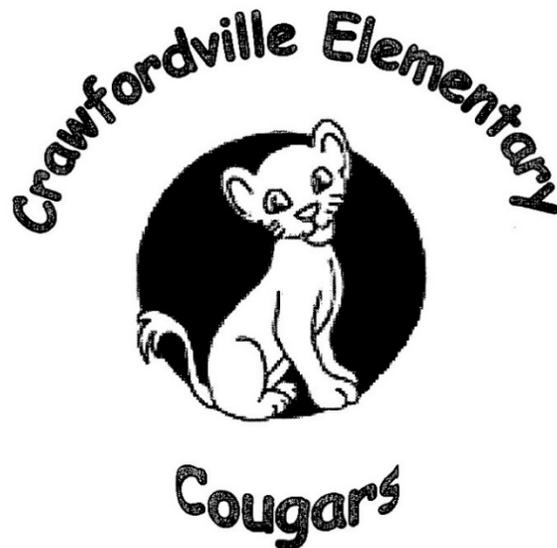


Faculty and Staff Handbook 2016-2017



VISION AND FOCUS: "Our focus is to create an atmosphere of warmth, trust, and respect by continuously role modeling and helping others understand the importance of such an atmosphere. We will lead students to believe in themselves by using data to show their strengths, data to help them set goals, and data to plan instruction so that students CAN meet their goals. We will know students, take an interest in our students, and appreciate the diversity of our students. Only positive, professional, productive approaches will be used towards parents, students and colleagues in order to establish and maintain the needed teamwork that it takes to succeed."

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DIRECTORY

| Wakulla County School Board Members | Board Office 926-0065 |
|--|------------------------------|
| Verna Brock | Board Member, District I |
| Melisa Taylor | Board Member, District II |
| Becky Cook, Vice Chair | Board Member, District III |
| Greg Thomas, Chairman | Board Member, District IV |
| Jo Ann Daniels | Board Member, District V |

| WAKULLA COUNTY DISTRICT OFFICE STAFF | District Office 926-0065 |
|--|---------------------------------|
| Superintendent of Schools | Bobby Pearce |
| Instructional Services Director | Sunny Chancy |
| Chief Human Capital Officer | Karen Wells |
| Director of HR | Angie Walker |
| Executive Director of Student Services/ESE | Tanya English |
| Executive Director of Facilities and Maintenance | Randy Bristol |
| Chief Financial Officer | Randy Beach |
| Director of Special Programs and Assessments | Sue Anderson |
| Director of Adult, Athletic & Diversity Recruitment Programs | Dod Walker |
| Director of Technology Services | Tim Stephens |
| Coordinator of Instruction | Katherine Spivey |
| Coordinator of Safety and Risk Management | Jim Griner |
| TRANSPORTATION OFFICE | |
| 926-7550 | |

| | |
|-------------------------------|-----------|
| Coordinator of Transportation | Pat Jones |
|-------------------------------|-----------|

SCHOOL ADMINISTRATORS

| | | |
|----------------------------|------------------|----------|
| Crawfordville Elementary | Belinda McElroy | 926-3641 |
| Riversink Elementary | Simeon Nelson | 926-2664 |
| Shadeville Elementary | Susan Brazier | 926-7155 |
| Medart Elementary | Kim Dutton | 962-4881 |
| Wakulla Education Center | Laura Kelley | 926-8111 |
| Riversprings Middle School | Michelle Yeomans | 926-2300 |
| Wakulla High School | Mike Barwick | 926-7125 |
| Wakulla Middle School | Tolar Griffin | 926-7143 |

NON DISCRIMINATION STATEMENT

The following policy applies to students, applicants for admission, employees, and applicants for employment:

The School Board of Wakulla County, Florida does not discriminate in admission or access to, or treatment or employment in, its programs and activities on the basis of race, color, religion, age, sex, national origin, marital status, disability, genetic information for applicants and employees, or any other reason prohibited by Federal and State law regarding non-discrimination. See 34 C.F.R. 100.6(d); 34 C.F.R. 106.9; 34 C.F.R. 110.25.

In addition, the School Board provides equal access to the Boy Scouts of America or any other youth group listed in Title 36 of the United States Code (as a patriotic society). This holds true for all students who are interested in participating in educational programs and/or extracurricular school activities. See 34 C.F.R. 108.9.

Disabled individuals needing reasonable accommodations to participate in and enjoy the benefits of services, programs, and activities of the School Board are required to notify the administrator at the school/center at which the event or service is offered to request reasonable accommodation in advance.

The designated Equity Coordinator, Title IX and Section 504 Compliance Coordinator as required by 34 C.F.R. 100.6(d) is **Karen J. Wells**, 69 Arran Road, Crawfordville, Florida 32327; 850.926.0065; karen.wells@wcsb.us.

DRUG FREE WORK PLACE

The Wakulla County School Board and Crawfordville Elementary maintain a drug free work place. Drug abusers will be prosecuted as prescribed in the Drug Free Work Place Act of 1988. WCSB Policy 2.90, 3.42 and 6.33

TOBACCO USE

In accordance with the most current School Board Policy 2.90, all use of tobacco products in any form are prohibited in any District owned facility, vehicle and property.

HARASSMENT

Harassment of any kind, religious, sexual or racial to name a few is considered undesirable behavior. It is each individual's responsibility to respect the rights and integrity of others. It is the responsibility of each individual to report incidences of harassment witnessed or suspected to a person(s) of authority. Harassment on the basis of sex is a violation of Federal and State law and is prohibited by the Wakulla County School Board. Questions, concerns or complaints regarding this policy or a specific act or situation should be brought to the attention of the Equity Coordinator. The grievance procedure timeline will be followed for resolution of issues. (WCSB Policy 2.70)

PAEC

Crawfordville Elementary School participates in services and activities provided through the Panhandle Area Educational Consortium, our regional educational service agency (F.S. 228.0857). Our school selects services and activities based on goals, objectives and strategies set forth in our School Improvement Plan that allows us to maximize resources, enhance support services and expand communication with other schools.

PHILOSOPHY

We at Crawfordville Elementary School believe all of life is a continuous process of education, formal and informal.

We believe the curriculum must provide for the maximum development of each student's thinking and reasoning potential as well as the acquisition of fundamental skills.

We believe students are unique in aptitude, stages of maturation, personality, physical, and perceptual development. For these reasons, a variety of instructional materials, teaching methods, and learning experiences should all be used to create a learning environment to help students develop healthy self-concepts through experiencing success in accordance with their abilities and interests.

We believe encouraging wellness through proper nutrition, lifelong fitness, and self-care skills enhances student learning.

We believe students must be prepared to live in a rapidly changing technological world and they need to develop the critical thinking skills that will enable them to perform under new and unfamiliar circumstances.

We believe citizenship in a democratic society involves the assumption of duties and responsibilities in that society as well as an awareness and appreciation of our diverse background, traditions, and cultural heritage.

We believe in continual updating and strengthening of staff members' knowledge and skills in subject areas as well as human relationships and educational theory.

We believe an effective program of education includes constructive participation and open communication between the school, parents, and the community.

We believe in the continual measurement and evaluation of all programs for effectiveness and suitability within the framework of the total curriculum.

We believe student learning is enriched through participation in the arts.

We believe it is the purpose of Crawfordville School to provide a positive and diverse learning environment commensurate with this philosophy.

VISION AND FOCUS STATEMENT

VISION AND FOCUS: "Our focus is to create an atmosphere of warmth, trust, and respect by continuously role modeling and helping others understand the importance of such an atmosphere. We will lead students to believe in themselves by using data to show their strengths, data to help them set goals, and data to plan instruction so that students CAN meet their goals. We will know students, take an interest in our students, and appreciate the diversity of our students. Only positive, professional, productive approaches will be used towards parents, students and colleagues in order to establish and maintain the needed teamwork that it takes to succeed."

DAILY SCHEDULE

Supervision Begins (in the cafeteria) 8:25 AM

Breakfast 8:30-8:55 AM

First Bell 8:55 AM

Tardy Bell 9:00 AM

Students will be dismissed at 3:20 PM

AM/PM SUPERVISION SCHEDULE

A.M. Students arriving at school before 8:55 will report to the cafeteria until the first bell. Paraprofessionals will supervise this area. Students participating in the before/after school program should report to the cafeteria. **All teachers should be at their classroom doors in the mornings to supervise the flow of students from walkways into classrooms.** For student safety the following teachers should supervise the specific areas .

