

WAKULLA PREKINDERGARTEN FACULTY HANDBOOK



WAKULLA COUNTY SCHOOLS 2022-2023

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EAGLET VISION/PHILOSOPHY/MISSION

VISION

The vision of the Prekindergarten program is an equitable future for all children.

PHILOSOPHY

The Wakulla Prekindergarten Program recognizes that the development of the whole child is essential for learning to take place and that human development can be stimulated and encouraged, but not forced. We recognize movement is a natural characteristic of the preschool child and is the mode through which learning takes place. We believe in the provision of timely learning experiences that promote growth and development of children while accommodating each child's unique needs, interests, and abilities. Our purpose is to provide a balanced, nurturing, stimulating, and exploratory program that promotes the total growth and development of the child with a focus on language development.

MISSION

The mission of the Wakulla Preschool Program is to provide a positive, safe and healthy learning environment through play, which stimulates and encourages positive self-esteem. This learning environment will be enriched with developmentally appropriate strategies and parent involvement.

GENERAL POLICIES

FACULTY MEETINGS

Wednesdays should be set aside for faculty meetings. Attendance is required at all meetings unless Mr. Hernandez approves the absence. Emergency meetings may be called on other days. Faculty meetings are only for faculty, staff and invited guests when appropriate. In addition to faculty meetings, teachers will be requested to meet periodically as requested.

ID BADGES

Each employee is provided with an identification badge with a photograph. It is to be worn and visible during work hours. A duplicate is available from the principal if the original is lost/misplaced. A replacement fee will be assessed if a third ID is needed.

EVALUATIONS AND OBSERVATIONS

Observations are positive interactions between administration and staff. The principal will conduct at least one scheduled observation and periodic walk-throughs. Two scheduled observations will be conducted for annual certified contract employees. At the end of the year, the principal will meet with each staff member to go over the annual appraisal.

LESSON PLANS

Long range planning and goal setting should be done by the month, semester and school year. Long range plans for the school year should be turned in by the end of August. Lesson plans for the following week should be completed and e-mailed to the Principal before leaving on Fridays AND should include large and small group instruction (specify students/skill/goal/objectives). The PreK lesson template will be used and should be correlated to Big Day and/or VPK Standards. Lesson plans should be printed out prior to leaving on Friday and kept in the lesson plan book and located on the teacher's desk for review by the Principal.

PARENT-TEACHER COMMUNICATION

Communication is important. Frequent school/home communication is encouraged. Teachers should initiate conferences and keep notes. All Prekindergarten students are to have daily notes sent home from their classroom teacher using the school form. Please invite parents for one conference each semester. Teachers are also required to utilize the school website and class Dojo for positive communications only.

COLLECTION OF OTHER FEES

Teachers will be issued a numbered receipt book at the beginning of the school year. As students turn in money for T-shirts, yearbooks, etc. the teacher will issue the student a numbered receipt. Each morning, prior to lunch, the money envelope and receipts will be turned in to Mrs. Avera in the front office. She will then issue the classroom teacher a receipt of these funds. Please do not leave funds in your desk or classroom. Do not refund money to students by giving cash. Submit a Reimbursement Request Form to Mrs. Avera for any refunds.

LEAD DOLLARS

Full-Time classroom certified teachers employed by Wakulla County District School Board are issued Florida Teachers Lead Program stipend funds that are appropriated by the Legislature for the sole purpose of purchasing classroom materials and supplies to be used in the instruction of students. Teachers are required to sign a document stating that these funds will be used to purchase school materials. Any unused funds are to be returned to the district school board at the end of the regular school year. 2022-2023 – Amazon Depot will be the vendor to purchase classroom supplies with lead teacher money

RECERTIFICATION FOR CERTIFIED TEACHERS

Please remember that maintaining appropriate certification is each educator's professional responsibility. Teachers may log on to the Panhandle Area Education Consortium website **Error! Hyperlink reference not valid.** to check the status of their earned points towards recertification. This in-service point bank can be located under: Member Transcript.

RECERTIFICATION FOR CDA'S

CDA's are also responsible for maintaining their CDA certification. Sufficient in-service activities will be hosted on the WEC campus each year and available every other year via a school purchased online subscription the CHILDCARE INSTITUTE. Teachers should take advantage of these opportunities. Attending the necessary in-service activities to earn recertification credits is the sole responsibility of the CDA. Failure to comply with recertification requirements could result in loss of CDA compensation.

ePDC WEBSITE

All certified and classified teachers must register for in-service training activities online at www.paec.org. After each training, certified teachers are required to complete the online follow up.

