

# Staff Handbook 2018-2019





# India Hook Mission

I-Innovative teaching,  
academic  
excellence

H-Healthy, nurturing environment

E- Educate, enrich, engage

S-Student centered

**All pirates, all tools, all ways!**







Forms  
you may  
need

ROCK HILL SCHOOL DISTRICT THREE OF YORK COUNTY  
Request for Leave

To: \_\_\_\_\_  
(Name of Immediate Supervisor)

From: \_\_\_\_\_

Date: \_\_\_\_\_

Month

Date(s)

Year

Reason  
(Use Code)

Explanation  
(excluding illness, personal leave, or vacation)

# Rock Hill School District Professional Code

1. Put Students First
2. Nurture Relationships
3. Work Together for a Shared Vision
4. Grow Professionally
5. Continuously Find Ways to Improve

"Ultimately, there are two kinds of schools: learning enriched schools and learning impoverished schools. I have yet to see a school where the learning curves...of the adults were steep upward and those of the students were not. Teachers and students go hand and hand as learners...or they don't go at all."

-Roland Barth

**Learn+Grow+Connect+Thrive**



# India Hook Faculty and Staff

**Principal:** Crystal Guyton  
**Assistant Principal:** Daniel Fielder  
**Secretaries:** Kim Merck  
Glenda Wright  
**Nurse:** Alison Bosdell  
**Guidance Counselor:** Monica Bryson-McCoy  
**.5 Guidance Counselor:** Remi Flaherty  
**Media Specialist:** Jennifer Smith  
**Resource:** Austin Colquhoun/Megan Lynn  
**ESOL:** Heather Wilson  
**Literacy Coach:** **Hana Sands**  
**Art:** Gina Thomas  
**Music:** Allison Odom  
**PE:** Karen Roof/Emily Anderson  
**Psychologist:** Sara Dean  
**Inst. Assistant:** Marian Taylor  
**Speech:** Amanda MacKay  
**G/T:** Samuelle Davis  
**Cafeteria Manager:** Lamekia Patton  
**Lead Day Porter:** Conyous Harris  
**Day Porter:** Dennis Barnette

**Kindergarten:**  
Carole Cosper  
Angela Williams  
Judith Wacaster  
Stacey Hopper  
Assistant: Debbie Graf  
Assistant: Stacey Myers  
Assistant: Joy Miller  
Assistant: Erica Adkins

**First Grade:**  
Stacy O'Dell  
Meghan Clontz  
Jamie Elmore  
Teresa Rodgers  
Courtney Waring

**Second Grade:**  
Lonna Adams  
Lauren Copeland  
Denise Pagoota  
Debbie Teachout  
Bridget Baker

**Third Grade:**  
Terra McCleary  
Lonzette Gunter  
Christina Selle  
Adam Batten  
Dora Duer

**Fourth Grade:**  
Adam Batten  
Mandi Howe  
Heather King  
Sue Colletto  
Beth York

**Fifth Grade:**  
Sara Wilson  
Andy Morton  
Kayla Mullis  
Kelsey Overbeck



July 4  
Independence Day  
District Closed

July 30 - 31  
New Teacher Orientation

August 1 - 2  
New Teacher Orientation

August 9 - 10  
Teacher PD Day

August 13-15  
Teacher PD Day

August 16  
Teacher PD Day

August 20  
First Day for Students

September 3  
Labor Day  
District Closed

October 19  
End of 1st 9 Weeks

October 22  
Teacher PD Day

November 6  
Election Day  
District Closed

November 21 - 23  
Thanksgiving Break  
District Closed

December 21  
Half Day for Students  
Last Day of First Semester

December 24 - 31  
Winter Holidays  
District Closed

HALF DAY  
DISMISSAL TIMES  
Elementary - 11 a.m.  
Middle - 11:30 a.m.  
High - 11:45 a.m.

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| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
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| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
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| 9  | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 |    |    |    |    |    |    |

January 1-3  
Winter Holidays  
District Closed

January 4  
Teacher Day

January 7  
Students Return

January 10  
Winter Graduation

January 21  
MLK Jr. Day  
District Closed

February 15  
Possible Make-Up Day  
\*District will be closed  
if day is not needed\*

February 18  
President's Day  
Possible Make-Up Day  
\*District will be closed  
if day is not needed\*

March 15  
End of 3rd 9 Weeks

March 18  
Teacher Day

April 15 - 19  
Spring Break -  
District Closed

April 22  
Possible Make-Up Day  
\*District will be closed  
if day is not needed\*

May 27  
Memorial Day -  
District Closed

June 3  
Half Day for Students

June 4  
Half Day for Students  
Last Day of Second  
Semester

June 5  
Teacher Day

June 8  
Graduation Day  
Rock Hill - 10 am  
Northwestern - 2 pm  
South Pointe - 6 pm

Blue = New Teachers Only Purple = Teacher Day Red = First/Last Day of Semester  
Orange = School Closed □ = Possible Make-Up Day ○ = End of Grading Periods

Stay Connected!  
Search "Rock Hill Schools"



# CHAPTER 3

## Professional Expectations of All Faculty and Staff

- Use of personal electronic devices or checking email should not interrupt instruction or meetings. Conversations with other adults should not interrupt instruction.
- Dialogue with students should always be professional.
- Be thoroughly familiar with the state standards/common core standards for your grade level.
- Be on time to school and for all duties. Please make every effort to arrive to lunch on time. Classes must leave the cafeteria at the given times in order for lunches to remain on schedule.
- All staff must sign in and out daily in the front office on the computer.
- Staff leaving the building at any time during the school day should always sign out and notify an administrator. Due to the nature of a teachers role this should be an unusual occurrence however there are exceptions which include certified staff members that serve different schools. The nature of their jobs require that they are out of our building at certain times.
- Non-certified staff members, by law, have a 30 minute duty free lunch. If they choose to leave during that time they must sign out and back in daily.
- Having an accurate account of who is in our building at any given moment is an expectation of the district safety coordinator.
- We realize that having lunch brought in or a special lunch once a week would be nice, if you are able to arrange this with your team for one member to leave without leaving children unattended or **without interrupting your instructional schedule** the person leaving must sign out and sign back in. This practice can be observed at MOST once per week.
- All conversations and phone calls relating to students should be handled outside of the office. Teachers should use the phone in workrooms on their hall.
- All teachers should be in their rooms at 7:30 ready for instruction.
- If you have to leave for emergency reasons make sure a sub is secured and administration is notified. **Students should never be left unsupervised.** You are liable for your students while they are in your classroom. It is hard to justify to a parent why a child was hurt or “got in trouble” when the teacher was not in the room.
- Assist where needed in the smooth and orderly operation of the school.
- Believe that our students, our faculty, our staff and our school are the very best.
- Have fun!
- Know that you make a difference!
- Customer satisfaction is important, it is our belief that students and parents are our customers.

- All children should be spoken to in the same manner we, as adults, want to be addressed. Think of it this way, “How would you feel if you were spoken to in the manner you speak to children?”
- A display of class activities or student work should be current and neat. Minimum expectations are that displays outside of classroom doors need to be changed monthly. (Please see safety guide lines for more information)
- There should be no furniture or belongings in the hallway due to fire code regulations.
- Lesson plans should be current and visible on your desk. These can be in electronic format or printed.
- Health room needs to be used cautiously. Students with minor scrapes that only need a Band-Aid do not need to be sent to the office. You will have a supply to use in your room. Health room passes can be found in the handbook. Sending children who are not sick to the nurse where children are sick only leads to spreading illnesses.
- It is expected that teachers drop students off and pick students up from related arts on time. Teachers should use the timers on their iPads to ensure that this is occurring each day.
- IEP meetings should only be conducted during classroom teacher’s planning or after school after 2:40. It is the responsibility of the person scheduling the IEP meeting to ensure that the classroom teacher is actually available at the time of the meeting. Due to special events, schedules may vary. We do not have any additional staff to offer coverage for meetings held during instructional time.
- As we review our data we are seeing a direct relationship between teacher presence and student achievement. When you have a doctors appointment, please plan to take either a half day or full day and secure a quality substitute that can teach in your absence. Too often last year, we were asked if a teacher could leave for an appointment and let a coworker cover their class. The "caring" side of us wants to say yes, but the "reasoning" side of us knows that this directly impacts the learning of the students in both classes. Daniel and I will follow this guideline as well if we have an appointment that falls within the school day (7:30-3:10, minimal day for certified staff on days in which there is no faculty meeting or PLC meeting. On Friday, certified staff may leave as soon as students are dismissed or your duty is over. For administrators the minimal day is defined as 8:00-4:00)

Policy GBEB Staff Conduct (Please read it.)



- PLC time is sacred and will be focused on student learning. Every member should be in attendance every week unless absent from school that day. Every staff member should be present for professional development days, unless they are sick. Appointments should not be scheduled for Tuesday afternoons, professional development days, or for days that your team sets PLC meetings. This is an expectation, not a guideline.
- If you are not well enough to come to school, you are not well enough to work Challenger. I will share this expectation with our school and district Challenger coordinator. Teaching is your primary responsibility.
- Please make sure you have parent email address/phone numbers. Weekly emails or electronic communications or printed (only if no email available) is an expectation.

Please include me, Daniel, office staff, and Tenley in your groups. ***Your***

# ***newsletter should also be save into Canvas weekly***

We need to know what is going on to be in the loop to support you and help communicate with parents.

- Hourly employees will be able to take time, if needed for an appointment, and will be requested to make up their time in the same pay period.
- Notice must be given by both certified and hourly employees to me or Daniel if you are going to be out of the building, BEFORE you leave.
- It is your professional responsibility to adhere to deadlines and due dates. Deadlines and due dates are not set arbitrarily. Much thought goes into setting a deadline/due date and there is always a reason for the date. These reasons may include a district deadline that has to be met, time needed on the part of administration to use the information collected for data purposes, financial deadlines at the school and district level, etc. We strive to give you all the time we can knowing the number of responsibilities you have, but we also have responsibilities.
- Work as a team with your colleagues and the office.
- Maintain appropriate student management in your classroom by using a number of techniques including parent/guardian conferencing.
- Display a professional attitude and demeanor.
- All decisions should be made with one question in mind, “What is best for the child?”

|  |   |              |  |
|--|---|--------------|--|
| Student Name:  |   |              |  |
| Teacher:   |   | TIME & Date: |  |
| Check or Write Reason for Visit to Health Room:        |   |              |  |
| <input type="checkbox"/> Cough /Sore Throat            | <input type="checkbox"/> INJURY           |              |  |
| <input type="checkbox"/> Eyes/ Ears                    | <input type="checkbox"/> Arm/Hand         |              |  |
| <input type="checkbox"/> Check for Head Lice           | <input type="checkbox"/> Ear/Eye          |              |  |
| <input type="checkbox"/> Headache/Migraine             | <input type="checkbox"/> Finger           |              |  |
| <input type="checkbox"/> Mouth/Toothache               | <input type="checkbox"/> Head             |              |  |
| <input type="checkbox"/> Nausea/Vomiting               | <input type="checkbox"/> Feet/Toe         |              |  |
| <input type="checkbox"/> Nosebleed                     | <input type="checkbox"/> Mouth            |              |  |
| <input type="checkbox"/> Rash                          | <input type="checkbox"/> OTHER:           |              |  |
| <input type="checkbox"/> Stomach Ache                  |   |              |  |
| <input type="checkbox"/> Menstrual Cramps (Girls Only) |   |              |  |
| Treatment:   |   |              |  |
| <input type="checkbox"/> Ace bandage                   | <input type="checkbox"/> Rest on Cot      |              |  |
| <input type="checkbox"/> Elevate Extremity             | <input type="checkbox"/> Splint           |              |  |
| <input type="checkbox"/> Eye Wash                      | <input type="checkbox"/> Temperature      |              |  |
| <input type="checkbox"/> Exam Only                     | <input type="checkbox"/> Warm compress    |              |  |
| <input type="checkbox"/> Flat Cola/Gingerale           | <input type="checkbox"/> Hot Water Bottle |              |  |
| <input type="checkbox"/> Ice                           | <input type="checkbox"/> MEDICATED        |              |  |
| Disposition:   |   |              |  |
| <input type="checkbox"/> Called Home                   | <input type="checkbox"/> Return to Class  |              |  |
| <input type="checkbox"/> Sent Home                     | <input type="checkbox"/> Return AGAIN     |              |  |

|  |   |              |  |
|--|---|--------------|--|
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All pirates, all tools, all ways!