- Mrs. McElroy – lunchroom beginning at 8:30 am and intersection of main hall beginning at 8:50 am
- Mrs. Harvey – bus ramp and/or cafeteria beginning at 8:20 am
- Mrs. Pichard – 200 Wing beginning at 8:50 am
- Music teacher – out front beginning at 8:30am
- Ms. Burse - art room door beginning at 8:50 am
- Mr. Van - bus ramp beginning at 8:25 am
- Mrs. Peltier - 200 hallway intersection
- Mrs. Ott - walkway to main building at 700 wing doors-bus ramp beginning at 8:50 am
- Coach Camp – out front beginning at 8:30 am

P.M. Students **must be escorted** to the bus loading and pick-up areas by their designated teacher when the dismissal call is given over the intercom. Students should walk in an orderly line to all areas of destination. Students will adhere to pick-up procedures as designated on their Transportation Form. **NO STUDENT WILL BE ALLOWED TO CHANGE HIS/HER AFTER SCHOOL TRANSPORTATION PLANS UNLESS THE PARENT SENDS A NOTE OR NOTIFIES THE FRONT OFFICE.** All notes must be sent to the office for verification and the front office will then notify the teacher of changes made by notes and/or phone calls. **NO EXCEPTIONS!** Students who are being picked up during the school day by a relative or guardian **must** be called to the office and signed out at that time. ALL teachers should LEAD their class during dismissal and have them walk in an orderly fashion.

PARAPROFESSIONAL INFORMATION

RESPONSIBILITIES

- Refer to the Wakulla County School Board Policy Manual for county requirements and guidelines for the paraprofessional position.
- Each paraprofessional will be responsible for the supervision of those students during the time assigned.
- Primary responsibilities of the paraprofessional while he/she is supervising students in the lunchroom are:
 - A. **Be punctual** in assigned duties in the lunchroom. (If your supervision time begins at 8:25, please do not wait until 8:25 to start moving to the cafeteria. Leave your area so that you will be in the cafeteria at 8:25.)
 - B. Receive and seat students in a given class.

- C. Constantly supervise students during their eating. The paraprofessional should circulate continuously. A healthy atmosphere during the lunch periods must be maintained. Undesirable and inappropriate behavior on the part of students will not be permitted. Talking, however, in a moderate voice is acceptable. Students should not be permitted to leave their seats without.
- D. Paraprofessionals are responsible for the supervision of students until completion of the scheduled lunchroom period.
- Paraprofessionals, when in full control of students, are legally responsible for those students. **Please notify the teacher and/or administrator of any continuous inappropriate or severe behaviors.**

FUNCTIONS

Paraprofessionals are a part of support services to the teacher and exist to help teachers do a better job of teaching students. They have work schedules with specific teachers and work areas. Teachers should become aware of the strengths of their paraprofessional. Communication is necessary in order to arrive at expectations. It is the responsibility of the teacher to have assignments ready and sent to the workroom, at least 24 hours in advance. It is the responsibility of the paraprofessional to complete and return assignments when needed.

If a paraprofessional is needed to cover a class – please see Mrs. Peltier.

ATTENDANCE

- Working hours are 8:10 - 3:40.
- Notify Mrs. Peltier - prior to 7:30 AM if it should become necessary to be absent. If you work in a classroom with a teacher, you may also want to notify that person. The office will notify all others with whom you work. Please do not call the school and leave a message, assuming someone will check the message before school starts. It is important to speak with Mrs. Peltier when being late or absent. Please do not TEXT that you will be absent. Texts are not checked much of the time until later in the day.

TECHNOLOGY

Using the technology in your class as a daily, integral part of your lessons is expected. Laptop computers should be at school daily and used for Email, FOCUS, etc.

Each classroom is equipped with networked computer, document camera, multimedia projector and Mimeo Board. If your workstation is not working, perform basic trouble shooting steps listed below. Grades K-4 has surround sound and should be used by teachers daily.

If problems persist, email a detailed description of the problem to the helpdesk@wcsb.us, cc Mrs. Walker and Heather Hatfield.

Each grade level has a representative on the Technology Committee. This committee is responsible for implementing the School Technology Plan, making recommendations regarding software acquisition, providing support to team members and collecting/distributing data.

Do not bring equipment from home (laptops, wireless routers, etc.) without checking with administration. All classrooms have multimedia projectors and document cameras. Please turn the equipment off properly when not in use. Having this technology should cut the use of paper and copies dramatically. Please seek ways to use this equipment to help meet the needs of your students. Technology usage should be an integral part of your daily lessons.

CRISIS RESPONSE INTERVENTION SUPPORT PLAN (CRISP)

The death of a teacher or classmate has a ripple effect that spreads throughout the entire school. Children are confused, frightened and angered when a teacher or classmate dies. It is our responsibility to provide a framework for children to follow where they can express and resolve their grief. They need our honest explanations and they need opportunities to acknowledge and mourn the loss. It is important that educators put aside their usual agenda and provide an atmosphere where students can talk and comfort one another--share in their grief and translate their stirred up emotions into some positive action.

The following information is a plan to deal with a broad loss that may occur within our school.

In the event of a broad loss, the principal will notify the staff and faculty through the use of a calling tree and/or "Robo Call" phone message. If the principal is not available, the Assistant Principal will act as the facilitator of this plan. This tree will also be initiated in the event of a serious injury or death of a staff member, their spouse, or a child.

The principal is responsible for notifying the Superintendent (if necessary), the dean of students, the guidance counselor and the principal's secretary.

The principal will draw the faculty together before school or during school depending on the circumstances surrounding the broad loss. At the faculty meeting, the loss will be announced if this has not already been previously done through the calling tree. The Broad Loss Plan will be reviewed, and the faculty and staff will be encouraged to ask questions, give opinions or air any concerns they may have. During the faculty meeting, facts concerning the broad loss will be made known and decisions made based upon the incident. Decisions on when and how to inform the student body will be shared at this time.

Teachers will discuss the situation with their class. Teachers who feel they cannot handle making an announcement to their class should identify themselves. A counselor or a Care Team Member will be assigned to help these teachers.

In the event that a broad loss should occur at our school, the media will descend upon us rapidly. ONLY the principal will be in charge of making a formal statement to the news media. The principal's secretary may need to inform the media that a formal statement will be forth coming.

Crawfordville School has a "Crisis Intervention Team" made up of administrators, guidance, health staff, Safety Officer, Operations Foreman, and teachers who are primarily affected and who have received training in dealing with children who have experienced some sort of loss. These professionals have been trained to identify children whose lives have been upset by death or other losses. Their role is to provide immediate and consistent emotional support to grieving children, teaching them effective coping skills and letting them know they are not alone. If you need assistance in dealing with a child who is suffering from a loss, please contact the guidance counselor.

SCHOOL EMERGENCY/EVACUATION PLANS

IN-HOUSE EMERGENCY PROCEDURES

In case of emergencies in the school building or on the school grounds, the following codes shall be announced over the intercom.

LOCK DOWN (Dangerous Person on or near Campus).

- Lock classroom door.
- Take all students in your office, turn off lights, keep students quiet, and lock office door.
- Ignore tones/bell
- Use phone to call the office (extension 2104, 2105 or 2106 or 1040, 1050 or 1060) to report students (by name) who are not in supervised classes. An administrator will locate missing students and move them to a safe place.

Use judgment about attempting to inform students.

- Radio contact will be made with all PE classes on the field or wherever students are.
- Stay in your offices until you hear “Cougars, ALL IS CLEAR”.

Mrs. Kyle lock office door going into main paraprofessionals’ workroom.

- ✓ Mrs. Peltier – Notify Mr. Johnson of situation. Make the all-call informing of situation. Man telephone system. Call the sheriff’s office and Mr. Pearce.
- ✓ Mr. Johnson – Lock outside and hallway cafeteria doors. Lock lounge doors to outside. Check 500 and 600 wing.
- ✓ Ms. Brown – Lock back door coming into cafeteria, dump station and serving line doors. Check outside entrance doors and lock if necessary.
- ✓ Mrs. Pichard – Lock 102 door and go the Mrs. Walker’s office and man phones.
- ✓ Mrs. Harvey – Lock door going out into hallway and lock computer lab door. Check 200 wing. Assist with locating students in transit.
- ✓ Mrs. McElroy – Contact coaches by radio to notify of situation and be advised of place of refuge. Assist with locating students in transit. Check 700 wing.
- ✓ Coach Camp will enter the 200 wing and take students to room 204 or the 500 wing and use room 513.

PROCEDURE FOR FIRE - At the sound of the “fire alarm” signal (loud tone followed by voice prompts) escort all students in an orderly manner to the nearest exit (both sets of double doors at each end of the 700 wing should be used). Be sure all windows and doors are closed. Both sides of the double doors should be used. Teachers on the right side of the hallway should use the right door and teachers on the left side of the hallway use the left door. Ask a student to hold the door while your class exits and then a member of the following class should take over. Fire doors in the main hallway close automatically when the fire alarm sounds. However, there is a panic bar that can be pushed in order to open one side of the door. If students should be in the bathrooms or in the hallway, they should move quickly and meet your class. If they are with special area teachers or in other supervised areas, they will follow the egression plan for that area.

