

CARTERSVILLE PRIMARY SCHOOL

“A Tradition of Excellence-Making it Personal”

Employee Handbook

2011 - 2012

*******This handbook contains procedures and policies specific to Cartersville Primary School. Each employee should be thoroughly familiar with the Cartersville City Schools Certified Employee Handbook.***

CARTERSVILLE PRIMARY SCHOOL

MISSION STATEMENT

“A Tradition...

In preparing students for the challenges of progress and change; through development of skills necessary to become lifelong learners; in order that they may live successful and productive lives.

GUIDING PRINCIPLES

The establishment of Cartersville Primary School has been predicated on the need to improve the student learning environment in order to provide each and every child optimum educational opportunities tailored to his or her individual learning styles and rates. The philosophy of Cartersville Primary School is that all children shall have the opportunity to achieve their maximum human potential in an environment that recognizes their individuality as learners. Our basic goal is to lay the foundation for their future success as life-long learners in the Information Age of the 21st century and productive citizens in a democratic society.

Cartersville Primary School

Faculty 2011-2012

ADMINISTRATION

1. Walter Gordon - Principal
2. Bertha Nelson - Asst. Principal
3. Wesley Cupp- Administrative Assistant

Counselors

1. Carol Apple
2. Pam Ragan

ACADEMIC COACHES

1. Denise Osborn - Literacy
2. Jennifer Rives - Math
3. Gina Bishop - Title

KINDERGARTEN

1. Andrews, Linda
2. Baker, Carol
3. Burch, Tracy
4. Butterworth, Leighanne
5. Dittmer, Renee
6. Fields, Susan
7. Forrester, Kelly
8. Graves, Jennifer
9. Harkins, Robin
10. Harris, Judy
11. Hatfield, Susan
12. Hewlett, Belinda
13. Lochridge, Kelly
14. McFarland, Kelly
15. Nelson, Bree
16. Thompson, Emily

SECOND GRADE

1. Barnes, Darya
2. Boulter, Carolann
3. Henry, Tessie
4. James, Jodi
5. Kearney, Kristen
6. Meadows, Anita
7. Opaleski, Brett
8. Paige, Melanie
9. Robbins, Paige
10. Roberson, Jennifer
11. Smith, Martha
12. Thompson, Betsy
13. Townsend, Tiffany
14. Turner, Kim
15. Wood, Alli
16. Zimmer, Margaret

Para-Pro

- Smith, Marsha
Atkins, Sandy
Williams, Katha
Pritchett, Polly
Cagle, Marty
Andrews, Dawnee
Holmes, Yvonne
Mulkey, Belinda
Pierson, Sabrina
Mercer, Yvonne
Fain, Gayle
Fortenberry, Gail
Shields, Lori
Sanford, Lisa
Grogan, Paula
Hatfield, Dede

SPECIAL AREAS

1. Grimmer, Rusty - PE
2. Morgan, Laura - Music
3. Payne, Brad - PE
4. Ross, Dustin - Art
5. Smith, Michelle - Computer Lab

EIP

1. Cravey, Stacey
2. Ferguson, Linda
3. Flournoy, Lisa
4. Hamm, Jody
5. Hopkins, Kelly
6. Melson, Michele
7. Richards, Lori
8. Smith, Cathy
9. Wehunt, Hayley

OFFICE STAFF

1. Carol Godwin - Bookkeeper
2. Yvonne Jenkins - Principal's Secretary

NURSE

1. Carilyn Hawkins

MEDIA CENTER

1. Sandra Hart - 50%
2. Linda McCoy - 50%

FIRST GRADE

1. Archer, Lisa
2. Benefield, Cindy
3. Duet, Ashley
4. Fuller, Susie
5. Graves, Becky
6. Jones, Katie
7. Mullinax, Dixie
8. Nelson, Allison
9. O'Halpin, Karen
10. Philliber, Debbie
11. Robinson, Lauren
12. Ross, Wendy
13. Rothschild, Melissa
14. Scott, Deldreqka
15. Sultan, Joy
16. Vaughan, Rena
17. Wells, Tonya

GIFTED

1. Baggett, Traci
2. Hobgood Leah
3. Linn, Linda

ESOL

1. Cartwright, Jean
2. Jones, Ruthie
3. Reinhardt, Judy 33%
4. Wilson, Tatyana
5. Young, Leighanne

TITLE

1. Justus, Suzi
2. Vosburgh, Sharon -

THERAPIST

1. Boze, Sylvia
2. Pasley, Heather

SPECIAL EDUCATION

1. Bartlett, Gloria - Vision Amy
 2. Falkenberry, Louise - PKSN Alexander, Peggy
 1. Banks, Charla - Para Pro
 2. Miller, Cassy - Para Pro Traci
 3. Gantt, Lora - EBD/LD Lisa
 1. Reagan, Kris - Para Pro Megan
 4. Holstein, Steffanie - SID Administrative Asst.
 1. Bohn, Gay - Para Pro Secretary
 2. Gotkowski, Jean - Para Pro
 5. McWhorter, Suzan - LD/R&M
 6. Roberts, Rene - SID
- 3**
1. Jordan, Karen - Para Pro
 7. Rohani, Mara - LD/R&M
 8. Theiler, Mark - EBD

**95 Certified Staff
10-12 Cafeteria**

**30 Classified Staff
5 Custodians 14 PreK Staff**

SPEECH

1. Branton, Kelly
2. Bullock, Tara
3. McPherson, Laura
4. Southers, Tammy

PRE-K

1. Black, Marlene - Mathis,
2. Burdick, Tricia -
3. Carter, Lisa - Bolen, Lori
4. Goodwin, Gail - Linley,
5. Grove, Debbie - Harner,
6. Knott, Kim - Gwinn,
7. Cupp, Wesley -
8. Linsey, Susan -

CAFETERIA MONITORS

1. Farriba, Charlene
2. McClure, Linda
3. West, Susan

CPS COMMITTEES 2011-2012

LEADERSHIP

The responsibility of the Leadership Team is to advise and counsel the school principal regarding significant issues and recommending courses of action. This team communicates with the entire faculty and gathers input from all stakeholders. Issues addressed in committee meetings include the School Improvement Action Plan goals and objectives, budget development, and creation of vision, mission, and belief statements.