SAFETY INSPECTION CHECKLIST

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

- Do not block Emergency Exits.
- There should be a clear path to primary and secondary fire exits.
- Classroom doors should remain closed at all times.
- **Classroom doors must not be propped open AND must be locked at all times.** No extension cords should be running across the floor in traffic areas.
- There should be no inappropriate storage or clutter—rooms and offices must NOT look like “Fire Hazards.” Keep work areas neat **and tidy!**
- Nothing may be stacked within 18” of the ceiling.
- Do not block or cover electrical panels.
- **10 % of the walls may be covered with paper, no paper on the doors.**

SCHOOL FURNITURE

School furniture such as picnic tables, benches, and trash cans may not be moved from their location without permission from the Principal. Please do not ask the Custodial staff to do so, even temporarily for special events. Picnic tables have been located on campus for your convenience and need to stay in their current location. If you take furniture from your room outside, you must return it before you leave for the day.

ACCOUNTABILITY

Teachers are liable for student safety at all times!

Bathroom

Teachers will walk students to the bathroom together as a class and supervised bathroom areas inside and outside (hallway/breezeway). No students should be left unattended at any time.

****DURING ASSIGNED TIMES****

Lunchroom

Teachers will walk students to and from the lunchroom when it's determined to be safe. Co-teachers are expected to sit at the tables with the children during each meal. Co-teachers should encourage proper table manners, stimulate conversation, encourage self-help skills (pouring, serving and cleaning up) and encourage students to try new foods.

Naptime

Classrooms on the back wing must have window blinds open during naptime to allow visual sight of every child at all times. In an emergency, others entering the room should have enough natural light to locate each student.

Free Play

Free play should be limited to a period of 30 minutes per day. No more than four classes should be on the playground at the same time. Both classroom teachers must accompany the class on the playground. Teachers must circulate while on the playground. Please adhere to the playground assignment schedule of teacher duties.

Buses

Faculty and staff will meet students at the bus loading area by 8:45am each morning and walk them to class. In the afternoon one teacher from each class will again escort students to the pick-up hallway or to the buses when called. Please refer to the morning and afternoon drop off/pick-up and bus duty schedule **AND arrive at your daily post ON TIME!**

TEACHER ABSENCE

Teachers who find it necessary to be absent from school for any reason should notify Louis Hernandez between 6:00 and 6:30 a.m. at 556-8479 on the morning of the absence, if prior notification has not taken place. If an emergency occurs after 6:30 a.m. or if you are unable to contact Louis Hernandez, then call Michele Avera 510-5857. Please make certain you fill out the appropriate leave forms immediately upon your return. Also contact your peer teacher informing them of your absence.

When absent, teachers should have the following available for a substitute:

- Lesson Plans
- Dailey schedule, including any extra duties or activities
- Attendance information
- Seating chart
- Extra notes the substitute might need to have a successful day
- Notes regarding dietary/medical/or custody restrictions for students
- List of PM transportation – Bus information and pick-up student information

At times, teachers may need to leave school during the day due to an emergency. If this occurs, immediately the teacher should notify Mr. Hernandez at once to inform him of the need to leave school and to make arrangements for leaving the campus. If Mr. Hernandez is not on campus at that time, teachers may notify Mrs. Peeples. Due to appointments teachers may sometimes find it necessary to leave school at the conclusion of the student day. Such times should be kept to a minimum and should be cleared with Mr. Hernandez as far ahead as possible. **Work hours are from 8:00 a.m. to 3:30 p.m. daily.** Teachers should sign in and out daily in the Prekindergarten office.

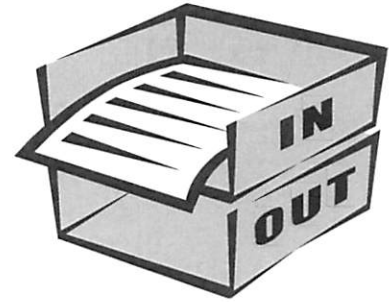
Failure to do so, impacts payroll reporting. Teachers are allotted ten sick leave days per school year, six of which may be used as personal leave (as long as not more than ten percent of the faculty request personal leave on that same day). The ten days are accumulated one per month. Personal leave must be applied for, discussed and the form completed at least two days in advance.



UPON RETURN TO SCHOOL AFTER AN ABSENCE, TEACHERS SHOULD BE SURE TO COMPLETE LEAVE FORMS. LEAVE FORMS MUST BE TURNED IN NO LATER THAN THE DAY AFTER THE DAY OF THE DAY OF ABSENCE.

Other types of leave may include:

- Jury Duty
- Witness Duty
- Temporary Duty Elsewhere
- Military Leave
- Illness in the Line of Duty
- Professional Leave
- Personal Leave in Excess of 20 days



Personal leave in excess of 20 days will be granted at the discretion of the Board except maternity leave which shall be mandatory upon request. TDY forms must be completed any time that you are out of your class (workshops, in-service programs, conventions, etc.) and a substitute has to be brought in to cover your class.

INCOMING COMMUNICATION

It is the responsibility of every teacher to check and set up their individual mailboxes as they sign in and out and after lunch each day. Telephone messages received during the school day will be placed in the teacher boxes. Telephone calls will be sent to teachers' voice mail during instructional hours unless the office is aware of an emergency situation.

Teachers will keep a communication log by the telephone in the classroom. This log should be used to document dates and times of phone conversations with parents. This log should also include all parent notes and letters received during the school year.