- If a fire alarm/drill should occur while your students are in the cafeteria, go directly to your students and assist in exiting procedures. Lunch trays/boxes are to be left in the cafeteria.
- Group students at a safe distance from the school building **and call roll, using your roster sheets.**
- Under no circumstances should anyone enter the school building until the all-clear announcement is given over the outside intercom speakers.

BOMB THREAT – Use same procedures as above for exiting the building and keeping students safe.

- Group students at a safe distance from the school building (softball field behind the 700 wing or soccer field and call roll using your grade book.
- NON-EMERGENCY EVACUATION OF BUILDING-Wait for notification from the office.
- Escort all students to the bus loading area.
- Non-transported students will remain in front of the main building if weather permits; otherwise, students will wait in the cafeteria for their rides.
- LIGHTNING-Students must not be outside during electrical storms.
- Electrical machines and computers should be unplugged and avoided.

PROCEDURE FOR TORNADO - Teachers will be notified when a tornado warning is issued. Make sure all students are inside and remain indoors until the all clear is given.

- Upon announcement of the tornado alarm, escort all students to the designated area in the hallway. Each class must be aware of the designated areas.
- Have students lay face down with heads to the wall, knees drawn up, with hands over their head.
- P.E. classes should move to the nearest enclosed hallway.
- Teachers with Allen wrenches will lock outside doors after checking to make sure no students are outside.

- If a tornado alarm is sounded while your students are in the cafeteria, go directly to your students and assist in directing students to a designated area and assume the appropriate position. Stay away from all windows.

HURRICANE PREPARATION PROCEDURES - The Red Cross has designated Crawfordville Elementary School and Riversink Elementary as emergency evacuation sites for Wakulla County. This means that if we have a category 1, 2 or 3 hurricane and if areas of our county are evacuated, our school and/or Riversink will host evacuees. If other counties are evacuated, Riversprings Middle School is the host site. In the event that Crawfordville School is asked to host, the following protocols will be observed.

- Evacuees will be housed in the 200 wing that has been structurally reinforced for this purpose. They will also be in the cafeteria during mealtimes. We will house people in the halls until they become too overcrowded then we will begin using classrooms, beginning with 201, 208 and working our way down.
- In addition to Red Cross volunteers and staff, a member of the administrative team and the operations foreman will be at the facility at all times. Red Cross members will not be given keys to the facility. An administrator will make the decision to open classrooms and prepare the room before anyone is admitted.
- Teachers in the 200 wing should prepare in advance by locking plan books, grade books and easily removed items such as tape players, etc. in offices. The procedure will be to push student desks against the storage cabinets so that doors cannot be opened and desks will be turned with openings against the cabinets. Computers should be shut down and since our visitors will not have passwords, they should not be able to access networked software.

SAFETY INSPECTION CHECKLIST

Safety and fire inspectors visit campus on a routine basis. Please adhere to the following to ensure an optimum learning environment.

- DO NOT block Emergency Exits. There should be a clear path to primary and secondary fire exits. Desks, tables, etc. should not be in the way. This includes cleared window sills.
- Classroom doors must remain closed at all times.
- No extension cords should be running across the floor in traffic areas.
- “MICROWAVE OVEN IN USE” signs must be visible, if applicable.
- There should be no inappropriate storage or clutter—rooms and offices must NOT look like “Fire Hazards.” Keep work areas neat and tidy!
- Observation windows on classroom doors should not be obstructed. Classrooms must be in full view—if you have any paper over the window, take it down.
- **NO SPACE HEATERS.**
- Emergency Exit signs should be posted and visible.
- No electrical cords installed through door cracks.
- No decorations on primary or secondary egress. (See emergency exit plan for clarification.)
- No curtains unless noted as flame retardant.
- Do not block or cover electrical panels.
- Nothing stacked within 18 inches of ceiling.

Please feel free to seek further clarification from your Operations Foreman.

STUDENT ILLNESS/ACCIDENT

- The classroom teacher should handle minor injuries requiring only the application of a Band-Aid.
- The school health aide shall administer additional first aid. If further assistance is needed, notify the office. An administrative decision will be made if further emergency care is needed.
- The parent or guardian of the student shall be notified by health aide or administrative designee, if possible. Information can be obtained from cumulative folder or student information cards filed in the office.

- In case of an injury, an accident report form must be completed as soon as possible or before leaving school on the same day. The accident report form must be filled out completely and neatly. **When giving a description of the accident/incident, it is important to remember not to use names of other students involved.**
Incorrect: While walking to the cafeteria, Sammy hit Charlie on the head.
Correct: While walking to the cafeteria, another student hit Charlie on the head.
- Teachers must not disperse any type of medication in classrooms. The only exception is in emergency situations for those students with treatment plans (epi-pens, insulin shock). If student or parent brings in over the counter or prescription medications, refer them to the clinic. Dental help is available through DCF. To qualify for this service, student must be experiencing dental pain and be eligible for free/reduced lunch that has been approved for reasons other than Medicaid. Referral forms are located in the clinic.

MEETINGS AND ORGANIZATIONS

FACULTY MEETINGS

Faculty meetings will be held as need dictates. Although meetings will not be held each Wednesday, appointments or conferences should not be scheduled for Wednesday mornings as this time should be reserved for faculty meetings as well as in-service activities. Meetings are promptly at 8:15 A.M. PLEASE BE ON TIME. YOUR RESPECTFUL ATTENTION IS APPRECIATED DURING THE MEETING. Please do not use computers and phones or have conversations while someone is talking. Thank you.

Emergency meetings may be called on other days. Attendance is required at all meetings unless the principal approves the absence. **Memos, agendas, and notes should be filed for future reference.**

PTA MEETING

Three Parent - Teacher Organization meetings will be held during the school year (Bingo for Books, Holiday Program, Spring Festival). The PTA is an important part of Crawfordville School's successful atmosphere. It's goals are to promote overall quality and constant improvement of the educational capabilities of the school; to provide a forum for the exchange of information and ideas among parents, teachers, and school administrators; to provide an informational liaison between the school and community and to provide opportunities for children to display work and/or perform for parents and other community members.

All parents and guardians having children in attendance at the school, teachers and staff being currently employed at the school, and current administrators of Crawfordville School comprise the membership of this organization. All teachers are expected to attend these meetings, unless the principal gives prior approval.

COUNTRY FAIR

Each spring, School employees (teachers and staff) host a Country Fair. The proceeds generated are used to enhance instruction, school programs and facilities. Comp time is given for the hours of the festival, which must be used when children are not present and with prior approval of the principal. Attendance at the festival is mandatory.

SAFETY COMMITTEE

The safety committee meets quarterly and is composed of the principal, operations foreman, lunchroom manager, health aide, coach and paraprofessional. This committee reviews accident reports, information provided from health, safety and fire inspections and concerns from faculty, staff, students and parents. They develop and communicate plans to address needs.

SUNSHINE CLUB

The school has an active Sunshine Club whose responsibilities include planning for showers, arranging for flowers to be sent to hospitalized members or funerals of member's immediate family and planning for social events. The committee consists of representation from each grade level and special areas. There are presently no dues for the Sunshine Club.

PARTIES

1. Bridal Showers

- A. For first marriages refreshments of cake and punch will be provided by the Sunshine Club. Individuals or grade level teams will provide gifts.
- B. For second marriages and thereafter, showers are provided by grade level teams or individuals.

2. Baby Showers

- A. For first babies refreshments will be provided by the Sunshine Club. Individuals or grade level teams will provide gifts.
- B. For second babies and thereafter, showers are provided by grade level teams or individuals.

3. Retirement

The Sunshine Club will provide a cake and paper supplies.

4. Christmas

- A. A party will be held according to faculty vote.

There will be a fall birthday celebration and a spring celebration. Sunshine provides paper goods and utensils. Grade levels are assigned for each celebration to assist by bringing food and drinks.

ILLNESS AND DEATHS

The school will provide flowers, balloons, or other appropriate gestures for hospitalized faculty and staff and/or in the case of death in the immediate family (spouse, child, parent).

VOLUNTEER ORGANIZATION

Crawfordville School considers its parent volunteers to be a very special resource. Parents willingly devote time in helping school personnel better meet students' needs through tutoring students, assisting teacher in preparing materials, or working with small groups of children in special interest areas. To obtain a volunteer, talk to parents of students in your classroom, the Assistant Principal, or the school volunteer coordinator.