Committee Chair: Walter Gordon- Principal

Bertha Nelson- Assistant Principal

Wesley Cupp-Administrative Assistant

Denise Osborn- Literacy Coach

Jennifer Rives- Math Coach

Michele Melson- Specialists

Yvonne Jenkins- Secretary

Carol Apple- Counselor

Pam Ragan- Counselor

Sandra Hart- Media Specialist

Brad Payne- Special Areas

Tonya Wells- First Grade

Carilyn Hawkins- Nurse

Rene Dittmer-Kindergarten

Kristen Kearney-Second Grade

Suzan McWhorter-Special Programs

DISCIPLINE

The purpose of the Discipline Committee is to produce a research-based, school wide positive discipline plan to be disseminated to the CPS faculty. The discipline plan will meet Response to Intervention requirements. After the faculty is trained and the plan is fully implemented, the committee will meet routinely to review discipline data and feedback from the teaching staff. Revisions to the plan will be made when necessary.

Committee Chair: Pam Ragan- Counselor

MEDIA

The Media Committee makes recommendations and decisions related to the planning and operation of the Media Center, annually evaluates library media services, and develops a multi-media plan for budget and service priorities.

Committee Chair: Sandra Hart- Media Specialist

HOSPITALITY

The School Hospitality Committee promotes and supports a positive school climate at CPS using a variety of methods and activities based upon the results of a needs assessment. Activities and social events for the faculty will be planned throughout the year.

Committee Chair: Steffanie Holstein

NEWSLETTER

The Newsletter Team was created to disseminate all information relevant to the operation of CPS in an organized, efficient manner. A newsletter entitled *Canes Connection* will be distributed each Friday to all faculty and staff members, with information concerning the following week. Items to be included in *Canes Connection* should be submitted to Yvonne Jenkins by 12:00 p.m. of the Thursday before distribution.

Walter Gordon- Principal

Yvonne Jenkins- Principal's Secretary

PARENT-TEACHER COMMITTEE (PTC)

Cartersville Primary has a very active PTC. Every year they sponsor fund-raising projects to help provide the school with many needed items such as computers, playground equipment, music and P.E. equipment, learning materials for the classroom, and books for the library. The PTC officers for the 2010-2011 school year are:

| | |
|------------------|---|
| President | Julie McCary |
| Vice President | Dana McElwee |
| Secretary/Treas. | Camy Heilman |
| Publicity | |
| Hospitality | Charissa Pritchett Mande England Nikki Murphy |
| Room Mother | Sherri Crawford Allison Wieditz |
| School Store | DeAnne Stover |

| | |
|--------------------|---|
| | Cindy Bonner |
| Yearbook | Robin Miller Candace Brasfield |
| Fall Festival | Regina Shaw Deedee Burson Barbara Terry Mandi Tant Shannon Peters Melanie Adams Tinsley Cline Monica Gober Jill Caswell Mary Beth McDonald |
| Book Fair | Leslie Chatman Jill Wilkey Lori Adams |
| Talent/Art | Jennifer Merritt Paula Womack Dana McElwee |
| Membership | Elizabeth Bowen Katie Smith |
| Family Nights | Brooke Dawson Amy Bell |
| Book Character Day | Monica Gober |
| Special Projects | Heather Smith |
| Spirit Wear | April McDaniel |
| Spirit Night | Shannon Peters Heather Nicklas Mary Parker |
| Copy Cats | Linda McClure Sylvia Griffith |
| Character Ed | Julie McCary Barbara Terry |



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 www.cartersville.k12.ga.us

Dr. Howard Hinesley
 Superintendent

Mr. Ken Clouse
 Assistant Superintendent

School System Calendar 2011-2012

| | |
|--------------------------------|--------------------------------------|
| July 28, 29, August 1, 2, 2011 | Teacher Pre-planning |
| August 3 | School Begins for Kindergarten - 12 |
| August 25, 26, 29, 30, 2011 | Pre-K Teachers Pre-Planning |
| August 29, 2011 | Pre-K Open House |
| August 31, 2011 | School begins for Pre-K |
| September 5 | Labor Day Holiday |
| October 6 | Teacher In-service - Student Holiday |
| October 7 | Fall Break |
| November 21-25 | Thanksgiving Holidays |
| December 16 | End 1 st Semester |
| December 19 – December 30 | Winter Holidays |
| January 2, 2012 | Teacher In-service - Student Holiday |
| January 3 | School Resumes |
| January 16 | Martin Luther King, Jr. Holiday |
| February 20, 21 | Winter Break |
| March 9 | Teacher In-service - Student Holiday |
| April 2 - 6 | Spring Break |
| May 18 | Last Day of School - Graduation |
| May 21, 22, 23 | Teacher Post-planning |

| Location | Phone No. | Administrator |
|--|------------------|------------------------------|
| High School | 770-382-3200 | Mr. Jay Floyd, Principal |
| Middle School | 770-382-3666 | Mr. Jeff Hogan, Principal |
| Elementary School | 770-382-0983 | Mr. Ken MacKenzie, Principal |
| Primary School Principal | 770-382-1733 | Mr. Walter Gordon, |
| Pre-K Director | 678-535-6330 | Mr. Wesley Cupp, Site |
| Special Programs Anderson, Director | 770-387-4728 | Mrs. Kathy Dixon- |

CPS PROCEDURES 2011-2012

FACULTY WORK HOURS

Employees should be familiar with the school system policy for work hours located in the *Certified Employee Handbook*.

- Every employee must sign-in before 7:45 a.m. or he/she will be counted absent and the day will be deducted from sick leave time. **Only one warning will be given.**

** Those that have morning duty may sign in by 8:05 a.m.

Certified Employees

- 7:30 a.m. until 3:30 p.m. on school days.

Para-professionals

- 7:45 a.m. until 2:45 p.m. on school days.

EMPLOYEE LEAVE PROCEDURES

Illness

- Employees who will be absent due to illness must call and notify the office as early as possible.
- A staff member is on duty in the office beginning at 7:15am.
- **Each teacher is responsible for finding his/her own substitute.**
- Only substitutes from the school system substitute list may be used.
- The principal must be notified if you will require a substitute teacher for more than ten consecutive school days. In this event the substitute must be a certified teacher.
- A leave form must be completed for any absence

Other Leave Time

- Faculty members will not be able to “make-up” time away from school during instructional hours.
- Ms. Nelson and Yvonne Jenkins must be **notified by email prior** to the use of any leave time used for less than one entire day.
- Leave forms may be filled out for $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$, or 1 day.

SUBSTITUTE INFORMATION

- Each teacher is required to maintain a substitute information notebook which must be located in the clear bin on the back of the classroom door. The information in this notebook must be kept up to date.

Substitute Notebook Information

- Three days of emergency lesson plans (including master copies of any supplemental materials that might be needed)
- Teacher/Class schedule (include any duties you may have)
- Attendance procedures

- Class procedures
- Transportation/Dismissal list (Updated as necessary)
- Copy of school emergency procedures

LESSON PLANS

Teachers should be familiar with the school system policy for lesson plans located in the *Certified Employee Handbook*.