There may be occasions during the school year at which time they will prove valuable.

CELL PHONES

Please remember, personal cell phones SHOULD NOT be in use or visible during the regular school day.

DISTRICT EMAIL

Your district email address is also an official channel of communication. It should be checked morning and afternoon. Problems with email should be reported immediately.

DISTRICT AND SCHOOL DRESS EXPECTATIONS

- Dresses, skirts, or culottes should be approximately knee length or longer.
- Shirts, blouses or dress tops should be long enough to cover the midriff front and back leaving no exposed skin even when sitting, raising arms or reaching. Necklines- front and back should avoid open or plunging backs or fronts and should not be revealing.
- Sleeveless clothing is fine for women; but spaghetti straps or cut-up shoulders should not be worn-unless covered with a jacket or sweater type garment.
- Jogging suits/exercise clothes are not appropriate professional attire for teaching.
- Jeans are not acceptable unless worn on “casual Friday,” or fieldtrips, **with a school shirt**. Jeans should have no unusual holes. Pant leg bottoms should be hemmed.
- Shorts may be worn (approximately knee length) during teacher planning days, outdoor field trips when worn with a school shirt, or for Summer VPK at WEC when there is an abundance of outdoor activities in extreme temperatures. Please remember, there may be occasions when shorts are not appropriate during a workday, such as parent conferences, district meetings, etc.

SCHEDULES

Daily schedules for breakfast, lunch, outside play, and Library will be determined during pre- planning. This information will be shared at that time.

TEACHER’S LOUNGE

Do not send or allow students (or your own children) to go into the Teacher’s Lounge. It is your responsibility to wash, dry, and put away any dishes or utensils that you use and to clean up any spills that you make in the refrigerator or microwave. Left over frozen products and perishable items should be stored briefly and then disposed of.

GUIDELINES FOR TEACHERS

Staff members should be active participants in all activities with children. Teachers can help to stimulate the children's interests and natural curiosity by asking questions that help to extend play. For instance, two children playing in the block area have built an elaborate system of roads for their cars but are beginning to lose interest in it. A teacher enters at this point and begins to refocus their play by saying, "Trevor, your car is running out of gas! What can you do about it?" The child may respond by saying, "I have to go to the gas station! Let's build one, Alessandro."

Teachers and staff need to be confident and consistent in following through with classroom rules using time out and natural consequences as methods of disciplining. Correcting children should be worded to accentuate the positive. Rather than say, "Don't run," or "Stop running." We will first state the correction in the positive: "We use walking feet."

It is important to develop a "room awareness," that is, to be aware at all times of what is going on in the room. Successful teachers automatically possess teacher "with-it-ness." This is a conscious effort of physically being positioned near possible problem areas of the classroom. When not assigned to a particular area, the staff person should move to the area where he or she is most needed.

Use a quiet, warm, yet firm voice when talking to the children. Always go to the child and speak directly to him or her. It is important to always show respect to the child.

Classrooms should be kept clean and orderly. Involve the children in the housekeeping routines.

Allow and encourage the child to do things for himself/herself. Set up activities designed to be independent of teacher supervision. Let the child work at things without interfering. Give the child sufficient time to try and solve the problems. Be ready to assist when it is necessary. Ask questions that will help the child arrive at the solution.

It is important to keep daily notes on the children and to exchange information with other teachers on problems or progress of a child. Remember to stay up to date with all student assessments and document accordingly.

Work at developing a positive professional rapport with the parents. Be friendly and helpful. Make them feel welcomed in the classroom. Relay messages about a child to other staff members. Relate positive information about the child to the parent on a daily basis.

DO NOT PUT NEGATIVE COMMENTS IN WRITING (e-mail, daily notes, etc.) Conduct a face-face conference if possible. If not, telephone is the next preferred method of communicating with parents.

Remember, you are a model for the children to follow. Set a good example. Be empathetic, respectful, positive and encouraging.

SCHOOL WIDE RULES

Our school has adopted the following four basic rules to be used school wide and five playground rules. Teachers will encourage all students while out and about the school campus to follow these four rules.

Throughout the school building:

1. We use walking feet.
2. We use helping hands.
3. We use listening ears and looking eyes.
4. We use thoughtful mouths.

On the playground:

1. Be safe.
2. Share all toys and put them where they belong.
3. Listen to all adults.
4. Line up when called.
5. Wait your turn.

FIELD TRIP



All field trips must be approved by Mr. Hernandez. Once your trip has been approved, notify the lunchroom manager at least two weeks prior to the trip. Permission forms and Emergency Medical forms must be completed before students are allowed to participate.

Parent notification letters/permission slips with the date, time, and nature of the activity must be sent home and collected prior to each field trip. It is the teacher's responsibility to assure each student has these signed forms on file before going on each trip.

