior to use or implementation of changes. Teachers will gain approval from the principal prior to making adjustments to grades that deviate from their grading system. The instructional program will be reexamined immediately when exceptionally large numbers of grades (high or low) are noted in the distribution of grades.

### **Composition of Grades**

The nine-week grades may be based on the following types of assignments:

Quizzes, Tests, Homework, Classwork, Notebooks or Folders, Projects, Reports.

### **Restrictions**

1. No single item, including 9 weeks tests, may count more than 20% of the nine-week grade.
2. Homework assignments shall contribute no more than 10% of the achievement grade for each grading period.
3. The combination of homework and practice class work shall contribute no more than 30% of the achievement grade for each grading period.
4. Homework assignments shall not be used as a form of punishment.
5. The teacher should provide ample opportunities for students to demonstrate mastery of the subject area.
6. The nine-week grade shall not be adjusted to reflect behavior.
7. The academic grade shall not be restricted by ability level.
8. Plus and minus symbols shall not be used for grade reporting.
9. Students working below grade level in reading and/or math shall have this marked on their report cards.
10. **If a student's grade has markedly decreased (i.e., more than one letter grade) from the previous grading period, a parent conference should be held.**

## Grading

The indication of a soft grade in no way implies that this subject will not be taught. The subject will be taught but with less emphasis placed on tests and evaluation and more emphasis on participation.

<b>GRADING CHART FOR ELEMENTARY SUBJECTS</b>						
<b>SUBJECT</b>	<b>K</b>	<b>1ST</b>	<b>2ND</b>	<b>3RD</b>	<b>4TH</b>	<b>5TH</b>
MATH	SOFT	HARD	HARD	HARD	HARD	HARD
ENGLISH/LANG. ARTS	SOFT	HARD	HARD	HARD	HARD	HARD
SCIENCE	SOFT	HARD	HARD	HARD	HARD	HARD
P. E.	SOFT	SOFT	SOFT	SOFT	SOFT	SOFT
SPECIALS	SOFT	SOFT	SOFT	SOFT	SOFT	SOFT

#### **Hard Grades**

Grades 1 – 5

A 90-100      Excellent

#### **Soft Grades**

Grades K-5

E - 90 – 100      Excellent

B	80 - 89	Above Average	S - 80 – 89	Satisfactory
C	70 - 79	Average	N - 70 – 79	Needs Improvement
D	60 - 69	Below Average	U – 0 - 69	Unsatisfactory
F	0 - 59	Failing		

All grades .5 and above shall be rounded up to the next whole number. No plus or minus symbols shall be used.

If a transfer/new student brings in grades from a previous school, then those grades are to be averaged into the grades earned in Glades County schools.

If a transfer/new student does not bring in grades from a previous school (for example, he/she has been attending a school on a block schedule) and has not been in attendance for at least twenty days in the grading period, then the student will not be given a grade for that nine weeks. However, students enrolled in courses for credit may be awarded credit if they demonstrate mastery of performance standards for the course.

NG (No Grade) for less than 20 days enrollment in the district.

Grades for a student placed full time in an exceptional student education (ESE) program other than speech/language, occupational therapy and physical therapy shall be assigned by the ESE teacher for the subject areas in which the student is served. Grades shall be based on the student’s mastery of the curriculum requirements indicated in the student's Individual Education Plan (IEP). The IEP shall address specific educational objectives for the student in the subject area(s) in which he/she is served. Modifications for ESE students must be included on IEPs. All general education teachers must review IEPs frequently.

**Late Work**

Late work shall not be granted full credit. For assignments other than homework and practice class work, late work shall be accepted for one week from the due date and the student will receive no less than one half credit of the earned credit for the assignment. Teams may develop plans and have them approved regarding other late work.

**Make Up Work After Absences**

Students may make up work following excused absences and receive full credit. Students may make up work following unexcused absences, except for suspensions from school and skipped classes, and receive no less than 75% earned credit for the assignment. The student will have the same number of days missed to complete and hand in the assignments (i.e., 3 days out, 3 days to complete the work). All make up work should be completed within one week following the return from absence. This deadline may be extended with the approval of the teacher or principal.

If a student is absent for one or two days, they are to check the teacher’s assignment board or ask their teachers about work that needs to be made up upon their return.