# Instruction and Accountability

It is expected that teachers utilize district curriculum maps and other resources provided by the district office relating to assessment, accountability and instruction. These documents can be found at the following link: **Instructional Resources**

All classroom teachers have been provided with and are expected to be using Lucy Calkins Units of Study.

Barbara Fewell and Literacy Instruction





# Teachers' Minimum Workday



The **workday is from 7:30 a.m. until 3:30 p.m.** unless your grade level common planning is scheduled after school. On these days, all grade levels have agreed to work in common planning from 2:45-3:30.

General faculty meetings and staff development will be held on the first and fourth Tuesdays of the month. Committee meetings will be held on the third Tuesday of the month. All certified staff will serve on a committee. Friday dismissal time for teachers is 2:40 p.m unless all children have NOT been dismissed.

If PLC times changes these changes should be directed to Crystal and Daniel so these changes are reflected in The Treasure Map and administrators can attend.

## Common Planning

Grade levels will submit their common planning times and PLC time to administration prior to August 16, and will let administration know if changes occur.

**Tuesday Meeting Schedule: (All certified staff expected to be present) 3:00-4:00pm**

**1st Tuesday-Staff PD**

**2nd Tuesday-Committees**

**3rd Tuesday-Leadership**

**4th Tuesday-Staff PD**

**5th Tuesday-work with team, still 4:00 day**

**Leaving School** - No teacher should leave school before the regular time (see above) without ***notification to an administrator***-even if all students are dismissed or at lunch or special area.

# Workrooms and Teacher Boxes

*You might be a teacher if...*

*You laugh uncontrollably when people  
refer to the workroom as the "lounge."*

**Teachers' Boxes** - Teachers should check their boxes in the office daily for important messages or memos. Please keep boxes clear; do not allow materials to accumulate there.

**Workroom-** The workroom should **not** be used to hold items you no longer wish to keep or would like to give away. It is important that the building maintain a neat and attractive appearance. Duplicating paper boxes and other teacher materials should not be stored in the workroom. Please keep these items in your classroom. Science kits may be stored neatly in the workrooms.

## **Shutdown schedule:**

November 20-Cosper, Elmore, Adams

Duer, Colletto, Morton, Odom, Lynn, McCoy

December 21-Hopper, Clontz, Copeland, Gunter, Batten, Mullis, Thomas, Colquhoun

April 12-Wacaster, O'Dell, Pagoota, McCleary, Howe, Baker, Overbeck, Roof, MacKay

June 5-Williams, Rodgers, Waring, Teachout, Selle, King, York, Wilson, Davis

Those on shutdown duty will be responsible for checking all areas on their hallway, cleaning out refrigerators, unplugging all machines (except printers) in workrooms, checking all computers in classrooms for your grade level, etc.



# Communication to and from administrative team.



## Communication To and From the Administrative Team-

It is our goal to establish efficient lines of communication within the school. This is essential to having an effective school. We will utilize the following methods:

- Canvas- Learning Management System- Courses, meeting notes, leadership notes, etc. will be housed here.
- E-mail – Please check your e-mail each day for messages from us. If it is extremely important or contains an approaching deadline, we will mark it as urgent with a red envelope.
- Faculty meetings will be held on Tuesdays as needed. These will be announced in The Treasure Map.
- We will also communicate to you in writing, particularly if we need to disseminate a form that needs to be returned.
- Leadership team members will be given information to disseminate to teams after meetings.

# Communication with parents

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WWW.ANDERSTOONS.COM



"After all, children like your Tommy are our future.  
That's why I'm moving to France."

Teacher Expectations at India Hook Regarding Communication with Parents

- **Weekly** newsletter sent electronically (paper copies for parents without email) Please include Crystal, Daniel, Kim, Glenda , Roof, Anderson, Odom, Thomas, Smith, Davis, Flaherty and McCoy in your group email.
- Keeping an up to date group for email to parents
- Weekly folder with work samples/grades
- At least every two weeks, some type of progress report
- Build relationships with parents about the good things every week, so if you need to talk about concerns trust has been established.

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WWW.ANDERSTOONS.COM



"So, is it safe to assume he behaves like this  
at home as well?"

# Communication Between and Among Staff

The purpose of district email is for professional use. It is rare that you should use this to send messages to the whole staff. Email should be used to arrange meetings, not conduct meetings. Tone can be implied in email that is detrimental to the message. If it is put in email, assume it is public!





# MAINTENANCE REQUESTS/CARE OF THE CLASSROOM

Studies have shown that classrooms that are kept neat and tidy are more conducive to learning, especially in children with ADHD.

**Care Of the Classroom/Maintenance Requests** - Although the custodians will empty trash and sweep each room daily, it is the teacher's responsibility to do what he/she can to keep the room clean, neat, and attractive. Classroom floors and tables should be kept free of debris to maintain safety and a productive learning environment. An important part of the instructional program is teaching students to take pride in attractive surroundings and to cooperate in making their environment clean, healthy, and beautiful. If there are maintenance needs that are not being handled by the staff the teacher should input a maintenance request electronically.

[Click here to be directed to the MySchoolBuilding website and save these under bookmarks for future use.](#) Report such things as broken windows, roof leaks, and faulty plumbing as soon as they appear. If possible, it is better to make minor repairs rather than wait until they become major problems. See next pages for additional instructions if needed.





# Entering Work Order Instructions



## Submitting Work Orders

- 1). Access an Internet Page from any computer
- 2). Erase ALL information in the address field - Type: myschoolbuilding.com
- 3). Follow instructions

\*\*\* ORGANIZATION CODE = 400416017

\*\*\* If you are a "new user", you will need to enter your e-mail address.

"Welcome" screen

Step 1: Check to make sure the “pre-filled” information is correct

Step 2: - Select Location from the drop down box. \*Select Room Number. Example (E-121 or C Hall restroom, etc). For tracking purposes, please use this format.

Step 3: - Select Craft. Be very specific. Choose the craft that is more specific to the work that you are requesting.

Step 4: Describe the problem. (Be specific. Include the room/

area in your description. Description should be short & brief.)

Step 5: Submittal Password is rhsd3

Step 6: Submit

**Separate work orders should be entered for each craft/request that you are submitting.**

# Security

- Classroom doors should remain closed and locked anytime children are present.
- Outside doors should not be propped open for any reason at any time.
- If your key card is not working properly it is your responsibility to enter a work order.
- Any door found propped or toggled open should be closed and secured by the person who found it and then reported immediately to the front office.
- Before leaving each day, teachers should check their rooms carefully to be sure all windows are closed and securely fastened.
- All lights should be turned off.
- Teachers should be thoroughly familiar with the schools emergency procedures.
- Hallway doors should not be covered.
- Teachers should refrain from allowing students in hallways for book clubs, group projects, etc. Additionally, students should never be placed in the hallway alone as punishment.
- No doors should be blocked by objects or materials at any time for any reason!
- Teacher or student names should not be displayed outside classrooms.
- Students should not have codes for work area doors for any reason.

## Visitors

- All visitors should report to the main office.
- ALL Field Trip Chaperones MUST go through the district application for volunteers. This may take up to three weeks to process.
- Authorized visitors will be given a visitor's name tag or badge to wear and asked to sign in and sign out in the main office. If needed, an escort will be provided.
- Any faculty or staff member who observes an unauthorized visitor should direct such person to the main office and notify the office of the presence of such person. Please do not hesitate to ask for identification or a visitor's pass.
- For Terrific Kid or Special Events alternate entrance and sign in may be used.





# Student Supervision

**Supervision in the Classroom** - Teachers are responsible at all times for those students assigned to them. It is extremely unwise to leave students unsupervised unless absolutely necessary and then only for the briefest possible time. If it does become necessary to leave a class, leave your door open and ask the teacher next door to watch both classes for you while you are out, this should be no more than a few minutes. If you are leaving your classroom without an adult present, please notify the office. Also, notify the office of any emergency that might require your prolonged absence from the class.

All staff must watch video about supervision on playground.  
Please adhere to the guidelines in this training video.



**Supervision During Lunch:**  
Teachers will have lunch duty.

# Substitute Procedures

# Substitute Procedures

## Planned Absence:

Contact Kelly Services by phone or internet.

Phone: 1-866-535-5998

Email: kesschedule@kellyservices.com

A request for personal leave must be completed, see appendix for these forms (inclusive of forms to request approval of personal leave on the Last Day Before or the First Day After a Holiday or During the First or Last Two Weeks of School.)

## Emergency Plans:

It is expected that teachers make arrangements for sub plans each day they are absent from school.

**Teacher Absence From School** – Just as we expect our students to have good attendance, teachers should also come to school each day unless they are ill or have need of other district approved sick days (children, etc.). In addition, there are

other district recognized “legal” days (jury duty, etc.). *Personal days (three per year) are those days for your personal use. These days do come out of your sick leave days.* We should set an example for the students with good attendance. Even with the best plans, a substitute is never as effective as the actual teacher. In addition, the school report card reports the teacher attendance rate in relation to other schools in the district. *Teachers should report absences and secure subs through Kelly Services.*

**Plans For Substitute** - Since many absences cannot be anticipated, the teacher's plans for the following day (preferably for three days) should be left on the teacher's desk. Should a teacher have to be absent when he/she has taken the plan book home, he/she should send this to the substitute or a grade level team member. It is most unfair and unprofessional to expect a substitute to come in and find no plans or plans which are impossible to interpret. You should include a copy of emergency procedures such as drills or lockdown procedures in your substitute plans as well.

# General Request For Leave-1





**ROCK HILL SCHOOL DISTRICT THREE OF YORK COUNTY**

**Request for Leave**

To: \_\_\_\_\_

(Name of Immediate Supervisor)

From: \_\_\_\_\_ Date: \_\_\_\_\_

| Month | Date(s) | Year | Reason<br>(Use Code) | Explanation<br>(excluding illness, personal leave, or vacation) |
|-------|---------|------|----------------------|---|
|       |         |      |                      |   |
|       |         |      |                      |   |
|       |         |      |                      |   |
|       |         |      |                      |   |
|       |         |      |                      |   |

Signature of Person Requesting Leave

\_\_\_\_\_

School or Department

\_\_\_\_\_

Approved By

\_\_\_\_\_

Date

REVISED 9/27/17

# Kelly Substitute Services Instructions

The logo for Kelly Services, featuring the word "KELLY" in a large, bold, white sans-serif font, with the word "SERVICES" in a smaller, white sans-serif font directly below it. The text is centered on a solid green background.

**KELLY**  
SERVICES

Kelly Automated Scheduling System

## Teacher Access Instructions



### First Step:

Call 1-866-535-5998

The system will prompt you to enter your User ID followed by the # button, then your PIN followed by the # button. Your access number will be your school's telephone number (including the area code. Enter your pin number.

You will hear the following message "There is currently no recording of your name on file. To make this recording, please select Personal Options from the Main Menu."

Press 5 (Personal Options) from the main menu.

Press 1 to review or change your name.

The system will spell your name and ask if you wish to make / change your recording.

Press 1 the system will prompt you to record your name.

Press 1 to save the recording.

*Reminder: Please record your name and subject matter taught. This is very helpful to your school in getting your substitute to your classroom as quickly as possible in the morning.*

### Using the Website:

Log onto [www.kellyeducationalstaffing.com](http://www.kellyeducationalstaffing.com).

Select the **United States** from the country drop down menu.

On the top menu bar **select AESOP Login** (on top green menu bar).

Enter your **User ID** and your **Pin** number in the spaces provided.

You will see a welcome message with your name...if your name is not correct, please call the Kelly office at **1-866-535-5998** a.s.a.p.

You will also see your scheduled absence dates for the next 14 days.

To enter an absence, click on the "CREATE ABSENCE" link at the left of the screen.

Enter your absence information in the Create an Absence screen filling in the following:

Number of days for the absence

Start date of the absence

Reason for the absence

Click on the "NEXT" button

If you secured your substitute, enter the name in the appropriate place, click "SAVE".