Each teacher is required to maintain a Lesson Plan Notebook, which **must** be located, during the school day, in a visible location on the teacher's desk for administrative review.

CPS Lesson Plan Note Books must include:

- A copy of grade level appropriate Georgia Performance Standards
- A copy of Curricular expectations
- Unit Plans for each subject area using system template.
- Weekly lesson plans written using system template.
- Grade books will be kept in the back portion of this notebook.
- Lesson plans and grade books will be due for administrative review on the following dates: 9/26/2011, 10/14/2011, 11/11/2011, 12/9/2011, 1/20/2012, 2/17/2012, 3/16/2012, 4/13/2012, 5/22/2012.

MEETINGS AND STAFF DEVELOPMENT

Full Faculty Meetings

- Held the first Wednesday of every month- **teachers should not schedule doctor appointments, etc. on these days.**
- Meetings may be called for emergencies or special situations.
- All certified faculty members are **required** to attend.

Committee Meetings

- Convene a minimum of once a month.
- Minutes are taken and sent by email to Ms Nelson.

Grade Level Meetings/Planning

- All grade level teachers are **required** to attend.
- Planning times are from 2:30- 3:30 p.m.
- Grade level chairs will keep a sign in sheet of the meetings/ planning.
- Held at a location designated by the grade chairperson.
- Will meet at least once a week or more if necessary.
- An administrator needs to be notified via email if the location of the meeting will be changed.

Professional Development (ongoing staff development)

- A schedule will be developed and distributed during pre-planning.
- Meetings will be held on Wednesdays after the student school day.
- All teachers are **required** to attend.
- Each staff member will have the opportunity to earn at least one PLU per school year through trainings at CPS.

Other

- See the *Certified Employee Handbook* for the system policy regarding staff children attendance at meetings and trainings.
- Cartersville City School District employee children are required to be enrolled in the Afterschool Program or remain in the employees classroom until the employees work hours are complete or the employee leaves the workplace.
- A reduced rate is available to employees for use of the afterschool program

ACADEMIC POLICIES AND PROCEDURES

Grading Procedures

Teachers are required to maintain an ongoing record of student grades. Homeroom teachers must make grading accommodations for students as specified in IEPs and/or ELL/TPCs.

Kindergarten

- GKIDS- provides a Georgia Performance Standards based progress report in the areas of Reading, Mathematics, English/Language Arts, Science, Social Studies, and adaptive and developmental functioning.

First Grade/ Second Grade

- Students are graded using a standards based report card using the following scale:

3+ = Exceeds: Consistently exceeds the standards

3 = Consistent and successful progress toward meeting the standard

2 = Progressing toward meeting the standard

1= Limited or minimum progress toward meeting the standard

Special Area Teachers

- Will provide homeroom teachers with a grade, using the above scale, based on the Georgia Performance Standards.

Promotion/Retention

- Teachers must meet with parents as soon as it appears that a student is showing deficiency
- The Promotion-Retention Committee meets in May and makes final placement decisions.
- All Teacher –Parent Conferences should be documented using CPS conference sheets

Videotapes

- All videos must be approved by administration before use with the students
- Movies must be shown in “face-to-face” instruction, with the teacher and students viewing together.
- Only “G” rated movies are allowed at CPS.
- A “Video Request Form” should be submitted at least 24 hours before use. This form is found under CPS Announcements on email.

- Georgia Professional Standards which apply to the movie must be listed.
- It is unacceptable to use movies as entertainment, rewards, recess on bad weather days, or at lunchtime.

The Master Schedule

- The master schedule allows each teacher to have uninterrupted instructional time in Reading, Language Arts, Mathematics, and content areas each day.
- Special area classes are 30 minutes for all grades.
- All teachers have common planning between 2:30- 3:30 daily
- The special area classes are Art, Music, P.E., and Computers.
- Teachers should be punctual when dropping students off and picking students up from special areas.

Recess/Supervised Play

- Teachers and paraprofessionals are to actively monitor the play of students on the playground.
- Students are not to go outside for Recess if the weather is below 40 degrees or if the heat index is above 100.
- If a child is unable to go outside for play, proper adult supervision must be arranged inside the building.
- No child should be permitted to walk to or from the “big playground” by him/herself.
- Recess times for all classes are part of the master schedule. To ensure student safety, these times should be strictly adhered to.

Holiday/Birthday Celebrations

- National holidays, such as Flag Day and Veterans Day, may be celebrated in the context of a particular unit of study.
- Although singing Christmas carols is not considered a violation of the separation of church and state, teachers should be sensitive to this issue when observing religious holidays, as some students may be of a different faith.
- Students should not exchange gifts at Christmas or at birthdays.
- Birthday invitations should not be passed out unless there is one for ALL students in the class

Class Parties/Programs

- Class parties/programs may be scheduled for Character Parade, Thanksgiving, Winter Holidays, Valentines, and End of the Year.
- Consistency at grade levels is encouraged.
- Grade level chairs are to give a schedule of the parties of all teachers in their grade to Barrie Stodgell at least two days before the parties begin.
- Teachers are expected to use discretion and keep student allergies in mind when determining what type of food or drink will be served in the classroom.
- **All special activities and/or programs must be approved by administration**

GIFTED STUDENT IDENTIFICATION

- The program for gifted students in Cartersville City Schools is called *Challenge*.
- The gifted student is defined as the student who demonstrates a high degree of intellectual, creative and/or artistic abilities possesses exceptional leadership skills or excels in specific academic fields and who needs special instruction and/or special ancillary services to achieve at levels commensurate with his or her abilities.
- All students in grades K-12 are assessed in each of four criteria: mental ability, achievement, creativity, and motivation. Data is collected in each of the four areas and reviewed by the school's eligibility team to determine final eligibility. Student (s) must meet criteria in 3 of the 4 categories.
- Referrals of potentially gifted students are made by classroom teachers, counselors, administrators, parents, or any responsible person who has knowledge of a student's intellectual functioning.
- Referral packages may be obtained from a gifted teacher.

LITERACY COACH AND MATH COACH

- The Literacy Coach and the Math Coach assist homeroom teachers in planning for differentiated instruction, coordinate and conduct ongoing professional development, and coordinate and assist with benchmark assessments and progress monitoring.

EARLY INTERVENTION PROGRAM (EIP)/TITLE I

- The EIP and Title I programs are designed to provide specialized differentiated instruction to students who are not meeting expected grade level benchmarks.
- The goal of the EIP/Title I program is to bring students academic skills to expected benchmarks as quickly as possible.
- The instructional specialists provide RTI Tier III academic interventions.