For absences of three days or longer, parents may call the secretary who will contact the teacher for the student's assignments.

Students who are absent the day of a nine weeks test may make up the test *if* they make the teacher aware *in writing* of an upcoming absence or if the absence is due to illness. Students may make arrangements to take the test early, or they may come back on the first teacher workday following the test.

Students who are suspended from school have the right to make up class work. Students complete their suspension work assignment may make up their class work for no less than 75% credit. All suspended students must be allowed to take tests for full credit following the period of suspension.

**Progress Reports**

Interim progress reports will be issued on common dates in the middle of each nine-week grading period. Teachers must be sure that progress reports clearly state the teacher name and subject name. It is very helpful to both the parent and the student if progress reports in academic areas detail grades on every assignment to date and the overall grade to date. The guidance department begins to field phone calls from parents as soon as progress reports go home. Therefore, teachers should report detailing every student’s grades on every assignment to date and their overall grades to date on Skyward. Such information helps the guidance department answer questions quickly and easily without interrupting teachers.



## **Report Cards**

The teachers shall make a report from Skyward of the progress of all students in grades PK-8 at the end of each nine-week period on report cards provided for that purpose. In the case of transfers, a report card shall be made for any period of 22 days or more. Teachers should write informational or motivational comments on the report cards and should do so before separating the white and yellow copies.

## **Final Grades**

The following provisions for determining final course grades were approved in accordance with the district grading policy:

1. No semester grades will be calculated.
2. The four quarter (nine-week) grades for each course will be averaged, using a 4 point scale (A=4, B=3, C=2, D=1, F=0).
3. In order to pass the course, a student must achieve a 1.0 average and earn a passing grade in at least two of the four quarters. The above procedure will be utilized by the data processing system and the final course grade will be calculated automatically.

## **Promotion/Retention**

Promotion in Kindergarten is based on an evaluation of each student's achievement in reading and mathematics. For promotion in grades 1-5 a student must have a passing grade in reading and mathematics. A student who does not receive a passing grade in science and writing may be promoted, however, he/she will be provided with remedial or supplemental instruction at the next grade level. (s.1008.25(1), F.S.)

The basis of promotion should include teacher judgment, teacher-made and text-related tests, classroom assignments, and daily observations. The initial responsibility for determining each student's level of performance and ability to function academically, at the next grade level is that of the classroom teacher; however, the final decision as to grade placement is the responsibility of the principal.

For promotion to first grade, kindergarten students must demonstrate 90% accuracy in letter recognition (upper and lower case) and letter sounds. Kindergarten students must also show 80% mastery of grade appropriate high frequency words.

Additionally, in Grade 3, all students including ESE students required to take the FSA and English Language Learners with more than 2 years of instruction in English must score level 2 or higher on the Grade 3 Reading portion of the Florida State Assessment Test (FSA), to be promoted.

ESE students identified as emotional behavioral disabled, intellectual disabled, hearing impaired/deaf, physically disabled or specific learning disabled will be promoted based on the recommendation of the ESE teacher and regular classroom teacher, as appropriate, after evaluating the student's progress. This review/evaluation will include the student's Individual Education Plan and mastery of regular education promotion requirements.

English Language Learners (ELLs) must meet the same criteria as non-ELL students for promotion. These students will be provided with assistance using ESOL strategies until proficiency in English is achieved.

In order to be promoted from 6<sup>th</sup> to 7<sup>th</sup> grade or 7<sup>th</sup> to 8<sup>th</sup> grade, a student must pass 3 out of 4 of the following: language arts/English/Reading, science, mathematics, and social studies. To be promoted to the 9<sup>th</sup> grade, a student must successfully complete the academic courses as follows:

- 3 courses in English/Language Arts
- 3 courses in math (all middle schools must offer at least one high school level mathematics course for which a student may earn high school credit)
- 3 courses in science
- 3 courses in social studies(at least one semester of state & federal government/civics)

English Language Learners (ELL) will meet the same criteria as other students for promotion. They shall be instructed in language arts, reading, mathematics, social studies, and science using the district's approved ELL Plan.