If you have not secured a substitute, click "SAVE".

You may choose to enter notes in the note box on the lower left hand side or attach lessons plans via the internet.

\*\*\*\*\***Reminder: The note box is only for instructional information for your substitute. The note box is not utilized to communicate a preferred substitute request. \*\*\*\*\***

When you are satisfied all of the information is complete click "SAVE".

**This concludes reporting an absence.**

### **Using the phone system:**

**\*\*\*Make sure you have already recorded your name\*\*\***

**Call 1-800-942-3767**

Enter your **User ID** followed by the # button and your **PIN** followed by the # button.

Once you are logged onto the system you will hear one of the following prompts

**Press 1 to create an absence**

Press 2 to inquiry about entitlement days (not currently in use)

**Press 3 to review up coming absences**

**Press 4 to review a specific absence**

**Press 5 to review/change personal options**

**After selecting an option follow the system prompts to complete your request**

### **Additional Info:**

**If you misplace your User ID and/or PIN number, please contact your school office or your local Kelly Educational Staffing office**

**Contact: Cheryl Fredrichs**

Kelly Educational Staffing

507 E. Black St

Rock Hill, SC 29730

Tel: (803) 981-1980

Fax: (803) 981-1988

# School Money

## School Money

**All money collected at school must be recorded/receipted when collected. It should be turned in to the office with the appropriate form by 9:00.** The reconciliation form cannot be altered/reduced in anyway or printed on anything other than white paper. Do not wait until after school to turn in money, since the secretary needs time to count it and administration must make deposits the same day. *NO MONEY SHOULD EVER BE LEFT IN THE CLASSROOM.*

## Credit Card Use

The credit card must be checked out in person from Glenda, Rhonda or Crystal. It must be returned within 24 hours unless used for a conference. Receipts must be presented with the card upon its return. All charges will be posted to the person who has checked out the card. If the card is misused by an employee the right to use it is terminated.

Anything ordered must be shipped to the school address. No orders using school funds may be shipped to home addresses.

## Field Studies

It is the field study coordinator's responsibility to secure payment for field studies one month in advance. Wherever you are going must accept credit card. Otherwise, the trip may be cancelled.

## Check Cashing

We are not allowed to cash personal checks for any reason using school funds.

## Ordering From Office Depot

Follow the following link:

<https://business.officedepot.com/index.do>

Log in information:

log in name- indiahook@rockhill

password- teachers

Once you get everything you want in your "basket" click check-out. The "PO Number" will be "Your Classroom Number" and "Name" will be "Your Name" then go all the way to the bottom of the page and click "Put this order on hold"

Once Glenda Wright receives notification she will go in and release it.





# IHES Reconciliation Form



# India Hook Elementary

## Pupil Funds Reconciliation Form

Teacher's Name: \_\_\_\_\_

| Date                                   | Amount Received | Cash | Check | Purpose #<br>(See chart below) | Student's Name<br>(Optional) | Comments |
|--|-----------------|------|-------|--------------------------------|------------------------------|----------|
|  |                 |      |       |                                |                              |          |
|  |                 |      |       |                                |                              |          |
|  |                 |      |       |                                |                              |          |
|  |                 |      |       |                                |                              |          |
|  |                 |      |       |                                |                              |          |
|  |                 |      |       |                                |                              |          |
|  |                 |      |       |                                |                              |          |
|  |                 |      |       |                                |                              |          |
|  |                 |      |       |                                |                              |          |
| Total Amount Submitted to the Office\$ |                 |      |       |                                |                              |          |

**Legend for Purpose #:**

1 Field Trip

2 Concession/Ice Cream

3 Yearbook

4 Lost or Damaged Textbook

### To Be Completed by School Office:

|               |    |
|---------------|----|
| Total Cash    | \$ |
| Total Checks  | \$ |
| Total Deposit | \$ |

The above funds were verified by \_\_\_\_\_



# Procedures for Field Study Requests





## **Procedures for Field Study Requests**

- All Field Studies for 1<sup>st</sup> semester should be planned and paperwork should be submitted to Ms. Guyton before September 28, 2018. All paperwork should be completed for 2<sup>nd</sup> semester before January 18, 2019. We realize unique opportunities become available throughout the year, therefore with administrator approval these trips are possible with one month notice.

- **Chaperones must be approved volunteers before being asked to serve in this capacity. This process can take 3-4 weeks.**

- All Field Study paperwork must be signed/approved through Mrs. Guyton or Mr. Fielder. A Field Study request form can be found online.
- The amount of money charged for a trip should come from Crystal or Daniel after calculations are made. **Please do not “cushion” this amount or send permission slips before this amount has been determined. Water/ Snacks should not be included in the price of the trip. Please ask for donations separately for water/snacks if you would like to provide students with these on the Field Study.**
- Make all necessary arrangements with place(s) to be visited ensuring that a credit card can be used as an acceptable form of payment.
- Get written parental permission for each student. Students who did not turn in permission slips must have their parent contacted 7 days prior to the field study.
- **Do NOT wait until the morning of the trip to have students call home for permission slips. Parents should be contacted by phone at least seven days prior to the trip if permission has not already been received.**
- *Remind cafeteria manager that students are going to be gone for lunch or need bag lunches at least **one month prior** to the trip. This allows the cafeteria manager ample time to order the necessary food for the trip and to avoid waste with the grocery order.*

- Leave completed bus roster in school office before departure. Take a copy with you.
- NOTIFY ALL APPROPRIATE PARTIES IF TRIP IS CHANGED. All calls can be used for last minute issues such as weather.
- When possible, all adult chaperones should “pay at the door” for any Field Study.
- No children should be excluded by the school from a Field Study. Field Studies should enhance instruction in the classroom, thus children excluded from these trips would also be excluded from classroom instruction.
- The day of the Field Study **teachers should print two class lists.** One goes with you on the Field Study the other goes to the office with updated attendance recorded on it.
- Field studies should not be duplicated across grade levels. **For example, 2nd and 4th grade should not both be going to the zoo in the same year.**

[\*\*Click Here for Field Study Request Form\*\*](#)

# Teacher instructions to print a class list from grade book



**After you launch your grade book follow these instructions:**

Window Help

After you launch your grade book click on "reports"

11-12 Scoresheet 11-12 Assignments 11-12 Student Info 11-12 Grade Setup 11-12 Class Content 11-12 Reports

| Name:                          | Description:   |
|--------------------------------|--|
| Attendance Grid                | Student and date grid template for taking attendance |
| Category Total Report          | Summary of category totals by section or by student  |
| Final Grade and Comment Ver... | Final grades and comments by reporting term          |
| Individual Student Report      | Summary of class activity per student                |

Attendance Grid

Criteria Layout

**Name:** Attendance Grid

**Description:** Student and date grid template for taking attendance

**Sections:** ☒ Selected Class ☐ Active Classes

**Students:** ☒ All Enrolled ☐ Selected Groups and/or Students

**Student Field:** ☒ Student Name ☐ Student Number Sort By: Number

**No Dates:** ☐ # Of Days: 1

**Current Week:** ☒ Make sure to check this

**Start Date:** 10/31/2011

**End Date:** 11/04/2011

Click "Run Report"

Run Report

**Report Complete**

Report: Attendance Grid is complete

Report: Attendance Grid has been generated. Would you like to open the report or save it to a file?

☒ Open Report

☐ Save Report

Click "OK"

OK Cancel

Start Date: 10/31/2011



Attendance Grid

Teacher Name: Amanda Howe

|             |                      | 10/31 | 11/1 | 11/2 | 11/3 | 11/4 |
|-------------|----------------------|-------|------|------|------|------|
| 0(A-E) HR 4 | Battaglia, Nathaniel |       |      |      |      |      |
|             | Berry, Jackson       |       |      |      |      |      |
|             | Childers, Lauren     |       |      |      |      |      |
|             | Dallas, Mikayla      |       |      |      |      |      |
|             | Fowler, Carson       |       |      |      |      |      |
|             | Gregory, Jonathan    |       |      |      |      |      |
|             | Hudson, John         |       |      |      |      |      |
|             | Johnson, Sara        |       |      |      |      |      |
|             | Lee, Morgan          |       |      |      |      |      |
|             | Lewis, Weston        |       |      |      |      |      |
|             | Li, Qin              |       |      |      |      |      |
|             | Lynah, Nina          |       |      |      |      |      |
|             | Mitchell, Taylor     |       |      |      |      |      |
|             | Richardson, Kaleb    |       |      |      |      |      |
|             | Ruiz-Romano, Kevin   |       |      |      |      |      |
|             | Sharp, Henry         |       |      |      |      |      |
|             | Sloop, John          |       |      |      |      |      |
|             | Strickland, Ava      |       |      |      |      |      |
|             | Yang, ChunQi         |       |      |      |      |      |

This is what the report will look like.

# Observations/ Evaluations/ Certification





## **Observations, Evaluations and Certification**

One of an administrator's responsibilities is to evaluate staff members. While evaluation can have negative implications to some, its primary purpose is to improve instruction. The principal and assistant principal plan to make brief, informal observations as often as possible throughout the year, feedback will be provided to teachers through email. **Observations are not always evaluative and should be seen as an instructional tool to help teachers through reflective conversations after the observations.**

### **Informal Evaluations**

**Both Daniel and Crystal are required to do 100 informal observations this year. You will see us in your rooms frequently.**

When we observe a class, either formally or informally, the following are a few things we will look for:

We expect to see all students actively involved in a planned lesson.

Lesson plans should be available for review at all times.

We expect to see teachers actively instructing or supervising students and circulating among them.

We expect teachers to make sure students understand what they are being asked to do.

We expect students to spend time practicing the skills being taught.

We expect to see assessments that correlate with SC Curriculum Standards/Common Core State Standards.

We expect to see a variety of teaching methodologies.

We expect the classroom to be orderly, clean, and attractive with student work on display.

We expect to see class rules displayed and teachers enforcing them with teachers handling all discipline problems except those, which are appropriate for office referrals.

We expect to hear and see teachers using positive reinforcement.

We expect to see evidence that the teacher has planned for and is addressing the different ability levels and learning styles in the classroom (differentiation).

We expect all written material presented by the teacher to be legible and correct in content, spelling, grammar, and mechanics.

We expect instruction to include relevance to real life and/or other learning.

We expect to see teachers following the Guided Reading lesson plans and format for reading instruction and the Math Guide format/lesson planning guide for math instruction.

We expect all classroom teachers to use Lucy Calkins Units of Study for writing.

We expect all students to have access to their guided reading selection to take home daily.

We expect teachers to meet with all readers in accordance to the Literacy Guide.

We expect teachers to follow curriculum maps outlined by RHSD3.

<http://www.rock-hill.k12.sc.us/departments/instructionandaccountability/curriculummapsandotherresources/elementary.aspx>

We understand that not everything will be seen during these brief observations.

### **Formal Evaluations**

**All teachers will rotate through the new state evaluation system, Teaching Standards 4.0. Those being evaluated this year will be trained by our district and will receive notification of their training dates. So far we have 11 teachers going through this new formal training.**

<https://ed.sc.gov/educators/educator-effectiveness/south-carolina-teaching-standards-4-0/>

**Continuing Contract** – Continuing contract teachers are evaluated using Goals-Based Evaluation (GBE) and SLO (Student Learning Outcomes). The teacher meets with an assigned building administrator during the year and discusses progress to-

ward goal completion. **Certification**-It is your professional responsibility to keep up with your certificate expiration and record of hours toward recertification. At any time if you wish to see your certification status please follow this link: [Certification Status](#).

<https://ed.sc.gov/educators/certification/>

**My Learning Plan**-This vehicle offers teachers opportunities for professional growth and recertification. If you attend professional development that is not listed here, you may still record these for ease of certification documentation later. If you have not had an opportunity to look at this please go to the following link. [My Learning Plan](#). Additional information on how to navigate this site can be found on the login page.