Volunteer hours are logged in the main office to ascertain that the school is credited with the service.

Volunteers must apply on-line each year before serving in a classroom, sign in and out in the main office, and should wear their volunteer badge/label while in the school. If teachers utilize parent volunteers in group activities, please be sure to have them sign in, using the Volunteer Time Log located in the front office. It is our goal to win the Golden School Award each year, which is earned by the number of hours served.

- Volunteers should work in classrooms under supervision of teachers. The paraprofessional room should not be used by our volunteers unless approved by administration.

It is important to prepare for the volunteer, making certain the work and time are well planned. Poor planning and wasted time can result in loss of interest on the part of the volunteer. A volunteer's time can be very valuable to your students.

Teacher Role and Responsibility

- Have a positive attitude toward volunteers.
- Keep all conversations about students positive in nature.
- Participate in orientation on use of volunteers.
- Provide adequate preparation and planning for using the volunteers.
- Prepare students for the volunteer.
- Show appreciation by both teacher and students to the volunteers.
- Evaluate what happens in volunteer sessions.
- Provide feedback to the volunteer.
- Give the volunteer an opportunity to give you feedback.
- Avoid giving the volunteer discipline problems.
- Provide sufficient direction to the volunteer.
- **VOLUNTEERS MUST NEVER BE LEFT ALONE TO SUPERVISE THE ENTIRE CLASS.**
- Teachers should see that volunteers do not:
 - diagnose learning problems
 - provide initial instruction
 - make parent contacts
 - evaluate students (grades, report card, cum records, etc.)
 - write comments on papers that go home
 - discipline or punish students

TEACHER INFORMATION/DUTIES/RESPONSIBILITIES

HOMEROOM DUTIES

- Taking attendance of homeroom students daily and submitting in FOCUS by 9:30 a.m. **Changes will be noted as FOCUS is implemented.**
- A new Attendance Policy will be implemented district wide. Communicate multiple absences with Assistant Principal.
- Preparing Mid-Term Reports for all homeroom students. Mid-term reporting dates are noted on the school calendar.
- Recording grades on electronic grade book WEEKLY, uploading grades at the close of each grading period and distributing computer report cards to students. Report card due dates are noted on school calendar.
- Distributing forms and gathering information from students as directed by administration.
- Completing cumulative records.
- Issuing textbooks, recording numbers assigned to students, and collecting for lost/damaged books prior to issuing replacements.
- Contacting parent/guardian anytime a student is absent for two consecutive days.

ATTENDANCE

Attendance is an area that must be stressed. Students must be present to receive instruction and teachers should reinforce the importance of this in their classrooms. Students are expected to attend school every school day unless they are ill or there is illness in the family. It is the homeroom teacher's responsibility to adhere to the following procedures.

- ✓ **The parent/guardian of any child missing -two consecutive days of school must be contacted by phone to inquire about absences. If an emergency or severe illness is the cause of the absences, please notify the principal.**

- ✓ Any child who is absent a total of ten days, then each additional five days absent thereafter – The parent/guardian must be contacted by phone and an attendance referral form (located in the data entry office) must be completed and turned in to -Mrs. Harvey.
- ✓ Document all conferences, emails, notes, phone calls and other communications referring to a student's attendance problem. Have Communication Notebook available for the principal.
- ✓ Students entering class tardy **must** have a tardy slip issued by the office before being admitted to class. If students do not have a tardy slip they cannot be marked tardy in the official attendance record.
- ✓ When students are sent home with head lice, the first day of absence should be considered excused. Any days absent thereafter are unexcused and the administration should be notified.
- ✓ Any student who has perfect attendance each grading period will have one point added to his/her grade average for each subject. (Perfect Attendance-students must be in attendance for the majority of the school day.)
- ✓ On Take Your Child to Work Day, the absence should be counted as excused and will not be counted against perfect attendance. **Students must be present "the majority of the school day" when considered for perfect attendance.**
- ✓ Please refer to "Attendance Protocol" handout in your Welcome Back notebook for more details about procedures for attendance and tardy concerns.

END OF DAY REQUIREMENTS

Teachers, with the help of students, should prepare the classroom for the custodial staff by stacking chairs or placing chairs on top of tables/desks. Books should be in desks/cubbies, excessive trash should be picked up and floors should be clear of pencils, crayons, erasers, etc. Student transportation issues (who does what, who goes where, notes signed by front office, etc.) should be resolved. **Classroom computers should be closed out and shut down.**

ACCOUNTABILITY

Teachers are liable for their students' safety at all times! **PLEASE DO NOT LEAVE YOUR CLASS UNATTENDED AT ANY TIME.**

Bathroom

Students from the computer lab will use bathrooms across from the main office. Students from cafeteria will use bathrooms on the right side of the hallway when exiting the cafeteria. Bathrooms in the office suite and by the teachers' lounge are for adult use only.

Lunchroom

Teachers will walk students to and pick up students from the cafeteria. **Please be prompt and walk your students INSIDE cafeteria.**

Free Play

In order to promote physical fitness and combat obesity, students will participate in outdoor play/exercise for at least thirty minutes per day through free play and/or special area's PE activities. **Every class will be in their classroom by 2:45 each day for the afternoon announcements. On early dismissal days, classes will be in the rooms by 12:45. With the exception of kindergarten, outside free play/exercise should take place ONE time each day. Snack time should not be considered another outside event.**

Buses

Teachers will walk students in an orderly line to the bus loading area the last bell of the day.

Clinic Passes

For safety reasons, students should travel within the main hallways, not the bus area. Students must have a completed clinic pass when sent to the clinic.

Office Pass/Discipline Form

Students should gain access to the office area by using the main hallway entrance (students will not use the door to the assistant principal's office or hallway door to the clinic to enter office area). **Any student sent to the office must be accompanied -an infraction form -** State law prohibits revealing or discussing behaviors, actions or consequences of any student with any adult other than the parent/legal guardian. **The parent/legal guardian should be contacted for all repeated offenses and as an intervention tool before an office referral is necessary.** If assistance is needed in escorting a child to the office, please call the front desk or the principal's secretary and an administrator will come to the class. Do not leave the class unattended or leave students in the care of others to escort a child to the office -. When sending a student to the office unescorted, the front office or the principal's secretary should be notified to expect the student. Due to limited space, please do not use the office as a study hall in order for students to complete work or as a time out unless calling the office PRIOR to sending student. Office personnel/administrators are available to assist you in any way; however, at times the office becomes a reward if the environment is not appropriate.

UNAUTHORIZED ADULT INTERVENTION WITH STUDENTS

No adult who is not a member of the staff or other authorized personnel such as DCF, Behavior Specialist, Psychologist, etc. will be allowed to speak with a child (other than their own) under your supervision. If an unauthorized adult asks to speak with one of your students or if a question arises, please refer the adult to the office or the principal.

CURRICULUM

The Wakulla County Curriculum Guides identify curricula responsibilities for each teacher by grade level and subject area. These guides have been developed by teachers and are the accepted and official curricula of the county. Remember, textbooks are not curriculum, they are tools to help provide instruction in the County adopted curriculum.-

LESSON PLANS

Long range planning and goal setting should be done by nine weeks, semester and school year. Short range planning should be complete by Friday in preparation for the next week. Be sure plans are written clearly and be as specific as possible. Curriculum Guides, Florida Standards, Grade Level Expectations and Student Progression Checklists should be used in lesson planning. Plans should be kept available in the classroom at all times and should be kept ready to turn in to the office upon request from administration. Lesson plans should be complete, with subject areas and times noted as well as objectives, procedures and evaluation for each lesson taught. Plans should include applicable ESE accommodations, evidence of reteaching, appropriate differentiated instruction, identification of tiered students, and Tier III instruction (This is instruction ADDITIONAL to the core instruction and in addition to what other students receive—20-30 minutes regularly for reading and 15-20 minutes for math.).

In order to facilitate grade level communication, weekly scheduled grade level meetings are to be held and attended by all members to meet, plan, evaluate goals and progress, and share materials and ideas. Parent conferences and other obligations should not interfere. –Items discussed and a list of those who attended should be emailed weekly/bi-weekly to principal.

Each teacher will maintain a substitute packet with current information, special instructions and a lesson plan for the day. These should be kept in a visible place.

CUMULATIVE FOLDER

Cumulative folders should be updated, completed and filed in order in each student's cumulative folder. See Mrs. Pichard for questions.

ID BADGES

Each employee is provided with an identification badge with a photograph. It is to be worn and visible during work hours. A duplicate is available from Human Resources at the District Office.