Students in full-time Specific Learning Disability, Emotional Behavior Disorder, Intellectual Disability, Hearing Impaired/Deaf, and Physically Disabled Programs will be promoted when the student has reached the instructional goals established in his/her Individual Educational Plan. Promotion of students with disabilities who are receiving ESE services and pursuing regular student performance standards will be based on promotion requirements for non-disabled students and modifications specified in their Individual Educational Plan. The final decision as to grade replacement is the responsibility of the principal with input from the IEP committee.

## **Grade Chair Responsibilities**

1. Supervision of Instructional Personnel
  - a) Confers with and advises teachers in the grade level about duties and responsibilities as they relate to content, materials, and methods.
  - b) Works closely with substitute teachers assigned to that department during the absence of regular teachers.
  - c) Conducts appropriate orientation sessions with all new teachers assigned to the department.
  - d) Assumes responsibility for maintenance of grade level morale.
  - e) Keeps routine records necessary for management of the grade level.
2. Student Personnel
  - a) Assists in formulating policy and criteria for the selection of students for special programs.
  - b) Works with grade level members and guidance in grouping and scheduling of students.
  - c) Monitors implementation of student progression plan.
  - d) Monitors verification of basic skills remediation for individual students.
3. Curriculum Leadership
  - a) Conducts meetings on a regular schedule to plan, organize and coordinate the instructional program of the grade level.
  - b) Consults with the administration and supervisory staff concerning instructional programs and materials.
  - c) Coordinates appropriate instructional activities and programs.
  - d) Works with teachers in the preparation of curriculum guides and semester tests for all courses taught.
  - e) Works with principal, reading coach, and other members in evaluating and revising the curriculum.
  - f) Assumes a leadership role for the school in working with teachers and supervisors in evaluating and selecting appropriate textbooks and supplemental materials.
  - g) Assumes the responsibility to determine the textbook needs for the grade level, making appropriate requests for the textbooks and distributing the textbooks.
  - h) Prepares and submits media center recommendations for media acquisitions.
  - i) Maintains awareness of current trends, materials and developments in their field of specialization and shares this information with department members.
  - j) Emphasizes development of basic skills is a responsibility of all teachers.
  - k) Reviews student assessment data or implications for curriculum development.
4. Management
  - a) Maintains the inventory of textbooks.
  - b) Maintains inventory of instructional materials.
  - c) Works with the principal to maintain an inventory of equipment.
  - d) Serves as liaison with the administration and other members concerning policy, program and procedure.
5. Finance
  - a) Orders textbooks with principal's approval.
  - b) Makes recommendations to media specialist on expenditures of media funds.
  - c) Makes recommendations to principal on acquisition or replacement of equipment.
6. Physical Facilities
  - a) Supervises appropriate utilization and maintenance of classroom facilities.
7. Public Relations
  - a) Conducts appropriate activities to emphasize the importance of study in their field and to develop appropriate attitudes toward study of their field.
  - b) Speaks to parents and community groups on activities and plans in their field.
8. Develops and implements consistent procedures covering all aspects of daily school life.
9. Assists teachers with disciplinary problems within their team.
10. Ensures that bookkeeping procedures are followed properly.
11. Coordinates and schedules all grade level field trips.
12. Maintains a high level of morale among teachers.
13. Facilitates communication among members by scheduling and conducting regular team meetings.
14. Promotes public relations between team members, parents, and community.
15. Familiarizes new teachers and substitutes with the school program, practices, and procedures.
16. Functions as a liaison between the administration and the grade level.
17. Disseminates trends, approaches, and research findings to members.
18. Serves on various school or district committees.
19. Other responsibilities as assigned by the principal.

### **Guest Speakers**

Teachers must obtain approval form the Principal for guest speakers to visit in their classrooms. Requests should be made in

writing and provided to the Principal at least two weeks prior to requested date.

### **Homework Policy**

A school-wide homework policy has been established. Homework should be an extension of the activities begun in school by the students under the guidance of their teachers and continued at home. Working together, the home and school can guide students as they discover knowledge and achieve independence. Growth and development is a gradual process that varies with each individual. Therefore, the amount of time each student may require to complete homework will vary from one project to another and will increase as students move through the grades. As a general rule, you may expect homework to be assigned Monday through Thursday as follows:

\*These times include focused independent reading of self-selected or teacher-selected material and long term project work in grades 2-8. \*Homework is not assigned on Fridays or over vacation periods.