Only approved volunteers may serve as chaperones on field trips. All students participating in a field trip must use the school provided transportation both ways. Exception to this rule maybe made only if the student is to ride with his/her legal guardians/parents and this exception has been arranged in writing with the principal.
–SB4.43

PARTIES

At this time – classroom parties will not be had unless prior approved by the Principal.



VOLUNTEER PROGRAM

Parents are an integral part of the Prek program. Teachers appreciate parent volunteers and look forward to the enrichment it brings to the classroom. At this time any school activities will need to be arranged and approved by the Principal. The Eagles Nest as well as daily/weekly notes from the classroom teacher or Front Office will help keep parents informed.

PARENT INVOLVEMENT EDUCATION:

Purpose

Education is a co-operative affair between home and school for the good of the child. Parents are encouraged to visit classrooms for the purpose of gaining an insight into operation, content of programs, and for the purposes of gaining an insight as to means of helping their own child. Parents are not expected to evaluate teacher effectiveness, nor may they have access to data on students other than their own child.

Guidelines

To avoid misunderstanding between parties concerned, the following guidelines for visits to the classroom must be followed:

1. An appointment will be made with the school administrator in charge of the elementary, middle, or secondary program, the teacher of the class to be observed and the parent a minimum of one week prior to the visit. This appointment will take place on time not considered instructional time of the teacher.
2. The parent/guardian will be briefed as to the lesson, its objectives and process of instruction to be used. This should avoid any misunderstanding.
3. The length of the visit will be prearranged, not to exceed 20 minutes.
4. No more than one (1) person at a time will be permitted to visit the room.
5. Parents/guardians visiting classrooms will be spectators, not participants.

Delegation of Responsibility

It is understood that the school administration reserves the right to refuse visitation to persons who are not parents, guardians, or to persons it considers disruptive to the education process.

EMERGENCY PLANS

Emergency Procedures: All teachers will carry a student roster in their ID Badge holder. This roster should include bus or pickup information and be updated frequently.

PROCEDURES FOR FIRE:

- At the sound of the “fire alarm” signal, line up at the door and wait for an exit signal or return to normal signal. Then if told to exit escort all students in an orderly manner to the nearest exit. Be sure all windows and doors are closed.
- Group students at a safe distance from the school building and check the students present against the student roster.
- Under no condition should anyone re-enter the school building until a pulsating ringing of the fire alarm system indicates the danger/drill is over.

STUDENT ILLNESS OR ACCIDENT

- First aid shall be administered by the clinic aid. If further assistance is needed, notify the office. An administrative decision will be made if further emergency care is needed.
- The Clinic Aide will notify the parent or guardian of the student. Information can be obtained from the cumulative folder.
- In case of an injury, an accident report *must* be completed. Forms are in the office. Please see Lorrie Gallamore for assistance.

LIGHTNING

- Students must not be outside during electrical storms.
- Electrical machines should be unplugged and avoided.



PROCEDURE FOR TORNADO

At the sound of the “tornado alarm” (a message on the phone system AND radio), escort all students to the designated area: front wing and back wing against the wall inside the classrooms, portables inside the main hallway, main hallway classrooms into the hallway.

- Have students lay face down, knees drawn up, and hands over head.
- If a school bus is caught in the open when a tornado is approaching, the children should be escorted to a nearby ditch or ravine and made to lie face down, hands over head.

LOCK DOWN PROCEDURES

When you are alerted of a Lock Down, secure students inside the classroom away from the window, lock the door, close the blinds, and sit quietly. Do not open the door. Someone with credentials will unlock the door if needed.

If you are in the cafeteria and a Lock Down occurs, you will move students to the serving line and doors will be locked. All communication will be relayed through the radio so make sure yours is with you at all times and fully charged.

ALL CLEAR is given over the telephone intercom and radio. This signifies that normal activities may resume.

* NOTE: It is critical that you remain alert at all times when supervising children. If you see a dangerous situation developing, report it immediately to the office.



DISCIPLINE PLAN

INTRODUCTION

The environment of the Prekindergarten is structured so children can make choices of planned activities and materials. This ability to choose and plan gives the child power and prevents many conflicts during the school day. Children are encouraged to develop language skills that help them to communicate their needs and feelings. Language is modeled for them by adults and other children so that they may learn to use language as a problem solving tool.

If a child is experiencing difficulty being self-directed and using language to solve problems in one area of play, he/she is offered another play activity. In the event that the child is still unable to control his/her behavior and cannot make appropriate choices for him/herself, using language to get his/her needs met, he/she is removed from the problem area and given a personal space away from others. He/she may return to the group or activity whenever the behavior is under control.

Guidelines for behavior are clearly explained to the children. Appropriate behavior is modeled and language is continuously encouraged in order to avoid conflict and allow the children opportunities for decision making and self-direction. The prekindergarten strives to provide an environment that allows child and adult alike to function to their fullest in solitary and group activities. Positive techniques such as redirection, reinforcement of child's effort, and anticipation and elimination of potential problems, and encouragement rather than competition, are employed to guide the children's behavior. The goal of the entire program is to support the development of an internal control system which enables the individual to grow and function within a social setting.