ENGLISH SPEAKERS OF OTHER LANGUAGES (ESOL)

- The ESOL program is designed to teach students who are native speakers of other languages to understand and speak the English language so they are able to make progress in all areas of study.
- Students qualify to participate in the ESOL program by their scores on the ACCESS test, which is given twice a year.
- Instructors who are specially trained teach these students in both inclusion and resource classes.

SCHOOL-WIDE DISCIPLINE PROGRAM

All faculty and staff should be familiar with the school system discipline policy in the *Certified Employee Handbook*.

The Canes Character Word will be changed at the beginning

Cartersville Primary School Behavioral Expectations

➤ **Classroom Expectations**

1. Speak quietly.
2. Show self-control.
3. Show respect.
4. Always do your best!
5. Canes character word: _____

➤ **Hallway Expectations**

1. Walk quietly on your squares.
2. Show self-control.
3. Show respect.
4. Canes character word: _____

➤ **Canes Café Expectations**

1. Speak quietly.
2. Stay in your seat.
3. Raise your hand if you need something.
4. Leave your area clean.
5. Show respect.
6. Canes character word: _____

➤ **Playground Expectations**

1. Play safely.
2. Show self-control.
3. Show respect.
4. Canes character word: _____

➤ **Restroom Expectations**

1. Quiet area.
2. Show self-control.
3. Respect privacy.
4. Wash and dry hands.
5. Canes character word: _____

** As reinforcement for the school wide discipline plan, the meaning of the monthly Canes character word will be read on the morning announcements, along with an example of behaviors that demonstrate the word. The administrator making the announcement will lead the school *"I show Canes Pride. I show respect, responsibility and self-control"*

Procedures for Dealing with Student Misbehavior

➤ **Immediate discipline referrals to the administration-** Behaviors that warrant *immediate discipline referrals to the administration* are those that result in damage to property, injure or place any person in danger, or cause extreme disruption of the classroom (such as a major temper tantrum in progress).

➤ **Procedures for other administrative discipline referrals and RTI documentation**

- ♦ Teachers should make every effort to deal with student misbehavior in the classroom.
- ♦ For RTI purposes, the behavior plan used in the classroom is considered the Tier II intervention.
- ♦ Teachers must document behavior of any student who does not respond to the intervention after either the first two weeks of school, or the first two weeks of the child's attendance at CPS, using the Behavior Documentation Form.
- ♦ Tier II consists of 6 weeks of documentation of interventions implemented by teachers and administrators.
- ♦ Unless dealing with behaviors that warrant an immediate discipline referral to the administration, the following procedures must be followed by the classroom teacher before making an administrative discipline referral:

1. Phone call to parent. The tone of the phone call should be that the teacher would like to help the student and is seeking help from the parent, not simply informing the parent that the child is misbehaving in class.

2. Arrange a conference with the parent, the counselor, and other teachers who work with the student.

3. After using reminders, redirections, and giving warnings, interventions need to be used. When giving consequences, teachers should remind students that they make choices regarding how they behave. It is most effective to use a calm, respectful, yet firm tone of voice when disciplining students. Consistency is important.

4. Document frequency of the behavior, interventions utilized, and the child's response to the interventions. Possible interventions to be used in the classroom include but are not limited to:

- ♦ Restorative justice (righting the wrong)- for example, write an apology note, clean up a mess, allow the child to earn back points lost or color pulled.
- ♦ Reward children nearby for appropriate behavior.
- ♦ Let the child know the parent will be called.
- ♦ Temporary change of seats.
- ♦ Permanent change of seats.
- ♦ Quiet time (time out in the classroom).
- ♦ Time out in another classroom.
- ♦ Proximity chair (chair close to teacher, temporary or permanent).
- ♦ Loss of privileges or extra fun (non academic).

- ♦ Recess detention (child should be given a way to release energy, but not allowed to interact with other children). This should be brief, not the entire recess period.
5. Refer the child to the counselor for at least two sessions, within two weeks.

The administrative discipline referral

- If the behavior persists with little change in frequency despite classroom interventions for *three weeks* after the two week “learning” period, an administrative discipline referral may be made.
- The completed Behavior Documentation Form must be given to the administrator along with the discipline referral.
- Consequences given by the administrator may include:
 1. A minimum of one hour ISS and phone call to parent for the first referral.
 2. Progressive amounts of time served in ISS, depending upon the age of the child, for similar behaviors within the four-six week documentation period.
 3. Requirement that the parent meets immediately with the administrator and takes the child home.
 4. If the administrator is unable to reach a parent, he/she may require that the parent accompany the child to school the following day and meets with the administrator before the child is allowed to return to the classroom.
 5. Other consequences at the discretion of the administrator.

**CARTERSVILLE PRIMARY SCHOOL
SCHOOL-WIDE BEHAVIORAL SUPPORTS**

1. School-wide behavioral expectations are taught to all students and posted throughout the school.
2. Appropriate student behavior is taught by homeroom teachers the first week of school and reviewed the first week after Winter Break.
3. Monthly guidance lessons by school counselors teach social and coping skills.
4. Firm, fair, and corrective responses to problem behavior along with positive reinforcement for all students.
5. Active supervision and monitoring in common areas.
6. Success chains or other method of group reinforcement in all classrooms.
7. Differentiated instruction to meet the needs of all students.
8. Frequent communication between teachers and parents.
9. Ongoing training for all staff regarding effective behavior management.
10. Procedures for administrative discipline referrals and RTI documentation are followed.

Kindergarten/First Grade classroom management system:

1. Color Card System- All students begin on *green* each morning. When a student is given a warning for inappropriate behavior, his/her card will be changed to *yellow*. Individual teachers use different colors to signify increasing incidents of misbehavior.
2. Students have “earn back power.” The teacher and student agree on a way for the student to earn back colors that have been taken away by demonstrating responsibility and appropriate behavior.
3. Students can earn the color PURPLE by demonstrating behavior that is above and beyond expectations.
4. Students take home a behavior chart nightly indicating the final color of the day. Parents sign the chart and send it back to school the next day.
5. Students are rewarded weekly with a choice from the class Treasure Chest.

Second Grade classroom management system:

1. Penny System- Students have individual charts and earn or lose penny stamps for appropriate or inappropriate behavior.
2. Students are rewarded weekly with a choice from the class Treasure Chest
3. Student Agenda will be kept by all students in 2nd grade.