Assignments vary during the week and some assignments will require more time than others. The range of times indicated above takes into consideration the variety of learning styles in each classroom. For example, in second grade, we expect the majority of children to complete the

Kindergarten: 20 minutes of reading and conversation

Grade 1: \*20 minutes of reading and 10 minutes additional homework

Grade 2: \*20 minutes of reading and 15 minutes additional homework

Grade 3: \*20 minutes of reading and 25 minutes additional homework

Grade 4: \*20 minutes of reading and 30 minutes additional homework

Grade 5: \*20 minutes of reading and 45 minutes of additional homework

Grade 6 - 8: \*20 minutes of reading and 45 minutes of additional homework assignment in approximately 20 minutes. For those children who work more slowly, it is our recommendation that they spend no more than 45 minutes of focused work on assignments.

After 45 minutes, the parent/guardian should sign the assignment and place a notation on the homework paper indicating to the teacher that the assignment presented some difficulty to the child.

If the child is unable to do an assignment because he/she does not know how, parents should review the directions to make sure that they are understood and provide assistance with the directions as needed. If the child continues to have difficulty because he/she does not understand the concept, the parent should attach a note to the assignment for the teacher. Although homework is intended to reinforce known skills, it also serves as a measure of how well the student understands the concept(s) previously taught. It may be that several students are having trouble with a new concept and more time must be allocated to teaching this concept in the classroom. If a child is consistently having a difficult time finishing homework assignments in the allocated time, then parents should be contacted. Teachers should be very willing to modify assignments if they are made aware of the problem.

Students should be reminded that their time must be planned for completing long-term assignments. The result of procrastination on a long-term assignment is that students become frustrated and often stressed when faced with an immediate deadline for a significant project. It is imperative that students learn the concept of time management and parents can help students budget their time accordingly.

Homework is expected to meet certain standards. On occasion a child may be asked to redo a poorly done assignment or one that does not meet the standard.

### **Illness of Students**

1. Question the student who complains of feeling ill. Encourage students to remain in class if their complaint is of a minor headache or other pain, but do not refuse to send a student to the clinic if a student feels it is necessary for him/her to lie down or go to the bathroom. Do not attempt to diagnose a student's illness.
2. If a student does not feel well enough to stay in the room, send him/her to the clinic. Another student should be allowed to accompany the ill student.
3. In some cases, a student should not be moved from the classroom at all. Use your best judgment. When in doubt, contact the clinic for assistance. Do not allow a student to leave the room if you feel that a seizure or fainting is imminent.
4. In the event a student rushes out of the room because of unexpected nausea, please notify the office.

### **Injury to Students**

1. An incident report must be completed whenever a student is injured while on campus or at a school sponsored activity.
2. For minor injuries, send the student to the clinic with another student or accompany the student yourself. Scrapes and small cuts can be washed with soap and water in the classroom and a band aid can be applied by the student or teacher.
3. For serious injuries (fractures, serious cuts or burns, unconsciousness, etc.), do not attempt to move the student. Call the clinic for assistance. Talk to the student if he/she is conscious and try to calm the student.
4. Any injuries to the head or face, should be checked out by clinic staff.

5. Do not attempt to diagnose or treat injuries if you are not trained to do so.
6. In a life-threatening situation, have the office call 911. Use your best judgment. Apply pressure to the site of external bleeding, watch vital signs, keep the student from moving, and perform C.P.R. if necessary.

### **Leaving Campus During the School Day**

If you leave the school campus during your planning period or for lunch, you must sign out in the front office and upon your return you must sign in. **It is preferred that teachers not leave the campus during the school day.**

### **Lesson Plans**

Lesson plans for the week should be detailed and reflect strategies that meet the needs of the students; including ESE/ESOL/and Structured Recess strategies. Lesson plans for the coming week will be E-mailed or copied and sent to the principal by each Friday afternoon. Please remember that excellent preparation is the basis for excellent classroom instruction.

### **Log of Parent Contact**

A log of parent contact is to be maintained and a copy turned in to the principal at the end of each semester. We expect periodic communication with parents in reference to academics and behavior. Forms will be provided for this purpose. The parent of any student who receives a “D” or “F” at progress or grading period is to be contacted. According to Pupil Progression, “A conference with the parent should be held when there is a marked difference in student achievement from the previous reporting period, such as a decrease of more than one letter grade.” Positive parent contact is strongly encouraged. “Strive for Five” parent contacts per week.

