

# Colfax Elementary School

## Staff Handbook

2019-2020



**Go VIKINGS!!!**

2019-2020

August 14, 2019

Welcome back!



This year our theme is the pineapple – it is a symbol of hospitality and welcome and has also been a sign of wealth and prosperity since the 1700's. We are so very fortunate to work and serve at this amazing school and this year I want to focus on being welcoming and hospitable to each other and to all who enter here.

I welcome each one of you to this school year, we welcome our students and parents and most of all, I welcome the opportunity to serve as your principal for a second year.

As we continue to reflect on our vision and mission throughout this year, my goal is to maintain our focus on providing the best instruction possible for all of our students and to grow them one year's growth (or more) in a year's time.

The contents of this handbook contain information that can serve as a reference tool for you throughout this school year. Though you don't have to print the entire thing, you might choose to save it on your computer so you can quickly refer to it as needed. **Carefully read all the information and discuss it with your grade level.** Please feel free to let me know if you have any questions or concerns as we review the handbook as a staff. Once you have read this handbook, be sure to take the quiz on CANVAS and check it off your beginning of year checklist. Thank you – again, I welcome you all and can't wait to welcome back our wonderful students!

Sincerely,

A handwritten signature in black ink, appearing to read "Julie Kimsey".

Julie Kimsey, Principal

At Colfax, our goal is to provide **ALL** students access to a safe environment where they can grow academically and become responsible citizens.

**Believe. Achieve. Succeed.**



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## Vision & Mission Statement

### Vision Statement

At Colfax, our goal is to provide **ALL** students access to a safe environment where they can grow academically and become responsible citizens.

### Mission Statement

**Believe-Achieve-Succeed**

## N.C. General Statute 115C-307. Duties of Teachers

(Summarized Version)

- *To Maintain Order and Discipline.* – It shall be the duty of all teachers, including student teachers, substitute teachers, voluntary teachers, and teacher assistants when given some part of the school program by the principal or supervising teacher, to maintain good order and discipline in their respective schools. Do not yell at or embarrass students when handling discipline issues.
- Always model appropriate behavior to students (they are paying attention to what you are doing) – Review Standard 2 of the teacher evaluation rubric.
- *To Provide for General Well-Being of Students.* – It is the duty of all named above to encourage temperance, morality, industry, and neatness; to promote the health of all pupils, especially of children in the first three grades by providing frequent periods of recreation, to supervise the play activities during recess, and to encourage wholesome exercise for all children.
- *To Provide Some Medical Care for Students.* – It is within the scope of duty of all public school employees, when authorized, to administer any drugs or medications prescribed by a doctor upon the written request of the parents. Emergency health care should be given when reasonable apparent circumstances indicate that any delay would seriously worsen the physical condition or endanger the life of the pupil. At the beginning of each school year the principal shall determine which persons will participate in the medical care program.
- *To Teach the Students.* – It shall be the duty of all teachers, including student teachers, substitute teachers, voluntary teachers, and teacher assistants to teach as thoroughly as they are able all branches which they are required to teach.
- *To Enter into the Superintendent's Plans for Professional Growth.* – It shall be the duty of all persons named above to enter actively into the plans of the superintendent for the professional growth of teachers.
- *To Discourage Nonattendance.* – Teachers shall cooperate with the principal to ascertain the cause of pupil absences in order that all violators of the compulsory attendance law may be reported to the school social worker.
- *To Make Required Reports.* – Every teacher shall make such reports as are required. A teacher shall not knowingly and/or willfully make a false report concerning requisitions, payroll data sheets, attendance of pupils, or other required reports.
- *To Take Care of School Buildings.* – It shall be the duty of every teacher to instruct children in the proper care of property and to exercise due care in the protection of school property.

## The General Responsibilities of Teachers

Our teachers are expected to:

- Be in the classroom by 7:10 a.m. and at your assigned duty area by 7:15 a.m.
- Be at the door of the classroom greeting your students.
- Remain at school until 3:00 p.m. unless excused by the principal. You will need to sign out in the Staff Notebook at the front desk if you are excused early. Excused time will be expected to be made up within the next five working days.
- Remain at school after 3:00 p.m. for scheduled meetings, workshops, or student concerns and emergencies. (Keep in mind that certified employees are required to work until the job is done)
- Complete reports as required by the school administration and turn them in on time.
- Ascertain the cause of student absences and report cases that need investigation immediately to the school social worker.
- Maintain good health and safety conditions in the classroom at all times.
- Keep classrooms organized, neat, and inviting. Do not clutter the floors with bags, coats and books. Report maintenance needs promptly. Cooperate with the custodians to facilitate cleaning.
- Be present and actively monitoring on the playground when your children are outside. Do not remain seated at the picnic tables for the entire recess time and do not take chairs outside to sit in.
- Allow students to play indoor activities when weather does not permit you to go outside.
- Attend PTO meetings, programs and support PTO activities such as Fall Festival, fundraisers, etc.
- Follow the Common Core Curriculum as outlined by GCS in all subject areas.
- Have lessons well planned in advance so that instructional materials are immediately available during each lesson. See the GCS lesson templates on the Colfax Canvas page.
- Write lesson plans so that the key information from the Common Core is listed in each plan including the Essential Questions and I Can Statements. Your plans are to provide easy steps with a gradual release of responsibility for the students. Each lesson activity is to be differentiated to meet the individual needs of your students with a specific skill. Lesson plans should be prepared a week in advance. By Friday of each week, plans should be prepared for the following week. Lesson plans are to be kept in an easily accessible location for review when requested by an administrator.
- Call or log on to the AESOP system when absent due to an illness as soon as possible.
- If you have one, call your assistant when absent to give her a heads up on the day. Let a team member know when you are going to be out so they can assist the sub.
- Complete Leave Request forms and turn them in to the office immediately after returning from any absence.
- All Personal Leave must be requested at least five (5) working days ahead of the planned absence. The Principal has the authority to approve or disapprove Personal Leave.
- Keep an accurate account of school equipment, resources, calculators and texts in the classroom. **Any items purchased through PTO or Donors Choose are to remain at Colfax if a teacher leaves Colfax.**
- Be sure that equipment and resources from the Media Center is checked out properly by the bar codes.
- Adjust blinds, lock windows and doors and turn off lights, TV and equipment at the end of the school day. (We are EnergyWise!)
- Give instruction in bus safety during the first week of school and periodically throughout the year.



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- Encourage good parent-teacher relationships. Listen to parent concerns first when conferencing. Be tactfully honest, sincere and fair. Try to make a parent feel that you understand their point of view before trying to get them to understand yours. (seek first to understand and then to be understood)
- Communicate with parents weekly via Remind, email, newsletter or phone calls – particularly when the news is good.
- Work respectfully and cooperatively with all teachers, specialists, counselors and resource staff. Education is a team effort. Negativity will not help us succeed.
- Check your mailbox and email each morning, at lunch time and before leaving.
- Watch for voicemail messages on your phone throughout the day.
- Create a positive, inviting and structured learning environment in the classroom.
- Provide a well-structured classroom routine which keeps students actively engaged with meaningful learning experiences. (Do not leave students unattended in the classroom)
- Carry out health screening procedures for all students.
- Speak positively about all the students in your class when talking to parents or do not share any information at all. Personal information or opinions (*especially discipline & academic concerns*) about a child should never be shared with the parents of other students.
- Do not yell at or embarrass students when having to discipline students.
- Demonstrate professionalism and good judgment when discussing school-related matters with anyone, but particularly outside the school. Comments should be positive.
- Keep confidential information and conversations confidential. Be mindful on conversations that you may have in the hallways or lounges – you never know how things may be interpreted by someone else. (Most conversations and information that occur in school should be considered confidential).
- Show professional respect for all co-workers in every situation. Teachers are expected to treat one another with respect and work cooperatively towards overall growth for the school. If parents have concerns about another teacher, suggest – in a positive manner – that they should go and talk with that teacher.
- Follow all laws, policies, and procedures for the GUILFORD COUNTY SCHOOLS and Colfax Elementary School.
- Review the cumulative records of all students during the first two (2) weeks of school. Review the records of new students immediately when they arrive and complete the required cum folder review form that is to be completed and turned into Mrs. Kimsey within 5 days of the new student's arrival to Colfax.
- The FACULTY HANDBOOK must be completely read by you before the end of the first week of school.
- The preceding list is NOT an exhaustive list of duties and responsibilities; there are probably many more things we are all responsible for!

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## Teacher Assistant Responsibilities

Our teacher assistants are expected to:

- Be in your class by 7:15 a.m. and at your assigned duty station by 7:15 a.m. each morning. Your workday runs 7:10 a.m. until 2:45 p.m. (Unless you take a duty-free lunch then you work until 3:10). As previously discussed, you may not “work off the clock.”
- Remain at school until 2:45 p.m. (or longer if you take a duty-free lunch break) each day unless excused by the principal. You will need to sign out when you are excused to leave early. Excused time will be expected to be made up within the next five working days.
- Follow the directions of your assigned teacher(s) working together as a true team.
- Make such reports as required by the principal, assistant principal or teacher. These reports must be completed on time.
- Assist teachers in maintaining a classroom that is healthy, well organized and inviting.
- Assist teachers in working with student absences.
- Assist teachers in providing instructional materials for the students.
- Assist teachers with discipline by monitoring students that are causing discipline problems.
  - Call the AESOP system when you are absent.
  - Alert the teachers you are assigned to that you will be absent for the day.
- Complete a “Leave Request” form immediately upon return from an absence.
- Assist the teacher in protecting school property from loss or damage.
- Your assigned duties may change according to the needs of the school as understood and determined by the principal or assistant principal.
- Promote and encourage positive parent-teacher-assistant relationships.
- Speak positively about the students in any classroom and never share information or opinions (*especially discipline & academic concerns*) about students with other parents.
- Respect and work cooperatively with all members of the school faculty and staff.
- Use common sense and professional judgment when discussing school related matters, particularly outside the school.
- If parents ask you your opinion on some issue related to their child, always refer them to the child’s teacher. Confidential conversations and information should remain confidential (Most conversations and information that occur in the school should be considered confidential).
- Demonstrate professionalism and respect towards all co-workers in the school as well as in the community. All comments should be positive.
- If someone in the community has concerns about a co-worker, you should suggest – in a positive manner – that they go and talk to that person.
- Supervise students as assigned by the teacher and/or administrator.
- Support our PTO by participating in PTO meetings and activities.
- Follow all laws, policies, and procedures for the GUILFORD COUNTY SCHOOLS and Colfax Elementary School. Adhere to the job description for teacher assistants.
- The FACULTY HANDBOOK must be completely read by you before the end of the first week of school.



### Activity Calendar

A Master School Activity Calendar will be online and in the mailroom. When writing on the mailroom calendar, please do *not* write so large no one else can add an event. It is your responsibility, if you are planning field trips for your grade level or other events, to put them on the Master Calendar and send out calendar invites (Please do not ask the front office staff to do this for you ☺). Please consult this calendar before you plan classroom activities and field trips. These must be pre-approved by the via the Travel Tracker website. This will help to prevent conflicts with other events scheduled for the school and will allow us to keep up with where you are in case of an emergency. Please plan your activities well in advance in order to avoid conflicts. Remember if you are reserving the Multi-Purpose Room you need to complete the use form and mark out the time in the book on the door of the MP Room.

### Assembly Procedures

- Teachers should review PBIS expectations for student behavior prior to attending a program.
- Students should go to the restroom before going to a program. Make time for this before a program to reduce the number of emergencies and interruptions.
- Students should be taught that it is not respectful to move around during an assembly or performance.
- A RAISED HAND by the administrator or person in charge of the program is a signal for students to be quiet, come to order and listen for instructions or announcements. Teachers are needed to assist in keeping order by raising their hand as well and by getting the attention of your students
- Students are to sit “crisscross” on their bottom facing the stage. Chairs will be available for staff members.
- Students and staff are to remain quiet during assemblies/programs.
- Students are to keep their hands and feet to themselves.
- Teachers should discuss with students and lead by example appropriate occasions for clapping (Remember to use the marshmallow clap).
- The teacher should sit where he/she can observe the class. The students should also be able to see the teacher.
- It is the responsibility of all adults to address any inappropriate behavior immediately.
- At the end of the assembly/program, students should remain seated and wait for directions for dismissal.
- Follow PBIS expectations for the hallway when returning to your classroom.

### Attendance - Staff

- Daily attendance is expected. Staff members are expected to arrive by 7:10 a.m. You may leave at 3:00 Monday through Thursday and at 2:45 or as soon as the last bus leaves on Friday as long as all of your students have reached their afternoon destination and your responsibilities for the day have been completed.
- Please be on time and ready to greet your students at the door! Your presence is necessary to make sure we operate a smooth working day as a team! Please do not leave unattended students in the office after dismissal. If you have morning/afternoon duty responsibilities – please be on time, people are counting on you!
- If you need to leave school before the end of the day, please email Mrs. Kimsey prior to leaving early. Always sign in/out in the front office if you leave early or arrive late for any reason.

### **Compensatory Time for Classified Employees:**

Compensatory time can be earned by classified employees. Compensatory time must be approved by the principal prior to the overtime worked. Maintain a comp time sheet (form AS-25) and fill out a Request to Leave Early form when you do use comp time. Submit the comp time sheet and the Request to Leave Early form to Mrs. Kimsey before leaving. The Comp Time Sheet must be initialed by the principal within three days of the duty. Personnel requesting to leave early must sign out in the mailroom before leaving. Comp time should be earned in a minimum of 15-minute blocks, and no greater than 2 hours at a time, unless special permission is granted from the principal. Comp time that is earned must be used within a month of being earned. No comp time may be earned by taking work home to complete. Assistants work 37.5 hours per week.

Examples of comp time include:

- Attendance at meetings or workshops after 3:00 (excluding required Tuesday meetings)
- Attendance at meetings in the evening (PTO, etc.)

Comp time may not be earned by:

- Voluntary duties not requested by the principal.
- Substituting in the classrooms during the day when the system cannot find a substitute.

### **Bulletin Boards**

- The August/September bulletin boards should display “Get to Know You” information regarding your grade level/team/group.
- The remaining boards should be related to the Character Education theme for the month or displaying student work – not all teacher bought materials.
- Follow the grade level bulletin board schedule provided by Mr. Morgan; see the map for locations of each board.

### **Buzzer (front door)**

The front door and 3-5 hallway door will be locked at 7:45 each morning. All other exit doors are to remain locked at all times. Once the front door is locked, everyone is to use the buzzer that is located to the right of the front door to enter the building. Press the buzzer when you need to enter the building. A front office staff member will then release the lock for you to enter the building. Wait until you hear the door click before you try to open the door. The front office staff member can also talk with you over the PA system if needed. Please do not just open ANY DOOR for a visitor without ensuring that the visitor enters the front office to sign in.

Please make sure all students use the restroom prior to going to recess, to minimize the need to leave the playground.

\*The first person to email Kimsey the answer to this question wins a prize – what do pineapples represent?



## Cafeteria Information

### Lunch Money

Students who forget lunch money may charge meals in the cafeteria. If a student charges a meal, they will not be allowed to charge extra items. See our café manager for additional information. Parents can prepay for meals online, using this link:

<https://www.k12paymentcenter.com/Default.aspx>. Please share this information with parents. There is also an app that can be downloaded that shows the menu each day. It is called "School Lunch by Nutrislice" or they can download the GCS app.