Special Area classroom management system:

1. Special Area teachers keep records of student behavior in their grade books.
2. If a student had a discipline issue during a Special Area class, the teacher deals with the problem during that class period.
3. Discipline problems that arise during Special Area times are not dealt with by the homeroom teacher.
4. Special Area teachers provide homeroom teachers with a grade based on the Georgia Performance Standards’ conduct grade

RESPONSE TO INTERVENTION/ STUDENT SUPPORT TEAM PROCEDURES

The Response to Intervention tiers are described below. Students may move in and out of the different tiers as needed. Students do not automatically advance to the next tier merely because the required numbers of weeks have passed.

Pam Ragan will be the SST coordinator and will facilitate monthly RTI meetings with teachers to evaluate student data

Tier I

- All students get exposure to Tier I instruction which consists of differentiated instruction based on the Georgia Performance Standards and individual students' needs.
- Tier I for behavior consists of the classroom discipline plan.

Beginning Tier II (Best practice- 6 weeks)

- Tier II yellow form must be filled out completely and placed in the yellow basket outside RTI office in Character Ed Alley.
- Teachers obtain a yellow folder, the appropriate form, and the parent communication log sheet.
- The specific concern is identified, along with a research-based intervention that addresses the concern.
- The plan of action section of the Progress Monitoring Form is completed.
- Baseline data is collected, and then the intervention is implemented.
- Concrete data collection regarding student progress must be collected:
 - ◆ Academic- at a minimum monthly; bi-weekly is recommended
 - ◆ Behavior- progress monitored on a daily basis
- Interventions may be added/adjusted as needed.

Beginning Tier III (Academic- 12 weeks; Behavior- 6-8 weeks)

- An SST meeting must be arranged with Pam Ragan
- Hearing/vision screening is completed by the school nurse.
- The SST meeting is held, ideally with the student's parent present, and all other involved school personnel.
- The Tier III intervention is selected during the SST meeting.
- The intervention is implemented.
- Data collection/progress monitoring is continued:
 - ◆ Academic- weekly or bi-weekly
 - ◆ Behavior- daily
- Interventions may be adjusted as needed.
- If data shows that no or minimal progress has been made and documentation is complete, the folder is reviewed by Pam Ragan
- Testing/referral for special programs may be considered.

PARENT-TEACHER COMMUNICATION

Teachers should be familiar with the school system policy regarding parent-teacher relations in the *Certified Employee Handbook*.

General Guidelines

- Communication with parents should be kept as positive as possible, even when discussing student weaknesses.
- Developing positive relationships with parents of students promotes student success.
- Teachers should document all contacts with parents.
- Under the following circumstances, the teacher should contact the school counselor for assistance:
 - ◆ The teacher is unable to contact a parent
 - ◆ The parent will or cannot come to a conference
 - ◆ The teacher finds it difficult to communicate effectively with the parent
- If the school counselor is unable to resolve the issue, the counselor will ask a school administrator and/or school social worker to become involved.

Parent-Teacher Conferences

- Teachers should have at least two scheduled parent conferences per year.
- The first scheduled conference occurs at the end of the first grading period.
- Parents are required to meet with the teacher to review and receive the student's first report card.
- Parents or teachers may communicate and schedule conferences at any time during the year.
- The second scheduled conference should occur in early March, if no conferences have taken place since the first student report card was reviewed.
- Teachers must document parent conferences on the CPS Conference Form.
- Teachers should prepare for the conference by having the student's grades, samples of class work, etc. available for the parent to see. Any specialists involved with the student should be invited if necessary.
- Student records are available to parents. If parents want to see school records or add information to records, they should be referred to Barrie Stodgell.
- If parents inquire about services outside of the school system, the teacher should refer them to a school counselor.

Parent Resource Room

- The Parent Resource Room is located in Character Ed Alley and contains many materials available for parents to use in working with their children at home.
- The room is open for parents to use daily from 7:45 until the end of the school day.
- Teachers are encouraged to promote the use of this vital resource room and materials as often as possible.

Newsletters

- Teachers are required to send home bimonthly newsletters informing the parent(s) of instructional objectives, homework assignments, upcoming events, and classroom news.
- Teachers must include information regarding special area schedules to remind parents about dressing students for safety on PE days
- Every other newsletter should contain a reminder to parents to make sure their children always have a clean change of clothes at school.
- Every other newsletter should have a reminder to parents to put their children's names on all coats, sweater, and other belongings, and that lost and found items are kept in a room in Character Ed Alley.
- A copy of all newsletters should be emailed to the appropriate administrator.

PERMANENT RECORDS

- Staff members responsible for the maintenance of student permanent records include the records clerk and other office staff, school counselors, homeroom teacher, and at times other specialists who work with students.
- All permanent records are kept in the school office. Permanent records must be signed out if removed from the office for any reason. All records must be returned by the end of the school day in which they are checked out.
- When homeroom teachers receive an updated address or phone number from a parent, the change should be made in the permanent record and given to the records clerk on the Phone/Address Change form.
- If any faculty member attempts to call a parent and the phone number is disconnected or no longer valid for any reason, the Phone/Address Change form should be filled out and given to the records clerk.
- Homeroom teachers must record grades and attendance in each student's permanent record within two weeks of the end of every grading period. Although teachers may ask a parapro to perform this task, the homeroom teacher is responsible for the accuracy of the information recorded.
- New student records are requested by the records clerk from the previous school on the day the student registers at CPS. State laws allow 10-14 days for schools to send records. Teachers should notify the school counselor if they need information from the previous school before the records arrive.

ATTENDANCE PROCEDURES

Teachers should be familiar with the *Cartersville City Schools Attendance Policy* in the back of this handbook.

- Homeroom teachers must enter student attendance information in PowerSchool by 8:30 a.m. daily.
- Attendance data is also to be recorded in the teacher's grade book each day.

- Students who arrive after 8:00 a.m. are counted as tardy and should not enter the classroom without a tardy slip from the school office.
- Each homeroom teacher has an attendance folder which is used to send information such as tardy slips, parent/doctor notes, etc. to the attendance clerk.
- The substitute teacher purple attendance sheet is to remain in the attendance folder at all times. This sheet is also used in case of computer problems.
- Attendance folders are to be sent to the office daily by 9:00 am. Please do not send attendance till after 8:15am to allow for late arrivals.
- Power school attendance should be completed by 9:00am
- Homeroom teachers or paraprofessionals must make contact with parents of students regarding absences and document contacts on the forms provided.
- School counselors should be notified if a pattern of excessive tardies or absences develops, or if parents are unable to be reached. A referral may be made to the school social worker, the Attendance Support Team, and/or the juvenile court.
- Perfect attendance will be recognized at the end of each 9 week grading period. Perfect attendance is defined as no tardies, no checkouts, and not absences, excused or unexcused.