DISCIPLINE

Discipline is not punishment; discipline is guidance; discipline is learning; and discipline is a training process that takes a great deal of time and patience, modeling and positive reinforcement. Rules and procedures are a positive way to guide children and help them learn acceptable behavior. Rules give children limits and encourage them to develop self-control. Rules should be few, simple, and stated in a positive way. Consistent and fair rules help children control their own behavior. They set limits that children can learn and depend on. The rules should be kept simple, few in number, clear, truly necessary, and reasonable for the age of the child. Some adults have only one basic rule: *You may not hurt yourself, others, or things.* Hurt can be explained as either physical or emotional.

Social-Emotional Learning

Second Step is a program rooted in social-emotional learning (SEL) that helps transform schools into supportive, successful learning environments uniquely equipped to encourage children to thrive. Second Step is more than just a classroom curriculum, Second Step's holistic approach helps create a positive school climate and empathetic society by providing education professionals, families, and the community with tools to enable them to take an active role in the social-emotional growth and safety of today's children.

Second Step will be used by the Wakulla County Pre-K to guide students on how to thrive in a school and life setting. Students will learn the appropriate way to; listen, pay attention, manage their behaviors and get along with others. These self-regulating and social-emotional skills set students up for success in kindergarten and beyond.

When inappropriate behavior occurs, the following steps are taken:

1. Minor misbehaviors are ignored if there is no danger to the child or others.
2. The adult will use non-verbal communication through eye contact, a gentle touch, or closer proximity in order to encourage on-task behavior.
3. The adult intervenes by placing him/herself between the child and the source of the problem, thereby distracting the child.
4. The child is encouraged to go to another center or area, thereby removing him/herself from the disruptive situation.

5. The child is given "time-out," separated from the other children (1 minute per age of the child), thereby giving the child a time to "cool down" or think about the problem. An adult always takes time to discuss the problem and possible solutions before the child rejoins the group or activity.
6. If inappropriate behavior continues or is severe, contact will be made and maintained with the parents/guardians until the behavior improves. An individualized positive behavior plan will be created to improve the behavior.
7. If a child severely disrupts a class (tantrum, hurting him/herself or others), the child will be immediately removed from the classroom or setting by an adult. The child will be taken to the Principal or Assistant Principal until she/he has calmed down and can discuss the problem and possible solutions. The child will be returned to class and the parents/guardians will be notified. Each parent will receive a copy of the school discipline plan in the Parent Handbook as well as the classroom behavior management system at Open House or during the first week of school. This plan will be fully explained and questions answered at that time.
8. Depending on the severity and frequency of the problem, parents may be called to take the student home.

Discipline is not punishment; discipline is guidance, learning, and a training process that takes time and patience. Rules are a positive way to guide children and help them learn acceptable behavior. Rules give children limits and encourage them to develop self-control. Rules should be kept simple, few in number, clear, truly necessary, reasonable for the age of the child, and stated in a positive way. Consistent and fair rules help children control their own behavior. They set limits that children can learn and depend on. Some adults have only one basic rule: You may not hurt yourself, others, or things. Hurt can be explained as either physical

OUR EAGLET RULES

1. We use walking feet.
2. We use helping hands.
3. We use listening ears and looking eyes.
4. We use thoughtful and kind words.

CLOSING COMMENTS

Children imitate their parents and teachers. They will react to most situations the same way you do. If you yell at children, they will yell. If you spank children, they will hit. If you ridicule children, they will use name-calling. If you bribe children, they will always ask, "What's in it for me?" But, if you use words to tell others when you are angry, children will express their feelings without aggression. If you leave a frustrating situation to cool off, children learn to take time to think before reacting. If you share things, children learn to be thoughtful of others. If you are courteous, children learn to cooperate.

Even if you do everything you can to prevent outbursts, fights, and other problems, they will happen. Just as children's physical development proceeds slowly from sitting to crawling to walking, their emotional development is a bit-by-bit process. Emotional maturity takes time, good examples to imitate, and years of practice.

When you like children as they are, it helps them like themselves. When children like themselves, they are happy!

Child Abuse Reporting Procedures

CURRENT LAW AND PRACTICE

Chapter 415, Florida Statutes, requires mandatory reporting of all cases of child abuse. This applies to suspected or confirmed reports against any person, regardless of occupation, who is alleged to be involved or any person who is alleged to have committed any act of child abuse. School personnel **are not exempted** from mandatory reporting of child abuse even when a fellow employee is suspected or confirmed as the abuser.

WHEN IN DOUBT, REPORT...CHILD ABUSE

As employees of the Wakulla County School Board and out of concern for the safety and well being of children in our community, it is imperative that we continue in an efficient and cooperative manner with the Florida Department of Children and Families (DCF) providing children and families appropriate protection and services. The following information is a guide on policy, procedure, and reporting methods to be used by employees for the District of Wakulla County Schools in filing reports of suspected child abuse or neglect.