### Meal Prices

<u>Breakfast prices:</u>	<u>Full Price</u>	<u>Reduced</u>
K-5	\$ 1.00	Free
<u>Lunch prices:</u>	<u>Full Price</u>	<u>Reduced</u>
K-5	\$ 2.85	\$ .40
Adult meal	al a carte	

\*The first person to email Kimsey with the price of a week of breakfasts for students gets a prize!!

### Cafeteria Procedures

- Prior to the first day of school, familiarize yourself with your lunch time and table numbers, the tables will be numbered in the cafeteria. (See seating chart below)
- Students are expected to follow the PBIS procedures for the cafeteria. The classroom teacher will lead the class into the cafeteria and monitor the lunch line as they enter the serving area. Students are to enter the cafeteria silently (level 0 voice) and wait in the lunch line silently.
- Once the children are halfway through the line, the classroom teacher may be able to leave for duty free lunch depending on whether the staff member on duty is present.
- If teachers need to heat their lunch, they should do so prior to or after the students have been monitored through the line. At no time is it acceptable to send the class ahead into the cafeteria without the teacher there to supervise and monitor.
- Leave your classroom a few minutes early so that your class will arrive on time to the cafeteria. Classes should arrive on time and be picked up on time. Please be on time we can maintain the schedule.
- Once students are seated, they may not get up until the time to discard their trash. They are to raise their hand and request any needed items from the teacher or cafeteria monitor.
- Students need to be taught the correct manners to use in the cafeteria. (PBIS) Students should be taught how to eat neatly and to pick up their own trash. Major spills will be cleaned up by the staff members on duty and/or custodians. Staff members on duty will indicate to the students when it is time to throw away their trash and line up for dismissal. Students are to silently (level 0 voice) throw away their trash and line up in their designated area to be picked up by the teacher.

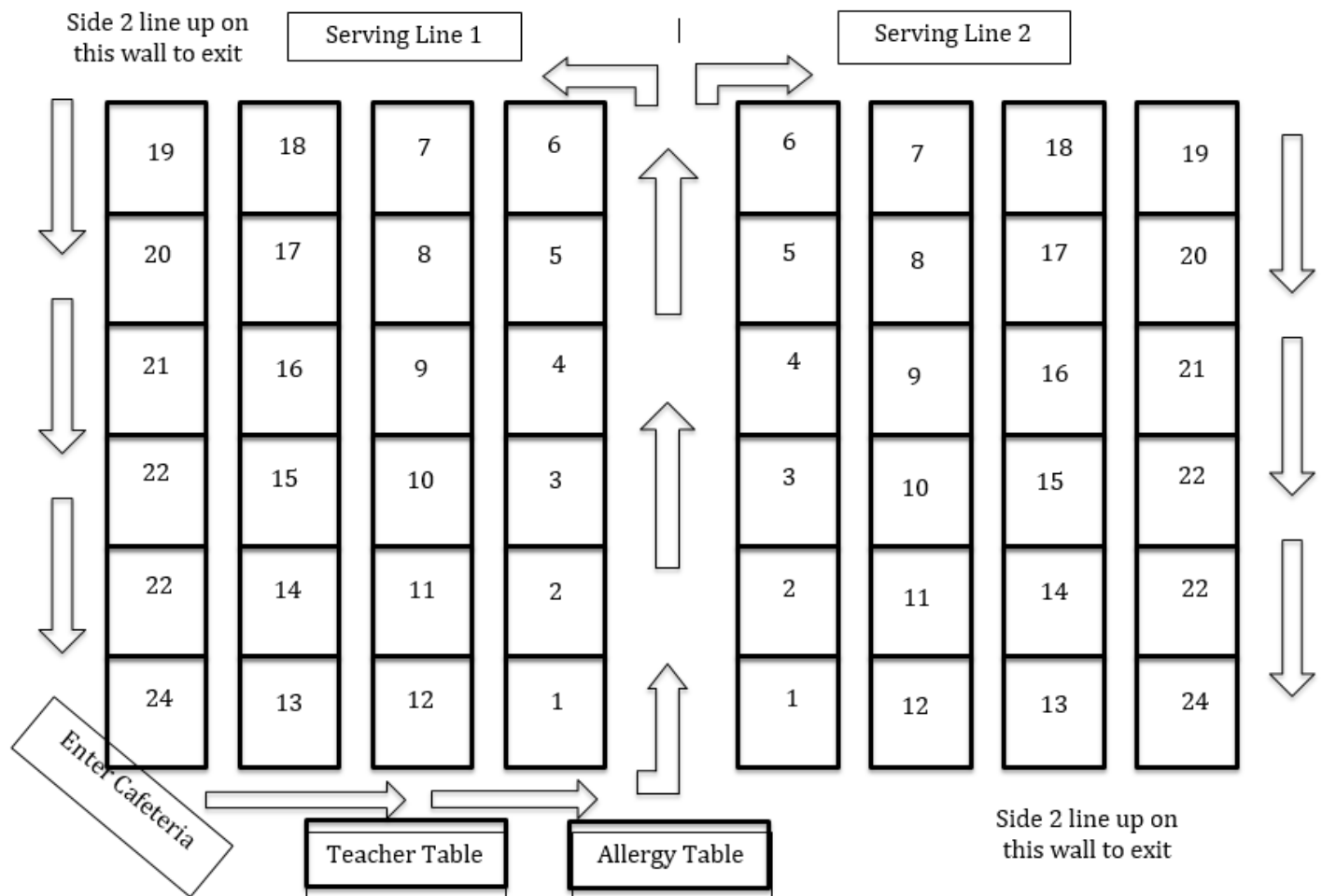
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- Responsible and dependable students should be chosen to stay behind to clean/wipe down the tables, but ONLY adults can use the spray bottles. Tables should be left clean and neat for the next group.
- Proper cafeteria manners, behavior and noise level should be discussed with your students on a regular basis. Make our expectations with the PBIS system very clear at the beginning of the year.
- The students must follow the directions of the staff members monitoring lunch. The classroom teacher is responsible for making these expectations clear to the students. Teachers and assistants should COMMUNICATE clearly with one another regarding café issues or problems.
- Teachers whose classes cannot behave during lunch will be required to sit with and monitor their classes until the class behavior improves as determined by the principal or assistant principal. Teachers must clearly explain behavior expectations.
- If the staff member who covers your classroom for lunch is absent or is tied up with another duty, the classroom teacher must sit with his/her class during lunch.
- There will be times throughout the year when teachers must eat with their classes such as during EOG testing times. These dates will be communicated to you in advance by school administration.
- All teachers are encouraged to eat in the cafeteria on occasion.
- Happy Birthday is not to be sung in the cafeteria as this causes a disruption and problems for students and staff. If a parent brings treats for a birthday, they are to be distributed at lunch.
- Students should leave the classroom and proceed down the halls in an orderly manner (line time is quiet time – level 0 voice.)
- No talking in any line, anytime, anywhere.
- We will continue to follow the PBIS cafeteria system. Students are to enter and exit the cafeteria silently. Once the student is seated and the music is off, the student may talk quietly to the other students that are at his/her table using a level 2 voice. Students are to be silent if the music is on. The noise level and use of the music will be monitored by the staff members on duty. As you are monitoring the line, remind students to get everything they need while going through the lunch line. Students may request permission to get up and get a cup of water if needed. They are to do so silently.
- Students should only talk to students beside them or directly across from them using a level 1 voice. No talking across tables or to students that are waiting in line.
- It is essential that we set the tone early in the year for proper student behavior while they are in the cafeteria. Proper behavior should be discussed often and enforced by the homeroom teachers and staff members working together.

### **Cafeteria Information for Staff**

- Students can buy extras on any day. *Only a parent can restrict a child's lunch purchases and it has to be sent in writing to the cafeteria manager.* School nutrition has strict guidelines that must be followed.
- Students may choose their own milk; teachers may not restrict their choice.
- No teachers can charge. This is against School Nutrition Policy. The cafeteria will gladly set up an account for you.
- Personal cups **cannot** be filled from the ice machine. Please use the provided ice cups for ice.

### Cafeteria Seating Chart



### Car Rider Procedures

In the morning, car riders must be dropped off in the front car rider loop. Do not let car rider students enter through the side doors. Please remind parents they need to come in the front office to sign in, do NOT let anyone in through any other door. Parents may park in the designated parking areas and walk their children to the front doors or class. Parents must sign in at the front office if they are walking their child to class.



Staff members have been assigned to car rider duty in the morning and afternoon. Staff members are to ensure that the cars move smoothly through the line (we should unload approximately 18 cars at a time). Students are to exit their cars promptly and move on to their classrooms so that the car line can continue to move.

In the afternoon, all car riders are to be dismissed promptly at 2:30. The front office staff will ensure that parents have car rider tags to display on the rearview mirror. This will help the line move smoothly in the afternoon. Students are to report to the designated car rider classroom at 2:30 to

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await pick up. K-1 students will sit quietly in the hallway outside the mailroom; 2-3 students will sit quietly outside the workroom; 4-5 will sit quietly in the alcove outside Mrs. Fulp's room. The staff members on car rider duty will supervise the car riders as they wait to be called out to the car rider line for pick up.

## Character Education

*Responsibility. Respect. Kindness. Courage. Integrity. Self-Discipline. Perseverance.*

The benefit of strong character cannot be measured by any test. Rather, it's demonstrated during those common instances when our students are given the opportunity to think for themselves. Simply put, character is about making the right choices. And if we can emphasize it from the moment a child begins school, character development can equip students with the tools and motivation necessary to be the change they wish to see in the world.

The Service Learning Team and PBIS Team will have one liaison that will communicate information between the two teams monthly to help ensure that the entire school is integrating the character traits within the instructional day. More information and resources can be found at this [link](#).

### GCS Character Education Monthly Themes

Month	Traits & Definitions
August / September <i>National Day of Remembrance 9-11</i> <a href="#">GCS Resource</a>	<b>RESPONSIBILITY</b> Being dependable in carrying out obligations and duties. Showing reliability and consistency in words and conduct. Being accountable for your own actions. Being committed to active involvement in your school and community.
October <i>Character Education Week; Make A Difference Day</i> <i>Red Ribbon Week</i> <a href="#">GCS Resource</a>	<b>RESPECT</b> Showing high regard for other people, for self, for property, and for country. Understanding that all people have value as human beings.
November / December <i>Teaching Tolerance Month; Veteran's Day; Kids' Vote; Mix It Up Day; National No-Bullying Month</i> <i>Merry Giving</i> <a href="#">GCS Resource</a>	<b>KINDNESS</b> Being considerate, courteous, helpful, and understanding of others. Showing care, compassion, friendship, and generosity. Treating others as you would like to be treated.
January / February <i>"MLK Day" – National Day of Service; National No Name-Calling Week; "Love the Bus" Day</i> <i>President's Day</i> <a href="#">GCS Resource</a>	<b>COURAGE</b> Having the determination to do the right thing even when others don't. Having the strength to follow your conscience rather than the crowd. Attempting difficult things that are worthwhile.



<p>March</p> <p><i>Volunteer Greensboro' Human Race</i></p> <p><a href="#">GCS Resource</a></p>	<p>INTEGRITY</p> <p>Having the inner strength to be truthful, trustworthy, and honest in all things. Acting justly and honorably.</p>
<p>April</p> <p><i>National Volunteer Week; Global Youth Service Day</i></p> <p><i>Earth Day</i></p> <p><a href="#">GCS Resource</a></p>	<p>SELF DISCIPLINE</p> <p>Demonstrating hard work and commitment to purpose. Regulating yourself for improvement and restraining from inappropriate behaviors. Being in proper control of your words, actions, impulses, and desires. Doing your best in all situations.</p>
<p>May / June</p> <p><i>Memorial Day; Flag Day</i></p> <p><i>Character Development Awards Event</i></p> <p><a href="#">GCS Resource</a></p>	<p>PERSEVERANCE</p> <p>Being persistent in the pursuit of worthy objectives in spite of difficulty, opposition, or discouragement. Exhibiting patience and having the determination and strength to try again when confronted with delays, mistakes, or failures.</p>

### Child Custody

If parents are separated or divorced, and one parent has been granted custody of the child(ren) through a court order or deed of separation, the parent must provide us with a copy of the court order or separation agreement. Without this documentation, we must proceed as though each parent has equal rights with respect to the child(ren). Teachers should keep the office staff and counselors aware of concerns as they arise during the year.

### Classroom Instruction

- Most of the time in the classroom setting should be spent in “structured and engaging” learning activities that are led and directed by the teacher (not busy work).
- Students should be on-task and highly engaged in activities in which they are experiencing success with their work 80-90% of the time.
- Instruction should be broken down into small steps with short activities sequenced by the teacher. There should be short and frequent activities to practice what has been taught.
- Brain breaks should be included after every 45 minutes of seat time (try [GoNoodle](#) for a resource)
- There should be plenty of guided practice (repetition) with facilitation by the teacher. The teacher should give frequent, specific feedback (correction & praise) to all students.
- Teachers should frequently “assess” material that has been taught and allow time for “reteaching” as needed by students. (maintain progress monitoring data of skills taught – this will be reviewed by administration every other week)

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- Lessons should have lots of teacher input, modeling and time for student discourse. There should be of time spent in teacher-led questioning, teacher feedback to students, and supervised practice of learned material.
- Activities should match the major focus of the grade level and have the correct aspect of rigor i.e. conceptual understanding, procedural fluency and application. Does your task match the standard?
- Every lesson is to include at least one cooperative learning strategy.
- Please maintain a status of the class regarding which students have it, almost have it or don't have it. This information should be used to group your students for WIN time and for math small groups.
- If you have read this, the first person to email Kimsey gets prize!!
- Higher order thinking questions should be incorporated into lessons on a routine basis.
- Teachers should have a method of calling on non-volunteers or using patterned turns to select students to answer questions (Kagan structures can help with this). All students should be given equal opportunities to answer questions and to participate in class.
- Teachers must "differentiate" instruction. Instruction should be organized in such a way that learning activities are at suitable levels for all the students in the classroom. (Make the learning activity rigorous and relevant)
- Teachers should be following the GUILFORD COUNTY SCHOOLS' Prioritized Curriculum for all subjects with I Can Statements posted or written on the board every day for each lesson.
- Be sure you use the GCS curriculum guide when planning your lessons.
- There should be daily use of accountable talk (student discourse). Student learning increases greatly when they can discuss with their peers.
- Please post the lesson/module/unit number on the board so it can be easily viewed during walkthroughs.
- Teachers should have clear, detailed lesson plans with the curriculum objective listed along with I Can Statements. You may choose which format you use to write your lessons, but each lesson is to include the key components from the GCS Common Core lesson template (these can be found on the Colfax Canvas page). These plans should be clear and detailed enough for a substitute to follow. Every Friday afternoon, the teacher should leave "the next week's plans" (5 days) completed and easily accessible.

Our Superintendent has stated that it is a GUILFORD COUNTY SCHOOLS' expectation for every single student to achieve a year's worth of growth (includes AG students). Teachers should be able to show at least a year's progress for each child.

### **Classroom Care & Cleaning**

Classrooms should be neat and orderly throughout the entire day (no clutter on the floors). This includes storage closets. Student chairs should be left on top of the desks unless your hall custodian asks otherwise. IT IS THE JOB OF THE STUDENTS IN EACH CLASSROOM TO PICK UP ALL PIECES OF PAPER AND OTHER DEBRIS FROM THE FLOOR BEFORE DISMISSAL—make this a part of your daily routines. It is not the job of the custodians to pick up paper, pencils, crayons, etc. before vacuuming or mopping. Always teach your students to take pride in their room and encourage them to help keep THEIR room clean and neat . If you have concerns regarding the cleanliness of your classroom, please let Mr. Morgan know so it can be



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addressed. Please be mindful of your classroom sinks, if you pour something down it, rinse it out before it dries.