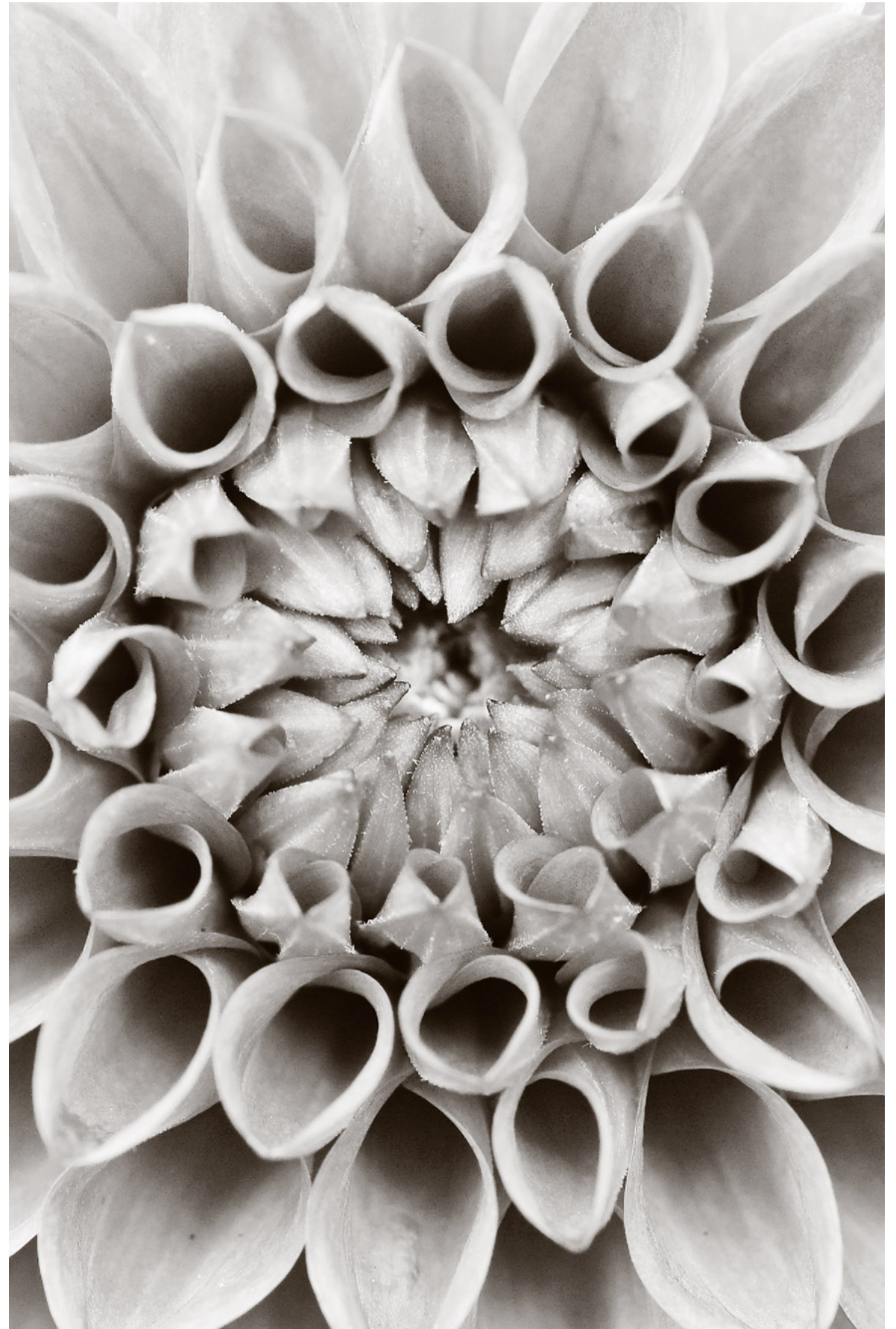
**Professional Development**-Prior to scheduling or attending a conference please seek approval from Mrs. Guyton and see Glenda about completing appropriate paperwork.

Crystal and Daniel will be meeting with teachers to develop individual PD plans based on data and student needs by mid-September.

# Classroom Management Plans

The student handbook states: “At the beginning of the year or when a child enrolls, the teacher will send home a copy of his/her classroom management plan and expectations. Please read this plan carefully and discuss it with your child. Your signature indicates that your child and you understand positive rewards will be given for those who show self-control behave correctly and consequences will follow inappropriate behaviors.”

Management plans should be approved through administration prior to sending home. We are here to support your classroom management efforts, but this is easier to do when we have read and understand your management plan. Submit plans to Crystal prior to Meet and Greet. Plans will be reviewed and approved. Prior to going home, you must have a signed copy of your management plan by administration. (Remember, giving or denying physical activity for behavior violates state and district mandates.)





# Movies

## MOVIE POLICY

Movies are not used for classroom instruction. If portions of PBS broadcasts or educational videos are applicable to classroom

teaching, they may be used. If portions of G rated movies are

shown in class, parents will be notified **one week** prior to viewing. Parents always have the right to say that they prefer to not have their children watch movies at school. Any other movies will not be viewed at school.





# Electronic Devices

Please read RHSD3 policy regarding electronic devices. This is included in the student handbook and at the district website so it is important that you be familiar with it! Not knowing the policy is not an acceptable reason for not following the policy.

# India Hook Elementary School- Discipline



# India Hook Elementary School

## Discipline and Referral Guidelines

Good discipline is essential before effective instruction can occur. At the same time, good discipline often results from a good instructional program. If lessons are well-planned, interesting and challenging to the students and each student feels he is important and accomplishing something worthwhile, there will be a few, if any, serious discipline problems. Good discipline is more than keeping order in the classroom. Its ultimate goal is to help children develop self-control, self-respect, and respect for property and people around them.

### Classroom Management Expectations

Never leave students unsupervised.

Establish your expectations and procedures of class the first day. Be firm and consistent continuously.

Do not ATTEMPT to teach until you have the ATTENTION of all.

Control your temper. If you “blow your top” it is often a joke to the class. **Yelling at students is NEVER acceptable.**

**NEVER** discipline the class for the actions of an individual or a few.

Talk to the student privately about his behavior and his problems. **Do not ever belittle the student** or confront him/her in front of his/her peers. Although you may feel completely justified in criticizing his behavior, **do not attack or belittle him/her as a person, even in private. Every person has value or worth.**

No student is to be suspended/expelled from school or a classroom by a teacher. The principal will do this, if and when it is found necessary. If an administrator is not available, the guidance counselor should be notified.

**Remember, when talking with parents, a positive relationship is most effective.** Try to be careful not to make tactless remarks to them. Be aware of facial expressions and tone of voice used. Avoid the words “always”, “never”, etc. **Make them your ally. Use established norms for parent conferences.**

**REMEMBER** that much of what you do and say will be a topic of discussion around many dinner tables in the evening and will often be restated to fit the desires of the student. School to most families is GOOD or BAD depending on how “one” student feels toward “one” teacher.

**NEVER** criticize or allow criticism of another teacher in front of students or parents.

Be sure you are consistent in following your discipline/classroom management plan. Do not allow any room for guessing concerning what you expect and what your consequences are for misbehavior.

In considering the above, remember that one of our strengths is that no two teachers do things exactly alike and that you will succeed by being yourself and teaching in a manner that you know is right.

Try to determine the cause of the misbehavior, and if possible correct the cause rather than "treating the symptoms." This is especially important if the student is being assigned tasks which are either too easy (boring) or too difficult (frustrating). Adjusting the curriculum to fit the child's needs and abilities is often the best "cure".

Be positive by praising students when they do well. Make a special effort to find something praise worthy about those students who get very little recognition.

Classroom activities should be interesting, meaningful, and vital.

Learn the pupils' problems; it may be more important to you and to the child to “find out something” than to “do something.”

Know your pupils' backgrounds, interests, abilities, needs, and achievements.

Hold every student to high expectations.

Work together with fellow teachers, counselor, principals, and parents to find appropriate solutions to behavior problems. Adversarial relationships are often ineffective in solving problems.

Start each day with a clean slate! Our most important job is teaching kids how to become healthy, contributing adults. Sometimes that gets messy, but what an honor it will be to meet them years down the road and be able to say, “I helped mold that young man or woman into the fine person they are today.”

Students who are unable to respond appropriately to the normal consequences in the classroom for inappropriate behavior are sometimes in need of a discipline referral or guidance referral. Inappropriate behavior refers to any behavior that keeps a teacher from teaching, keeps a student from learning, or disrupts the school environment. Sending a student to the principal's office should occur after multiple attempts at achieving desired appropriate classroom behaviors. These attempts should include: conferencing with students, consulting the guidance counselor, changing students environment, numerous parent communication opportunities, or a major classroom offense. After this a discipline referral should be completed.

### **Discipline Referrals**

Discipline Referrals are for those students who cannot respond appropriately to the normal consequences prescribed within the classroom. Guidelines for referrals to the principal are provided in this handbook. When sending a student to the office on referral, send all three copies to the office. If you plan to send the student with the referral, please note the time on the referral form. Be sure the information written is on a referral form and is clear and complete. Be very specific about the problem and all measures you have already taken to find a solution. Be sure to fill out the form completely and send it as quickly as possible to either the principal or assistant principal. In addition, send the student with classwork to complete while in the office. An example of the referral form can be found in the handbook, copies can be found in the office.

### **Physical Activity and Discipline:**

Physical activity should never be given as a form of punishment nor should physical education ever be denied.

### **Electronic Devices and Discipline:**

In a 1:1 learning environment taking away the learning device is not a logical consequence. There are instances where the use of the device is limited, but it is rare that a device should be taken for a child. We will discuss this further.

### **Conversations about Children and Discipline:**

Discipline referrals and situations are a confidential matter that should only be shared with those that work with the child or the child's parent or guardian.



|   |  |  |
|---|--|--|
| Student's Name and Age  | <b>India Hook Elementary School</b><br><b>DISCIPLINE REFERRAL</b>  | Date of Incident:  |
| Class   |  | Block -Time of Day   |
| Teacher   | SEX: <input type="checkbox"/> Male <input type="checkbox"/> Female<br>RACE: <input type="checkbox"/> White <input type="checkbox"/> Black <input type="checkbox"/> Other<br>Grade: _____ | Special Education <input type="checkbox"/> Yes <input type="checkbox"/> No |
| NOTICE TO PARENTS<br>1. This notice is to inform you of a disciplinary incident involving the student.<br>2. The actions taken by the teacher and the administrator are listed below.   |  | Parent Address:<br>_____<br>_____  |
| REASON(S) FOR THIS REFERRAL:<br>_____<br>_____  |  |  |
| ACTION TAKEN PRIOR TO THIS NOTICE BY THE TEACHER<br><div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Review Student's File<br/> <input type="checkbox"/> Had Conference With Student<br/> <input type="checkbox"/> Consulted Counselor         </div> <div> <input type="checkbox"/> Change Student's Seat<br/> <input type="checkbox"/> Detained Student After School<br/>           Date(s): _____ / _____ Time(s)         </div> <div> <input type="checkbox"/> Telephone Call/ Note to Parent<br/>           Date: _____<br/> <input type="checkbox"/> Sent Previous Notice to Administrator         </div> </div>   |  |  |
| PRESENT ACTION AND RECOMMENDATIONS(S) BY THE ADMINISTRATOR:<br><div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Conference With Student<br/> <input type="checkbox"/> Student Reprimand / Warning<br/> <input type="checkbox"/> Parent Conference<br/> <input type="checkbox"/> No. of Hours Work Detail _____         </div> <div> <input type="checkbox"/> Assigned Detention<br/>           Date(s): _____<br/> <input type="checkbox"/> Student Suspended Until Parent Conference         </div> <div> <input type="checkbox"/> At Home Suspension<br/> <input type="checkbox"/> Recovery Room<br/>           Day(s) _____ Date(s) _____<br/> <input type="checkbox"/> Referred for Expulsion – Date/Time of Hearing _____         </div> </div> |  |  |
| _____ / _____<br>Administrator's Signature                      Date  |  |  |

(1) WHITE – School

(2) YELLOW –Teacher

(3) PINK - PARENT

# HOMework GUIDELINES



**HOMEWORK GUIDELINES**

Homework serves as a vital link between schools, families and the broader community. Homework includes any class-related assignment to be accomplished outside of class. Homework should be well designed, purposeful, and serve as an extension of in-class learning. The term “homework” does not include make-up assignments, remedial work that requires expert instruction and supervision, or extra-credit work. **Homework should not be used as a punitive measure.**

**Positive Effects of Homework**

- Reinforces lessons taught in school. Focuses on essential learning, not nice to know standards.
- Stimulates further interests in the topics taught.
- Develops the student’s independent, disciplined study skills and responsibilities.
- Motivates students to think, to follow directions and to make comparisons and judgments.
- Allows students to raise additional questions.
- Fosters a desire to learn both in and out of school.
- Provides the student with the opportunity to apply learning on an individual basis.