ABUSE HOTLINE NUMBER 1-8000-96-ABUSE

"**ALL** suspected cases of abuse or neglect should be reported to the Abuse Hotline. This includes all suspected abuse or neglect of children and adults or the abandonment of a child."

LEGAL REQUIREMENTS

- ❑ Florida statutes, Chapter 415 defines abused or neglected child as a child whose physical or mental health or welfare is harmed or threatened with harm, by the acts or omission of the parent or other person responsible for the child's welfare.
- ❑ Florida law *requires* educators to report child abuse or neglect. As a professional, you are mandated by law to report abuse by calling the abuse hotline. You are not required to follow up the call with a written report.
- ❑ It is illegal not to report suspected child abuse or neglect and is a misdemeanor that is punishable by fine or imprisonment.
- ❑ You are *protected* by Florida law from liability when reporting child abuse or neglect.
- ❑ Anonymous reports may not be made to the Abuse Registry. Mandated reporters must give their names when filing a report.



FILING A REPORT

1. REPORTING PROCEDURES

a. Non-School Related Child Abuse

Anyone aware of suspected or confirmed non-school related child abuse committed by a non-school Board employee, shall immediately make a report by calling the State of Florida Hot Line, Tallahassee, Florida (Telephone 1-800-96-ABUSE-Toll Free). The report should include the child's name and other identifiable information, e.g., date of birth, ethnicity, sex, phone number, directions to home, siblings, reporting date, and very brief narrative of the alleged abuse. Also, the name of the person reporting child abuse or neglect shall in no case be released to any person other than employees of DCF responsible for child protective services.

b. School Related Child Abuse (Institutional Abuse)

Institutional Abuse: When a person is abused by an employee enrolled or residing in an institution, such as a school or hospital, it is referred to as institutional abuse.

Allegations of such abuse are investigated by DCF in the same manner as other abuse reports. In addition, the institution usually conducts an independent investigation.

The Superintendent and DCF make every effort to coordinate their interviews and other fact finding activities.

2. When investigating child abuse cases, representatives of DCF or a law enforcement agency may come to the school for the purpose of conducting an interview with a student on school premises during the school day. School staff members will be present at an interview. School staff in this context, *does not* include secretarial support staff.

- a. Representative of DCF or the law enforcement agency believes that a school staff member could enhance the success of the interview.**
- b. The alleged abused child requests or consents to the presence of the school staff member(s) at the interview.**

When it has been determined that an interview will be conducted on campus, it should be done in an area which ensures confidentiality and avoids embarrassment to the student. If it is determined that the student is to be removed from the campus, this shall be done in the most inconspicuous and expeditious manner.

3. Representatives of DCF may come to the school and take a child into custody when DCF personnel determine there are reasonable grounds to believe a child is suffering from illness, or is in immediate danger from his/her surroundings, and that the student's removal is necessary, or that the custodian of the child has violated a condition imposed by the courts. *DCF notifies the parent/guardian when a child is taken into custody.*
4. F.S. 415 authorizes a Guardian Ad Litem, who is court appointed to represent a child in judicial proceedings, to inspect and copy student records without parent consent. The Guardian Ad Litem will have access to the child and may speak with teachers and other school staff concerning the child's academic progress, behavior, attention, and physical condition. The statute also requires that the Guardian Ad Litem be notified of any staffing's or other proceedings concerning the child, and be notified prior to any action taken (ESE staffing's, case reviews, and/or suspension conference).



FREQUENTLY ASKED QUESTIONS

ABOUT CHILD ABUSE REPORTING AND THE LAW

Who Must Report Suspect Cases of Child Abuse, and Neglect?

Florida Statute, Chapter 415.504, states that those persons who are legally obligated to report include physicians, osteopaths, medical examiners, chiropractors, nurses or hospital personnel engaged in the admission, examination, care, or treatment of person; health or mental health professionals; practitioners who rely solely on spiritual means for healing, school teachers or other school official or personnel, social workers, day care center worker or other professional child care, residential or institutional workers, or law enforcement officers.

What Happens if One Suspects Abuse and Does Not Report?

Florida Statutes, Chapter 415.513 states that any person required by Chapter 415.504 to report known or suspected child abuse or neglect who knowingly and willfully fails to do so or who knowingly and willfully prevents another person from doing so, is guilty of a misdemeanor of the second degree and may be prosecuted.

How Does One Make a Report?

Chapter 415.504 of the Florida Statute provides for a central abuse registry in the Department of Children and Families (DCF) A report can be made by calling the Abuse Registry toll-free (1-800-96-ABUSE), operated 24 hours per day.

What Happens After a Report Is Made?

After the call is made to the registry, the report is then called back to the county, DCF Child Abuse Investigations Office. An DCF Child Abuse Investigator is assigned to make an initial investigation to assess the family situation and determine the safety of the child.

Am I Protected Legally If I Make a Report?

Florida Statute, Chapter 415.511 protects persons reporting child abuse through immunity from liability. Anyone making a report "in good faith" is specifically immune from any civil or criminal liability which might result.