### **Classroom Observation Procedure for Parents**

1. As a professional courtesy, a notice of at least 24 hours should be given.
2. The parent will contact the classroom teacher to set up a time that is convenient for both of you.
3. The classroom teacher and the parent will establish a date and a reasonable observation time (generally no more than one hour).
4. Parents should only observe. This is not a conference time.
5. Conference times with the teacher (regarding the observation) should be held after school at a mutually agreed upon time.
6. Due to "confidentiality" issues regarding our students, parents must keep all observed information concerning other students in strictest confidence.

### **Committees**

Each staff member will be on at least one committee for the school year. Each committee will meet at least once a month. The committee chair will be responsible for ensuring that the committee's agenda and minutes are completed for each meeting. *The meeting minutes with minutes and staff in attendance are to be emailed out to the staff within one week of each meeting.* The first Tuesday of the month will be designated for leadership team meetings. The second and fourth Tuesday of the month will be designated for staff development. The third Tuesday of the month will be designated for committee meetings. Other days may be chosen by each committee if needed. Please avoid scheduling **any appointments on Tuesday's.**

### **Corporal Punishment**

NO staff member may administer corporal punishment to a student. Be extremely careful not to yank, jerk, push at, squeeze an arm, hand or pull a child as these actions may be considered corporal punishment or assault. The GUILFORD COUNTY SCHOOL BOARD has banned the use of corporal punishment. *Keep in mind that children may likely explain or describe your actions to parents or others in a different manner than what actually occurred.*

### **Daily Dismissal Procedures**

- Daycare van riders are to be dismissed with the first bell at 2:30.
- Car riders are dismissed with the first bell at 2:30 p.m.
- ACES will be dismissed according to their grade level times. K/1 Aces students will be picked up in the K/1 cove by the ACES group leaders. 2<sup>nd</sup> – 5<sup>th</sup> grade students are to walk to the MPR entrance area at dismissal time. The 2<sup>nd</sup>-5<sup>th</sup> grade group leaders will meet the students at the entrance area.
- We will begin bus riders and ACES at the following times:
  - K/1 @ 2:30
  - 2<sup>nd</sup>/3<sup>rd</sup> @ 2:35
  - 4<sup>th</sup>/5<sup>th</sup> @ 2:40
  - Do not bring your students to the buses until your designated time.
- When you bring your students to the buses, bring them quietly through the building in a straight and orderly line. Be sure you have



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a class list as to which bus each student rides. All teachers must drop off the students by assigned buses, do not just stand at the door and wave. Please be sure that your students stay together in one group as you come out. Don't allow students to walk out alone. Make sure that your class has been checked off by Mr. Morgan at dismissal – either you or a designated student should inform Mr. Morgan that you are out every afternoon!

- Be sure to bring your afternoon dismissal information with you to the bus lot, when you are making substitute plans, make sure to leave the information in your sub plans.
- NO child may switch buses without approval and notification from the bus zone office. Contact the assistant principal any time a “switch the bus” issue arises from a driver.
- Students may NOT ride a different bus than the one to which they are assigned.
- ALL teachers should remain available until the buses have pulled away - you never know when you might be needed.
- After all students have boarded the buses and the administrator or designee has indicated all are in order and ready to go, the buses will be dismissed.
- On rainy days, teachers still must walk their students to the buses so go ahead and secure an umbrella NOW. After your students have loaded their bus, you may wait under the awning/sheltered sidewalk area.

### Arrival/Dismissal Schedules

- 7:10 a.m. All staff MUST report to work by this time
- 7:15 a.m. Morning duties begin at this time – classroom teachers are to be at their door welcoming students
- 7:15 a.m. Car riders allowed into the building
- 7:15 a.m. Bus unloading begins
- 7:45 a.m. Instructional day begins and the tardy bell rings



\*Students arriving after this time report to the front office for a tardy slip.

- 11:10 a.m. Lunch Begins
- 1:15 p.m. Lunch Ends
- 2:30 p.m. ALL daycare van riders and ALL car riders dismissed
- 2:30 p.m. K – 1st bus riders and ACES dismissed
- 2:35 p.m. 2<sup>nd</sup> – 3<sup>rd</sup> bus riders and ACES dismissed
- 2:40 p.m. 4<sup>th</sup> – 5<sup>th</sup> bus riders and ACES dismissed

### Daily Schedule

Your daily schedule should be posted outside your door. Teachers should hang a sign on their classroom door or design some type of chart indicating where your class is when you leave the classroom. If you do not use doorknob signs, you must post a sign on your door which clearly shows where you are at all times. *THIS IS NOT OPTIONAL* as we must always be able to locate your class. Please notify the front office and make sure we have your cell number if you have made a change to your daily schedule. Someone on the grade level should take the walkie and have it on at all times, so you are reachable. If you carry the walkie and you have a substitute, another member of your grade level should have the walkie – assign a back up person!

### Discipline Plans

A copy of the discipline plan your grade level will be using this year must be provided to the principal and assistant principal for approval. This will be kept on file in their offices. Be sure this plan is

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submitted by 8-26-19. All teachers are to document their classroom behavior expectations in the PBIS classroom behavior template. This template is to be turned in with your behavior plans. The classroom behavior template is to be posted in the classroom so that students and staff may refer to the expectations when needed. Teachers must complete a referral online using the Educators Handbook.

### **Dress Guidelines-Faculty and Staff**

All faculty and staff members are always expected to dress professionally and in good taste. We serve as important role models for our students and should reflect the standards we expect of them. Hats are not allowed inside the building during the instructional day unless it is a designated hat day. Monday's will be designated for Colfax polo shirt and black or khaki pants/skirt. **Jeans will only be allowed on Friday's and ONLY with a Colfax shirt.**

\*The first person to email Kimsey and let her know when you can wear jeans gets a prize!

### **Dress Guidelines-Student**

The classroom teacher will contact the parent if there is a concern regarding appropriate student dress; teachers should discuss the situation with an administrator or counselor if in doubt.

The following guidelines have been given to parents to consider when making choices for their child's wardrobe:

- Clothing that advertises items that are illegal for minors to purchase or possess will not be allowed (example alcoholic beverages, cigarettes, etc.)
  - Obscene language/gestures/slang expressions will not be permitted on any type of clothing.
  - Sandals without back straps, flip-flops and "Crocs" are discouraged during PE and recess because they can cause playground safety issues. Comfortable shoes that can be secured to the feet are most appropriate for elementary school children. Athletic shoes must be worn during formal PE times with the PE teacher.
  - Students with inappropriate footwear may be given alternate activities during PE or organized recess time if safety is an issue.
  - No "heelies" allowed at school or at school events.
  - Hats, caps, sun visors, do rags, and bandannas may not be worn in the school or classrooms. (hats are allowed on designated hat days)
  - Halter tops, midriff shirts and blouses, strapless and/or backless tops, and shirts with spaghetti straps are not allowed. Tank type shirts may be worn if they provide appropriate coverage (3-finger width straps).
  - Pants, shorts, and skirts should be worn at the waistline, allowing no underwear to show. Tops and bottoms should meet. Shorts and skirts should be of an appropriate length (finger-tip rule).
  - Neatness and cleanliness are expected at all times.
1. Parents and visitors are asked to respect these guidelines while at the school so that they provide a good example to our students.

### **Early Dismissal/Delayed Arrival/Missed School (Weather or Other Emergencies)**

### **Student Guidelines**

In the event school is dismissed early due to weather or an emergency, parents are asked to give written directions to their child's teacher as to how their child is to go home. Our buses will take children home; but many daycares do not pick up children and some close when school is dismissed early. Parents should develop an emergency plan for these situations. If we have the parent's directions in writing, they are to be followed. Otherwise, the child will be sent home in the normal manner.



If a child must leave school early on a particular day, the parent should send the teacher a note. When leaving school under these conditions, the student must be signed out in the office by the parent or by an individual listed on the Emergency Information card.

### **Staff Guidelines**

When students are dismissed early because of emergency/weather conditions, an announcement will be made concerning when staff may leave. Generally speaking, staff may leave 15 minutes after the students have been dismissed. In such circumstances, no staff member may leave until all the children in his/her care/class have left our campus. All school activities or after-school activities are cancelled on such a day.

The Superintendent is assigned the responsibility for determining whether to close or delay school when inclement weather is predicted to the Director of Transportation. If there is a chance of inclement weather before the school day begins, one of the following three recommendations will be made to the Associate Superintendent for Student Services:

1. School will open at the normal time.
2. The opening of school will be delayed one or two hours.
3. School will not open that day.

Normally, if school opens at the regular time, NO ANNOUNCEMENT WILL BE MADE. A decision to close or delay school will be given to the media, posted on the GCS web page (<http://www.gcsnc.com>) and on social media. Announcements will also be made on local news outlets.

If you would like to make up missed days due to inclement weather, these guidelines must be followed:

1. Ms. Dillon will provide you with a form for you to document your make up time.
2. Time must be made up in increments of at least 30 minutes.
3. There will be a deadline established for making up time for a particular inclement weather event.
4. In order to count for a day, you need to make up 7 hours.
5. Tickets for time that have been given can be used if they were issued within the previous 2 years.
6. Remember you cannot bank time *ahead* of potential make up days.

If you do not want to make up the time, you may: (please complete a leave form and put it in AESOP)

1. Take annual leave
2. Take leave without pay.



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3. Take personal leave (certified instructional personnel).
4. Take sick leave if you are sick.

\*REMEMBER – if you take a day off, you MUST put it in AESOP (sub or no sub) AND complete a leave form. Payroll requires that both must match. If you have questions, see Ms. Dillon.

If school is closed, it will most likely be an optional teacher workday for teachers and staff unless it is specifically announced that staff should not report to work.

If you do not plan to work when school is closed, you do not need to call the school office. We will know you are absent because you have not signed in. You must fill out the appropriate absence form on your first day back.

If we have an optional workday due to weather, please plan to arrive at school between 8:30 and 8:45 a.m. Do NOT arrive before this time! This gives our custodians extra time to open our building. Please sign in upon arrival at the front desk. You must work the whole day (until 2:45 p.m.) to receive credit for working. (Remember you can also take 1 and ½ hours for lunch on workdays). No comp-time will be granted for odd hours worked. If you want to be counted for the whole day, you must be here between 8:30 and 8:45 a.m. and work until 2:45 p.m on optional weather days.

### E-Mail & Internet Use



Check your email in the morning when you arrive, before or after lunch and after school before you leave for the day. It only takes a minute! If the information is of an urgent or emergency nature, tell a colleague at your grade level. Please refrain from checking email and using your cell phone during instructional time. Your focus is to be on the students during instructional time.

All GCS employees are expected to abide by the system procedures, policies and expectations dealing with appropriate use of the Internet and email. Remember:

- NOTHING sent by email is private – at any time your email correspondence can be viewed by the district.
- Personal email is not strictly confidential.
- As email is not private, employees should use caution when mentioning students by name or when providing confidential information about a child.
- Employees should not participate in or forward chain letters, advertisements or commercial contest announcements.
- Use caution when social networking with other adults as some postings may become public resulting in embarrassment or even disciplinary action. Refer to the GCS policy on the use of social networking including Facebook.
- Please review the county guidelines for social media by clicking on this [link](#).
- School equipment is for school use only unless prior administrative approval is given.
- Social networking with students is not appropriate.
- “The purpose of the internet is to support research, education and to extend the resources of GCS. All use of the internet must be in support of education, research and enrichment consistent with the purposes of GCS.”

### **Student Internet Issues**

- Students can be disciplined for any inappropriate internet conduct that disrupts the learning environment, involves the use of school resources or equipment, and threatens conduct that will occur at school or causes a disruption at school.
- Students may be disciplined for cyber-bullying if it disrupts another student's ability to participate in school learning and activities.
- Students may not use cameras at school except as part of a class project and instructed to do so by the teacher or administrator.

Additionally, all employees must insure that their activities on the Internet or when using email do not violate any aspect of the Guilford County Schools Code of Ethics. Each employee is responsible for reading and following the provisions of the Ethics Policy as well as the following policy and procedure dealing with this subject:

Board Policy EFE and Administrative Procedure EFE-P-Acceptable Use of Electronic Transmission Capabilities.

[These policies and procedures may be accessed on the GCS website, click the link to review.](#)

### **Faculty Meetings/Staff Development/PLCs/Leadership**

Staff development meetings will be scheduled twice a month on the second and fourth Tuesday of every month (please note the schedule attachment for meeting dates) All teachers and assistants are expected to attend these meetings unless excused in advance by the principal. Teacher assistants are not expected to stay beyond 2:50 p.m. for these meetings unless required to attend by the principal. Other faculty members are expected to make arrangements to be present for the entire meeting. As these dates are announced at the beginning of the year, you should not make appointments that conflict with these meeting days.



PLC sessions will be EVERY Wednesday during your scheduled planning time. We will meet in Ms. Alley's room for our PLC session. Teachers are expected to come to PLC sessions on time and ready to share information. Cell phone use during PLC's should be kept at a minimum.

Leadership Team meetings will take place the first Tuesday of every month at 2:45 PM in the Media Center. Team members are expected to find a replacement if they are unable to attend the leadership meeting. Remember that leadership team meetings are open meetings, and everyone is invited to attend the meetings. Meeting notes will be emailed to staff members within a week of the meeting and hard copies of all meetings are kept in the front office. Leadership representatives are expected to review leadership information with their team.

### **Field Trips-Reminders & Procedures**

- Field trips must be directly related to your grade level curriculum.
- Field trips must have very specific instructional objectives. The activities are to be clearly indicated to parents in writing when the permission slip is sent home. You are required to have a face to face parent meeting for any overnight fieldtrips. (this is to include an agenda for the trip)



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- Regulations concerning collecting and receipting money apply-always check with Ms. Dillon.
- Adequate adult supervision is required at all times. GCS guidelines require 2 adults per class for adult supervision. School personnel, volunteers, and parents can fulfill this requirement if they have completed the necessary background check.
- Any additional chaperones needed for field trips will depend upon the nature of the field trip.
- In order to chaperone, all adults need to register on <https://www.gcsvolunteers.com/>
- Teachers are to take attendance before leaving the school and before you leave the field trip to return. Teachers are responsible for ensuring supervision of students throughout the trip.
- Please make every attempt to limit your field trips to one per quarter unless other arrangements have been made. The costs of field trips and other activities can be a hardship on families. A list of grade level field trips will be in the appendix of the staff handbook for review – please don't duplicate field trips from year to year!
- Starting the 19-20 school year – NO PAYMENT FOR FIELD TRIPS WILL BE ACCEPTED THE DAY OF THE FIELD TRIP! Accepting last minute payments creates a hardship on everyone – the teacher, the front office and usually the location of the field trips. Establish and communicate a hard-stop deadline for payments and then make no exceptions. If you need help with this, please let the principal know. \*if you just read this, the first person to email Kimsey wins a prize!!!

### **Field Trip Meals**

1. Students who are eligible to receive free meals can get a field trip meal from the cafeteria at no cost; please coordinate this well in advance with the cafeteria manager.
2. As previously stated, the cafeteria manager must be informed of all field trips when you will not be here for *lunch at least four (4) weeks in advance of the field trip*. The number of meals needed must be provided at that time. This will give the cafeteria manager the time needed to make plans and order the food and supplies that are needed. If you aren't going to be in the cafeteria for your designated lunch time, let the cafeteria manager know.
3. Classroom teachers should notify parents that meals are available from the cafeteria when the field trip permission form is sent to parents.
4. All students – not just students eligible to receive free or reduced-price meals – should be invited to order field trip meals from the cafeteria.
5. Teachers should give a copy of the field trip permission slip to the cafeteria manager after the field trip has been approved.
6. Parents or adult chaperones are responsible for their own meals.