ATTENDANCE SUPPORT TEAM

- The goal of the Cartersville Primary School Attendance Procedures and the Attendance Support Team is to educate students and parents regarding compulsory attendance laws; to promote the understanding of the relationship between punctuality, consistent attendance, and high achievement; and to assist with connections to resources that will facilitate the development of physical and emotional health, stability, and commitment to education.
- At five unexcused absences, the school will mail a certified letter to the parent with a date and time for a meeting with the Attendance Support Team (*AST*).
- The *AST* consists of the school principal or assistant principal, the school counselor, the school social worker, and possibly a teacher and/or the school nurse.
- The *Attendance Support Team* will hold meetings the first week of every month.
- The *AST* will attempt to help the parent comply with state laws and school board policy regarding attendance.
- The parent and the *AST* sign an Action Plan for School Attendance specifying that the child will attend school and arrive at school on time every day. The agreements will address the specific needs of particular circumstances.
- If the parent does not attend a scheduled *Attendance Support Team* meeting or violates the *AST* agreement, the *AST* will decide upon a course of action, which may include a referral to the juvenile court on truancy charges.
- The *AST* will look at times of and reasons for tardies and checkouts in each situation to determine an approach for student/family assistance.
- Keep in mind that the goal of the *Attendance Support Team* is not to be punitive but to assist students and parents. Each case will be reviewed, acted upon, and maintained on an individual basis while adhering to attendance laws and protocols.

STUDENT ARRIVAL AND DISMISSAL PROCEDURES

Arrival

Car Riders

- Before 7:20 a.m. students are dropped off at the main entrance and report to the cafeteria.
- All students who wish to eat breakfast are dropped off at the main entrance and must arrive before 7:45.
- Between 7:30 and 7:55 am students who will not eat breakfast are dropped off at the designated entrance (300 Hall, Main Entrance, or 100 Hall) and report directly to their classrooms.
- All hallway entrances are locked at 8:00 a.m. Students arriving after 8:00 must report to the office and receive a tardy slip before going to their classrooms.

Bus Riders

- Buses drop off students behind the cafeteria.
- Students who arrive before 7:30a.m. remain in the cafeteria until their teacher arrives to pick them up
- Students who arrive after 7:30am will report to their classroom immediately or after eating breakfast.

Teacher Routines

- Each car rider entrance will have a designated door monitor from 7:15- 7:55 to greet students. Parents or students arriving after 8:00 should be directed to the main entrance.
- Teachers will pickup students according to their grade level schedule. Please see grade level chairpersons for times.

Dismissal

Car Riders

- Classrooms are dismissed beginning at 2:15 p.m.
- Kindergarten students are picked up at the 300 hall exit
- First grade students are picked up at the 800 hall exit
- Second grade students are picked up at the 100 hall exit
- Teachers should call parents or emergency contacts if necessary for any student not picked up by 2:40
- If a parent or emergency contact cannot be reached, the teacher should arrange for the child to stay in the After School Program (ASP). This is done in the front office.

Bus Riders

- Classrooms are dismissed in the same manner as for car riders.
- Buses are loaded in the back parking lot.
- Teachers will have a map of the bus line-up, and should have a list of student addresses with them in the bus area.
- Teachers are responsible for teaching students behaviors that will ensure safety in the bus loading area.

- After seeing that all students are on their buses, teachers must check in with the counselor on duty.
- Buses depart at 2:30 p.m.

Daycare/ASP/Presbyterian Students

- Homeroom teachers will escort students who attend daycare to the designated daycare rooms. The CPS Afterschool students and First Presbyterian students will be escorted to the cafeteria and ensure that they are seated in the appropriate area.
- Teachers assigned to supervise students in the Cafeteria report for duty at 2:15p.m. No children should be left unattended.

Transportation Changes

- Changes in afternoon transportation may be made only with a note from the parent, unless approved by an administrator.
- If a change is approved by an administrator, the office staff will notify the teacher of the change both verbally and by placing a copy of the Emergency Transportation Form in the teacher's mailbox.
- Text messages, phone calls or faxes are not acceptable for transportation changes
- Early dismissal from a classroom may only be allowed if the parent has a dismissal slip from the front office.

Bus Returns

- CPS students are required to be met by a designated adult at the bus stop each day. (*Refer to School System Transportation policy*)
- If the designated adult is not present, the student will be returned to the school office.
- Office personnel will contact parents and place students in the CPS after school program until the parents arrive.

CPS AFTER SCHOOL PROGRAM

- The CPS After School Program (ASP) is staffed by Cartersville City Schools employees and substitutes.
- Parents must register their children for the program in the school office.
- An ASP handbook is available with all rates, rules, and regulations.
- All students must be picked up by 6:00 p.m. each day.

FIELD TRIPS

Teachers should be thoroughly familiar with the school system field trip guidelines in the *Certified Employee Handbook*

Initial Planning

- Each grade level will establish a proposed list of field trips by the end of August and submit to the assistant principal for approval.
- All field trips should be scheduled before May 1st.
- Cost of field trips must be affordable for all students.
- Each grade level will be allowed to take one out of county trip and two in county trip each semester.

Two Weeks Prior

- Submit a “Field Trips and Excursions” form to Ms. Nelson.
- Send permission slips home.
- Request sack lunches from the cafeteria
- Request transportation through Ms. Nelson. Complete an email form for each bus needed.
- Arrange for adequate adult supervision.
- Turn field trip money brought in by students to the office by 10:00 a.m. each morning.

Safety Concerns

- Discuss appropriate behavior and necessary safety measures (such as reporting injuries immediately) with the students in advance.
- Pack a basic first-aid kit.
- Take any student medications taken during the school day.
- Take student blue cards from the clinic for all field trips.
- Remind students to dress appropriately.

Other

- Parents are not permitted to ride on the school bus.
- Siblings of students are not permitted to attend school field trips.
- A sign-out sheet must be used for any student who leaves a field trip with a parent.

Library / Media Center

The school administration and media specialist make rules and guidelines regarding the library / media center. The media committee may also provide suggestions to assist in daily operation of the area.

Procedures for Media Center Use

Per state guidelines, the library / media center is not a “special area.”

Each homeroom visits the media center bi-weekly, on an established schedule.

The teacher is to stay with the class during the library visit, and establish guidelines for the students regarding book choice, checkout, and general behavior.

The library / media specialist is an advisor on the placement of books in the media center. During a class visit, the media specialist and teacher will assist the students in finding books, using the guidelines established by the teacher. Both professionals will supervise the students as they check out books. The media specialist will read stories and teach mini lessons based on classroom lesson plans, with participation from the teacher.