PARENT-TEACHER COMMUNICATION

Conferences are important! Frequent school-home communication is a must. Teachers should initiate conferences and keep notes. All parents should be scheduled for a conference within the first semester of school. A teacher should be available for parent conferences during planning time. Such conferences should be set up ahead of time whenever possible. The teacher or parent may also request the principal, assistant principal and/or the guidance counselor be present at the conference. As well as scheduled conferences, each teacher should provide a weekly newsletter to all parents. A list of all parent conferences completed along with dates and times should be maintained and provided to the principal.

All phone messages and emails should be returned **within 24 hours of the call**. Notify parents of events or situations that may cause them concern, if you wish to communicate any information to discuss the student's progress, if the parent has specifically requested to be notified by the teacher, and/or if the child is a constant and/or severe disruption to the class. Be proactive! Open communication with parents reflects your care and concern. Students sometimes distort the truth—help to alleviate the distortion! Parents should also be invited to participate in IST sessions as appropriate.

Conferences regarding retention should be held early in the spring. Remember, no student can be considered for retention unless he/she has been a part of the RTI process for a reasonable period of time. Forms and dates will be included in the Good Cause/Retention Folder given to teachers in March. Third through fifth grade teachers will utilize daily planners to help students organize homework and communicate with parents. Teachers will - post classroom information and student grades.

ALL STUDENTS (PARENTS) should receive a positive phone call and/or post card during the first nine weeks of school.

USE OF COPIERS/LASER PRINTERS

A paraprofessional has been appointed to do all copy work for the faculty and staff. She is available to make copies from 9:00 a.m. until 11:15 a.m. . **Please insure materials that need to be copied are turned in to the operator at least 24 hours before needed.** Each individual teacher has an assigned copy account number and number of copies for each month. Any mistake made preparing copies will be charged to the office. **Please use your projectors and document cameras whenever possible.**

PERSONAL PACKAGES

Please remember that the school office personnel are here to attend to school business. Please have personal packages and deliveries made to your home address.

TEACHER LOUNGE AREA

Do not send or allow students to go into the Teacher Lounge area AT ANY TIME (This includes before and after school students.). Students are NOT allowed to use the snack machines or ice machine in the lounge. It is your responsibility to wash and put away any dishes or utensils that you use and to clean up any spills that you make in the oven or microwave. Lunchroom property (forks, bowls, trays, etc.) must be returned as soon as you are finished with them. If you place goodies in the lounge for others to share, please clean up at the day's end. Please remember that the refrigerator and freezer are shared. Left over frozen products and perishable items should be stored briefly and then disposed of. Periodically (at the end of each nine weeks) items will be disposed of due to overcrowding or out-of-date items.

TEXTBOOKS

When issuing textbooks, the following guidelines should be followed.

- Each teacher will be issued textbooks that have been stamped, numbered and dated according to year purchased.
- Teachers will issue textbooks to students. Students' names should be recorded by the teacher in the textbook.
- A form will be maintained listing student's name, textbook number, and title of textbook issued.
- If a student loses or damages a textbook, no book will be issued until textbook is returned or paid for. If a student has a lost textbook, a book may be issued by the teacher to be used during class time only. The textbook may not be taken home.
- If a student has not had a textbook during a three-day period, a form letter with pertinent information should be sent home to the parent. A copy of this letter should be kept in the student's file.
- To obtain the price of a lost textbook, complete a Textbook Pricing Form and put in the textbook coordinator's box. The form with the correct amount of money to be collected from the student will be returned to you.
- After issuing a letter to parents and a total of three days passes without the book being returned or payment being received, a copy of the letter sent home should be given to the principal.
- Textbooks should be kept in a secure place so students cannot remove books from the classroom (locked cabinets, book room, etc.).
- Monies collected for lost or damaged textbooks should be given to the textbook coordinator for receipt

For forms, letters, etc., see the Textbook Coordinator. **DO NOT PUT ANYTHING IN THE BOOKROOM WITHOUT PRIOR PERMISSION FROM THE PRINCIPAL.**

INSERVICE EDUCATION

- ⇒ In-service points may be earned by attending regularly scheduled Wakulla County in-service programs, in-service programs in other counties within the State and other agencies such as FDLRS and PAEC. Activities may be completed individually but must relate to improving student performance and your professional development goals.
- ⇒ You must register for in-service activities prior to attending through the ePDC System. Before signing up for an in-service activity, please consult the principal.
- ⇒ Upon completion of the activities, you **must** also complete the on line follow up within the designated time.
- ⇒ When you register for in-service on the ePDC system, please read the "Details" section of the course information, where course location, times, etc. is noted.

- ⇒ Each teacher is responsible for checking his/her in-service record in ePDC to see that in-service points are updated.
- ⇒ Each teacher is also responsible for checking his/her email as ePDC in-service announcements and other updates are relayed through email. County email should be used.
- ⇒ Any questions concerning in-service training points should be directed to the assistant principal.

PHONE MESSAGES, CELL PHONES, FAX MACHINE AND MEMORANDUMS

- Telephone messages received during the school day will be placed in the individual teacher's voice mail. It is the responsibility of each teacher to check his/her voice mail during the day and before leaving school. For all non-school related calls rather than giving callers the school number, encourage callers to leave a message on your home phone. **Please remember, cell phones of any type should not be in use while you are responsible for students or while performing your duties. Keep all cell phones off or on silence and out of sight during the regular school day. If you find yourself in an emergency situation and are in need of having your cell phone, please notify Mrs. McElroy.**
- The FAX machine is for school business only. For any other situation, please clear with the principal/designee.
- All memorandums received during the school year should be filed for future reference. There will most likely be several occasions during the school year at which time they will prove valuable.
- Your district email address is also an official channel of communication. It should be checked daily. Remember, all communication through email during school time is PUBLIC INFORMATION and may be requested by anyone.

Create a folder to save parent/school email correspondence. Remember to be professional with all email correspondence. If you discover questionable email content, report this to the administration as soon as possible. Please use email for factual things when corresponding with a parent. Do not use it to "discuss" concerns you or a parent might have.

MICROWAVE USAGE/REFRIGERATORS IN CLASSROOMS

Many of you have purchased microwaves for your classrooms. For safety reasons, students **may not use microwaves**. It is the teacher's responsibility to maintain and clean classroom microwaves. A "MICROWAVE OVEN IN USE" sign must be posted. It is also the responsibility of the teacher to maintain and clean refrigerators in the classrooms. Refrigerators should be empty during the summer.

END OF YEAR REQUIREMENTS

Prior to the end of the school year, the principal will issue a packet of forms and statement of requirements that must be completed by the teacher at the end of post planning.

FACULTY/STAFF ABSENCE

Work hours are 8:10 AM to 3:40 PM. Please be professional and respectful in regards to this time. Faculty/staff members who find it necessary to be absent from school for any reason should notify the principal or Mrs. Peltier if prior notification has not already taken place. Mrs. Peltier can be reached between 6:30 to 7:25 a.m., and until 11:00 p.m. in the evening. It is vital that Mrs. Peltier be reached as soon as you are aware of being absent so substitute arrangements can be made. Please do not text that you will be late or absent or leave a voicemail on school phones.

Mrs. Peltier – 509-6446

Sign in and out each day.

Notify the front office if you are leaving campus during school day!

At times, faculty/staff may need to leave school during the day. If leave is due to an emergency and leave time is uncertain, the principal should be notified at once to inform her of the need to leave school and to make arrangements for leaving the campus. If the principal is not on campus at the time, the assistant principal may be notified. Due to appointments or engagements, faculty/staff members may sometimes find it necessary to leave school at the conclusion of the student day. Such times should be kept to a minimum and must be cleared with the principal as far ahead as possible. Teachers, please do not schedule a paraprofessional to cover your classroom; the office will make these arrangements. All leave requests should be made directly through the principal.

Faculty/staff members are allotted ten leave days per school year, six of which may be used as personal leave (as long as not more than ten percent of the faculty request personal leave for the same date). The ten days are accumulated one per month. Personal leave must be applied for and a leave form completed at least two days in advance.

UPON RETURN TO SCHOOL AFTER SICK LEAVE, FORMS MUST BE TURNED IN NO LATER THAN FIVE DAYS AFTER DAY OF ABSENCE.

Other types of leave may include:

- ◆ Jury Duty
Witness Duty
- ◆ Temporary Duty Elsewhere (When completing a TDY form for in-service, workshops, etc., a copy of an agenda must be attached.)
- ◆ Family/Medical Leave
- ◆ Military Leave
- ◆ Illness in the Line of Duty
- ◆ Professional Leave
- ◆ Personal Leave in Excess of 20 Days

Personal leave in excess of 20 days will be granted at the discretion of the School Board except maternity leave which shall be mandatory upon request. **TDY forms must be completed five days in advance any time that you are out of your work site to perform services of benefit to the school district (workshops, in-service programs, etc.).** It is the responsibility of each teacher to complete paper work for any leave taken and turn in to Mrs. Peltier in a timely manner. The principal **MUST** sign all leave forms; the superintendent's signature is no longer required for regular personal and sick leave.