### **Field Trip Check List (use this check list to ensure all procedures have been followed)**

Remember that each grade level should submit a preliminary field trip plan summary to Mrs. Kimsey by September 30<sup>th</sup>. Be sure to plan ahead with your grade level to cover the cost of each trip. The principal reserves the right to *not* approve any last minute trips, trips that interfere with previously scheduled events (awards assemblies) or not on the submitted plan.

\_\_\_\_Meet with Ms. Dillon to be sure you understand the field trip guidelines; all the information you need for field trip approval is available online via [Travel Tracker](#).

\_\_\_\_Complete all Field Trip Forms and submit for approval. Be sure you have completed all steps online before submitting for approval.

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\_\_\_ Do not collect any money until the buses have been approved by Transportation. Clarify all financial procedures with our school treasurer (Heidi Dillon.)

\_\_\_ Notify the cafeteria manager at least four (4) weeks ahead of time if your class will not be eating lunch in the cafeteria on the day of the field trip or if your classes will need a “bag lunch to go.”

\_\_\_ Obtain Official GCS Permission Slip signed by each child’s parent. Parents must sign and return the GCS Field Trip Permission form. *Permission over the phone is not allowed.* Parents may fax/scan-email the GCS Field Trip Permission Form to our school office.

\_\_\_ The classroom teacher will make arrangements for any medications a child will take while on the trip and coordinate this with the front office.

\_\_\_ Each individual class must take a First Aid Kit on the trip.

\_\_\_ The Red Emergency Folder/Red bag with students’ information must accompany the teacher on the trip.

\_\_\_ Please email a list with the front office (Ms. Smith and Ms. Dillon) of any students not going on the field trip as well as where the students will be.

\_\_\_ Teachers are to leave their cell phone numbers with Ms. Dillon so that they can be reached in case of an emergency.

### **Have You Filled a Bucket (shield) Today?**

We would like to continue to encourage positive character development among the staff and students of our school. It is important to remember that focusing on the positive will help eliminate the negative.

In the same way a bucket can be filled with water, our hearts are filled with feelings and emotions. In our school, we are going to “fill our buckets” with positive behaviors and words. It is imperative that all staff members hold themselves accountable for interacting in a positive way and handling situations proactively rather than being negative.



Each person has an imaginary bucket that can be filled or dipped from depending on personal interactions. When a person is caught doing something positive in the school for another person, that person may “fill their bucket” by writing the kind things done for them on a “bucket filler slip/shield”. Some ways to fill a bucket include helping someone in need, saying nice things to one another, being proactive, and being kind and respectful.



At the end of the month, we will share some of the ways our buckets have been filled. This will allow us to be reminded of all the ways we can interact in a positive manner with one another and show appreciation for the kind deeds! It is important to remember to focus on the positive when working through situations with students, staff and parents.

This year, we will also have a STAFF SHOUT OUT, outside the mailroom. If a fellow staff member does something kind, helpful or simply amazing for someone else, make a note on the slips provided and post it on the STAFF SHOUT OUT board. Be on the lookout for staff who were WELCOMING or HOSPITABLE in some fashion! We need to support and care for one another – this is a tough business to work in day in and day out! \*The first person to email Kimsey the date grade level field trip plans are due wins a prize!!

## Financial Information

All monies collected by a teacher must be receipted and passed through the school treasurer. Money collected must be turned in to the treasurer by 10 a.m. on the day that it is collected (do not hold money overnight). If you will be late in turning in monies, you must call Ms. Dillon to let her know. Let her know if you need for her to come pick up money from you. Do not send money down with a student. Collection reports must be filled out to follow the Local School Accounting Procedure Manual. If there is an error in collection reporting, the treasurer will advise you in writing in the collection folder.

Collection reports in duplicate must accompany your receipt book and money. Please fill out collection reports correctly (please only use a blue or black pen) and check to see that money collected equals receipts written and equals collection report totals.

### Receipts and Receipt Books

Any amount of \$10.00 or more must be individually receipted. Amounts of less than \$10.00 must appear on a Class Collection List. If only one person turns in money on a given day, individually receipt the money regardless of the amount.

If you must void a receipt, do the following:

- Staple white receipt to yellow receipt in the book.
- Write VOID on the white and yellow copy.
- Indicate voided receipt number on your collection report.
- **Do NOT throw away a voided receipt, all receipts must be accounted for.**

1. The school treasurer issues receipt books. Each teacher is responsible for his/her pre-numbered receipt book. The receipt books recorded on the "Receipt Book Master Control Log." This includes the date they are received and the date they are returned.
2. All monies must be collected, turned over to, and accounted for by the school treasurer each day by 10:00 a.m. Never turn money in by just leaving it on the desk in the school office. Be sure to give it to the school treasurer. Money must be deposited in the school bank account on the same day it is collected and receipted. Call Ms. Dillon if you need her to come to your classroom to pick up your money. Never send your money down with a student.
3. Each day collections are made, deliver the following to the school treasurer in your specific color plastic envelope:
  - Teacher receipt book.
  - Both copies of the COLLECTION REPORT.
  - Monies collected.
  - REMEMBER the student gets the white receipt copy. Do not turn in the white copies from your receipt book.

Your money will be counted and receipted by the treasurer. Then your receipt, your receipt book, and a copy of your COLLECTION REPORT will be placed in your mailbox. Be sure to check your receipts when you receive them. Notify the treasurer if the amount is incorrect. KEEP YOUR RECEIPTS in a separate folder in your classroom. Your receipts will serve as your records that you should keep until the end of the year. Remember, you are responsible for the money you collect until you turn it in and the treasurer writes you a receipt.

### **Purchases:**

No purchase can be made from school funds without a purchase order requisition being filled out and signed off on by the principal before a purchase is made. DO NOT PAY CASH FOR ANY SCHOOL PURCHASES. All invoices are to be paid by school check signed by the principal and the treasurer.

The purchase procedure will include the following:

1. Get prior approval from the principal to purchase item/items.
2. Meet with Mrs. Dillon to see if the item is on state contract.
3. If the item is not on state contract use NC vendor catalogues, a minimum of three, to get the cheapest price for the item. IF THE TOTAL PRICE IS LESS THAN \$2,500.00 OR IF THE ITEM CAN ONLY BE PURCHASED FROM ONE SOURCE, WRITE THIS ON THE REQUISITION AND YOU DO NOT HAVE TO GET BIDS.
4. Give the completed purchase requisition to the principal for approval. ANY ITEM PURCHASED WITHOUT WRITTEN APPROVAL WILL BE THE RESPONSIBILITY OF THE PURCHASER.
5. All information must be filled out completely.
6. Type or neatly print in ink when filling out a requisition.
  - a. DO NOT write anything under "Code". It will be filled in for you.
  - b. Include the vendor's name, address, telephone number, and fax number if available. Advise if credit card can be used to pay for purchase.
  - c. Identify who is to receive the order.
  - d. Be sure you are using a current catalog. Call and verify prices if you are not sure.
  - e. Include shipping charges. If shipping information is not available, figure 15%.
  - f. Total amount for all items plus shipping. Calculate sales tax on this total. All purchases must include sales tax.
  - g. DO NOT SIGN the requisition.
  - h. Submit to principal for approval.
  - i. You will receive a dated copy of the requisition when it is sent to purchasing department for processing.
7. If purchases are paid by school funds, see the treasurer for instructions.

Purchase order forms are in the treasurer's office. You must meet with the treasurer to request a PO. Once the purchase order has been approved, the purchase may be made. For reimbursement, submit to the treasurer (Ms. Dillon) a receipt for the items purchased. Without a receipt, no reimbursement will be made. Put no personal items on receipts that are submitted for reimbursement.

### **Cash Disbursements – Purchase Requisitions**

1. All invoices are to be paid by school check and signed by the school principal and school treasurer. NO REIMBURSEMENT CHECK WILL BE GIVEN TO A TEACHER OR ANY SCHOOL EMPLOYEE UNLESS THE PROPER PROCEDURES HAVE BEEN FOLLOWED. (1) See the school treasurer to get a PURCHASE REQUISITION FORM or ask the treasurer to complete one for you. (2) The treasurer will forward the PR to the principal to receive approval. (3) Steps one and two must be completed and the documentation provided before you can place an order.

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2. No money may be spent, purchases made, or orders placed without the prior approval of the principal and following the procedures outlined above.

\*The first person who has read this section and emails Kimsey what to do with a voided receipt gets a prize!!!

## Grades

It is very important that teachers throughout the school use uniform grading procedures. The Guilford County School Board recommends the following guidelines:

1. Grades should reflect a student's progress in meeting the objectives of a curriculum through a variety of methods. These include oral and written assignments, class participation, special projects, self-assessments, checklists, and tests.
2. Grades should be used to provide feedback and motivate students to succeed.
3. Teachers should maintain accurate, on-going records to show how each student's grades were determined.
4. Teachers should work together by grade level to ensure that each teacher is weighting grades in the same manner, in order to be fair and consistent.
5. Grades cannot be lowered because of conduct.
6. Assessment of student progress should be in accordance with Guilford County Schools' assessment expectations, and in support of Colfax's instructional programs.
7. Homework is reviewed for completion and not an official grade.
8. 3<sup>rd</sup>-5<sup>th</sup> grade teachers are to update student grades in Power School weekly – this will be monitored by administration. Students should have a minimum of 1 grade per week in Power School.

\*Please think about the effect of a child receiving a "F" for a grade. Look into why a child is receiving the "F" and what you can do to work with the student to improve the grade (Mastery Learning). Be sure you are consistently communicating with parents if a student is not completing work. Do not just wait for the report card to go home and do not wait for the parent to ask you. (Be proactive). A zero should not be given, as it seriously skews the overall average.

\*Be sure that you are making personal contact with a parent if a child shows a pattern of failing grades. **Do not wait until the interim or the report card to let the parent know a child is failing.** Make sure any concerns regarding grades/academic performance and progress are clearly communicated early on with parents. Keep them continuously informed! When you write your report card comments, they should not be copied and pasted for each child, rather they should be individualized and personal.

Ninety percent (90%) of the letter grades given on the quarterly report cards should be made up of tests, quizzes (announced and unannounced), graded class work, and special projects. Homework is reviewed for completion and not an official grade.

Remind parents that they can access their student's information on the GCS Power School Parent Portal at <http://gcsnc.powerschool.com/public>

## Grading Scale

The scale to report student progress in grades K-2 shall be:

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- 4 = Consistently exceeds grade level expectations
- 3 = Consistently meets grade level expectations independently
- 2 = Needs support to meet grade level expectations
- 1 = Below grade level expectations with support

The grade scale for grades 3-12 students in Guilford County Schools shall be:

- A = 90 - 100
- B = 80 - 89
- C = 70 - 79
- D = 60 - 69
- F = 59 and BELOW
- I = INCOMPLETE

The lowest grade we are to record for averaging in our grade books is a 59. A 59 and below is an "F". Students should not receive a "0" for any grade. See principal if you have an extenuating circumstance.

If you have a student that you *are considering retaining*, at no time should they receive a 3 or a 4 on their report cards or interims. Any student you are considering retaining must have a PEP and be in IST. It is very hard to justify retention if they are meeting grade level expectations.

### **Guided Reading Book Room (Room 130)**

The Guided Reading book room has been relocated across the hall. Several staff members have worked very hard this summer organizing and labeling the books. Chapter books have been added to the collection and the check-out process has changed. To check out books to use in your classroom, locate the level of the book and the book. Take the pink card out, write your name on it. Find the binder on the cart. Locate your name in the binder, put the pink card in the pocket with your name. When you are finished with the books, *return the books to their proper location!* It is very important to keep the room organized so others may use the resources.

### **Hallway Expectations**

- Hall procedures must be uniform across all grade levels.
- Follow PBIS expectations for the hallways (see PBIS handbook)
- Students are to be sent out of the classroom in pairs to run errands, make bathroom trips, etc. NO child should ever be sent anywhere alone in the building.
- Hallway expectations will be posted:  
Remember - LINE TIME IS QUIET TIME! (Level 0 voice at all times)
- In the mornings, students should enter the building quietly and walk in a single quiet line on the right to their destination.
- When walking the entire class in the hallway, teachers are to walk with their line where they can continuously monitor the students. DO NOT walk in front of your line, walk in the middle of your line so you are able to supervise the entire line.

### **Health Records**

Check the health records of every student within the first ten days of school. File the health cards in the proper place in cumulative folders. Contact the office and report any child that is not in compliance with the immunization law. Students have 30 days to be immunized and/or placed on an

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immunization schedule. Kindergarten students have 30 days to have a Health Assessment on file. On the 31<sup>st</sup> day, a kindergarten child will be suspended if the Health Assessment form is not on file and/or if the immunization record is not complete.

### **Homework Policy**

*The purpose of homework is to practice what has already been taught in class.*

- Kindergarten, first, and second grade students may be assigned up to thirty (30) minutes of homework for the evening.
- Grade three students may be assigned up to forty-five (45) minutes of homework for the evening.
- Students in grades four and five may be assigned up to sixty (60) minutes of homework for the evening.
- Homework may be assigned on Monday, Tuesday, Wednesday, and Thursday evenings. Reading for 30 minutes is the only homework to be assigned on Fridays or over holiday breaks.
- No assigned tests may be given on Mondays or the day following a holiday.
- Projects may not be due on Mondays.
- *Reading, studying for a test, or completing a project should all be included in calculating the amount of time your students will have to spend on homework.*
- An unfinished class assignment taken home to complete is homework.
- New material may not be assigned as homework until it has been covered in class.
- Student homework may be turned in late with no more than 5% off the grade.
- We do not give zeroes for student work or tests. 59% (which is an "F") is the lowest score to be recorded in your grade book for averaging purposes.
- Homework may count for no more than ten percent (10%) of a student's quarterly grade. The remaining ninety percent (90%) should be made up of tests (announced and unannounced), graded class work, and special projects.
- If a student continuously does not turn in homework, it is your responsibility to determine why (make a personal contact to the child's parent – do not wait until the end of the quarter to make a parent aware of the problem). Continuous punishment will not solve the problem – do not give silent lunch for not having homework done. Look at alternative strategies.

### **Instructional Supplies & Copies**

Please decide as a grade level team what materials you need to support your instructional program for students to be successful. Let me know what you need, and we will prioritize the money in our budget to ensure the students and staff is allocated the necessary resources. Please also investigate any local civic or business grants that are available. Donors Choose has been a great resource for teachers. (If you write a grant please communicate that with Mrs. Kimsey and complete the required GCS form – more information can be found at this [link](#).)

We always try to have plenty of supplies on hand. We want you to have the supplies you need, but please be conservative in using the supplies. If we are out of a particular item, please inform our school Treasurer/Secretary immediately. Staff members are reminded to limit the number of copies made to those absolutely needed. Before you make a class set of copies, think about how you can turn the worksheet into a Kagan cooperative learning activity or make a reusable format. (Worksheets do not connect dendrites ☺) If you need supplies, please do not send students up to the front office, often Mrs. Payne isn't available and other staff are busy. Send Mrs. Payne an email, and she will get it to you within 24 hours – prior planning is important!