**Time Limits**

- 1st grade: 10 - 15 minutes daily
- 2nd grade: 15 - 25 minutes daily
- 3rd grade: 20 - 35 minutes daily
- 4th grade: 30 - 45 minutes daily

5th grade: 40 - 55 minutes daily

**Teachers’ Responsibilities**

- It is the responsibility of the teacher to:
  - Make sure students understand the assignment and know how to successfully complete it.
  - Give no homework as punishment.
  - Explain the purpose of the homework assignment.
  - Review the concepts of the completed assignment.
  - Consider the student’s age, maturity level, needs, and interests when assigning homework.
  - Provide feedback on all homework done.
  - Provide parents with resources needed to help their children. This can be as simple as a weekly email with links to needed resources.
- Homework is given at a teacher’s discretion. There is not a school wide policy requiring homework, this is at the teacher’s discretion when it enhances the teaching in the classroom.**



# GRADING



**GRADING**

**All grade levels will work as a PLC to develop common assessments, give common assessments after teaching what will be tested, and will provide intervention based upon that common assessment to ensure all students are learning.**

ALL 3RD-5TH GRADE TEACHERS- will keep grades in Canvas. More training and information to come from our technology coaches.

ALL K-2 TEACHERS- will keep work samples and records for progress monitoring of essential standards. Reporting TBM

The purpose of grading is to show progress students are making in each core subject area and peer development. It is to be used to encourage, provide an incentive, warn, and to spur to greater effort. **To indicate progress when there is none is to misinform parents.** Grading is your responsibility.

You should never be offended when grades are questioned. This is not an insult to your integrity. The student and the parent have the right to know how the child earns his grade and what he must do to improve his grade. To simply show a grade book has no value. Keep on hand class papers, test papers, and other evidence of his/her work. Grade books are for your use as a place to record your evaluations.

All questions about grades should be referred to classroom teachers who can give them evidence of work. If parents choose to go beyond the teacher they should be referred to the building principal/assistant principal.

Please do not use students to grade papers. This leads to students having confidential information about fellow students.

In order to use assessments to inform your instruction, formative assessments should occur regularly and the results of such should be communicated to parents. Weekly tests are often profitable. Try to avoid giving one big summative assessment at the end of the unit as the only assessment. Providing regular formative assessments provides information to the teacher regarding mastery of concepts/standards and information to the parent regarding progress. When a student is absent and misses a test, the teacher has the responsibility to see that the student has reasonable opportunities to take the test.

All grade guidelines in I.E.P.'s and 504's are to be complied with explicitly.

10 Point Grading Scale

| South Carolina Uniform Grading Scale Conversions |              |                        |                  |                             |
|--|--------------|------------------------|------------------|-----------------------------|
| Numerical Average                                | Letter Grade | College Prep Weighting | Honors Weighting | AP/IB/Dual Credit Weighting |
| 100  | A            | 5.000                  | 5.500            | 6.000                       |
| 99   | A            | 4.900                  | 5.400            | 5.900                       |
| 98   | A            | 4.800                  | 5.300            | 5.800                       |
| 97   | A            | 4.700                  | 5.200            | 5.700                       |
| 96   | A            | 4.600                  | 5.100            | 5.600                       |
| 95   | A            | 4.500                  | 5.000            | 5.500                       |
| 94   | A            | 4.400                  | 4.900            | 5.400                       |
| 93   | A            | 4.300                  | 4.800            | 5.300                       |
| 92   | A            | 4.200                  | 4.700            | 5.200                       |
| 91   | A            | 4.100                  | 4.600            | 5.100                       |
| 90   | A            | 4.000                  | 4.500            | 5.000                       |
| 89   | B            | 3.900                  | 4.400            | 4.900                       |
| 88   | B            | 3.800                  | 4.300            | 4.800                       |
| 87   | B            | 3.700                  | 4.200            | 4.700                       |
| 86   | B            | 3.600                  | 4.100            | 4.600                       |
| 85   | B            | 3.500                  | 4.000            | 4.500                       |
| 84   | B            | 3.400                  | 3.900            | 4.400                       |
| 83   | B            | 3.300                  | 3.800            | 4.300                       |
| 82   | B            | 3.200                  | 3.700            | 4.200                       |
| 81   | B            | 3.100                  | 3.600            | 4.100                       |
| 80   | B            | 3.000                  | 3.500            | 4.000                       |
| 79   | C            | 2.900                  | 3.400            | 3.900                       |
| 78   | C            | 2.800                  | 3.300            | 3.800                       |
| 77   | C            | 2.700                  | 3.200            | 3.700                       |
| 76   | C            | 2.600                  | 3.100            | 3.600                       |
| 75   | C            | 2.500                  | 3.000            | 3.500                       |
| 74   | C            | 2.400                  | 2.900            | 3.400                       |
| 73   | C            | 2.300                  | 2.800            | 3.300                       |



# Common Assessments

Step One: Determine essential learning for the nine weeks.

Step Two: Develop Common assessments that all teachers in the grade level will use within two days of each others, assessing no more than 3 essential learnings/core essentials for that week.

Step Three: Use your 30 minutes of built in time for your grade level to address needs of intervention or enrichment of all students in that grade level.

Step Four: Repeat each week and monitor all students' learning.

Sounds simple, but it's not. We will be studying this together in depth this year.

There is POWER in analyzing assessment results





## Why Should We Use Common Assessments?

*Reviews of accountability data from hundreds of schools reveal the schools with the greatest gains in achievement consistently employ common assessments, nonfiction writing, and collaborative scoring by faculty (Reeves, 2004).*

*Powerful, proven structures for improved results are at hand. "It starts when a group of teachers meet regularly as a team to identify essential and valued student learning, develop common formative assessments, analyze current levels of achievement, set achievement goals, and then share and create lessons and strategies to improve upon those levels." (Schmoker, 2004b, p. 48).*

*"[Common formative assessments provide] regular and timely feedback regarding student attainment of the most critical standards . . . [and] also foster consistent expectations and priorities within a grade level, course, and department regarding standards, instruction, and assessment. . . . Most importantly, common formative assessment results enable educators to diagnose student learning needs accurately in time to make instructional modifications." (Ainsworth, 2007, pp. 95–96)*

*The schools and districts that doubled student achievement added another layer of testing—common formative or benchmark assessments. These assessments were designed to provide detailed and concrete information on what students know and do not know with respect to specific learning targets (Odden & Archibald, 2009).*

*The key to improved student achievement was moving beyond an individual teacher looking at his or her classroom data. Instead, it took getting same-grade teacher teams to meet, analyze the results of each interim assessment to understand what concepts in the curriculum were posing difficulty for students, share ideas, figure out the best interventions, and actually follow up in their classrooms (Christman et al., 2009).*

*In schools that help students burdened by poverty achieve remarkable success, teachers work in collaborative teams to build common formative assessments and use the data to identify which students need help and which need greater challenges. But they also use data to inform teachers' practice, to discuss why one teacher is having success in teaching a concept and others are not, and what the more successful teacher can teach his or her colleagues (Chenoweth, 2009).*

## Assessment Design

### Step 1: Define Purpose

Clearly define the purposes of the assessment. Is it diagnostic, formative, or summative? How will the results be used by students? By teachers? By the school or district? By others?

### Step 2: Identify "Fair Game" in Terms of Standards

Which standards are "fair game" meaning that they **may** be assessed? Note that all standards that are "fair game" are not necessarily assessed?

### Step 3: Balance of Representation

What is the relative weight to be assigned to each standard or (more commonly) standards cluster? For example, a social studies assessment might be 40% history, 30% geography, 20% economics, and 10% civics. The balance of representation should reflect the relative importance of the standards or standard cluster **for this assessment**, based on the emphasis of the unit, the marking period, or the course. This will vary, for example, from unit to unit, marking period to marking period, and course to course.

### Step 4: Develop an Assessment Blueprint

What item types will be included in the assessment, and in what proportion? Common item types include the following:

- **Multiple choice items** can be used to cover a wide range of content. They are efficient in that they take relatively little time to answer (usually one minute or less) or to score.
- **Short-answer items** are best used to assess defined problems with limited solutions, such as math computation. They typically take 2-5 minutes to answer. Students must demonstrate knowledge and skills by generating rather than selecting an answer.
- **Constructed response items** typically require students to apply higher order thinking skills, such as analysis, synthesis, and evaluation. They take 5-10 minutes to complete. These items are often scored using a rubric and scoring training and calibration are essential.
- **Extended response items** also assess higher order thinking and often involve multiple solutions and require the student to justify her answer. These items take typically 10-20 minutes to complete and also require careful scorer training and calibration.

Decisions regarding item types for local common assessments require considering the **standards assessed**, the **assessment time** available, and the investment of time and effort in **scoring**.

For example, given a 90 minute assessment block, a high school science assessment might include 20 multiple choice items, 5 short answer, 3 constructed response, and 1 expended response.

An additional decision is whether the assessment is timed (in this example everyone finished at the end of 90 minutes) or open-ended (90 minutes is expected but students can work as long as they are working productively).

The assessment blueprint will connect the standards being assessed to the items and item types to be selected or developed.

### Step 5: Select or Develop Items

If high quality items exist and are available, it is almost always best to use them rather than create new items. This is why access to release items and/or item banks is of immeasurable value.

However, it is often necessary to create items to meet your individual needs.

In initially selecting or developing items it is best to select many more items than you will actually need – you may want as many as three times as many depending on the importance of the assessment. This is especially important for summative assessments with high stakes for students (like final exams).

Make sure that you have enough items to that there is a reasonable expectation that you can fill your assessment blueprint.

### Step 6: Field Testing Items

Field testing allows you to see how the item actually behaves with your students and provides item statistics that can let you make decisions as to which items to include in the assessment. Again, field testing is most practical, and most important, with high stakes summative assessment.

You should field test all your items. Because you have more items than you will use, you may give subsets of items to different students.

There are several statistics that can be used to judge the appropriateness of items. Here are a few:

### Item Difficulty

For multiple choice or short answer divide the number of correct responses by total responses. The range is from 0.00 to 1.00. A rule of thumb is that items with less than .20 are too hard and items with greater than .90 are too easy.

For constructed responses scored with a rubric calculate the average score on the item. For example, if you use a rubric from 0 (no response) to 4 (exceeding standard) items less than .80 may be too hard and items greater than 3.60 may be too easy.

### Item Discrimination (r)

For both multiple choice and constructed response items calculate the correlation (r) between the item and the total score. Students scoring higher on the entire assessment should score higher on the item. The range is -1.00 to 1.00. For multiple choice the correlation should be .20 or higher. For constructed response it should be .30 or higher.

### Bias

You can determine item bias between groups – for example, males and females.

To do this you compare performance of males and females who performed on the entire assessment with performance on the item. There shouldn't be more than 10% difference.

### Step 7 – Develop the Assessment

Hopefully you have enough strong items to fill your blueprint. If so you are ready to construct the assessment.

Be careful not to select all very difficult or all very easy items. Use the item difficulty and item discrimination data to build a balanced assessment, having already eliminated those items that do not work.

Another check on item balance is **cognitive complexity**, also referred to as **depth of knowledge**. Webb (2002) has proposed 4 Levels of Depth of Knowledge:

- Level 1: Recall (e.g., fact, definition, procedure). Requires student to demonstrate a rote response, perform an algorithm, follow a set procedure, or perform a defined series of steps.
- Level 2: Decision-making beyond rote response. May require, for example, classifying information, interpreting, explaining, and describing.
- Level 3: Requires reasoning, planning, and use of evidence. Students might draw conclusions, cite evidence, or develop a logical argument.
- Level 4: Generally involved work over an extended period of time and is often assessed through exhibitions and portfolios. Generally requires making connections and synthesizing ideas. Most often Level 4

assessment is individualized and not part of a common assessment (though there may be a common expectation and even a common rubric).