PLANNING FOR A SUBSTITUTE

When absent, teachers should have the following available for a substitute teacher, to insure continuity of instruction.

- Complete lesson plans
- Schedule of the day, including students attending special area classes, and/or any extra duties or activities
- Attendance information
- Seating chart
- Dismissal Procedures and list of how students are transported (bus, car rider, day care, etc.)
- List of how students are to be divided if substitute is not available.

DISTRICT AND SCHOOL ADULT DRESS EXPECTATIONS

Our schools and offices are places of business in which a professional atmosphere needs to be evident. The manner in which we dress is one of the first impressions the public receives. It is an expectation of our job to demonstrate tasteful, businesslike dress. Though each of our schools and offices vary with the amount of public contact and have varying job responsibilities, all of us are in the public eye. We are observed even when we do not realize it. Dressing in a manner that honors the intent and attitude of the work place is indicative to teamwork. Appropriate dress also shows respect for the organization.

Jeans should only be worn on “**casual Friday**” with a school shirt. When worn, jeans should have no unusual holes or openings and should not fall off the waistline to expose undergarments. **Shorts (unless worn as a suit—“city shorts”)** may be worn (approximately knee length) during teacher planning days when working and moving furniture in the classroom or for outdoor field trips when worn with a school shirt. Please remember that there may be occasions when shorts are not appropriate during a workday, such as parent conferences, district meetings, etc.

Supervisors are responsible for monitoring the appropriateness of dress for those under their supervision.

When you feel there is a need/reason to dress in a manner that is not in keeping with the guidelines, you should get **prior approval** from your administrator.

Also, realize that there could be times when “casual Friday” attire is not appropriate for a Friday. Follow your administrator’s discretion and wishes.

These guidelines apply to all workdays. With these guidelines, we can be assured that all of us understand dress expectations.

PURCHASING PROCEDURES

The school principal is fully responsible for all purchases and purchase commitments requiring present or future disbursements of account monies. ***A signed commitment (Purchase Order) from the principal or designee must be obtained BEFORE any purchase or reimbursement is made. The school is not liable for any purchase made in the name of the school without express prior written approval (i.e. Purchase Order).***

When ordering supplies, complete a Purchase Requisition Form and give to the bookkeeper for approval by the principal. Information on the Requisition Form must be legible and complete.

The deadline for submitting School (district) Purchase Orders is the last day of March. Any exceptions must be cleared by the principal.

COLLECTING AND RECEIPTING MONEY – INTERNAL SCHOOL LEVEL ACCOUNT

- A numbered receipt must be issued for any money collected that will be deposited in a school account.
- Persons receipting money will be issued a three-part receipt book (a copy will be retained for teacher records, one copy will be given to payee and the second copy will be attached to the Internal Deposit Slip). A copy of the Internal Deposit Slip and receipt copies are retained in the bookkeeper’s office in compliance with audit procedures.

- Any time money is turned in to the bookkeeper an Internal Account Deposit Slip along with copies of receipts must be included. The amount deposited will match the total noted on Internal Deposit Slip and attached receipts.
- **Money must be turned in to bookkeeper daily!** Do not leave funds in your desk or room.
- Students should not be used to carry or pick up monies.
- The Textbook Chairperson will issue receipts for textbook fines.
- The Media Specialist will issue receipts for lost or damaged library books.
- DO NOT cash checks out of money collected.
- DO NOT refund money to students by giving them cash. Submit a Reimbursement Request Form to the bookkeeper for any refunds.

All items purchased are for students of Crawfordville Elementary School and will remain on school property should a teacher move or transfer.

LEAD DOLLARS

New purchasing procedures will be provided.

SCREENING AND ASSESSMENT

Students in grades kindergarten through fifth are screened in such areas as vision, hearing, gross motor, language development, and speech based on teacher referral. In addition, kindergartners receive screening in readiness skills. Further assessment of students should be performed by the classroom teacher when needed.

Kindergartners are screened during the first thirty days of school as a part of the Florida Kindergarten Readiness System. The results are used to meet the needs of individual student.

DEA will be used in grades K-5 three times a year as part of the progress monitoring component of the District's Reading Plan. Please refer to the Wakulla County School's K-12 District Reading Plan for further details.

PROGRESS MONITORING PLAN Schools are required to utilize the district Progress Monitoring Plan in reading and math for all students, including those students who fail to meet performance standards. The Progress Monitoring Plan is designed for use by classroom teachers. It incorporates the various requirements for progress monitoring so that teachers can assure that they are reviewing student data and revising instruction based on student needs. It requires the teacher to review student assessment and performance data a minimum of three times during the school year in addition to the grading periods. It is supported by the formal progress monitoring which occurs in all schools as a result of student achievement in reading and the requirements of the District Reading Plan.

Students who score below Level 3 on DEA and/or FSA Math and Reading, in addition to students not meeting the specific level of proficiency as determined by the school district, are automatically included as struggling students. These students must be provided with additional diagnostic assessments to determine the nature of the student's difficulty and the areas of academic need. Additionally, the strategies for appropriate intervention and instruction must be determined as part of the Progress Monitoring Plan. These strategies may include, but are not limited to summer school, tutoring or mentoring, class size reduction, and intensive skills development programs.

The Progress Monitoring Plan should:

- Clearly identify the specific diagnosed needs to be remediated;
- Clearly identify the success-based, research-based intervention strategies to be used;
- Clearly identify a variety of remedial instruction to be provided; and
- Clearly identify the monitoring and reevaluation activities to be employed.
- All teachers are responsible for initiating and following up with RTI meetings, interventions, and Progress Monitoring.

A student who is not meeting the school district or state requirements for proficiency in reading and/or math shall be covered by one of the following plans to target instruction and identify ways to improve his or her academic achievement:

- A federally required student plan such as an individual education plan (IEP);
- A school wide system of progress monitoring for all students; or
- An individualized progress monitoring plan.

The chosen plan shall be designed to assist the student or the school in meeting state and district expectations for proficiency. If the student has been identified as having a deficiency in reading, the K-12 Comprehensive Reading Plan includes instructional and support services to help the student meet the desired levels of performance. If upon subsequent evaluation the documented deficiency has not been remediated, the student may be retained. **No student should be retained or considered for retention by any teacher unless he/she has been through the IST and the MTSS process to develop strategies and interventions to assist that student.** Each student who does not meet minimum performance expectations for the statewide assessment test in reading, writing, science and mathematics must continue remedial instruction or supplemental instruction until expectations are met or the student graduates from high school or is not subject to compulsory school attendance.

REPORTING STUDENT PROGRESS

The district shall report to the parent the student's results on each DEA assessment. The student's progress toward achieving state and district expectations for proficiency in reading, writing, science, and mathematics shall be reported to the student and his/her parent or legal guardian each nine weeks via the report card. The evaluation of each student's overall progress shall be based upon the student's classroom work, observations, tests, district and state assessments, and other relevant information. *FS 1008.25 (7)(a)*

The report card shall clearly depict and grade:

1. the student's academic performance in each class or course. This indicates the student's mastery of the Florida State Standards and benchmarks at his/her assigned grade level and shall be based upon written papers, class participation, teacher observation, portfolio documentation, written and oral tests, and/or other academic performance criteria;
2. the student's conduct and behavior;
3. the student's attendance, including absences and tardies; and
4. the student's grade level performance (below, on, above).

Grade Level Performance Definitions:

Students working **below grade level** are using materials at least one half year below their grade placement. Other accommodations and/or modifications include fewer assignments, presentation of instruction at a slower pace, more instructional support and more opportunity to practice skills. No student should be doing work below grade level without going through the MTSS process AND approval from IST and principal.

Students working **on grade level** are making adequate progress on grade-level appropriate standards and materials.

Students working **above grade level** are achieving above expectations for the grade level in which they are assigned and should be provided enrichment activities/instruction to stimulate critical thinking, problem solving and communication skills. **No student should be doing assignments that are not identified as a skill at his/her grade level. All assignments should follow the curriculum guide at that child's grade level unless otherwise advised by the principal.**

TIMELINE FOR ELEMENTARY STUDENT PROGRESSION PROCEDURES

August

- Begin reviewing data and administering Tier I instruction.
- Begin initial screening and diagnostic testing as appropriate.
- Fill out and mail home letter for "Parental Notification for Retained Third Grade Students" if not already done. Put a copy in the student's cumulative folder for documentation.