### **Lost and Found**

Lost and found items can be located in the clinic.

### **Mail and Communication**

All employees are to check their mailbox and e-mail on arrival at school in the mornings, during plan period and upon leaving in the evening. Mailboxes are located in the school office. Mailboxes are located in the workroom. For confidentiality and security reasons, **students are not to check teacher mailboxes at any time.**

### **Make-up Work**

All students are expected to make up class work missed during an excused absence. The student has two days to make up the work for each day the student is absent, not including the day of return.

### **Medical Emergency (Code Blue)**

1. A Code Blue will be issued if there is a medical emergency somewhere on campus.
2. The location will be given so all available office staff can respond.
3. Please avoid this area.
4. Staff will be notified as needed.

### **Meetings**

It is mandatory that all teachers attend faculty and department meetings.

### **Newsletter**

The newsletter will be sent home to all parents each month. This newsletter contains a variety of important information, dates and articles about our school activities.

### **Open House**

All teachers are expected to attend scheduled Open Houses.

### **Out-of-School Suspension**

Out-of-school suspension will be administered according to the County Code of Conduct and the school Addendum.

### **Parent Conferences**

The guidance department may schedule parent conferences based on teacher concerns or concerns held by the parents. When you have a parent conference, be sure to come to the meeting prepared with information about the student’s behavior and a detailed printout indicating the student’s grades on every assignment and their overall grades to date.

### **Parent Notification Letter**

A sample form of this letter is provided in this Handbook for your use.

### **Parent Survey**

Parents will be surveyed each year based on the same survey.

### **Parent Volunteer Information**

Our school parents are requested to volunteer. Parents should log their hours in the volunteer logbooks located in the front office. Should you have volunteer opportunities available please notify the front office. The front office will work with the PTSO Volunteer Coordinator to facilitate your request.

### **Parent/Student Handbook**

Each student will be provided a copy of the Parent/Student Handbook. A copy of the handbook is included for your convenience.

### **Parent Teacher Student Organization - PTSO**

Our school has an active PTSO. All teachers are encouraged to become members. The PTSO will host breakfasts and luncheons for faculty and staff throughout the year. Your participation in their monthly meetings is greatly encouraged.

### **Passes**

Teachers will use the agenda books as a pass for students going to the library, office or clinic. The agenda needs to include the student's destination, time, and adult signature. Teachers who would like to request that a student be excused to come to their room, must write a pass for the student. Approval is the prerogative of the sending teacher. Students who visit the clinic on a regular schedule, will be issued clinic passes. All other students must use the agenda.

### **Permanent Records and Student Reports**

Permanent records and exceptional education folders are housed in the main office, and are available to you for your use.

### **Report Cards**

Report cards are processed in accordance with the Glades County School District. Please make note of all deadlines associated with this process each quarter. Notification/Information shall be forwarded to you directly from the Data Processor.

*Points to remember:*

When a report card goes home, it represents YOU, the Teacher, and also the school. Be prepared to explain a grade reported (accurate reporting in your Skyward grade book is essential).

### **Responsibilities of Classroom/Homeroom Teachers**

Classroom/Homeroom teachers will be responsible for daily attendance. In addition, they will be responsible for the distribution and timely collection of various documentation throughout the school year such as the collection of emergency cards and required parent signatures on Codes of Conducts and quarterly Interim Reports, etc. It shall be the responsibility of the classroom/homeroom teacher to contact the parents/guardians of those students who are not in compliance.

### **School Advisory Committee (SAC)**

The School Advisory Committee is a link between the school administration and the community. Its main purpose is to become actively involved in fostering the school's vision and mission. The SAC consists of teachers, parents, support personnel and other members of the school community. Membership should reflect the ethnic, racial and economic community served by the school. Teachers are encouraged to attend the meetings and participate on the many issues that come before this Committee.

### **Student Dress Code**

Teachers must check for dress code compliance as each student enters their classroom. Please become familiar with the Dress Code provided in the Parent/Student Handbook. Students out of dress code should be issued a disciplinary detention. Referral forms should be utilized for students who are in constant non-compliance. Rules must be consistently enforced.