All students must use library sticks (paint sticks with student barcodes) for book checkout.

Kindergarten students must have a signed permission letter from parents before checking out books to take home.

Both the kindergarten teacher and para professional should accompany the class. During story time, the teacher may leave the class with the para professional in charge.

If a child forgets a book on library day, the para-professional may bring two kindergarten students during the “open checkout” the next day. The para-professional is responsible for checking in the books, assisting the students in finding new ones, student behavior, and the checking out of books.

Two students from each class in first and second grades may visit the media center during established “open checkout” times. (First grade will

visit after the first nine weeks. These students require extensive training during class group visits before visiting individually.)

Students visit the media center ONCE per day.

Students DO NOT visit the media center individually the same day the class visits as a group.

Kindergarten students check out one book. First grade students get one or two books, according to the teacher's direction. Second grade students check out two books.

Teachers are encouraged to keep class sets of books for additional reading in the classroom. These may be checked out to students, using a system of the teacher's choice. The media specialist can also supply a form to use for checkout in the classroom.

Books and Book Requests

Library / media center monies are to be used to support the classroom by having a large variety of materials available to the entire school population. These funds are not to be spent to purchase multiple copies of books for classroom use. (These purchases should be from instructional funds.)

Teachers are welcome to place suggestions for books and materials in the notebook located near the teacher professional room.

Lost and Overdue Books

Teachers are not charged for lost books and materials, as long as the teacher uses reasonable care in use of these items.

Teachers should ask to have a printed record of a student's books when there is a possibility of loss. (This should be sent home.)

Students are not allowed to check out another book when one is overdue.

When a student pays for a lost book, the procedure is:

Student pays teacher.

Teacher writes receipt.

Teacher turns money into office, according to established protocols.

Teacher notifies library / media center that book cost is paid.

Accelerated Reader (AR)

Teachers are not required to use AR.

First and second grades may participate in the program.

No grades are given for participation or point accumulation.

Parents may not test their own children.

There is no *minimum* number of tests per week. The *maximum* number is 10 tests per week for second grade and 5 tests per week for first grade. Many teachers allow *much less* than this.

Student cannot take a test on the same day the book was checked out.

Emphasis should be on guiding the student to become an independent reader and understanding the material read, not on accumulating points.

Teachers put their student names in the computer for AR, using the management software.

Equipment

Adults must get equipment and technology and return this to the media center.

Equipment available for checkout to the classroom:

overhead projector,
CD/cassette player,
listening center headphones,
computer headphones.

Equipment / technology available for temporary (daily) checkout:

large televisions on cart,
digital camera,
Flip video camera,
laptop computer / LCD projector cart,
document camera cart,
set of student response systems (clickers)

Cooking supplies / equipment for temporary (daily) checkout:

**microwave,
convection oven,
toaster oven,
mixer,
electric griddle,
popcorn popper,
assortment of pots and pans,
measuring spoons and cups,
cooking spoons and spatulas.**

Canes Caps

**Every student will receive a Canes Cap at the first of the school year.
Extra caps are located in the teacher resource room in the media center.**

Medals such as media center behavior, fiction, non-fiction, and other genre medals may be available for the Canes Caps during the class visit to the media center.

Special area teachers may give medals for character education, art, music, p.e, etc.

**Teachers may give AR medals for 5, 10, 15, 20, 25, 30, 40, 50 points.
These are available in the teacher resource room.**

NURSE GUIDELINES AND PROCEDURES

Asthma , Epi-Pen and Seizure Training

- All faculty and staff are required to attend the Asthma, Epi-Pen, and Seizure training each school year.

Referrals for Hearing and Vision

- For RTI purposes, all results go to Pam Ragan who returns the information to the teacher
- For teacher concerns, parent permission must be given. Teachers may receive a referral from the nurse and the results will be sent home.

Referrals to Clinic

- All students must have a clinic pass – these are kept in the metal boxes in the office.
- All passes must contain the following information:
 - Teacher's name
 - Child's full name
 - Child's complaint
 - Date
 - Time
- Teachers should keep any comments or observations made on the clinic pass objective and professional. These forms are sent home with students.
- Teachers should notify the nurse if they have any medical concerns regarding students.

Medication

- All medication is given in the clinic. No child at CPS should be in possession of medication.

Sick Students

- The following guidelines are used to determine whether it is appropriate for ill students to attend or remain at school:
 - ◆ A student who has a fever of 100 degrees or higher as determined by the school nurse. Students should be free of fever for 24 hours (or the next school day) before returning to school.
 - ◆ A student who has diarrhea/watery stools in excess of two times during the school day.
 - ◆ A student who is vomiting due to illness. If a student is sent home, he/she should not return for 24 hours or the next school day.
 - ◆ A student with a draining or weeping lesion that cannot be contained with a dressing.
 - ◆ A student with a diagnosed communicable illness until released by a physician.

Bathroom Accidents

- A student who has had a bathroom accident should not be sent to the front office.
- If a student has a bathroom accident and has a change of clothes, the teacher/parapro should send or take the student to the bathroom nearest the classroom to change clothes.
- If the student does not have a change of clothes, the student should be sent to the clinic.
- The school counselors have a limited supply of clean clothing for use in the event that a parent or emergency contact cannot be reached.

Cartersville Primary School Comprehensive School Counseling and Developmental Guidance Plan 2010- 2011

The CPS professional school counselors deliver a comprehensive program that addresses the academic, career, and personal/social development of all students. The program is designed to be proactive in nature, while providing a safe place for problem solving which values individual differences and needs. The school counselors work in partnership with the community, other educators, and parents and families of CPS students.