August/September

- The first DEA assessment is to be completed during the appropriate window of time—. Kindergarten students must be assessed with the FLKRS instruments prior to the 31st day of school.
- Note students not making progress with research-based Tier I instruction. Conduct grade-level problem-solving meetings to determine appropriate Tier I interventions for these students.
- Conduct parent conferences as needed to assure that parents are aware of student academic needs.
- Review DEA and STAR Math data to plan for instruction.

September – Throughout Year

- Student data should be reviewed and the Intervention Support Team convened to review data and plan interventions for any student not making adequate progress with Tier I instruction.
- Documented remediation using research-based materials takes place for students as identified through the Intervention Support Team process (detailed in the Response to Intervention Handbook).
- Teachers use progress monitoring tools to judge student growth and not progress updates, including parent contacts.
- Additional diagnostic testing is given to students who fail to make progress even after participation in remediation. This may be monitored through the IST.

November

- Second formal progress monitoring window using DEA begins.

January

February

- For students in kindergarten who demonstrate a reading deficiency, fill out and mail home the letter for "Parental Notification for Students in K-3 with Reading Deficiencies." Put a copy in the student's cumulative folder for documentation.

February/May

- At the end of the third nine weeks grading period, sent to parents and file in cumulative folder a copy of the informal “Possible Retention” letter if needed.
- A referral to the Intervention Support Team should be made at any time it appears that a student is not making adequate progress **on grade level** even with research-based Tier I interventions in place or when progress monitoring indicates that the student is in need of additional intervention or challenge.
- Review students who have transferred in and place appropriately, being sure to provide diagnostic assessment if the student seems below level.
- Documented remediation using research-based materials takes place for those students in Tiers I or III of the IST process. Ongoing research-based instruction continues for all Tier I students.
- Teachers use progress monitoring to judge student growth and not progress updates, including parent contacts.
- Additional diagnostic testing is given to those students who fail to make progress even after intensive intervention.
- Classroom progress monitoring and formal progress monitoring with FAIR continues as scheduled.

May

- Review student data (grades and progress monitoring) for final promotion/retention decisions. Send home Summer Camp information for third grade students who qualify for Summer Reading Camp.
- Send copies of Good Cause Promotion Letters to the Assistant Superintendent for Instruction. Maintain originals in cumulative folders.
- Note students who are in the IST process and plan for transition of these students and their IST information to new teachers at the beginning of the next school year.

Even though parents are kept informed through progress reports, report cards, FOCUS, and weekly/daily planners, contact parents of students with whom you have academic concerns (those students whose grades have dropped, etc.) and/or behavioral concerns.

All students in Exceptional Student Education must have an Individualized Education Plan which is written annually, or more frequently as student needs dictate. General education teachers and parents must be included in the development of this plan. Progress toward IEP goals will be provided to parents at mid-term intervals and at the end of each grading period.

GENERAL PROCEDURES FOR PROMOTION DECISIONS

Student progression decisions are the responsibility of the school principal. The options available to the school principal are directly related to the student’s academic achievement and the student’s ability (academically, socially and emotionally) to handle the rigor of the next grade. Teacher recommendation (which reflects teacher judgment concerning standardized test results, classroom performance and documentation of student work) are considered.

The options available to the school principal are directly related to the students’ academic achievement. These are summarized here.

- *Promotion to the next high grade level* - The student has met all the requirements for promotion as outlined in the Student Progression Plan.

- *Retention at the same grade level* - The student has not met all the requirements for promotion as outlined in the Student Progression Plan; the student is expected to benefit from this placement academically; and **the student has been through the MTSS process.**
- *Promotion for Good Cause to the next high grade* - The student has not met all the standards specified in the Student Progression Plan, but conditions exist that make retention more adverse to student progress.
- *ESE students* - Students in ESE programs marked regular diploma student must meet student progression standards in all subject areas in order to receive a regular promotion.
- Any student who does not score level two or above on FSA Reading third grade must be retained, unless they meet legislated criteria for a good cause promotion.

Parents and students are entitled to notification and full explanation of procedures and standards, as well as early involvement in retention decisions.

Criteria for Regular Promotion

Several elements are considered when determining regular promotion status. These include:

- Achievement on 70% or more of the Student Progression Skills in Reading, Writing and Math.
- Reading grade, writing grade, math grade, and science grade average of 60% or higher.
- Average or above average achievement on the district adopted nationally normed test.

MULTI-TIERED SYSTEM OF SUPPORT (MTSS)

MTSS has been organized as a procedure for Crawfordville School to provide more systematic and efficient assistance to teachers, parents, students and others in reducing problems, strengthening programs and improving the learning and adjustment of individuals without prematurely resorting to psychological evaluations or exceptional education programming.

- Before scheduling a meeting with the IST, INTERVENTIONS AS NOTED ON THE Progress Monitoring Plan should be in effect for a reasonable period of time.
- All appropriate forms must be filled out prior to the first IST meeting and turned in to office.
- At least two parent conferences must be held prior to the first IST meeting.
- After the first meeting, a follow up meeting should be scheduled and parents notified.

DISCIPLINE

Example of an appropriate Discipline Plan

Second - Fifth

1. First Offense: Warning
2. Second Offense: Name on board
3. Third Offense: Loss of 5 minutes at recess
4. Fourth Offense: Lunch detention
5. Fifth Offense: Call home
6. Sixth Offense: Office referral

Each day, a child should start over with a clean slate. However, if the same behavior continues for several days, a phone call should be made and the parent should be notified that you are skipping the first and second steps and going to an immediate consequence (third offense). This is just an example, but a plan should be made that is appropriate for having students in class all day. This should be clearly posted and reviewed periodically.

A more frequent, positive plan should be used each day. **A formal, structured, positive plan should be in writing and clearly undenoted by students, parents and administration. This plan should be a part of your class routine.**

REPORT CARDS

Report cards are issued on the sixth school day following the end of each nine-week grading period. The last report card of the school year may be sent home the last day of school. Personal comments should be made on each child's report card, reflecting something positive about the child and ways the parent can help with programs.

Teachers will send home mid-term progress reports generated by FOCUS to all students. These must be signed by parents and returned to the teacher to be filed in classroom portfolios. Mid-term report dates are noted on the school calendar.

Grades are based on test scores, classroom performances, daily assignments and homework. Teachers have the responsibility to evaluate and assign grades. Grades should reflect student achievement and proficiency on the Florida State Standards.

Teachers shall **not** lower a student's grade as a disciplinary action. However, in accordance with School Board Policy, in cases of unexcused absences or absences resulting from suspension or dismissal, the student may earn a lower grade because of lack of completed make-up work.

Any student who has perfect attendance during each grading period will have one point added to his/her grade average for each subject.

GRADING SCALE

The following grading scale will be used in all subjects in kindergarten and pre-first; and in music, P.E., art, handwriting, work habits, and citizenship in grades 1-5:

- E - Excellent
- S - Satisfactory
- N - Needs Improvement
- U - Unsatisfactory
- I - Incomplete

The following grading scale will be used in grades 1-5:

| | | | |
|---|----------|---|---------|
| A | 90 – 100 | | |
| B | 80 – 89 | D | 60 – 69 |
| C | 70 - 79 | F | 0 – 59 |

ELECTRONIC GRADE BOOKS

Grades will be entered in a timely fashion and done so weekly. Approximately eight or nine grades each nine weeks should be entered for Reading, Writing, Language, Spelling and Math. Students should have grades in Social Studies and Science each nine weeks. **Marking a child "Below Grade Level" can only be done after principal's approval.** Progress Reports will be printed by data entry. There will be a date/time deadline each grading period when office personnel will upload grades for report cards. Teachers are responsible for making sure all grade books are ready to be sent by the specified deadline. After the upload, teachers will receive proof sheets—please review these carefully. If mistakes are found, correct both the electronic grade book and the proof sheet. Make the appropriate change in the grade book and save the changes but do not send the grade book again. The corrected proof sheet must be given to the registrar so changes can be made in Gateway and the correct information printed on report cards. A hard copy of final grade books should be printed each nine weeks and filed in the provided notebook. These will be turned in at the end of the school year. Refer to your FOCUS manual for instructions on using electronic grade books.

Grading Categories Grades - One through Five

- * 50% Reading
- * 30% Writing
- * 10% Language
- * 10% Spelling

Grading Categories – Kindergarten

- * 50% Foundational Skills
- * 30% Writing
- * 20% Speaking/Listening Skills

STUDENT ENRICHMENT

ACADEMIC AWARDS PROGRAM

This program is designed to reward students for their academic achievement. The following criteria will be used.