Students are encouraged to dress comfortably in appropriate attire at all times. Girls may wear dresses, skirts, shorts, jeans, or slacks. Boys may wear jeans, slacks, or shorts.

Some of the items we **do not** allow students to wear on campus include:

1. Any item with gang or drug symbols.
2. Any item that advertises drugs, alcohol, or tobacco.
3. See-through items.

4. Tight or revealing clothing.
5. Bare midriffs or crop tops (when arms are raised, midriff is bare).
6. Baggy, low-hanging pants.
7. Tank tops, spaghetti straps or tube tops.
8. Shorts shorter than finger tip length.
9. Healy's or cleats.
10. "Slides" for P.E. Students must wear closed shoes (i.e. tennis shoes for P.E.)
11. Pants with holes above finger tip length.
12. Pajama, Spandex, or Yoga pants.

The Administrative Team at Pemayetv Emahakv reserves the right to interpret appropriate school attire.

### **Substitute Folders**

Each teacher has been given a substitute folder. The folder will contain a daily class schedule; a list of class rules; a seating chart; list of students who have health problems; duties and supervised responsibilities, attendance procedures, emergency procedures (including lockdown and fire drill) the name of your team leader, and any other pertinent information. This folder must be kept in the top drawer of your desk. Teachers should keep work for students in the substitute folder at all times in case of an unforeseen reason the teacher is out.

### **Television Usage**

The television is to be used during classroom time ONLY for educational purposes. Prior approval is required before televising any broadcast.

### **Textbooks**

Each grade chair will supervise the distribution of textbooks to the teachers in the grade level. All textbook requests will come through the grade chair. At the end of each year, the grade chair will request new and additional texts for the coming school term. The transfer or loan of books between schools must be approved by the administration and documented on the property transfer form (O-PR-2).

#### **Issuing Textbooks**

Each teacher must record information when assigning textbooks and is accountable to the grade chair for all textbooks. The **Textbook Issue Form** is provided for you to copy and use as you assign textbooks. If you choose to create one on your computer, please use the same format. Copy the form for each textbook title you issue. Record the name of the student, the book number, the issue date, and the condition. When you collect the book, record the collection date and have the student initial again. The grade chair is responsible for affixing the barcode to the textbook and scanning the barcode for inventorying and issuing purposes.

#### **Monitoring Textbook Care and Use**

Teachers should assume responsibility for instructing and constantly reminding students about proper care and handling of textbooks. Conducting the following periodic checks will significantly reduce the amount and severity of damage done to textbooks.

#### ***Periodic Checks***

1. Conduct a book check at least once each nine-week period. Report lost or missing textbooks to your grade chair.
2. Do not allow students to use their textbooks to store their work or supplies.

#### **Textbook Inventory**

Each teacher must maintain record of all school-owned textbooks, dictionaries, etc. used in class, even if the books are not issued. Please use the **Textbook Inventory Form** to record information on all school-owned books in your care. Make additional copies if necessary. Turn this form in to your grade chair at the end of the school year.

#### **Lost/Damaged Textbooks**

Each grade chair has been furnished with a grade level database of available textbooks. Teachers should use this form to issue books and report missing books at the end of the year. The form must be turned in to the grade chair at the end of the year check out. Please make sure any damage fees that have been paid are clearly marked as such. Grade chairs should compile an alphabetized list of all lost or damaged books in the department *on the same form* and turn it in to the principal at year's end for collection.

### ***Damaged Textbooks***

Teachers should enter a damage code in textbooks when issued and again when collected. Damages to look for include:

dirty covers	indented covers	missing pages
torn covers	broken bindings	water damage
bent or broken covers	written pages	gum
torn inside covers	torn pages	

### ***Lost Textbooks***

Students are required to pay the full price for a lost textbook if it is not more than one year old. For texts more than one year old, consult the Textbook Price List. Students must replace lost books in a reasonable time period. The teacher should make a parent contact. Notify the assistant principal if the book is not replaced within ten days. Do not issue another book until the first obligation has been met.

### **Visitors' Passes**

In order to control access and record the presence of visitors, parents, vendors and other adults on campus, all visitors are required to sign in at the main office. This Visitor's Policy will be in effect and enforced during regular school hours unless otherwise instructed by the school Principal or his designee. Coordinators of daytime events should meet with school administration to plan for special circumstances.