Contrary to a common belief, item type does not determine depth of knowledge. It is possible to develop multiple choice, short answer, and constructed response items at Levels 1, 2, and 3.

**Step 8: Administer and Score the Assessment**

For common assessments to be truly common you need to set up common protocols for administration. These may include, for example, a common set of instructions, common protocols for response to students’ questions, materials allowable (such a dictionaries, calculators, or computers),

If the assessment includes constructed and/or extended response items it is important to train and calibrate scorers (see also Step 4)

**Step 9: Set Cut Scores**

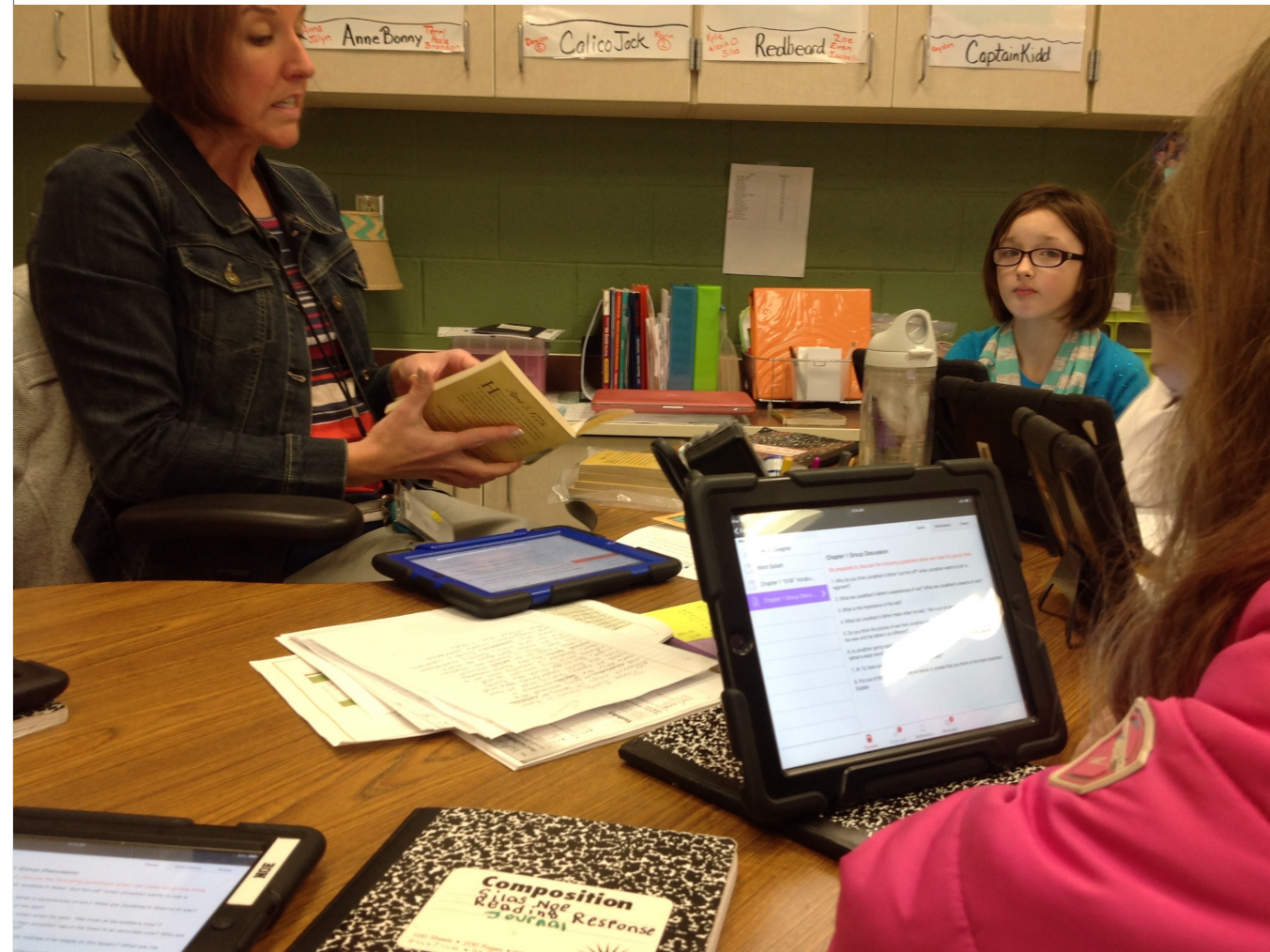
If the assessment is tied to grades, you will need to make decisions as to what performance level is needed for each grade. This is typically done by setting “cut scores.” For assessments to be common, these must be the same across teachers and sections of students.

Cut scores are also often used on state tests to determine whether students meet or exceed overall standards of performance. There are numerous ways to set standards.

Feedback on Learning: Dylan Williams



# ATTENDANCE INTERVENTION



If they are not here, they can't learn. Teachers should contact students absent for more than one day to see what is going on.

## ATTENDANCE INTERVENTION / MONITORING

### PROCEDURE

#### **Attendance Reporting**

Attendance reports must be accurate. Teachers will keep the official daily attendance records of students. These teachers should check carefully and have this report completed in the computer **each day by 8:30 a.m.**

<https://youtu.be/Z-jWabEIIQ>

It is **alarming** when a parent gets a call that their child is not here when they in fact are at school. Attendance plans are a serious step that can lead to family court so we must be accurate in our records before we start down this path. Please make sure records are accurate, you can check this at any time!

**Please send any notes or written excuses and/or transportation changes to Mrs. Merck as soon as they are received. WE CAN NOT TAKE EMAILS as changes of transportation.**

**When sending notes regarding a student's absence to the office, please be sure to write clearly at the top of the page, the date, the teacher's name and the student's first and last name.**





# Student Records

## Student Records

All student records will be maintained in the office vault filed alphabetically by teacher. Although teachers are free to examine student records at any time, all information is confidential. Please look through your student records before the first day of school. Remove F & P folders and keep in your room. Make sure you are aware of any students that have IEPs, 504s, custody situations, health issues that require a health plan, etc. Please do this prior to the first day of school.





# Parent Communication



## Parent Communication

It is expected that teachers communicate with parents often. Parents should minimally receive **weekly communication** from the school on Wednesday and additional emails from the teacher that do more than duplicate school wide communication. Email groups should be formed within the first 2 weeks of school. Tenley Middleton, Mrs. Guyton and Mr. Fielder, special area teachers, and front office staff should be included in these groups. We are able to have more informed conversations with parents when we have a clear picture of what is happening in your classroom.

\*Newly added- Make 2  
positive calls a week just to  
let a parent know  
something good.

# Emergency Procedures





## Emergency Procedures: Quick Reference

Required by state code, minimally we must do a fire drill each month, two different drills within the first 10 days of school, at least two lock down drills and at least one tornado and earthquake drill. These CANNOT be announced. We are also required this year to obstruct and block exits to ensure alternate routes are planned and we must pull children from classes to ensure accountability for every child in an emergency situation.

### **FIRE DRILL**

Take class roll

Lights OFF

Door CLOSED and LOCKED

Account for all children

Hold up red/green cards to report problems/missing children to person clearing your hall.

### **TORNADO DRILL**

Take class roll

WATCH- do not inform students

WARNING- move to hall, crouch, cover head

Door CLOSED and LOCKED

Account for all children

Hold up red/green cards to report problems/missing children to person clearing your hall.

### **EARTHQUAKE DRILL**

Take cover UNDER tables

AWAY from windows

Listen for instructions

EVACUATE when instructed

Follow fire drill procedures

Hold up red/green cards to report problems/missing children to person clearing your hall.

### **BOMB THREAT**

TURN OFF all ELECTRICAL TRANSMITTING DEVICES---cell phones, microwaves

DO NOT change thermostats

DO NOT turn on/off lights

Take class roll

Leave cabinets and doors OPEN

Account for all children

Hold up **red/green** cards to report problems/missing children to person clearing your hall.

# Employee and Student Dress Code

Minimally teachers should follow student dress code policy.





## Employee Code of Dress

### Rock Hill Schools

Rock Hill Schools is responsible for educating children to prepare them for successful and useful roles in our society. It's the responsibility of all employees to serve as role models for students and present a positive, professional image in attitude, language, behavior, grooming, and dress. Appropriate dress is a rational means of promoting respect for authority, traditional values, and discipline.

All personnel working within schools and offices (employees, substitutes, guest instructors, college students, interns, and volunteers) are expected to dress commensurate to their work assignments to promote an environment that is conducive to learning. All employees must wear district-issued identification badges.

Employees who are meeting with parents and other guests in the schools, or who are in continual contact with students, shall present themselves during the instructional day in accordance with the following guidelines and other standards deemed appropriate by the administration in individual schools:

#### Male:

- dress shirt or sport shirt with collar, sweaters, sweater vests, slacks, shoes (except sandals) with socks
- clean and well-groomed hair, including facial hair

#### Female:

- slacks, capri or crop pants, skirts (no shorter than 2 inches above top of knee), dresses, jumpers, blouses, sweaters, collared shirts (Tops without collars are acceptable if they compliment other attire being worn and are not too casual.)
- clean and well-groomed hair

**Shoes:** Employees should wear shoes at all times that provide support and protection. While athletic-type shoes are not preferred, they are acceptable if they are neat, clean and compliment other attire being worn.\* Sandals, preferably with backs, are acceptable; however, beach-type shoes, such as flip-flops, shower shoes, and plastic shoes, as well as house or bedroom-style shoes, are not appropriate. Footwear for medical purposes will be approved on an individual basis. (\*Athletic-type shoes are inappropriate for office personnel.)

Inappropriate dress or personal grooming includes, but is not limited to\*:

- clothes that are too tight or too loose
- denim jeans of all colors and leggings or tights (except under skirts, dresses, jumpers—no tunics)
- shorts of any length, cargo pants, exercise clothing or warm-up pants or suits, sweat or tee shirts, bib overalls
- work clothes (except for specific assignments such as for labs, gym, field trips, designated spirit days, or workdays when parents won't be present)
- camouflage, muscle shirts, or clothing and accessories with slogans that are suggestive of drugs, alcohol, sex, or obscenities
- provocative clothing (thin straps, halter or tube tops, strapless, too tight, too short, revealing cleavage, showing undergarments, or clothes that show one's waist, back or hip area in any type of work situation)
- display of tattoos that are controversial in language or image
- body piercings other than ear

**Spirit or dress down days.** The principal/supervisor may designate "dress down" or "spirit" days no more than one day a week. However, principals may designate a "Spirit Week" for homecoming, Red Ribbon, or other similar event. On "spirit" days, employees may wear clothing that includes a school tee-shirt, collared shirt, sweatshirt, and nice jeans.

**Teacher workdays, field days, field study.** Except when employees are meeting formally with parents, employees can wear clothing similar to what they would wear on "spirit" days.

**Staff development days.** Unless told otherwise, employees should wear what they would wear on a normal instructional day.

Employees working in special areas such as career and technology, physical education, lunchroom, nursing, transportation, dance, and maintenance are to dress as specified by their supervisor and in compliance with federal or state law to maintain optimum safety and security of students and employees.

The enforcement of the prescribed dress code will be the responsibility of a school or office administrator.

For additional clarification about appropriate dress, employees should consult their school administrator. However, a good rule of thumb for employees to follow would be: *If the thought crosses your mind that your dress may not be appropriate, it probably isn't*

Information Services  
Effective July 1, 2010

### **STUDENT DRESS CODE**

Our district policy states that those students whose personal appearance is disruptive to the educational process and orderly operation of the school may be barred from attendance. All clothing will be worn in the manner intended by the manufacturer with appropriate undergarments and void of any suggestive writing, pictures, and/or patches. Students who fail to comply with the standards may be warned, sent home to change, or disciplined as determined appropriate by the principal.

### **CLOTHING NOT ALLOWED**

- ❖ Tank tops/spaghetti straps/tube tops
- ❖ Shower Shoes/flip flops/sandals without side support
- ❖ See-through blouses or shirts
- ❖ Bare midriff tops
- ❖ Hats/caps/bandanas/wraps
- ❖ Low hip pants or pants that don't fit that allow midriff or underwear to show
- ❖ Clothing with slogans, language, or subjects that are inappropriate / offensive for school
- ❖ SHORTS AND SKIRTS MUST BE AT LEAST AS LONG AS FINGERTIP LENGTH. No short-shorts or mini-skirts are allowed.
- ❖ Pants designed to be worn at the waist will be worn at the waist.