Can an Anonymous Report Be Made?

NO. The reporter is required to give his or her name. Chapter 415 requires that the reporter's name not be released to anyone other than employees of the department responsible for child protective services, the abuse registry, or the appropriated state attorney without the written consent of the person reporting.

Social Networking:

Social networks are rapidly growing in popularity and use. The way we conduct ourselves online impacts our professional image as educators. The following guidelines may help protect your professional reputation:

- Post only what you want the world to see. Imagine students, parents, and administrators, visiting your site.
- Do not discuss students or coworkers, or publicly criticize school policies or personnel that may create discourse among the faculty or harm the reputation of the institution in the community.
- Do not use commentary deemed to be defamatory, obscene, proprietary, or libelous. Exercise caution with regards to exaggeration, colorful language, guesswork, obscenity, copyrighted materials, legal conclusions, and derogatory remarks or characterizations.
- Weigh whether a particular posting puts your effectiveness as a teacher at risk.
- No postings or checking social media (FACEBOOK, SNAP CHAT, TWITTER, ETC ...) should be occurring during school hours while you are supervising students.



Wakulla Pre-Kindergarten Calendar 2022-2023

<u>Dates(s)</u>	<u>Event</u>
8/3/22	New Teacher Boot Camp
August 4 through August 10	Pre-Planning
8/9/22	Open House
8/11/22	First Day of School, Early Release
9/1/22	Volunteer Orientation
9/ 5/22	Labor Day Holiday
9/7/22	Fall Pictures Lifetouch
9/21/22	Professional Development Day (No Students)
9/30/22	FTE Window Opens
10/10/22	FTE Survey 2 Week starts
10/14/22	End of 1 st Nine Weeks
10/17/22	Teacher Planning Day
10/26/22	Fall Pictures Lifetouch Retakes
10/31/22	Begin Fall Dress Up Week
11/4/22	End Fall Dress Up Week
11/11/22	Veteran's Day Holiday
11/21/22	Thanksgiving Holiday begins all personnel & students
11/25/22	Thanksgiving Holiday ends
12/20/22	Early Release Day/End of 1 st Semester
12/20/22	Classroom Christmas Parities
12/21/22	Beginning of Winter Break
1/04/23	Teacher Planning Day (10- & 9.5-month personnel return)
1/05/23	Students & 9 Month Personnel Return
1/16/23	Martin Luther King Jr Holiday
2/01/23	Professional Development Day (No Students)
2/14/23	Classroom Valentine's Day Parties
2/20/23	President's Day Holiday
2/27/23	Dr. Suess Week Starts
3/2/23	Dr. Suess Birthday Celebration
3/4/23	Dr. Suess Week Ends
3/7/23	Class/Staff Pictures
3/10/23	End of 3 rd Nine Weeks
3/20/23	Start of Spring Break
3/27/23	Teacher Planning Day (10- & 9.5-month personnel return)
3/28/23	Student & 9-month return
4/7/23	Spring Class Party
4/14/23	Graduation at WEC
4/17/23	Graduation at WEC
4/18/23	Graduation at WEC
4/19/23	Graduation at WEC
4/20/23	Graduation at WEC
4/21/23	Graduation at WEC
4/27/23	Super Seller Picnic
4/28/23	Family Fun Day 4:00pm – 6:00pm
5/25/23	Early Release Day/High School Graduation
5/26/23	Early Release Day/End of Semester
5/29/23	Memorial Day Holiday
5/30/23	Post Planning
5/31/23	Post Planning

WAKULLA COUNTY SCHOOL CALENDAR 2022-2023

July 2022

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August 2022

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September 2022

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October 2022

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 2022

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December 2022

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

July

04 Independence Day Holiday

August

04-10 Pre-Planning (10 & 9 1/2 Month Personnel)

11 Students and 9 Month Personnel Return/Early Release

September

05 Labor Day Holiday

09 Progress Reports

21 Professional Development Day (No Students)

October

14 End of 1st Nine Weeks

17 Teacher Planning Day

21 Report Cards Issued

November

11 Veterans' Day Holiday

14 Progress Reports

21-25 Thanksgiving Holidays (All Personnel and students—holiday begins at end of day 11/18)

December

19 Exams

20 Exams/Early Release/End of 2nd Nine Weeks/ End of Semester 1

21-30 Christmas Holidays

January

02-03 Christmas/New Year Holidays

04 Teacher Planning Day (NO Students -10 & 9 1/2 Mo. Personnel Return)

05 Students and 9 Month Personnel Return

06 Report Cards Issued

16 Martin Luther King, Jr. Holiday

February

01 Professional Development Day (No Students)

03 Progress Reports

20 Presidents' Day Holiday (12, 10, 9 1/2 & 9 Month Personnel)

March

10 End of 3rd Nine Weeks

17 Report Cards Issued

20-24 Spring Break (begins at the end of the day on 3/17)