Caseloads and Other Responsibilities

Pam Ragan

Caseload: Pre-K, First grade, Roberts

Other:

- * Mentor Program Coordinator
- *BITE contact (Pre-K)
- *RTI/SST Coordinator
- *Discipline Committee Chairperson

Carol Apple

Caseload: Kindergarten, Second grade, Gantt, Holstein

Other:

- *Rainbows Program Coordinator
- *BITE contact (Kindergarten)
- *Safe and Drug Free Schools Contact

Counselor Responsibilities for Individual Caseloads

- Individual counseling
- Small group counseling
- Classroom guidance lessons-monthly
- Crisis intervention
- Parent/Family issues
- Tier II/Tier III emotional/behavioral interventions
- Staff development
- Referral for services contact (DFCS, school social workers, other community services)
- Attendance referrals (Attendance Support Team Chairperson)
- Character education (Character Kids, postcards, other student incentives)

- Conferences (Parent conferences; RTI, SST, and IEP meetings; promotion/retention meetings)
- CPS Tours (Prospective students and families, Pre-K Spring Orientation)
- New student orientation
- Leadership team

Counseling Procedures

- The CPS Counseling Referral Form must be used to make a referral to the school counselor. They should be filled out completely. The forms are located in the mail room.
- All school social worker, DFCS, or other referrals must be made through the school counselor.
- Report suspicions of abuse to the counselor immediately. Do not discuss the issue with other teachers. Allow the student to follow his/her normal routine while you speak with the counselor. All faculty and staff should be familiar with the school system policy on mandated reporting of suspected child abuse in the *Certified Employee Handbook*.
- Better Intervention Through Education (BITE) is the child abuse prevention program provided for CPS Kindergarten students by The Northwest Georgia Advocacy Center. The school counselors provide a similar lesson for first and second graders. Parents are notified in writing of these lessons. If they do not wish for their child to participate in these lessons, they must send back the “opt-out” portion of the notification.
- Teachers should address student concerns with the school counselor assigned to the child’s homeroom. If a student is in crisis and his/her counselor is unavailable, the other counselor or an administrator may be seen. If a non-crisis situation arises and the child’s counselor is unavailable, a Counseling Referral Form should be completed and placed in the counselor’s box.

SCHOOL SOCIAL SERVICES

- The primary role of the school social workers is to enhance the district's ability to meet its academic mission by serving as a liaison between the school, the home, and the community.
- All referrals to the school social worker should be made through the school counselor or a school administrator.

CHARACTER EDUCATION

Each month Cartersville Primary School focuses on a different character trait. The character word of the month is discussed briefly during morning announcements and during classroom guidance lessons. Teachers are expected to use the words on a regular basis and incorporate them into lesson plans when possible. The school counselors have many resources available for use by teachers and the media center has a character education book section. Below are the words for each month and the school system definitions.

- AUGUST: RESPECT- Showing high regard for authority, other people, the environment, self, and country. Treating others as you would want to be treated. Understanding that all people have value as human beings.
- SEPTEMBER: RESPONSIBILITY- Being accountable for what we say and do. Having a sense of duty to fulfill tasks with reliability, punctuality, dependability, and commitment.
- OCTOBER: CITIZENSHIP- Being law abiding, loyal, and involved in service to school, community, and country.
- NOVEMBER: COOPERATION- Working together to accomplish a common goal.
- DECEMBER: CARING- Treating others with kindness, compassion, generosity, courtesy, and a forgiving spirit.
- JANUARY: COURAGE- Doing the right thing in the face of difficulty and following your conscience instead of the crowd.
- FEBRUARY: PERSEVERANCE- Pursuing worthy goals with determination and patience while exhibiting diligence when confronted with failure.
- MARCH: FAIRNESS- Practicing justice, tolerance, equity, and equality. Recognizing the uniqueness and value of each individual within our diverse society.
- APRIL: SELF DISCIPLINE- Demonstrating hard work. Controlling your emotions, words, actions, impulses, and desires. Giving your best in all situations.
- MAY: HONESTY- Telling the truth, admitting wrong doing. Being trustworthy and acting with integrity.

BUILDING SECURITY

Money and Valuable Items

- All staff should be familiar with the *MONIES* procedures in the school system *Certified Employee Handbook*.
- School and/or personal monies should not be left unattended in the classroom.
- Any personal items of significant value should be left at home or kept in a locked area of the classroom. There is no insurance coverage for money or valuables stolen from desks or classrooms.
- **All money collected from students should be receipted and submitted to the bookkeeper by 12:00p.m. daily**
- All requests for purchases must be handled through the CPS bookkeeper.
- Requests for the PTC to purchase items for teachers must be submitted to the principal.

Keys and ID Badges

- All faculty members are responsible to wear proper identification at all times.
- The cost for replacement of lost room keys or ID badges w/ keyless entry buttons is the responsibility of the staff member.

School Visitors

- All visitors to Cartersville Primary School are asked to use the main entrance, report to the front office, sign in and obtain a visitors pass.
- All other doors remain locked at all times. No visitors should be allowed to enter these doors.
- If parents arrive in a classroom without a visitor's pass, they should be referred to the office to sign in.

FACULTY PARKING

- All staff members are requested to use the parking areas at the front or side of the school in **marked spaces ONLY** behind the school/Joe Frank Harris building.
- All staff cars should have an identifying tag.
- Any staff cars parked in off-limits areas or blocking emergency exits are subject to being towed.

GENERAL HOUSEKEEPING

- Housekeeping and care of furniture and equipment in the classrooms is a collaborative effort between custodians, teachers, and students.
- The custodial staff is responsible for cleaning floors, sinks, counters, restrooms and emptying trash each day.
- Dusting and mopping will be done on a weekly basis.
- Teachers and students should assist the custodians by picking up paper, keeping books off the floor, etc.
- Teachers should help check restrooms for cleanliness and remind students to flush urinals and commodes and put paper towels in the trashcan.
- Any student items found on school grounds should be taken to the lost and found room in Character Ed Alley.
- All maintenance requests should be emailed to Mrs. Nelson.

SCHOOL CRISIS PLAN

- Administrators will notify teachers when the school is considered to be in a situation in which crisis procedures should be followed.
- Teachers are to remain with their students at all times unless directed otherwise by an administrator.
- School personnel are not to use school telephones or personal cell phones during a crisis.
- Students will be kept at school or the emergency evacuation site until the crisis is determined to be over.
- Students will not be released to parents/guardians during a school crisis or lockdown.
- When the crisis is declared to be over by administrators, normal student check-out procedures will be followed.
- When weather or other emergency conditions require that students be dismissed early, announcements are made over local radio stations and a “Connect Ed” phone call is made as soon as possible to allow parents time to make arrangements to meet buses or pick up their children from school.

CAFETERIA PROCEDURES

- Each teacher has a designated time to arrive and depart from the cafeteria.
- Lack of punctuality will interfere with the master schedule.
- Teachers should communicate the importance of a balanced diet and the use of good manners.
- See the school system *Certified Employee Handbook* for the policy regarding staff cafeteria charges.
- Para-professionals and/or others assigned cafeteria duty are responsible for cafeteria supervision
- Parents are encouraged to visit the school cafeteria and have lunch with their child.
- The cost of each meal for the 2010-2011 year is:

| | <u>Breakfast</u> | <u>Lunch</u> |
|----------|------------------|--------------|
| Student | \$ 1.00 | \$ 2.00 |
| Adult | \$ 1.75 | \$ 3.00 |
| Visitors | \$ 2.00 | \$3.50 |