**\*\*\* IF IN DOUBT, DON'T WEAR IT. \*\*\***

# Checking Voicemail

Voicemail should be checked daily (through email). Also, voicemail boxes should be cleaned out weekly to allow others to leave messages.





## Instructions for Setting up Voicemail for 985 or 980 Numbers

### Reasons to call the Voice Portal:

1. You will change the temp pass code to your own—you will need a 4-digit pass code that you will be able to remember because you must enter it anytime you want to change your greeting, check your messages by phone, and delete messages from your voice mailbox (you must delete messages from your voice mailbox as well as from your email or your box will fill up—the email is only a copy of the voicemail)

2. You will record the greeting for your voice box

We have shortcut the directions so you do not have to listen to all of the choices at this time. Just follow these steps. These directions will set you up to start using your voice mail service and you can explore the other options later as you wish. You may change your greeting message as often as you would like to.

From your school phone

Dial from a school phone 2099

(Outside line) dial 980-2099

Press \* Enter the last 4 digits of your voice box number (calling from non-school phone you may need to enter 803 985xxxx or 803 980xxxx)

Enter temp pass code of 0000 followed by # key (this is a temp code for the first time—you will be asked to change this code)

Enter your new 4-digit pass code followed by the # key

Enter your new 4-digit pass code followed by the # key—to confirm the password

Record your name and press #

Press \*

Press 1 to access mailbox—this will take you into your voice box and probably tell you there are no messages

Press 4—to record your “busy” greeting

Press 1 to record

Record message (Sample Message: Hello, you have reached the voice mail for \_\_\_\_\_. I am unable to take your call at this time, but if you will leave a brief message and a number I'll call you as soon as possible. Thank you.) Followed by the # key

You may listen to your recorded message and redo it if you need. If you are satisfied—hang up.

**\*\*You DO NOT need to record a “No Answer” greeting\*\***

Hang Up--at this point you should be ready to receive voice mail through the e-mail system—remember the voice plays from the speakers on the computer and can be heard by others in the room. You may call your voice mailbox number at this time to listen to your messages and to verify it is working. If you leave yourself a message, you can see how it comes through the computer, and be sure you are able to receive your messages. If there is a problem, please contact Ginny White (985-3531) for assistance. Please register your number on the “Do-Not-Call List.”

[www.donotcall.gov](http://www.donotcall.gov)

**\*\*\*Remember, when you delete the message from you email, it does not remove it from the phone portal. You will still need to call in periodically to delete the messages on the phone. There is a 40 minute time limit on messages that can be stored before it will say that your mailbox is full. After listening to your message press 7 to delete it from your mailbox. It depends on the number of messages that you receive as to how often you will need to delete the messages.**

# India Hook Professional Learning Teams

Together We Can Accomplish Anything!



Take every opportunity to use technology in meaningful ways!



## India Hook Professional Learning Teams

### FAQs

1. What is a professional learning team? **A group of educators who meet for focused, collaborative team work.**
2. What is the potential value of participating in a professional learning team? **The day-to-day routines of school and escalating job demands make the task of taking on new initiatives seem overwhelming. Working as a team of professionals to accomplish the best for our students will build skills, confidence, and boost morale.**
3. Why start professional learning teams when there is so much to do? **There is a critical urgency in public education. Here are two sobering reminders for teachers: (a) accomplished teaching may well be the deciding factor in whether students succeed in our society, and (b) teachers must continually stay abreast of current developments in their field and find new and effective ways of helping students learn.**
4. What is the value for our India Hook learning community? **The processes used in professional learning teams is a disciplined, systematic method to implement school wide initiatives, Math Guide, implementing literacy expectation guide, etc.**
5. What are the specific goals and purposes of a professional learning team?

**Teams serve as vehicles for teacher professional development on site and ongoing learning focused on instruction.**

**Team goals are determined by student data and needs.**

**Teams meet regularly during the year and use a systematic approach to guide their work.**

**Team members rotate roles and share responsibilities equally.**

**Teachers keep documentation of their work and share this publicly.**

**Every member of the PLC is expected to attend EVERY PLC meeting unless they are ill.**

# EXPECTATIONS FOR LESSON PLANS



**EXPECTATIONS FOR LESSON PLANS**

As a teacher, you will be making decisions daily about effective lesson planning. Lesson planning is one of the most important responsibilities you have as a teacher. Lesson planning assists you in many ways:

To organize your ideas and the ways you intend your students to interact with these ideas

In conducting instruction smoothly to meet the needs of your students

In assessing how your students learn and how much they are learning

In managing your time more efficiently

It is expected that lesson plans be kept current and include enough information so that a substitute teacher could use them as a guide for instruction in the event of an unexpected absence. Lesson plan formats are left to individual teacher preference.

*\*The principal/assistant principal may request to see a copy of daily lesson plans at any given time.*

Teachers are expected to:

- Utilize the Guided Reading Lesson plan templates found in the Literacy

Expectation Guide (guided reading groups)

- Utilize the Rock Hill Schools Math Guide for the planning, instruction, and assessment of mathematics (math workshop)
- Adhere to the curriculum maps and other instructional resource guides found on the RHSD3 website.

Teach all subject areas including writing, social studies and science.



# Guided Reading

It is expected that  
grades 1-5 begin  
guided reading no  
later than August  
27. K by Sept. 3



# FERPA

## Directory Information

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### **Family Educational Rights and Privacy Act**

Student personnel records are managed in a confidential manner as required by the Family Educational Rights and Privacy Act of 1974 (FERPA). Regulations and procedures for compliance of this act are provided through school board policy JRA. A copy of this policy is on the district's website ([www.rock-hill.k12.sc.us](http://www.rock-hill.k12.sc.us)) under the link "District Policies."

### **Directory Information**

The following information is releasable upon request at the discretion of the student's school principal: the student's name, address, telephone number, date and place of birth, photo, subjects of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance (on both an annual and daily basis), diplomas and awards received, and the most recent previous educational agency or institution attended by the student.

Any parent or guardian of a student attending Rock Hill Schools who would prefer that any of the information designated above not be released without the parent's or guardian's prior consent should notify in writing the Office of the Superintendent, Rock Hill Schools, P.O. Drawer 10072, Rock Hill, SC 29731 **by the Tuesday following Labor Day**. If such notice is given, the school attended by the student will be notified.



# Title 59





## **Title 59 - Education**

### **CHAPTER 24.** **SCHOOL ADMINISTRATORS** **ARTICLE 1.** **GENERAL PROVISIONS**

**SECTION 59-24-60.** Requirement of school officials to contact law enforcement authorities when criminal conduct occurs.

In addition to other provisions required by law or by regulation of the State Board of Education, school administrators must contact law enforcement authorities immediately upon notice that a person is engaging or has engaged in activities on school property or at a school sanctioned or sponsored activity which may result or results in injury or serious threat of injury to the person or to another person or his property as defined in local board policy.

### **CHAPTER 63.** **PUPILS GENERALLY** **ARTICLE 1.** **GENERAL PROVISIONS** **SCHOOL CRIME REPORT ACT**

**SECTION 59-63-310.** Short title.

This article may be cited as the "School Crime Report Act".

**SECTION 59-63-320.** Reporting form.

By December 31, 1990, the State Department of Education, after consultation with the State Law Enforcement Division, shall develop a standard school crime reporting form which must be used by all school districts in the State. The form must define what constitutes criminal activity required to be reported and must include, but is not limited to, the following:

- (1) types and frequency of criminal incident;
- (2) crimes against the person, including:
  - (a) description of crime;
  - (b) age and sex of offender and whether the offender is a student. If the offender is a student, whether he attended the school where the crime occurred or a different school, and whether he was under school suspension or expulsion at the time of the offense;
  - (c) age and sex of the victim and whether the victim is a student. If the victim is a student, whether he attended the school where the crime occurred or a different school. If the victim is not a student, whether he was employed at the school and, if so, in what capacity;
  - (d) where, at what time, and under what circumstances the incident occurred;
  - (e) the cost of the crime to the school and to the victim;
  - (f) what action was taken by the school administration;
- (3) crimes against property, including:
  - (a) description of the crime;
  - (b) where, at what time, and under what circumstances the crime occurred;
  - (c) the cost of the crime to the school and to the victim;
  - (d) what action was taken by the school administration.

**SECTION 59-63-330.** Quarterly and annual reports.

On forms prepared and supplied by the State Department of Education, each school district in the State shall report school-related crime quarterly to the State Department of Education. The department shall compile the information received from the districts and annually, not later than January thirty-first of the year following the districts' final quarterly reports of the school year, make a report to the General Assembly on the findings. In addition, the State Department of Education shall, upon receipt, forward all information concerning school-related crime to the Attorney General's Office. This information shall be used by the Attorney General in the supervision of the prosecution of school crime.

**SECTION 59-63-333.** School crime requirements to conform to federal "No Child Left Behind Act".

The State Department of Education shall conform the requirements of Sections 59-63-310 through 59-63-340 on school crime so as to fulfill the provisions of the "No Child Left Behind Act of 2001" (20 U.S.C. Section 7912) which includes reports on persistently dangerous schools and on the frequency, seriousness, and incidence of violence and drug-related offenses resulting in suspensions and expulsions in elementary and secondary schools. A summary of the provisions of Article 4, Chapter 63 of Title 59 and Section 16-3-612 required to be included in the school's student handbook each year must be revised to conform with the requirements of this section.

**SECTION 59-63-335.** Failure of school administrator to report criminal conduct; liability.

Failure of a school administrator to report criminal conduct as set forth in Section 59-24-60 or failure to report information concerning school-related crime pursuant to Section 59-63-330 shall subject the administrator and the school district to liability for payment of a party's attorney's fees and the costs associated with an action to seek a writ of mandamus to compel the administrator and school district to comply with Section 59-24-60 or 59-63-330.

**SECTION 59-63-340.** Promulgation of regulations.

The State Board of Education shall promulgate regulations necessary to enforce the provisions of this article.

**SECTION 59-63-350.** Local law enforcement.

Local law enforcement officials are required to contact the Attorney General's "school safety phone line" when any felony, assault and battery of a high and aggravated nature, crime involving a weapon, or drug offense is committed on school property or at a school-sanctioned or school-sponsored activity or any crime reported pursuant to Section 59-24-60.

**SECTION 59-63-360.** Attorney General; representation of school districts.

The Attorney General shall monitor all reported school crimes. The Attorney General or his designee may represent the local school district when a criminal case is appealed to an appellate court of competent jurisdiction.

**SECTION 59-63-370.** Student's conviction or delinquency adjudication for certain offenses; notification of senior administrator at student's school; placement of information in permanent school records.

Notwithstanding any other provision of law:

- (1) When a student who is convicted of or adjudicated delinquent for assault and battery against school personnel, as defined in Section 16-3-612, assault and battery of a high and aggravated nature committed on

school grounds or at a school-sponsored event against any person affiliated with the school in an official capacity, a violent offense as defined in Section 16-1-60, an offense in which a weapon as defined in Section 59-63-370 was used, or for distribution or trafficking in unlawful drugs as defined in Article 3, Chapter 53 of Title 44 is assigned to the Department of Juvenile Justice, the Department of Corrections, or to the Department of Probation, Parole, and Pardon Services, that agency is required to provide immediate notice of the student's conviction or adjudication to the senior administrator of the school in which the student is enrolled, intends to be enrolled, or was last enrolled. These agencies are authorized to request information concerning school enrollment from a student convicted of or adjudicated delinquent for an offense listed in this item.

(2) When a student convicted of or adjudicated delinquent for an offense listed in item (1) of this section is not sentenced to incarceration or probation, the presiding judge shall as part of his sentence order the clerk of the municipal, magistrate, or general sessions court to provide, within ten days, notification of the student's sentence to the appropriate school district for inclusion in the student's permanent record. If the student is under the jurisdiction of the family court and is not referred to the Department of Juvenile Justice, the prosecuting agency must provide notification within ten days to the appropriate school district.