27 Teacher Planning Day (10 & 9 1/2 Mo. Personnel Return)

28 Students and 9 Month Personnel Return

April

28 Progress Reports

May

25 Exams/Early Release

26 Exams/Early Release/End of 4th Nine Weeks/ End of Semester

25 GRADUATION

29 Memorial Day Holiday

30-31 Post Planning

January 2023

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February 2023

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March 2023

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April 2023

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May 2023

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

June 2023

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

PAID 12 MONTH PERSONNEL HOLIDAYS

Independence Day 7/4	Martin Luther King, Jr. 1/16
Labor Day 9/5	President's Day 2/20
Veterans' Day 11/11	Spring Break 3/20-3/24
Thanksgiving 11/21-25	Memorial Day 5/29
Christmas/New Years 12/21-01/03	

PAID TEACHER HOLIDAYS

Labor Day 9/5	Christmas 12/26
Veterans' Day 11/11	New Year's 01/02
Thanksgiving 11/24	Martin Luther King, Jr. 1/16

2020-2021 School Financial Report
Educational Funding Accountability Act, Sec. 1010.215, F.S.

Wakulla County School District
WEC Pre-K

Revenues						
	<u>School</u>	<u>%</u>	<u>District</u>	<u>%</u>	<u>State</u>	<u>%</u>
Federal	\$ 437,425	22.91%	\$ 8,889,922	18.10%	\$ 4,821,886,313	16.69%
State/Local (Excludes Lottery)	1,468,877	76.92%	\$ 40,216,014	81.86%	\$ 24,038,732,681	83.20%
Lottery	-	0.00%	-	0.00%	\$ -	0.00%
Private	3,351	0.18%	\$ 20,881	0.04%	\$ 32,093,696	0.11%
TOTAL	1,909,653	100%	49,126,817	100%	28,892,712,690	100%

PER FULL-TIME EQUIVALENT STUDENT				
<u>Operating Costs</u>	<u>School</u>	<u>District</u>	<u>State</u>	<u>Total School Costs</u>
Teachers/Teacher Aides (Salaries/Benefits)	\$ 5,332	\$ 4,413	\$ 5,424	911,058
Substitute Teachers (Salaries/Benefits)	See Footnote (1)	-	-	
Other Instructional Personnel	505	783	1,241	86,231
Contracted Instructional Services	292	261	253	49,901
School Administration	1,357	550	653	231,869
Materials/Supplies/Operating Capital Outlay	888	758	275	151,806
Food Service	1,190	532	506	203,308
Operational and Maintenance of Plant	1,413	1,206	1,096	241,467
Other School Level Support Services	199	177	274	34,013
TOTAL SCHOOL COSTS	11,176	8,680	9,722	1,909,653

PER FULL-TIME EQUIVALENT STUDENT				
<u>Additional Detail Information</u>	<u>School</u>	<u>District</u>	<u>State</u>	<u>Total School Costs</u>
Teacher/Teacher Aides (Salaries/Benefits)				
Basic Programs	\$ -	\$ 3,810	\$ 4,517	\$ -
ESOL Programs	-	3,414	5,698	
Exceptional Programs	5,332	6,686	8,436	911,058
Vocational Programs	-	2,978	4,385	-
Adult Programs	-	-	-	

PER FULL-TIME EQUIVALENT STUDENT				
<u>Materials, Supplies, Operating Capital Outlay</u>	<u>School</u>	<u>District</u>	<u>State</u>	<u>Total School Costs</u>
Textbooks	\$ -	\$ 65		\$ -
Computer Hardware and Software	\$ 682	593		\$ 116,539
Other Instructional Materials	\$ 138	49		\$ 23,595
Other Materials and Supplies	\$ 68	51		\$ 11,672
Library Materials and Supplies	\$ -	11		\$ -

(1)-Total Cost of Substitute Teachers: \$ 10,391

District Costs: The amounts above represent only school-level costs. No district-level costs have been included. District costs such as transportation and administration for Wakulla school district totaled \$6,146,998 or \$1,302.47 per FTE.

~~*Tobacco: In accordance with the most current School Board Policy 2.90, all use of tobacco products in any form are prohibited in any District owned facility, vehicle and property. {Adopted 7/01/2014}*~~

Tobacco Use

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

NON-DISCRIMINATION STATEMENT

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

In addition, the School Board provides equal access to the Boy Scouts and other designated youth groups. This holds true for all students who are interested in participating in educational programs and/or extracurricular school activities. See 34 C.F.R. 108.9.

Disabled individuals needing reasonable accommodations to participate in and enjoy the benefits of services, programs, and activities of the School Board are required in advance to notify the administrator at the school/center at which the event or service is offered to request reasonable accommodation. The lack of English language skills will not be a barrier to any opportunity or event associated with Wakulla County Schools.

The designated Equity Coordinator, Title IX and Section 504 Compliance Coordinator as required by 34 C.F.R. 100.6(d) is Lori Sandgren, Executive Director of Human Resources, 69 Arran Road, Crawfordville, Florida 32327; (850)926-0065; lori.sandgren@wcsb.us.