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We are charged for every copy that is over our allotted number of copies. Each teacher will be given a case of paper to use for the first semester and another case the second semester. There are 5 copiers available for use throughout the building. Plan well in advance so that you have all necessary materials prepared and ready to go before you start your lessons. Do not wait until the morning of the lesson to make copies. You should not be leaving the classroom to make copies during your instructional time with the students.

### **Interim Reports/Report Cards**

Report cards are issued each nine weeks. Calendar invites have been sent with dates for the year.

Teachers will keep parents informed of each child's daily progress through the weekly folder, email, note, etc. Do not wait for the interim reports to go home to make a parent aware of a concern.

At the middle of each grading period, interim reports will be sent home with every child. Following each grading period, the report card will be sent to parents. On both the interim reports and the report cards, carefully word comments on these documents in order to add to the parents' understanding of the child's progress and that you are still positive about their child's ability to succeed. Interim and quarterly report cards will be reviewed by administrators for specific and detailed comments. Be sure to include specific academic strengths and weaknesses, including specific data. (i.e. IRLA levels, iStation levels, etc.) Comments should not be copied and pasted for each child, rather they should be individualized and meaningful.

Interim reports will go home on 9/25/19, 12/9/19, 2/24/20, and 5/4/20

Report cards will go home on 11/5/19, 1/30/20, 4/14/20, and the last student day

### **Lesson Plans**

Be sure your lesson plan book is in an accessible location daily for administrators to be able to review when needed. A copy of your daily schedule is to be submitted to the principal and the assistant principal by August 26th.

Teachers should have clear, detailed lesson plans with a clear objective that is focused on the standards, APK activity, differentiated learning assignments and I Can statements stated. These plans should be clear and detailed enough for a substitute to follow. Every Monday morning, the teacher should leave "the current week's plans" (5 days) completed and in an easily accessible location. Plan books are to be available for the principal and assistant principal during walkthrough visits.

### **Lost & Found**

Stress to your students and their parents to place the child's name on everything they bring to school. Clothing items should be placed in the container in the nurse's office. Send items such as glasses, jewelry, and money to the office. If these items are not claimed in a reasonable amount of time, they will be donated to a charity.

Please take all misplaced LUNCH BOXES to the bookshelf in the cafeteria. Please do not send them to the front office, students can collect them when they go to the cafeteria.



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### **Lounge**

Each lounge is provided for staff use. Faculty and staff should use the lounges with professional discretion. Do not send students to get items for you in the lounge by themselves. The lounges are provided for your convenience. All items should be removed from the refrigerator and freezer on Friday afternoons to allow for cleaning. Any item left over the weekend may be discarded. Clean up your area before leaving and never put bottles or cans in the freezer.

Please clean the microwave after use if needed. We all share in the responsibility for keeping our lounges clean and neat.

### **Mailboxes**

Check your mailbox (1) each morning, (2) at lunch time, and (3) before leaving in the afternoon. Do NOT send students to check mailboxes, there is often items in mailboxes that are confidential in nature. Students should be in class receiving instruction!

### **Maintenance Requests**

The assistant principal, your hallway custodian or a member of our office staff should be notified any time you have a situation in your classroom that needs maintenance attention. If the problem cannot be fixed locally, we will submit a work order to the GCS maintenance department.



Work orders fall into three categories as determined by the maintenance department: Routine, Urgent or Emergency. Keep in mind that what may seem “Urgent” to us may be considered “Routine” to maintenance. A work order will be submitted for the issue. We ask for your patience and understanding if your concern is not addressed as quickly as you think it should be.

### **Medication**

Whenever medication is prescribed that will need to be administered at school, an Authorization of Medication form must be completed by the physician and the parent before the medication can be given. Medication must be delivered in person in the prescription container by the parent or guardian at the time the Authorization of Medication form is submitted. All medication must be administered in the form or manner as directed by the physician and according to the instructions prescribed. The labeled container shall include the name of the student, the name of the drug, and the frequency of dosage. Whenever the medication is changed by the physician, the parent is responsible for getting a new Authorization of Medication form filled out by the physician and submitting it to our office. The teacher administering the medication will keep the medication in a lock box and maintain a student log as to when the medication was given to the student. No medications (over the counter or prescribed) may be administered by school staff to our students at any time with an Authorization of Medication form.

### **Multi-Purpose Room Reservations**

1. Check the notebook on the door to ensure that the space is available.
2. Mark the dates/times you would like to reserve the room. Send calendar invites to the necessary people (sound, chairs, etc.) and write on mailroom calendar.
3. Complete the Multi-Purpose Room Usage Form two weeks in advance if you need to use the MPR for an activity. Copies are in the mailroom, in the file cabinet.
4. Please note what you need (chairs, sound system, etc.) and let appropriate staff know.

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5. Please leave the Multi-Purpose room as you found it.

### **Nondiscrimination Policy**

In compliance with federal laws, Guilford County Schools administers all educational programs, employment activities and admissions without discrimination because of race, religion, national or ethnic origin, color, age, military service, disability, marital status, parental status or gender, except where exemption is appropriate and allowed by law. Refer to the Board of Education's Discrimination Free Environment Policy AC for a complete statement.

Inquiries or complaints regarding Title IX should be directed to:

Guilford County Schools Compliance Officer  
120 Franklin Boulevard  
Greensboro, NC 27401  
Phone: 336-370-8154

Inquiries or complaints regarding Exceptional Children or Section 504 should be directed to:

Director of Exceptional Children  
120 Franklin Boulevard  
Greensboro, NC 27401  
Phone: 336-370-8103

### **Observations**

You will be notified as to which cycle you are on (see observation cycle form). You will be contacted via email by Mrs. Kimsey or Mr. Morgan to set the date for your first observation. You may change the time later if needed. You will need to set the pre-observation conference up at least two days prior to the observation. All teachers will complete the Self-Assessment Rubric during the first three weeks of school and develop a PDP.

Mr. Morgan, Ms. Alley and I plan to conduct "Walk-through" observations daily throughout the school year. We will make every effort to come in all the classrooms daily to really get a "feel" for what is going on. We will make every effort not to disturb your lessons, but when students are doing guided practice we may watch, ask questions, or even get involved. Let's make time to talk about instruction frequently!

Please review your Professional Development Plan periodically to remind yourself of your goals and strategies. Please remember that an evaluation is an opportunity to grow and improve, which we all need. Also remember that in addition to instructional implementation, what you are seen doing from evaluation to evaluation is also factored into your evaluation.

Please email Mrs. Kimsey a copy of your weekly newsletters, unless it is posted on your website. In evaluating you, we also look at the learning environment that you have created in your classroom, how you treat your students, how you handle classroom management, participation in extra-curricular activities, your support of the PTO, relationships and collaboration with team members and other staff members, leadership roles and other contributions to the school, cooperation in implementing school initiatives, and your relationship with your students.

## **Office/Workplace Decorum**

Remember that we have only have one chance to make a first impression. We always want to be welcoming and hospitable. Please remember that the front office area is a highly visible public area with parents and visitors constantly passing through during the day. We must be concerned, not only with what the public sees, but also with what is heard. Our personal demeanor also communicates favorable or unfavorable impressions. We must always be concerned with creating a positive impression with the public we serve. It is important to be positive and professional if we wish to win and maintain the community's respect.

Never discuss or reprimand a child in a public area of the school including the front office waiting area. (Do not yell at or embarrass students) Sensitive issues concerning your class or other school related matters should never be discussed near the office reception area. In order to maintain an environment in which the office staff can concentrate on answering phones, greeting visitors, and conducting school business, staff is asked not to gather in the office for social conversations with one another.

## **One Card Information**

All students will receive a One Card with their photo and student number. These cards are used in the cafeteria (breakfast and lunch) and the media center. We won't wear them on field trips as this is a safety concern for the child. Please don't have students wear them on the playground or to PE. They do need to take them to breakfast. **Please do not allow the cards to go home!** They will wear them with a break away lanyard. Students are NOT allowed to use their own lanyard due to the choking hazard. New cards will not be issued each year, according to the district. If you have a student missing a One Card, please email Ms. Smith. She will let the photographer know and a card will be provided as soon as possible. If a student loses their one card and or lanyard they have to pay a replacement fee of \$5.00 per card and \$1.00 for the lanyard. Even though this amount is less than \$10, please consider writing a receipt for documentation for parents and the district that a replacement fee has been paid.

## **Organization and Management of the Classroom**

- Begin the year with high expectations and reinforce daily.
- The classroom and all materials are to be ready at the beginning of each day.
- Classroom rules/procedures/consequences must be in place and consistently enforced and reinforced. Visual aids are to be used to reinforce expectations.
- Grade levels are to work together to be consistent with their "Filling the bucket" system for their students.
- Our PBIS has policies for common areas – restroom, playground, cafeteria, assemblies and buses. There are also rules and procedures which govern student behavior in the following settings: the regular classroom, special classes, playground, cafeteria, assemblies and hallway transitions between lessons and between settings. Rules for classroom behavior should also include rules for oral participation and rules for movement.
- There are to be rules/procedures governing administrative details in the classroom such as: distributing/collecting materials and papers, sharpening pencils, getting water, and going to the restroom. Kindergarten, first, and fourth grades have bathrooms in their classrooms for the students. It is expected that the students use the bathrooms in these classrooms (these are not teacher bathrooms).

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- The classroom should be neat, clean, and well organized. No objects, trash, or belongings should be on the floor (including book bags). There should be NO messy desks with papers crammed inside. Teach your students how to organize their desks (and cubbies) and keep them clean. Model these behaviors with your own desk.
- The teacher's work area should be well organized and neat. Materials should be ready for each activity.
- The teacher should use a variety of resources for teaching-use less paper at every opportunity.
- The board should not be cluttered with "stuff." It should be used effectively for instructional purposes.
- The teacher should be up and circulating in the classroom monitoring instruction and behavior (be actively engaged with student learning) – NOT JUST SITTING AT THE DESK OR COMPUTER.
- The I Can statements are to be posted every day for each lesson along lesson/module/unit numbers.

### Parent Communication

Good communication with your students' parents will eliminate 95% of possible conflicts. It is imperative that you plan for early positive contacts as well as notification of problems. *All teachers are to make a personal phone call to every parent (homeroom) prior to Open House August 21<sup>st</sup> to welcome them to your class.* This phone call will be to let parents know which class their child is in. Teachers shall hold a conference with each child's parent(s) during the first and third quarter. Other parent conferences should be held anytime there is a concern about student progress or behavior. (Do not wait until report card time to let a parent know there is a concern)

Remind parents that they can access their student's information on the Power School Parent Portal at <http://gcsnc.powerschool.com/public> Teachers are to input student grades within a week of an assignment being graded. This site is also a useful tool for teachers to add comments about assignments. Be sure you are sending messages and reminders to parents weekly via an email distribution list or the Remind app. Please invite Mr. Morgan and I to your classes so we can join in the notifications.

Telephone conferences can also be effective in many situations if not over-used. We recommend that you use newsletters, class web pages, email distribution lists, Remind Me App, certificates, small awards, good-news notes, etc. to establish positive communications with your students' parents. At the middle of each grading period, interim reports will be sent home with every child. Following each grading period, the report card will be sent to parents. Carefully word comments on these documents in order to add to the parents' understanding of the child's progress and that you are still positive about their child's ability to succeed. Interim and quarterly report cards will be reviewed by administrators for specific and detailed comments. Be sure to include specific academic strengths and weaknesses.

At the beginning of the school year, teachers must communicate to parents the grading procedures, class conduct rules, class administrative procedures, and homework requirements. Throughout the year, parents should be made aware of the instructional goals and objectives you are teaching each quarter. Be sure that parents are provided with rubrics prior to starting a new unit.

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### **Parent Phone Calls/Parent Delivery of Student Items**

In order to lessen interruptions to your instructional time, the office staff will NOT put calls into your classroom nor will the office staff call into your classroom for a child to pick up, library books, homework, lunches, etc. The office staff will leave a message on your voice mail notifying you to send the child (and a companion) up at your convenience. If possible, these items will be delivered to you, to reduce time out of the classroom. Since these are items the child will need during the day, it is important for you to check your voice mail often throughout the day particularly before snack, specials, lunch and before dismissal for transportation changes.

Likewise, parents will not be allowed to bringing items to your classroom during the instructional day as this tends to interrupt the flow of your lesson. The front office will deliver or call a student to come and get items at a time convenient for the classroom.

### **Parent/Teacher Conference Dos and Don'ts**

Remember: *If you want to be heard, the first thing you must do is listen.*

DO always greet parents warmly at the door. Plan and create an inviting environment. Accompany parents to a place where you can sit together and converse comfortably. Some teachers opt to group chairs in a semi-circle near a table or other surface where they can share student work.

DON'T summon parents into the classroom and direct them to sit in front of your desk. Parents may be anxious or fearful about meeting with you, a key authority figure in their child's life. If you distance yourself, put them in a subservient position, or appear to condescend, you're undercutting the chances of a successful meeting.

DO start the meeting by showing that you care and know something positive about their child. Summarize the student's strengths before raising problems. Of course, if you have a heavy student load, it can be hard to get to know each child very well by early fall conferences. Three hints:

Keep an index card on each child and jot down observations that you can later share. For example: "Alex told us in class the other day about his winning home run." "Kelly has a wonderful way of making friends with children who are new or feeling shy."

DON'T begin the discussion by focusing on the student's problems. The students in your class are all somebody's beloved child, and parents come in hoping that you will see the best in their child.

DO rehearse what you want to say. Practice warm-up introductions, prepare an outline, and prepare a checklist of areas to cover. Plan how you will keep track of time and stay in control of that time.

DON'T wing it. Be prepared with necessary materials (data, work samples, etc.)

DO use materials from the student's work folder. It is much easier to demonstrate progress or show parents concretely what a student needs to do to improve if you utilize these materials.

DON'T rely on verbal descriptions of the student's work and progress. Avoid subjective statements such as "His conduct is bad." Instead, cite specifics such as: "She talks out of turn," or, "He won't sit in his seat."

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DO use positive, nonverbal behavior. Listen reflectively. Maintain good eye contact. Lean in when you speak or make suggestions. In your suggestions, acknowledge the stresses of parenting: "I know it can be difficult to find the time to read with your child every night. Try asking your child to read aloud while you're preparing dinner."

DON'T point a finger at parents or place blame.

DO engage parents in planning best ways to help their child. Seek their suggestions first.

DON'T dominate a meeting so that parents can't ask questions or make suggestions. There's so much you want to tell them but think hard about how much information parents need. Parents are most interested in specifics related to their child and will almost always have concerns or questions of their own. Allow for occasional silences, which give the parent an opportunity to ask a question or voice a concern.

DO give parents something to take home with them. They can review material more completely at home and refer to it during the year. This can also save time at the conference. If you offer a handout on curriculum, for example, you won't need to go over it verbally in exhaustive detail.

DON'T send them home empty handed.

DO end positively, with a proactive message of hope. Set goals. Review how parents can help. Mention plans for follow through. Let parents know their support is needed and appreciated. If appropriate, send a follow-up letter.

DON'T end the meeting on a negative note by recounting the student's problem.

### **Parking**

On student days, staff members are to park in the Faculty Parking Lots. Staff members may park in the bus lot on teacher workdays. Be sure to lock your vehicle. Do not send students to your car to retrieve items for you. Do not park at the side doors or classroom doors, you must park in an actual parking spot. The access lanes must always remain clear for emergency vehicles.



### **Permission to be Photographed**

All students who are photographed or video-taped must have a GUILFORD COUNTY PERMISSION TO BE PHOTOGRAPHED FORM on file in your classroom. If the child does not have a form on file, he/she may not be photographed. Students in foster care may not be photographed. We must have a new form on file each year for each child.