First through Fifth

- All "A" Honor Roll (blue ribbon) will be presented to students who earn all A's.
- "A" and "B" Honor Roll (red ribbon) will be presented to students who earn all A's and B's.
- Improvement Ribbon (white ribbon) will be presented to students improving one point in their overall GPA. Students who are on the "A" or "A/B" Honor Roll will not receive an Improvement Ribbon.

Any student who has an "F" on his/her report card is not eligible for an Improvement Ribbon. Handwriting, PE, and Music grades are not considered when determining eligibility for Honor Roll and Improvement ribbons. Citizenship grade should not be considered in academic awards. It is the criteria for the Super Citizen Award.

Teachers are encouraged to continue to motivate solid average students who work hard through the Super Citizen program, classroom rewards, and special visits with the treasure chest.

ASSEMBLIES

Grades one through five will attend an awards assembly each nine weeks by grade level. Students will be recognized for attaining Honor Roll, Improvement, Super Citizen or Perfect Attendance.

REWARDS

Each nine weeks, "A" and "A/B" Honor Roll recipients will participate in a special activity at which time "Cougar Cash" may be redeemed.

FIELD TRIPS

Field trips will be limited to those which come at no cost to the school district and no cost or a minimum fee for the student (less than a total of \$5.00). The exception to this would be the end-of-the-year trip for fifth grade students. **All field trips must be approved by the principal prior to parent notification.** Field Trip Request Forms may be obtained from the front office.

Field trip requests must be completed for all field trips **at least three weeks in advance**, approved by the principal and emailed to the district office for approval. Field trip requests are required to have an itinerary attached when submitted to the principal. The use of a charter bus must be pre-approved by the Superintendent and reviewed by the transportation office to insure the charter company meets federal guidelines. The lunchroom manager should be notified within this one-week time limit as well.

Consent forms must be signed before students are allowed to participate. It is the teacher's responsibility to insure each student has a signed form on file before going on each trip. Consent forms must be kept on file in the classroom and **must be taken by the teacher during any trip away from campus.**

School Board policy prohibits students on field trips being taken from the event without prior written approval. State Board of Education rule 6A-3.017 states, "All participating students traveling to and from school-sponsored events or any extracurricular activities MUST use the transportation provided by the school going both ways. Exception to this rule may be made ONLY if a student is to ride with **his/her own parents** and this exception has been previously arranged, IN WRITING, with that student's principal or his/her designee." When informing parents of a field trip, please make them aware of this policy so arrangements for transportation may be made prior to your trip. **Before parents can chaperone any field trip, he/she must be approved through our district's volunteer registration process.**

END OF YEAR AWARDS – FIRST THROUGH FIFTH GRADE

Students who are on the A or A/B Honor four out of four grading periods will be recognized at the May Awards Assembly and receive a special award. Students with 100% attendance for the year (**in attendance for the majority of the day**, every day) will receive an Attendance Certificate. Students achieving Super Citizens each grading period will also be recognized at the end of the year program.

SUPER CITIZEN PROGRAM

In order to promote a positive school environment, students exhibiting exemplary behavior in all aspects of school, including lunchroom, hallway and special area are recognized as Super Citizens at the awards assembly. Super Citizens must receive an "E" for Citizenship on the report card for all four grading periods. Consistency on the grade level for this is strongly encouraged.

ENRICHMENT

Curriculum enrichment continues to be an emphasis of Crawfordville Elementary School. Enrichment centers in the classroom are encouraged as well as independent reading and study projects. School wide enrichment programs have included dance presentations, musical presentations, art exhibits and demonstrations. Participating in school wide thematic units has provided enrichment opportunities as well.

ESOL

Crawfordville Elementary School is the designated school in the district to serve students speaking English as a second language. In order to comply with the Civil Rights Act and Florida Statute, a District ESOL Plan has been implemented insuring that every child receives access to a public education regardless of race, sex, or native language. Copies of the plan are housed in the principal's office and assistant principal's office. A teacher at each grade level and special areas have received training to enable them to implement strategies to modify instruction for students needing ESOL services.

The following requirements are observed to insure compliance with the ESOL Plan.

- All documents given to parents are available in the language spoken in the home. These include but are not limited to: Code of Student Conduct, Attendance Policy, Free and Reduced Lunch Forms, Insurance Forms, etc.
- All letters to parents include a statement offering an interpreter for school wide meetings, staffing, CST's, or parent conferences. Interpreters will be provided upon request.

A Home Language Survey is given when students register for school. It is maintained in the Cumulative Folder. If "yes" is checked indicating that the child speaks a language other than English, the student receives additional evaluation to determine the need for ESOL services.

ESE

In adhering to the federal law, set forth in IDEA (Individuals with Disabilities Education Act) the following procedures must be in place:

- A general education teacher of the child must be present at the IEP meeting to participate in the development of the IEP, assist in the determination of appropriate positive behavior interventions for the child and assist in the determination of supplementary aids, services, program, modifications or supports for school personnel that will be provided for the child.

General education teachers must:

- Know who in your class has an IEP or 504 Plan.
- Personally review each IEP or 504 Plan.
- Note any accommodations or modifications outlined in the IEP or 504 Plan.
- Make a good faith effort to implement the IEP or 504 Plan.
- Document efforts to implement the IEP or 504 Plan in plan books or grade books.

Teachers who fail to implement a child's IEP or 504 Plan are at risk of PERSONAL LIABILITY, including money damages (Doe V. Withers, 20 IDELR422 (w.Va.Cir.Ct.1993)).

In order to provide the most appropriate education possible for ESE students, it is imperative for the team serving him/her to communicate on a regular basis. ESE teachers will provide a hard copy of pertinent information from the student's IEP to his/her classroom teacher along with appropriate strategies to implement modifications. Progress toward IEP goals is sent home to parents at mid-term and at the end of each grading period.

STUDENT COUNCIL

Student Council provides an opportunity for developing leadership skills in grades three through five. Officers (President, Vice-President, Secretary, and Treasurer) are elected from the fifth grade classes. Each homeroom selects two representatives. Meetings are held monthly to plan and carry out activities.

BRAIN BRAWL

Fifth graders participate in a Brain Brawl in the spring of each school year. The Wakulla County Optimist Club sponsors this event.

SPELLING BEE

Fourth and fifth graders participate in a spelling bee in the fall of each school year. Through elimination in school competition, a winner and a runner-up are selected to represent the school in countywide competition, fifth through eighth grades. The district winner competes in a regional match in Tallahassee; the regional winner competes nationally in Washington, D.C.

MANDATORY REPORTING OF CHILD ABUSE, ABANDONMENT OR NEGLECT

Chapter 39 of the Florida Statutes mandates that any person who knows, or has reasonable cause to suspect, that a child is abused, abandoned, or neglected shall report immediately such knowledge or suspicion to the central abuse hotline of the Department of Children and Families (DCF).

Professional educators are mandatory reporters and as such they are required to provide their names to the Hotline staff. The name of the reporter shall be entered into the record of that report but shall be held confidential as provided in s.39.202,F.S. Please consult with the administration if you suspect a case of child abuse.

When a report has been made to DCF or law enforcement, teachers or staff should not take it upon themselves to interview the child, talk with the suspected abuser, or discuss the allegations with any third party. If a parent or legal guardian desires information related to the abuse complaint or investigation, please refer them to the school administration, the DCF, or the applicable law enforcement agency.

Child Abuse Hotline: 1-800-962-2873

BLOOM'S TAXONOMY AND WEBB'S DEPTH-OF-KNOWLEDGE

Effective questioning encourages students to develop critical thinking skills and guides them in analysis of data. Lessons should include questions from each level of Bloom's Taxonomy and Webb's Depth-of-Knowledge with an emphasis on the more complex levels. (FCAT test item reviewers are using Webb's model in the development of questions.)

| Bloom's Level | Examples: |
|---------------|--|
| Recall | Label the parts of the human cell. |
| Application | Categorize the cell structures as plant, animal or both. |
| Analysis | Compare and contrast plant and animal cells. |
| Synthesis | Using the graph, predict the influence of salt water on plant cells. |
| Evaluation | Argue that cell size is limited. |

Webb's Depth-of-Knowledge

Webb and colleagues judged depth of knowledge at four levels:

- 1.** Recall of a fact, information, or procedure.
- 2.** Skill in using information, conceptual knowledge, procedures, two or more steps.
- 3.** Strategic thinking, requiring reasoning, developing a plan or sequence of steps, involving some complexity, having more than one possible answer, generally taking less than 10 minutes to do.
- 4.** Extended thinking, requiring an investigation, time to think and process multiple conditions of the problem or task, and requiring more than 10 minutes to do non-routine manipulations.