1. Visitors are defined as anyone who is not assigned as faculty, staff or a student at PECS.
2. Visitors will be asked to provide photo identification at the time of sign in. The identification will be utilized to verify the legitimacy of the visitor's presence.
3. Parents or adults seeking to visit a classroom or other area on campus will be checked against the Student Information in the data system. Only people who are listed on the database may have any access to that student.
4. Once identified, the visitor will sign in on the PECS Visitors Sign-in Log. All visitors are required to provide their Name, the student who they wish to see (or their destination on campus), and their sign-in time.
5. Office staff will provide the visitor with a *Visitors' Pass*. (VIP and Vendor passes will be authorized access to all areas of the campus.)
6. Every effort will be made by office staff to call ahead and inform staff members of inbound visitors, prior to issuing the pass.
7. Faculty and Staff members will be required to identify authorized/ unauthorized visitors in their area. When staff members discover a visitor in an area other than the one authorized by their pass, they are expected to escort that visitor to the office or call the office for assistance.
8. Upon return to the main office, the visitor will return the *Visitor's Pass*. *The visitor should log their sign-out time on the visitors' log.*
9. The visitors log will become a permanent archived record of visitors on campus. The Principal's Administrative Secretary shall be responsible for the maintenance and upkeep of the visitors log and visitors' passes.

### **Weather (Code Yellow)**

#### **Tornadoes**

##### ***Tornado Drills***

During Hazardous Weather Awareness Week in February, we will have a tornado drill. Students are to crouch under their desks or with their heads toward an interior wall on their elbows and knees. Students should cover the backs of their heads with their hands. Remain calm and keep the students calm.

##### ***Tornado Watch***

A tornado watch is issued by the National Weather Service when conditions which may produce tornadoes are expected to develop. Teachers will be advised of a tornado watch by a message being sent to each classroom. Continue normal activities during the watch, but be aware that there is a possibility of tornadoes.

##### ***Tornado Warning***

A tornado warning will be broadcast when a tornado has been detected. The warning will tell you the last known location of the tornado, and if possible, its speed and direction of movement. Should a tornado warning be issued, you will be advised by an announcement over the intercom. If the electricity is out, a message will be sent to each classroom. Under no circumstances are students to be left alone in a classroom without adult supervision.

**During normal class time:** Should a tornado warning be given, instruct your students to move away from glass windows and doors. If you have an interior store room, you may want to point this out as an area to go to. If you have no desks, use interior storage rooms. Avoid wide open areas. Students are to crouch under their desks or with their heads toward an interior wall on their elbows and knees. Students should cover the backs of their heads with their hands. Remain calm and keep the students calm.

**During recess and Physical Education:** If you see or hear a tornado, lead the students to the safety of the building. If you are unable to get to the safety of a building, run with your students to a ditch. Avoid wide-open areas. Have the students lie face down in the ditch and cover the back of their heads with their hands. Remain calm and keep the students calm.

**During bus loading:** If the buses are in the bus loading area, students will be escorted back into the buildings quickly and quietly by the duty personnel. Students will gather in the classrooms and be instructed to crouch on their elbows and knees with their heads toward an interior wall and cover the back of their heads with their hands. Remain calm and keep the students calm.

### **Severe Thunderstorms**

Thunderstorms are usually of short duration. Even squall lines pass in a matter of a few hours. Be cautious but do not be afraid. Stay indoors and keep informed.

During lightning storms, stay indoors and away from windows and electrical appliances while the storm is overhead. If lightning catches you outside, keep yourself lower than the highest surrounding objects. Maintain a safe distance from the tallest object. If the object is a tree, twice its height is considered a safe distance.

## **Mental Health and Threat Assessments**

### **Mental Health**

All students in grades Pre-K - 8 will receive five hours of instruction in social emotional learning through the AWARE Grant. Students who don't participate in AWARE, will receive social and emotional learning through social studies. All social emotional learning lessons will be documented in teacher lesson plans and/or AWARE Lessons.

### **Threat Assessments**

If a student makes a threat to others or themselves it must immediately be reported to administration or the guidance counselor. PECS has a threat assessment team that consists of the following members: Principal, Assistant Principal/Dean, Guidance Counselor, SPD, CCDT, and a general education teacher.