### **Playground & Recess Procedures**

- Please make sure students go to the restroom prior to going outside – if a student must come in a teacher needs to accompany them, students always need to be supervised.
- Teachers are to take students out to recess at their designated times for 30 minutes. Use your recess time on your formal PE days for other activities such as reading buddies.

- Grade levels are to work together to share their playground areas to ensure that the students are spread out between classes to decrease the chances of problems. Teachers are to reinforce the PBIS expectations for the playground.
- The teacher must always be able to see all students and actively monitor the students. **Do not stay seated at the picnic tables.** You are expected to spread out with the other teachers in order to consistently supervise your students.
- Students do not need to be on the playground equipment every day. There are other activities for them to do on the playground. If you need some new ideas, ask our PE teachers to help you think of something new for your students to do.
- Someone on the grade level needs to take a walkie to the playground and it needs to stay outside until the LAST class comes in. Please make sure it is on and the volume is up.
- It has been unfortunate that children have been hurt on our playgrounds. We want to ensure constant supervision of our students.
- Often when the injury is caused by an accident, the statement we have heard most often from our faculty is, "I didn't see it happen."
- For your own legal liability's sake, realize that judges do not like to hear that answer in their courtrooms as North Carolina Law has assigned you to supervise each student in your class during school hours. We want a year with no injuries. We also want to protect everyone from the possibility of a parent taking legal action because of a playground injury or an assault on his/her child. The more structured our playground activities are and the more closely you monitor – the more you are protected.
- Teachers should give specific directions concerning the activities students can participate in during recess.
- Students should be given specific choices of activities and not allowed to just go out and do whatever they want all the time.
- In order to prevent lawsuits, students must be taught specific safety directions and rules for the games they will participate in. They must also be taught safety rules for using playground equipment.
- **No physical contact games are to be allowed.** Two finger touch is the only tag play allowed.
- Repeat: You must actively monitor your students.
- Classes should play in separate areas, as much as possible, to reduce the possibility of conflict or injuries. NO MORE THAN THREE (3) CLASSES should be on the bus parking lot at one time. If a child from another class is doing something wrong on the playground, please correct the child and inform his/her regular teacher. We have 3 baseball fields and a walking track in front of the school that can also be used every day.
- Chairs should not be taken out to playground areas as adults must be standing and actively monitoring children-this is best done when standing and moving around.
- Sidewalk chalk should only be used to mark off game areas. No other kinds of drawings or writing are allowed. Special permission from the principal may be given for special art projects when asked.
- Students must always be under adult supervision.
- When recess is over, students should be lined up and transition quietly. Remind students to wipe/clean their shoes before entering the building. Follow hall rules.
- Dodge ball/football is not to be played by any grade level.
- The playing field and ball fields should be used for all other games and activities. See our PE specialist for creative ideas and information.
- The members of your class must remain in one area where you can observe them all.

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- REMEMBER: 30 minutes of recess/physical activity is required each day on your non-specialist PE days. Recess is not to be taken away as a form of punishment.
- Please include brain breaks throughout the day, especially after long stretches of academics.
- *ALWAYS take your red emergency bag to recess/playground.*

**Please note it is against NC State Board Policy to take away recess or require students to complete work during recess.** No student should be seen carrying a clipboard to the playground, at any time. For more information, please see below:

State Board Policy, HRS-E-000 states that appropriate amounts of recess and physical activity shall be provided for students. Physical activity required by this policy must involve physical exertion of at least a moderate intensity level and last for a duration sufficient to provide a significant health benefit to students. Structured recess and other physical activity may not be taken away as a form of punishment.

### **Poster Maker**

Remember that we have a poster maker in the Media workroom. Your grade level representative has or will be trained on using the machine. Please do not attempt to use it unless you have been trained by Mrs. Runyon! It is very expensive, and supplies are as well! If you want to make a personal poster, the cost is \$3.00 for the small size and \$5.00 for the larger size. The money will be used to purchase replacement parts in future years, along with ink as needed. Examples of the sizes are posted in the Media workroom.

### **Professional Ethics**

I know that we all would like to have a positive and inviting learning environment for everyone to work in together. In order to achieve this goal, we expect staff members to be proactive and positive professionals. We always need to work together in a positive manner as a team. It is important to maintain a positive attitude with all that we do (negative talk does not help anyone). We set the tone for our school. We consider it unprofessional for a person to discuss the inadequacies of a student before a student or to tell the student or his parents of these inadequacies in a way that will embarrass them. We do not believe that a professional will call out the names of actual students to label their inadequacies nor will discuss with students what is going on in other classes in such a way as to undermine the work that is going on with that teacher.

Please be considerate enough not to discuss school personnel or students with anyone who doesn't have a "need to know." Please be vigilant of the message you may be sending to others that may overhear an inappropriate conversation. Please do not discuss individual – personal matters with a person in front of other individuals that are not involved.

The same goes for interaction between staff members. All students and staff members are equally important! I expect for everyone to behave in a positive and professional manner towards everyone. We have an amazing school community for all of us to work in. It is important that all staff member recognize what an amazing school we have and appreciate what we have. We must be able to focus on the needs of our students and treat one another with respect in order for us to continue to grow in a positive direction.



### **Release of Information**

No one may have access to the information in the child's cumulative folder except our administrative and office staff, counselor, psychologist, social worker, teachers, teacher assistants, or education specialists. Parents must sign a release form (Two way consent) for anyone else to view this information. The exceptions to this rule, as listed in Policy JO under section IV, are persons approved to do research or persons, approved by the principal, seeking information in an emergency related to the health/safety of the student or other persons. When in doubt on what to share, ask first!

### **Reporting Student Injuries**

All student injuries shall be reported immediately to the school office; describe what has happened and determine if a First Responder is needed. Do NOT hesitate to ask for a First Responder. If an ice pack is given to a student, an Accident Report will also need to be completed.

A Student Injury/Accident form must be completed ASAP but not later than the end of that school day every time an injury occurs. The form must be filled out before turning it in to the principal. These records are very important for documentation of liability. You must also contact a child's parent or guardian immediately when a child is injured in your class. Let them make the decision if anything further above and beyond our determination needs to be done.

### **Restroom Procedures**

1. Each grade level is expected to follow the bathroom expectations set up by PBIS. If we are all on one page, there will be fewer problems in this area. *Kindergarten, first, and fourth grades are expected to use the bathrooms in their classrooms.*
2. There should be established times during the school day when your class is taken to the restrooms. This should help reduce the number of individuals requesting to go to the restroom during class time. (look at the master schedule for every grade level when planning these times)
3. If a student expresses an emergency need to go to the restroom, they should always be allowed to go. If they are expressing this need too often, however, the teacher is to contact the parent/guardian to find out if there is a physical problem we should know about. If the parent indicates there is no physical problem, the teacher and parent should come to some agreement as to how this problem will be resolved.
4. Students are not to be allowed to leave the classroom to go to the restroom without first obtaining permission from the teacher. The teacher must always be able to account for each student.
5. The teacher should closely monitor the time a student is out of the classroom.
6. Students shouldn't come in from the playground by themselves, they should use the restroom prior to going outside. A teacher should accompany them to the restroom and escort them back to the playground.
7. Teachers are to establish guidelines providing students with instructions regarding:
  - Which restroom they may use;
  - The route they are always to walk in going to the assigned restroom;
  - Time expectations;
  - Hall rules;
  - General behavioral expectations;
  - Do not allow students to take pens/pencils/markers into the bathrooms.
8. When students are taken to the restroom as a class:
  - The teacher or assistant should monitor the group.

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- The number of students allowed into the restroom at one time should be reasonable.
- Follow PBIS expectations for the hallway and bathroom.
- Only one class at a time should be in the restroom as a group.

### Safety/Security/Emergency Procedures

In the event of an emergency, the first priority is for the safety of the children. The second priority is to notify the office as soon as possible. The principal/assistant principal will respond immediately to the area where the danger exists. The principal's first priority will be to take immediate steps to reduce the danger and secondly to communicate instructions to the office as to what emergency precautions should be broadcast over the intercom.



### Emergency Drills/Signals

Type of Emergency	Signal	Action by You	All Clear When....
Fire	Continuous buzzer/horn/flashing light	Evacuate the building!	Buzzer silenced with announcement for re-entry
Lockdown/Intruder	Announcement: "This is a Lockdown."	Secure students and room; stay put!	Announcement from office.
Bomb Threat	Continuous buzzer/horn/flashing light	Evacuate the building!	Buzzer silenced; wait for bell and /or further verbal directions before re-entry.
Medical	Using the walkie, call for a first responder stating your specific location	Keep your students in your room, away from specified area.	If needed, an announcement from office will be made.
Tornado	Announcement: "A tornado warning is in effect. Take cover immediately."	Follow Severe Weather Procedures as noted in the crisis plan and as designated by tornado maps	Announcement from office.

### Emergency Folders (and red bags)

Your emergency bag should be with your class at all times. This includes field trips, specials, the cafeteria, all evacuations (fire drills, tornado drills, etc.) The emergency bag should also be readily accessible during a lockdown. These bags should be clearly marked with your room number so they can be returned to you as soon as possible.

The emergency bag is to be taken on all field trips with current information. Update it whenever you receive a new student or new address or telephone numbers.

Your emergency bag should contain: (for each student)

1. Parents(s) or guardian(s) name(s).
2. Complete and up-to-date address.
3. Home phone, cell phone, and parent(s) work phone.
4. Emergency phone number of friend or relative.
5. Physician's name and phone.
6. Medical alert information.
7. Names of adults who have permission to pick up a child from school.
8. Current Student Roster
9. Pens/pencils/writing pad
10. List of students with medical plans/needs
11. Copy of students' medical plans
12. Student medication
13. Crisis plan flip chart (with your room number)

The Student Emergency Form should have much of the information you need. You can make a copy of it to put in the red folder.

\*These bags often contain prescriptions (EPI pens) that can be very expensive to replace – please be very aware of the location of your red bag at all times – if you need an emergency bag, please let the front office know!

### **Accidents/Injuries/First Aide-First Responders**

There are designated and trained first aid responders in our school. Use the walkie to say: "I need first responders to the kickball field on the 3-5 playground." Do not share unnecessary information on the walkie, be aware of who can hear. (Be specific - looking for you wastes valuable time!) If a student is seriously injured, the parents must be notified immediately. The office can call for emergency help if needed. If you have an emergency in your room, contact another adult to help monitor your class.

If the injury is significant – obvious broken bone, unconscious student, massive blood loss, etc. – call 9-1-1 and then notify an administrator and call for first responders.

In case of a moderate injury or illness (for example, asthma attack, bee sting, diabetic hypoglycemia, high fever, vomiting, etc.), the teacher or teacher assistant should accompany the child to the office and contact the parent, while the first responders or nurse attend to the child.

### **Accident Reports**

If you send a student to the office for an ice pack, we will send one along with an accident report. Report all injuries to the office immediately and complete the accident report. Accident reports are in the mail room file cabinet. Once completed give to Mrs. Kimsey for a signature.

### **Building Security**

For security purposes, all doors except the front door will be locked at all times. At no time should anyone be let in a rear or alternative door. **Always direct visitors** to the front office to sign in. Caution students about who they let in. All outer doors are to remain shut. Each teacher will be issued a key to his/her room and breezeway. Please safeguard these keys. On regular school days the building is open from 6:30 a.m. until 9:00 p.m. It is a good idea to close and lock your door when you

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and your class are out of the room, to prevent problems. In order to maintain a secure building, doors should not be propped open when you take your students outside.

We historically have had a safe and secure building; however, you are reminded to use common sense relating to your personal belongings (purses, cell phones, etc.)

Additionally, staff members **MUST** not report to school prior to 6:30 a.m. as custodians have been instructed not to open the doors prior to that time. Do **NOT** put them in the middle regarding this opening time by asking them to let you in early.

### **First Responders**

Julie Kimsey, Shelton Morgan, Jernay Smith, Rhonda Costner, Chuck Blair, Kim Wilson, Cinda Krueger, Shawnee Ellsworth and Maura Cost.

### **Gloves**

For your protection, rubber gloves should be worn any time you are helping a child with a cut or any time there are bodily fluids involved (vomit, blood, urine, etc.). Gloves should be requested from the office or custodians. Always take a pair of gloves on field trips and outside to the playground. Appropriate hand washing facilities, blood borne pathogens kit, and first aid kits are in the health room.

### **Tornado & Severe Weather Instructions**

Faculty members are responsible for the safety of each student assigned to them at all times but even more so in the event of an emergency. The tornado/ severe weather drill will be announced over the intercom system. If there is an electrical failure, the “megaphones” will be used.



Students should be instructed to follow the teacher’s command of “Everybody down!” When this command is given, the students should assume the “protective position” described above. Avoid areas of windows, auditoriums, gymnasiums, or other structures with wide, free-span roofs. Students will remain in this position until the “all clear” call is given.

### **Tornado Terminology**

When a tornado or severe weather “**WATCH**” is announced, it means only that the possibility of a tornado or severe weather exists. The following precautions should be taken:

1. Teachers should become very attentive of weather conditions and the possibility that a “**WARNING**” may be announced.
2. Classes that are outside should come inside and return to their rooms.
3. Classes being held in the mobiles may remain in the mobiles unless directed otherwise or if the teacher based in the mobile unit becomes aware of strong winds or dangerous, pounding rain.
4. Classes in the gym may remain in the gym unless directed otherwise.
5. Classes in the media center may remain in the media center unless directed otherwise.
6. Classes in the computer lab may remain in the lab unless directed otherwise.
7. If the “**WATCH**” is announced during the lunch schedule, classes should take their lunches back to the classroom (unless directed otherwise) to be close to their designated safe area.

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When a tornado ***“WARNING”*** is announced, it means a tornado has been sighted. The following should take place immediately:

1. Teachers should take their students to their assigned safe areas. Students should be told to immediately assume the protective posture facing an interior wall. If you cannot make it to your designated safe place, pick the safest place you can find—quickly and orderly!
2. Everyone should remain in this protective posture until the ***“ALL CLEAR”*** is announced.
3. In the cafeteria, classes should move as quickly as possible to their assigned areas. Again, please know, in the event of an actual tornado, we will fill every available interior space with as many children as possible.

The following procedures are to be followed in the event of a tornado:

**If you are in the building:**

- Students proceed out of the classroom to the designated spot in an orderly manner.
- Students should walk quickly and quietly to their designated safe area. If a child is out of your homeroom, the child should take safety at the first available spot. Make sure you explain this to your students.
- Turn off the classroom lights and close the door.
- Remain in the “protective position” until the “all clear” call is given.
- Return to your classrooms quietly when the drill or emergency is over.
- If a tornado has been sighted, please know we will fill every interior location (bathrooms, closets, etc. with children for their protection).

**If you are outside:**

- You should make every effort to get your students inside the building if possible. If a WATCH is already in effect, you should NOT go outside to begin with.
- If you cannot get to your designated area, then get down in the “protective position” in a safe area in a ditch or low-lying area.
- Remain in the “protective position” until the “all clear” call is given.
- Return to the classroom quickly and quietly.

**Protective Position:**

The NC Division of Emergency Management recommends the following position:

- Students should be on their knees facing the wall (if inside).
- Hands should be clasped behind their heads.
- Hands should hold coats over their heads (if available).
- Elbows should be pressed alongside of the students’ heads – elbows touching the floor or ground.
- Students’ eyes should remain closed.