(3) An administrator notified pursuant to this section is required to notify each teacher or instructor in whose class the student is enrolled of a student's conviction of or adjudication for an offense listed in item (1) of this section. This notification must be made to the appropriate teachers or instructors every year the student is enrolled in school.

(4) If a student is convicted of or adjudicated delinquent for an offense listed in item (1) of this section, information concerning the conviction or adjudication and sentencing must be placed in the student's permanent school record and must be forwarded with the student's permanent school records if the student transfers to another school or school district.

A "weapon", as used in this section, means a firearm, knife with a blade-length of over two inches, dirk, razor, metal knuckles, slingshot, bludgeon, or any other deadly instrument used for the infliction of bodily harm or death.

**SECTION 59-63-380.** School official reporting school-related crimes; immunity.

A person affiliated with a school in an official capacity is granted immunity from criminal prosecution and civil liability when making a report of school-related crime in good faith, to the extent that the exposure to criminal prosecution or civil liability arises from the same report of school-related crime.

**SECTION 59-63-390.** Inclusion of school crime report act summary in student handbooks.

The senior administrator of each school is responsible for including an accurate summary of the provisions of this article and Section 16-3-612 in the school's student handbook each year.

## ARTICLE 3.

### IDENTIFICATION, INVESTIGATION, AND INTERVENTION

#### SUBARTICLE 1.

#### IDENTIFYING AND REPORTING CHILD ABUSE AND NEGLECT

#### **SECTION 63-7-310.** Persons required to report.

(A) A physician, nurse, dentist, optometrist, medical examiner, or coroner, or an employee of a county medical examiner's or coroner's office, or any other medical, emergency medical services, mental health, or allied health professional, member of the clergy including a Christian Science Practitioner or religious healer, **school teacher, counselor, principal, assistant principal, school attendance officer,** social or public assistance worker, substance abuse treatment staff, or childcare worker in a childcare center or foster care facility, foster parent, police or law enforcement officer, juvenile justice worker, undertaker, funeral home director or employee of a funeral home, persons responsible for processing films, computer technician, judge, or a volunteer non-attorney guardian ad litem serving on behalf of the South Carolina Guardian Ad Litem Program or on behalf of Richland County CASA must report in accordance with this section when in the person's professional capacity the person has received information which gives the person reason to believe that a child has been or may be abused or neglected as defined in Section 63-7-20.

(B) If a person required to report pursuant to subsection (A) has received information in the person's professional capacity which gives the person reason to believe that a child's physical or mental health or welfare has been or may be adversely affected by acts or omissions that would be child abuse or neglect if committed by a parent, guardian, or other person responsible for the child's welfare, but the reporter believes that the act or omission was committed by a person other than the parent, guardian, or other person responsible for the child's welfare, the reporter must make a report to the appropriate law enforcement agency.

(C) Except as provided in subsection (A), a person, including, but not limited to, a volunteer non-attorney guardian ad litem serving on behalf of the South Carolina Guardian Ad Litem Program or on behalf of Richland County CASA, who has reason to believe that a child's physical or mental health or welfare has been or may be adversely affected by abuse and neglect may report, and is encouraged to report, in accordance with this section.

(D) Reports of child abuse or neglect may be made orally by telephone or otherwise to the county department of social services or to a law enforcement agency in the county where the child resides or is found.

HISTORY: 2008 Act No. 361, Section 2; 2010 Act No. 227, Section 1, eff upon approval (became law without the Governor's signature on June 8, 2010).



# Staff Conduct Policies

# GBAA-GBEE

[http://policy.microscribepub.com/cgi-bin/om\\_isapi.dll?clientID=1712177708&deph=2&infobase=york3\\_rock](http://policy.microscribepub.com/cgi-bin/om_isapi.dll?clientID=1712177708&deph=2&infobase=york3_rock)



Policy

EMPLOYEE RACIAL/SEXUAL DISCRIMINATION AND HARASSMENT

Code GBAA Issued 11/08

Purpose: To establish the board's vision for a working environment free of racial/sexual discrimination and harassment.

Racial harassment

Racial harassment is incompatible with equal educational opportunity and will not be tolerated in the district. It is the responsibility of every employee to strive to create an environment free of racial harassment. Racial harassment is racially motivated conduct by employees of the district toward any other employee or student that does any of the following.

Discriminates on the basis of race under any of the following conditions.

in the terms, conditions, working environment or privileges of employment

in enrollment, course assignment, grade or opportunity for participation in any school benefit, service or offering

in school-sponsored extracurricular activities

Is directed toward a specific person or persons and involves any of the following.

use of force

threat of the use of force

intentional infliction of severe mental or emotional distress through any means including the use of racial slurs, epithets or insults, or racially motivated actions undertaken with reckless disregard for the likely effect of inflicting severe mental or emotional distress

Employees are encouraged to express freely, responsibly and in an orderly way their opinions and feelings about any problem or complaint of racial harassment. Any act by a district employee or agent of reprisal, interference, restraint, penalty, discrimination, coercion or harassment against any person responsibly complaining of harassment under this policy interferes with free expression and is itself a violation.

Any employee who feels that he/she has been subjected to racial harassment may file a complaint in accordance with board policy GBK. If the employee feels his/her immediate supervisor is the source of, contributes to, or condones the racial harassment, he/she may proceed to the next level administrator or the district's civil rights coordinator as the first step in the grievance process.

All allegations will be investigated promptly and confidentially. Any employee who is found to have engaged in racial harassment will be subject to disciplinary action. This policy will not be used to bring frivolous or malicious charges against students, employees or agents of the district.

### Sexual harassment

It is the Board's expectation that all personnel conduct themselves in a professional manner and respect other District employees, students, parents, and third parties at all times. In this regard, the Board prohibits sexual harassment, all forms of sexual discrimination, and other inappropriate conduct of a sexual nature.

All employees, including supervisory level employees, must avoid any action or conduct which could be viewed as sexual harassment or inappropriate conduct of a sexual nature. This includes any action or conduct communicated or performed in person, in writing, or electronically through such means as a telephone, cell phone, computer, Blackberry, or other telecommunication device, and includes text messaging and instant messaging.

Sexual harassment of employees consists of unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when: (1) submission to such conduct is made either expressly or impliedly a condition of employment; (2) submission to or rejection of such conduct by an individual is used as the basis for any employment decisions affecting the individual; or (3) such conduct has the purpose or effect of unreasonably interfering with the employee's work performance or creating an intimidating, hostile or offensive working environment.

Any employee who believes he/she has been subjected to sexual harassment is encouraged to file a complaint in accordance with the administrative rule that accompanies this policy. All allegations will be investigated promptly and confidentially. Employees who file a complaint of sexual harassment will not be subject to retaliation or reprisal in any form. Any employee, including a supervisory level employee, who is



found to have engaged in sexual harassment or inappropriate conduct of a sexual nature with another employee, will be subject to disciplinary action, up to and including termination and all other appropriate steps will be taken to correct or rectify the situation.

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All employees must avoid any action toward or conduct with a student, which could be viewed as sexually inappropriate. Inappropriate conduct of a sexual nature will not be tolerated at any time. Inappropriate conduct of a sexual nature with a student occurs when an employee (1) makes a sexually suggestive advance toward a student, (2) makes a request for a sexual favor from a student, or (3) engages in a relationship of a sexual nature with a student.

Any employee who believes another employee or a student has directed inappropriate conduct of a sexual nature toward him/her is encouraged to file a complaint in accordance with the administrative rule that accompanies this policy. Any employee who has knowledge that an employee or a student has directed inappropriate conduct of a sexual nature towards another employee or student should also file a complaint. All allegations will be investigated promptly. Employees who file a complaint of inappropriate conduct of a sexual nature by another employee or a student will not be subject to retaliation or reprisal in any form. Any employee or student who is found to have directed inappropriate conduct of a sexual nature to-

wards an employee will be subject to disciplinary action, up to and including a recommendation of dismissal or expulsion, and all other appropriate steps will be taken to correct or rectify the situation.

(Cf. JI, JICFAA)

Adopted 6/24/91; Revised 9/25/00, 11/24/08^

Legal references:

United States Code:

Title VII of the Civil Rights Act of 1964, as amended.

42 U.S.C. 2000e – Prohibits discrimination in employment on the basis of race, color, national origin, religion, or sex.

# Section 504 - Referral Procedures



Rock Hill Schools has a revised 504 Manual, procedures and forms. These can be accessed on the District's ESE website at the following web address:

<http://www.rock-hill.k12.sc.us/exceptionalstudenteducation/section504resources.aspx>

Section 504 referrals can come from a parent/guardian, eligible adult student, or school staff (including teachers, RTI team, etc.) who believes the student has a physical or mental impairment that substantially limits one or more major life activity.

#### STEP 1.

If a parent/guardian or adult student requests 504 consideration, he/she is directed to the school's 504 Coordinator. The school's 504 Coordinator :

Completes the **Referral for Section 504** form in an interview with the parent/adult student

Provides the parent/guardian/adult student with a copy of **Section 504 Rights**

Schedules a meeting with the parent/adult student and relevant school staff\*, then sends the parent/adult student a **Section 504 Meeting Invitation**. Rock Hill School District #3 requires that the 504 Coordinator and school psychologist attend this initial meeting.

The 504 Coordinator coordinates data collection in preparation for the meeting. Multiple sources of data should be considered and may include parent input, teacher input, district and statewide testing results, report card information, formal and informal assessments, outside evals, doctor reports, attendance reports, discipline reports, medical records, etc. (See RHDS3 504 Manual for a more detailed listing of possible data sources.)

If a school staff member wants to request 504 consideration for a student the staff member contacts the school's 504 Coordinator. The 504 coordinator does the following:

Completes the **Referral for Section 504** form with the referring staff member.

Schedules a meeting with relevant school staff\* and parent/guardian, then sends the parent a **Section 504 Meeting Invitation**. The student's parent is also sent a copy of Section 504 rights. Rock Hill School District #3 requires that the 504 Coordinator and school psychologist attend this initial meeting.

The 504 Coordinator coordinates data collection in preparation for the meeting.

\*Relevant school staff includes persons knowledgeable of the child, knowledgeable of meaning of evaluation data, and/or knowledgeable of accommodation/placement options.

#### STEP 2

An initial 504 meeting is held. At the initial 504 team meeting:

The **Referral for Section 504** form and available data are reviewed by the team.

The team determines if additional information is needed to help determine 504 eligibility.

The **Parent Permission for 504 Evaluation** form is completed by the team, and signed by the parent, if in attendance.



If additional data or information **is not** needed, the meeting continues and the 504 team completes:

The **Section 504 Initial Evaluation & Periodic Re-Evaluation** form

A **Section 504 Plan**, if applicable.

An **Action Form**.

Ensures 504 Parental Rights have been provided to the parent, guardian, or adult student.

If additional data or information **is** needed, this initial meeting ends. The additional data is collected then the team reconvenes. The 504 Coordinator will schedule the meeting and send the parent/guardian a **Section 504 Meeting Invitation**. At this follow-up meeting, the team completes:

d. The **Section 504 Initial Evaluation & Periodic Re-Evaluation** form

e. A **Section 504 Plan**, if applicable

f. An **Action Form**.

g. Ensure 504 Parental Rights have been provided to the parent, guardian, or adult student.

### **If the Parents Don't Attend...**

The 504 team can:

Adjourn the meeting and set another meeting with the parents

Adjourn the meeting and attempt to get parent signature on the **Parent Permission for 504 Evaluation** form, or

Continue with discussion and actions, then inform the parents

504 Coordinators will maintain a School 504 File for each student. This file should contain copies of all forms, data, and reports. **Original copies of all forms, data, and reports should be sent to the District 504 Officer - Cassie Cagle at the ESE Department.**

# MASTER SCHEDULES

Kid President Pep  
talk for teachers

<https://youtu.be/RwlhUcSGqgs>



[https://docs.google.com/spreadsheets/d/1ryh7rdHEUof7D3r9LsDm7iO\\_ZAfmnECibUAyXfjkjUs/edit?usp=sha](https://docs.google.com/spreadsheets/d/1ryh7rdHEUof7D3r9LsDm7iO_ZAfmnECibUAyXfjkjUs/edit?usp=sha)

# Master Schedule