**Staff Reminders:**

- Have your emergency bag. Take attendance. You must account for each child.
- Count students and report any missing students to the principal or designee.
- Always remain calm as the students depend on you to keep them safe.

### **Bomb Threat Procedure/Search Checklist**

In the event our school should receive a bomb threat at any time, the following steps will be taken.

1. The principal will announce over the intercom as well as over the walkie's: "Teachers, we will have a special evacuation drill." That will be followed by the fire alarm signal.
2. When you hear this announcement and the fire alarm signal, evacuate your class according to the fire evacuation plan you have in your classroom. Reassemble your class at least 500 feet away from the building.
3. As you leave the classroom do the following:
  - a. If your room has windows that open, open them;
  - b. Leave the classroom door open;
  - c. Leave all electrical switches as they are – do not turn off any lights.
4. Take your emergency bag. Line your classes up FACING AWAY from the building. All teachers will take the roll once the class has reassembled outside and will notify the principal of any missing students. The principal will assign someone to search for missing students. Do not re-enter the building until the principal directs you to do so.

### **Lockdown Procedures**

#### **Administration Procedures**

1. Verify the situation and gather as many facts as quickly as possible.
2. Instruct all personnel to follow lockdown procedures by announcing "This is a Lock down."
3. Dial 911 and provide the following information to the law enforcement officer:
  - Location of the incident.
  - Type of incident.
  - Number of injured.
  - Number and location of intruders.
  - Description of intruders and weapons.
  - Whether or not the SRO is present.
4. Stay on the phone, if possible, and wait until law enforcement arrives on the scene.
5. Retrieve and secure the Critical Incident Response Kit. (located in Principal's office, Gym, ACES office)
6. Use phone to check classroom status.
7. Meet law enforcement officers.
8. Provide floor plans to law officers.
9. Notify the superintendent/central office.

#### **Staff Procedures with Students**

1. Clear students from the hallway immediately and have them report to the nearest available classroom when a "Lock down" is announced.
2. Close and lock all windows and doors.
3. Cover your door window – it should be uncovered all other times.
4. Move students away from windows and doors. It is preferable to seat students on the floor against an interior wall that will provide them protection.
5. Turn off lights; monitor school email if practical.
6. Account for students. Determine if any students are missing in your class and be prepared to give those names to the office when asked.

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7. Use "RED CARDS" to communicate with emergency responders.
  - RED CARD – (1) The teacher should display a red card in the exterior window and (2) slide a second red card under the door to the classroom to alert responders that emergency assistance is needed as soon as possible.
8. In the event that the intruder gains access to your room and your room is contacted by the office, use the school lockdown code to communicate that something is wrong to the office. For example, you might say, "I have an intruder."
9. In the event an intruder gains access to your room and begins threatening students or firing shots, tell the children to run out the door and go to the office.
10. If your class is outside during a lockdown, do not return to the building. Take your class down the sidewalk along 421 towards Shady Grove Church.

### **Staff Procedures without Students**

Lockdown your assigned area (following procedures above) and remain there until the lockdown is over. Gather any students in the hallways or restrooms. If you are not near your room, go into the nearest one available. You will be called if your assistance is needed.

### **Classroom Items Needed**

1. Teachers should have a copy of the PROCEDURES FOR LOCKDOWN and know the contents. (flip chart)
2. Teachers should make red communication cards for their classrooms. Each classroom should have two (2) sets of red cards. If you need red cards, contact Mr. Morgan. One should be by the window and one by the door.
3. Monitor your email if possible, during a lockdown for further communication updates.
4. Teacher should have their red bag with the red emergency folder with them.

An announcement will be made that we are all clear or you will be notified door-to-door, ask for identification before opening your door.

### **Front Office Lockdown Procedures**

#### **Mrs. Kimsey**

1. Announce Lock Down
2. During drill, check K-1 rooms to be sure they're locked
3. Establish command center.

#### **Mr. Morgan**

1. Lock front doors
2. During drill, check rooms 2-5 rooms to be sure they are locked

#### **Ms. Dillon**

Lock office door  
Lock mailroom  
Monitor alarm system

#### **Ms. Smith**

Close blinds  
Stay beside phone  
Be ready to take the card box if needed

#### **Vickie Moore /Katherine Young**

Lock inside and outside doors to cafeteria and inside doors to multi-purpose room

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Cinda Krueger

1. Alert classes on the playground to come inside
2. Lock the gym

Vickie Moore/Donnie Miller/Rhonda Costner

1. Lock doors to Quad

### **Hazardous Materials**

It is the policy of the Guilford County School System to provide employees with a safe and healthful working environment. Programs are provided which outline the methods of protecting employees and complying with our objectives. This program is to protect the employees from exposure to hazardous chemicals or compounds and to meet the requirements of OSHA's Hazard Communication Standard.

Employees must know how to safely handle or avoid hazardous chemicals, compounds, or substances to which they could be exposed in the workplace. Guilford County Schools provide information on hazardous chemicals in the workplace, and employees must be trained in the potential hazards of these workplace chemicals.

All hazardous chemicals used in the workplace must be labeled and a list of chemicals must be maintained on Material Safety Data Sheets (MSDS). All staff must follow all safety rules pertaining to substances in the workplace.

Do not have anything in your classroom, such as soaps, lotions, cleaning products, or spray that does not have a Material Safety Data Sheet (MSDS) on file. This includes anything that has a warning label. In order to keep students safe, only use GCS provided products. If you have questions, please direct them to the lead custodian, Mrs. Vickie.

### **Fire Drills/Fire Evacuation**

If you see smoke or fire, pull the nearest fire alarm immediately! Then walkie for an administrator. A fire drill will be held within the first 10 days of school and monthly thereafter. Remember to teach all safety procedures to your students.

### **Staff Procedures**

1. Line up your class quickly and quietly. No one is to take the time to grab any belongings.
2. Take your emergency bag with you.
3. Close your door as you exit. Turn off all lights. If you must go through the exit window, do not attempt to close the door.
4. Lead students from the building to a safe distance outside.
5. Take the roll to ensure this. Raise your hand to the person in charge to signal that all children are accounted for.
6. Students should always remain silent in order to be ready for any directions.
7. Remember to include all safety information in your substitute plans.
8. NO ONE will be allowed to enter the building until an all clear is given, this includes parents and staff.
9. We will establish student sign out procedures if needed.

All personnel shall leave the building and remain outside the building until the all clear is given.



### **Fire/Safety Inspection**

All school staff members – including teachers, assistants, specialists, office staff and custodians are responsible for helping to prevent violations of fire and safety codes. Please correct any observed violations or notify the custodians or administrators to correct the problem. Some problem areas (G.S. 115C-525) you should look for:

- All corridors, storage areas, stairways, and closets are clear of trash and debris.
- All exit doors are in proper working condition and unobstructed.
- Fire doors and smoke doors are not blocked open.
- All emergency exit signs are properly illuminated.
- Emergency numbers are posted by telephones.
- Evacuation plan is posted—make sure this is in place before the students return.
- Combustible school materials (books, paper, art supplies, etc.) are stored in a safe and orderly manner.
- No portable electric heaters are present.
- No smoking.
- No items hanging from the ceiling.
- No more than 20% of wall space should be covered with displays of student work, etc.
- You will be asked to explain any infractions in your room that may be discovered by the fire marshal.

### **School Improvement Plan (SIP)**

Our 2018-2019 School Improvement Plan will contain five goals: literacy, math, science, discipline and achievement gap. Our goal will be calculated on a 5% increase of the average of the last three years. Our discipline goal will be to decrease lost instructional time. To view our SIP, please visit [www.indistar.com](http://www.indistar.com) and use the login (username and password: GuestS16349). If you need assistance, please ask your leadership representative.

### **School Visits/Tours**

We are happy to have visitors to our school. The principal and assistant principal will conduct all tours. The school tour is a “general tour” and lasts approximately 30 minutes.

### **Sick Students**



If you have a child that isn't feeling well in your room, please take their temperature. If they do not have a fever above 99 degrees, encourage the student to get some water/go to the restroom/get a snack and try to remain at school. If they are truly sick, contact the parent. Let the front office know if a parent is coming to pick up the student. If you feel like the student is too sick to remain in your room, send them to the front office with their belongings to wait on the parent. If the parent is not

coming or contact cannot be made, the teacher remains the chief care-giver until other arrangements can be made. Depending on the condition of the child, it will be decided where the child is to wait.

### **Staff Attendance/Absences**

All professional employees have 10 accumulative sick days and 2 personal leave days each year. Up to five personal days may be accumulated (Only teachers working directly with children i.e.-

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classroom teachers may earn personal leave). Requests for personal leave should be made, using the proper Leave Form AS-2, at least 5 days prior to the leave and the absence put in AESOP. Personal leave may not be taken on the first day teachers are required to report for the school year, mandatory teacher workdays, or the working day before or after holidays, or vacation days scheduled in the calendar. When you have determined that an absence is necessary, obtain a substitute. Report all absences (including workdays) using the AESOP system (certified and classified) and complete a leave form as soon as you return to school. AESOP is checked each morning. Hours for workdays are 8:00 – 4:00 and staff must sign in in the front office.

Please make every attempt not to schedule appointments on Tuesday's, hold them for meetings.

A Leave Request form (file cabinet, mail room) must be filled out (including workdays) and turned in to Mrs. Kimsey when you take sick leave, annual leave, personal leave, professional leave, or leave without pay at least one week in advance. If you are using comp time, please indicate on the leave form and attach your comp time log. Also, report your absence through AESOP. You will need a pin number to activate this system. The Principal has the right to approve or disapprove Leave Requests.

State employees may take sick leave for the following reasons:

1. Personal illness
2. Illness in the employee's family that necessitates the employee's attendance; immediate family is defined as spouse, children, parents, and other dependents living in the household.
3. Death in the immediate family; immediate family is defined as spouse, children, parents, brother, sister, mother-in-law, father-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, grandmother, grandfather, grandson, granddaughter, stepmother, stepfather.
4. Medical appointments for employee only.

### **Substitutes**

Teachers: If you need to be absent, you **MUST** put the absence in AESOP by 7:00 am on the day of the absence. Teachers are responsible for securing their own substitutes. You must always call AESOP to record your substitute, even if you have called her/him on your own. If teachers are going to be absent, you must put your absence into AESOP and complete a leave form. Teachers, please notify the assistant who works with you, and assistants, you are responsible for notifying your supervising teachers as soon as possible, to allow for a change of plans. If any faculty member who is absent has a duty assignment, please include the information for the substitute, if applicable or notify office staff that someone will need to cover the duty. Make sure someone on your grade level takes over the walkie. You must always have at least 5 days of emergency sub available. Make sure a teammate knows where these are located. Please also ensure that your substitute plans include a **current class roster and a seating chart**. (it isn't the responsibility of the front office to print these for you!)

Kindergarten TA: You can have substitute! Be sure that you request a sub in AESOP.

### **Staff Member's Children**

If your children accompany you to school on workdays, they are to remain with you in your room. They are not to be in other parts of the building unless requested. They are not to answer the phone

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in your room. Your children are not to be present during parent conferences or school meetings unless prior approval is given by principal. If your children interfere with your job responsibilities or anyone else's, you will be asked to make alternate arrangements. Any child of a staff member who attends Colfax and remains after school is the sole responsibility of the child's parent. A child may be prohibited from remaining after school with the parent if the practice interferes in any way with any staff member's ability to perform his or her duties.

## **Student Absences/Withdrawals/Power School**

### **Student Absences**

A note from the student's parent or guardian is needed each time a student is absent. If a student does not bring a note within three days, the absence will remain marked as unexcused. Please turn in notes to Ms. Smith so that the absence code can be changed when needed. Once the change is made, Ms. Smith will return the note to the teacher. Teachers will keep the excuse notes in a folder until the end of the year for documentation purposes.

#### Half-day Absences:

If a student is in school for 1/2 day (until 11:00), he/she will be counted for the day.

### **Tardies**

A tardy slip must be filled out for any child arriving at school after 7:45 at the time they are being signed in at the front office. Tardy slips are to be kept by the teacher in their student documentation folders. Please code tardies appropriately as either excused or unexcused (Follow same codes as absences).

### **Accumulated Absences**

Teachers are responsible for calling parents when students have 3 consecutive unexcused absences, to let them know that their child has missed 3 days of school and to find out the reason for the absence. Attendance letters will go out at 3, 6, and 10 unexcused absences. Letters will be sent bi-weekly.

#### When a student misses 6 accumulated unexcused days:

- Teachers need to contact the parents again and try to find out why the student has been absent.
- Notify the School Social Worker and Data Manager, who will send a letter to the parents regarding the unexcused absences.
- Complete a referral form for the School Social Worker (look in her mailbox).

#### After 10 accumulated unexcused absences, teachers need to:

- Call parents to try to find out why the student has been absent
- Put a note in the School Social Worker's box with a copy of the student's attendance profile. She already will have a referral form for the 6 unexcused days.
- Check to be sure Power School letters have been sent.
- Alert administration as to a possible problem.
- Data Manager will follow up with the principal and social worker.
- All parents will be requested to sign the attendance policy letter at the start of the school year. (see attachment at the end of the handbook) More than 10 unexcused absences will require a doctor's note.

### Checking In and Out

If a student needs to leave school during the day for reasons other than illness, the student should bring a note from home requesting permission to leave. The note should also include a contact number and indicate who is to pick up the student. This note must be turned in to the office before the student leaves.

Any students who are to be checked out due to an illness will be called to the office when their parent/guardian arrive to pick them up. The parent /guardian must sign the student out before the student leaves school.

- *Please be sure to send notes for dismissal transportation changes to the front office to be copied first thing in the morning. The note will be returned to your mailbox once a copy is made for the office.*

### Daily Attendance

Please code your attendance in Power School each morning by 9:00 AM. This is mandatory and when you don't comply it results in Ms. Smith having delays in her job responsibilities.

### Marking Attendance

#### 10 DAY COUNT INSTRUCTIONS

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Class Record

Claxton Elementary

School Year: 2009/2010

Run Date: 05 Aug 2009 11:23 AM

Home Room Code: 101

Teacher: Jeffreys, Margaret P

Room: Room 7

Student Name	Pupil #	Gr. Gen. Ethnic.	08/25/09 Day 1	08/26/09 Day 2	08/27/09 Day 3	08/28/09 Day 4	08/29/09 Day 5	08/30/09 Day 6	08/31/09 Day 7	09/01/09 Day 8	09/02/09 Day 9	09/03/09 Day 10	Summary
Ambrosino, Sophia	751018595	01 F White											
Bovian, Dante	751011410	01 M Black											
Bradley, Cole	751017251	01 M White											
Cloutier, Sarah	751017264	01 F White											
Coats, Khamari	1749415	01 M Black											
Craven, Kaleigh	751017336	01 F White											
DeLaney, Jada	751018193	01 F Black											
Diering, Matthew	751017339	01 M White											
Dimpel, Amaya	751008825	01 F White											
Engelbreitson, Eva	751017352	01 F White											
Feliciano, Javier	751011711	01 M Multi											
Hudak, Luke	751017395	01 M White											
Lennon, Courtney	751017457	01 F Black											
Manlay, Emma	751017461	01 F White											

The Class Record report will be distributed to homeroom teachers prior to the first day of school.

Using the Class Record report, the Homeroom Teacher must do the following:

Day 1: Teachers should indicate in the Day 1 box students who do not show up for school Day 1, with an "NS" for No Show.

Day 2 – 10: Any students indicated as a "NS" on Day 1 but show up on Day 2 – 10 should be marked as "E1" effective the first day they show up for school.

If a student was marked as a "NS" on Day 1 and does not show up within the first 10 days, do nothing more.

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Beginning on the second day of school, teachers can take attendance using Power School. Only Registered students will appear in Power Teacher on the Attendance List.

*Registration Meaning: Have attended school at least one day.*

### **Student Withdrawals**

If a student tells you they are moving or withdrawing, please notify Ms. Smith as soon as possible. If you receive a withdrawal form, be sure to include subjects and grades on this form if grades will not be placed on the report card. Continue to mark a student "absent" until you find out from the office that he/she has withdrawn.

### **Student Discipline**

"In order to promote character and good moral climate, students need to be taught, HOW THINGS ARE DONE – responsibilities to remember and methods to follow as they go through the school day."

Philip Vincent *Developing Character in Students* (1994)

"The most successful classes are those where the teacher has a clear idea of what is expected from the students and the students know what the teacher expects from them."

Harry & Tripi Wong *The First Days of School* (1991)

### **Instructional Discipline**

Teachers must teach not only the curriculum, but also must teach the behaviors and attitudes necessary for success in school and work settings. This must be a primary objective during the first two or three weeks of the school year.

1. Focus on instruction
  - Students must be taught how to be successful and behave responsibly in all areas of the school.
2. Provide positive feedback
  - Teachers must strive to help students to learn by experience that school is a positive and encouraging place.
  - Never take a child's negative behavior personally. This will only escalate the problem. In this profession you must learn how to respond to a child's negative behavior as just a part of the job. Avoid power struggles with students. Do not yell at or embarrass students
3. View misbehavior as a teaching opportunity not as a test of wills
  - All children will test the limits at some time. Consistent instruction and responses from the staff help students to learn what their limits are and reduce the need to test those limits.
4. Collaboration increases success
  - All staff members must work together to provide consistent support for each other.
  - Be sure to include brain break activities for your students during natural transition times throughout your lessons.

### **Skills We Need to Teach Our Students (again & again!)**

- |                              |   |
|------------------------------|---|
| • How to work in groups      | • How to walk in a line                   |
| • How to walk in the hall    | • How to memorize                         |
| • How to study               | • How to use the pencil sharpener         |
| • How to take notes in class | • How to organize instructional materials |

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- How to use the trash basket
- How to evaluate their work
- How to use the media center
- How to prepare for class
- How to use the computer lab
- How to participate in class discussions
- How to show appreciation
- How to use the cafeteria
- How to express disagreement and settle problems
- How to use the playgrounds
- How to deal with anger
- How to request permission to go to the restroom
- How to use the restrooms
- How to problem solve
- How to enter and leave the school
- How to behave on the bus
- How, where, and when it is OK to talk
- How to get the teacher's attention
- How to use classroom resources
- How to prepare for the end of the day

### **Proactive Discipline**

The following interventions are some of the strategies that should be used prior to initiating a specific discipline procedure or plan with a child:

- Eye contact.
- Circulate around the classroom and position yourself at potential problem areas. "A teacher on his/her feet is worth five in the seat." ☺
- Keep an academic problem from becoming a discipline problem. Make sure needed supplies are available. Do students understand how to do the assignment? Can they read on the assignment reading level? Provide assistance in a timely manner. Work time must be structured. Instructional activities should incorporate a variety of learning styles.
- Call on students who may not be participating to draw them into the lesson instead of reprimanding them for not paying attention. Wait a reasonable length of time for a response. Provide clues to encourage an answer.
- Ask a disruptive student to respond to what another student or you have just said. Make every student believe they will be called on to participate.
- Stand near a disruptive student's desk.
- Move the student who is a victim of the disruptive student (e.g. the person being spoken to or being passed a note).
- Use a vocabulary that students understand while introducing them to the meaning of words they may not know.
- Make sure you have taught, and the students understand your rules and expectations.
- Model and have students practice your procedures until they get them right.
- At the early stages of intervention, specify what the student should be doing, not what the student is doing wrong.
- BE FAIR. Convince your students and parents that you are fair! Be consistent.
- Call parents with GOOD news.
- Review the cumulative folders. Check out the reading levels of students having discipline problems.
- Give the child a verbal warning, spoken quietly and firmly, within a few inches of the ear. Be very direct about what the child should be doing and the consequences if your directions are not followed. You must be able to refer to a specific rule in your class.
- Buy for your personal library a copy of *You Can Handle Them All* by Robert DeBruyn and Jack Larson. It provides some great ideas for handling over one hundred different kinds of misbehaviors at school.

- Avoid the use of whole class punishments. This always leaves students and parents with the impression that you are unfair.

### **A Teacher's Personal Influence on Student Behavior**

- You must model respect for others in order to be respected. In fact, you must model every positive character trait you want your students to demonstrate in school.
- You must take time to understand the student's feelings, needs, and problems. "Children don't care how much you know until they know how much you care."
- Try to develop a positive relationship with all your students. They need to feel that you like them. It really is a proven necessary condition of learning.
- You must think about the individual instructional needs of each child. You can give assignments based on individual ability and needs.
- Some of the biggest problems can be solved by listening to a student talk until he/she reaches a solution. Students need to be encouraged to work out their own problems.
- You must make a personal investment in your students. When they fail, we fail.
- You must impart that learning is an enjoyable activity.
- Be willing to try new ideas and teaching strategies. "If you always do what you've always done, then you will always get what you've always got."
- Take time to get the facts about a problem. Listen to all sides. Listen in order to understand a problem before making an impulsive decision.
- Avoid the use of whole class punishments. Hand out punishments individually or to small groups in order that no question of doubt can arise as to guilt or innocence.
- If your students and parents perceive you as being reasonable and fair, they will accept your decisions. Positive communication skills are the key.

### **Student Referrals**

Please refer to the PBIS Handbook for guidelines for completing major and minor referrals. This year there are NO PAPER COPIES of referrals. Referrals will be completed online in the Educators Handbook. More information will come along with training. In order to submit a major, ALL SECTIONS of the referral must be complete. The teacher must be specific in stating why the child was referred. Once the student is referred to the office, the administrator will determine next steps based on the student's individual situation and the GCS student handbook.

Keep a written record of your students' Minor Discipline Offenses in your classroom. This should always be available to the office if needed. Follow PBIS procedures for Minor Discipline Referrals.

Grade level rules and procedures should be developed as a team on each grade level. There should be a consistency of expectations across each grade level. If each teacher is teaching the same rules and expectations on a grade level, there will be fewer problems when you do activities together (such as field trips, etc.).

Discipline referrals to the office should be few and only for flagrant disruptive behaviors. The above discipline referral procedures must have already been carried out unless the incident was of a violent or dangerous nature. All other discipline problems should be handled in the classroom – which has been the case in recent history. Remember: An individual OFFICE DISCIPLINE REFERRAL form MUST accompany each and every individual child referred to the office, they will be submitted online through Educator Handbook.

Minor scuffles, pushing, or verbal arguments should be handled with grade-level discipline procedures in the classroom. If you did not see what happened, you must investigate it thoroughly before taking any action. Other children do not make good witnesses because they often take sides against someone. You must take time to listen to all sides of the story when more than one child is involved. Avoid the use of whole class punishments.

If a student is referred to the office, the principal and assistant principal reserve the right to determine the appropriateness of a punishment for each individual student according to the circumstances. The teacher must not punish the child further if the child has been referred to the office.

## **Student Support Services**

### **Attendance Referrals**

Referrals for attendance problems/concerns or the need to contact parents should be made to the school social worker. Please copy Kimsey on these emails.

### **Clothing or Food Insecurity Referrals**

Referrals for children with need for clothing items, food items or school supplies or similar need should be made to the Social Worker or School Counselor. The Counselor and Social Worker will also work with referrals for individual, small group, or large group counseling. The Social Worker and Counselor will also work with referrals of children for conflict management, school adjustment, self-esteem, screening, abuse, neglect, and other matters.

### **Community Agency Referrals**

Referrals to community agencies, such as the Mental Health Department, Department of Social Services, Youth Services Bureau, Youth Care, Health Department, etc. should be made through the School Nurse, School Social Worker, or School Counselor. The principal must be informed and allowed to review any case prior to notification of an outside agency. **REMEMBER**---We are required by law to report any case of suspected neglect or abuse. Policy requires that the principal be made aware of all such reports. Documentation of referrals to outside agencies is required. Additionally, our social worker should always be notified of DSS referrals so that she may keep a record of these referrals.

### **Intervention Support Team Referrals**

The first step in considering the referral of a student to the IST team is to complete a Personalized Education Plan. This must be done prior to obtaining a green folder. Continue classroom level interventions for at least 4 weeks. After the appropriate amount of time, you may request a green folder from Dawn Alley, Julie Kimsey or Shelton Morgan. Be sure to follow all procedures for initiating an IST referral. Remember, NO STUDENT can be considered for retention without an IST referral in place.

### **Medical or Health Related Referrals**

Referrals for medical attention or health related matters must be made to the School Nurse. Please keep the principal informed of any unusual situations. In an emergency when the nurse is not available, consult with the principal.

## **Student Weekly Folders**

Student work should be sent home weekly (typically Mondays) in folders as a part of your scheduled routine. Parents should know to expect these folders on weekly in order for them to plan to review the contents. This is a good time to send weekly newsletters, notice of special assignments, activities, or



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special requests. Please put a copy of your newsletter on your class webpage for easy access. Be sure you are consistently using your classroom distribution email list and the Remind Me App to keep parents informed of what is happening within your classroom.

### **Substitute Teachers**

When it is necessary for a teacher to be absent, acquire a substitute teacher for each absence through the AESOP system. Teachers should have available for a substitute the materials necessary for him/her to carry on with the instructional plan. Some items, which should be provided for a substitute in an easily accessible folder on your desk, are as follows:

- **An updated class roster and seating chart.**
- The teacher's daily schedule including times for various subjects and other activities.
- Information regarding how to handle emergency situations and special medical information about students.
- Fire, tornado, and other signals including the red folder with pupil data sheets.
- How to communicate with the office.
- Schedules for special activities for students (AL, LD, Tutoring, etc.).
- Seating charts.
- Class and school rules.
- Guidelines for the media center.
- Guidelines for the cafeteria-clearly state that the substitute teacher must remain with the class during lunch.
- Information about assistant help if available.
- List of your duties (bus, etc.).
- A reminder to see the school secretary to report being here and sign in.
- The name of another teacher to call on for assistance.
- **THOROUGH LESSON PLANS.**
- Other materials or information that might help the day go smoothly.

A Substitute may be acquired for a minimum of 1/2 day.

Morning Substitute: 7:10 - 11:00

Afternoon Substitute: 11:00 - 2:45

- If more than one class period is missed, the teacher will be charged with a minimum of 1/2 day. A substitute teacher packet should be kept in an accessible place.
- **A teacher taking a day without pay is charged for the substitute.**

### **Telephones**

Our telephones are available for school related business. Long distance calls may be made anywhere in the building. Please don't send students to the front office to call home, they may use the class telephone.

### **Staff Cell Phones**

Staff members are reminded to refrain from making or taking phone calls during the day unless those calls are of an emergency nature. Staff members are also to refrain from texting and social networking during school hours (unless there is a school emergency) and PLC's. Make sure your cell phone on vibrate during PLC's, faculty meetings or parent conferences.

### **Student Cell Phones**

Students are not allowed to possess cell phones while at school. This is explained in the Parent/Student Handbook, p. 10, 19 and 29. This is also explained in the GCS Code of Student Conduct, RV 27.

### **Textbooks**

If textbooks are still in use in your classroom, you are to maintain an accurate log of current textbooks (log is provided by administrators). If extra books are required on a grade level, the chair is to write a request for the extra books to the assistant principal. If textbooks need re-binding, let Mr. Morgan know.

When students withdraw from the school, textbooks are to be returned to the assigned teacher. All texts are to be kept in the classroom. If a book is lost, you may find out the price of the book from the assistant principal. If money is collected for a lost text, the money is to be turned in to the secretary/treasurer. Please keep extra texts in a safe place.



### **Time Sheets (Classified Personnel)**

When completing a time sheet, please use the appropriate legend(s) as listed below, and also in the lower right corner of the time sheet:

S-SICK  
V-VACATION (Annual Leave)  
B-BONUS  
SD-STAFF DEVELOPMENT  
H-HOLIDAY  
C-COMP TIME  
JD-JURY DUTY  
FR-FIRST RESPONDER TRAINING  
O-OTHER (EXPLAIN ON REVERSE)

Seven and one-half hours should be recorded only when you serve in the classroom as an assistant and recorded in the designated box for when you take sick leave, vacation/annual leave, comp time, etc., as per legends listed. These are not regular hours worked. Committee meetings, etc. held after school should be recorded as additional hours worked and must be recorded on a Guilford County Schools' Compensatory Time Record as other comp time should be and approved by the principal. An approved copy must be on file for payroll purposes, along with time sheets and approved leave forms.

Always complete a GUILFORD COUNTY SCHOOLS' LEAVE REQUEST form for sick leave, vacation/annual leave/attending meetings or workshops away from the school and record the absence in AESOP. All time sheets should be turned in on time so that payroll is not delayed.

\*If you have read that you need to do a leave form and put it in AESOP at least twice already, the first person to email Kimsey wins a prize!

### **Tobacco-Free Facilities**

All Guilford County Schools facilities, both educational and athletic, are tobacco-free learning environments.

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## **Videos**

Video clips may be viewed in class for educational purposes only – they must be related to the content and/or standard you are working on. Videos must have a “general audience” rating. Videos may not be viewed for entertainment purposes. All videos viewed by students must be directly correlated to the curriculum standards and I Can Statements of the lesson currently being taught. Videos must be followed by an academic activity or mini assessment of what the students have learned. If you have any question regarding the legality or suitability of a video, you should consult our media specialist.

## **Visitors**

Visitors are welcome at Colfax Elementary School. In order to promote the safety of our students and staff, visitors must report to the front office immediately upon arriving on campus and secure a Visitor’s Badge. All school personnel are charged with directing all visitors to the office. Notify the office of anyone that cannot be identified as an approved visitor or who appears to be acting in a suspicious manner. Always ask, “*May I help you?*” when in doubt. **Please wear your GCS ID badge at all times.** If we are going to require visitor stickers, then others should be able to identify us as well.

## **Volunteer Program**

A strong volunteer program goes hand-in-hand with an effective school. Parents and community volunteers can be a strong asset to the school and to the students. Parents and other volunteers can provide the extra hands that we often need. The Colfax Elementary PTO and the PTO Volunteer Coordinator will provide information regarding the volunteer program. You are welcome to recruit volunteers for your classroom as well. Teachers are encouraged to use volunteers wisely in helping children. Each teacher, in collaboration with other teachers on the grade level, should develop a plan for using volunteers in the classroom. Please be respectful of the hard work done by all volunteers – both PTO and others. All volunteers *must be registered* on the [www.gcsvolunteers.com](http://www.gcsvolunteers.com) website.

## **Work Rooms**

Students are not allowed to go into the faculty/staff workrooms for any reason. This is due to student safety and liability issues should a student be injured.

Remember:

- Staff members are reminded to help keep the workrooms NEAT and orderly.
- Keep the noise level to a minimum.
- Be mindful of conversations you carry on in the workrooms.
- Please don’t remove any of the supplies from the workrooms.
- If a copier breaks down, email Mrs. Payne, she will call in a repair if she cannot fix the issue.

Thank you for taking the time and energy to read and understand the information contained in this handbook. Again, if you have any questions or need clarification on anything, please ask! Have a wonderful school year! Let’s get started!!

Mrs. Kimsey  
Principal