



THE WALKER WAY

(A faculty guide to Continuing the Tradition of Walker excellence)

E. J. Sharif

Principal

Nakia Johnson

Assistant Principal



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Introduction

Welcome to C. T. Walker, a 2016 and 2017, and 2019 Magnet Schools of America Magnet School of Excellence, a 2018, 2020, and 2022 Magnet School of Distinction, a Title I Highest Performing School and a **2019 National Blue Ribbon School of Excellence**. Thank you for being part of the faculty that has been tasked with Continuing the Tradition of Walker excellence. We established the tenants of the Walker Way during the 2016-17 school year. We continue to adjust the handbook to help guide our educational environment. This guide is designed to ensure that we can continue to collaboratively create a culture and climate that epitomizes what it means to be a C.T. Walker Wildcat. While this guide is by no means all-inclusive, it will help us to be more consistent across the school with high expectations for our students and for ourselves. As always, this is an evolving document and is subject to revision.

Purpose

This manual defines the rituals and routines, provides a resource to all faculty and staff, and clarifies collaborative expectations of what The Walker Way is.

Mission Statement

Willing to Achieve Lifelong learning in grades K-5
where Excellence and Respect are the standard.

Vision

The staff of C.T. Walker Traditional Magnet School envisions a school of excellence that empowers students to become confident, self-directed, cooperative, lifelong learners and leaders. Teachers will stimulate critical thinking and decision-making skills through higher order questioning, self-directed activities and with other current research-based strategies. Both teachers and students will demonstrate proficiency in technology by using multimedia to learn the latest information and share ideas.

Parents, students, staff, and community stakeholders realize that the community is part of a global society that necessitates the understanding and appreciation of people with of diverse cultures and backgrounds. C.T. Walker's culturally diverse setting promotes student understanding, appreciation, and respect for others.

Core Values

Character, Leadership, and Learning: Traditions for Tomorrow

Pledge

Today at C.T. Walker I pledge to be a:

Wise

Attentive

Leadership who is

Kind

Ethical and

Responsible.

As Wildcats we have pride in ourselves, our school, and our community. This is the Walker Way.

Magnet Focus

As the only dedicated elementary magnet school in Richmond County, C.T. Walker has a long history of outstanding educational achievements. The traditional magnet focus emphasizes the development of character, respect, and patriotism. Additionally, the school mission seeks to develop communication and leadership of all students through exploration of oral, written, and artistic communication and service-learning endeavors.

School Information

School Phone Number: (706) 823-6950

School Fax Number: (706) 823-6954

School Address: 1301 Wrightsboro Rd. Augusta, GA 30901

2023-2024 Faculty and Staff Room Assignments

Administration	Role	Rm #
EJ Sharif	Principal	Front Office
Nakia Johnson	Assistant Principal	257

Kindergarten	Rm #
Erin Cave	041
Erin Frost	043
Kelly Thompson	045
Dr. Tiffany Norris	104
Sara Nelson	109

First Grade	Rm #
Sara Cooks	004
Debra Conway	006
Alexis Ansley	007
Constance Davis-Cosby	008
Brianna Rumbaugh	009
Cecelie Webb	005

Second Grade	Rm #
Sarah Mullens	216
LaQuandra Staley	212
Cheryl Fink	210
Rhapsidy Holt	213
Chanita Cofer	215
MarriCarol Lloyd	214

Third Grade	Rm #
Dawn Kozlowski	258
Kalinda Redel	259
Leola Johnson	260
Jasmine Shields	261
Laura Strickland	262
Robyn Rogers	263

Fourth Grade	Rm #
Trisha Rosado	256
Marilyn Eastman	255
Ken Stephens	249
Erica Gates	250

Fifth Grade	Rm #
Amy Parris	202
Melissa Green	204
Jennifer Hill	205
Rachael Baker	206

Enrichment	Rm #
Latisha Marshall-Turner	GYM
Denard Scott	GYM
Dana Cheshire	048
Katie Whitley	110
Flex Space	208
Mary-Meghan Olmo	226
Anthony McCullough	028
Jason Ausban	232
Gail Gunby	238

Instructional Specialist	Rm #
Manda Cawthon	227

ACE	Rm #
Marla Wiggins	243
Avis Bowman	239
Kristin Hunter	241

MTSS (Multi-Tiered System of Supports) Coordinator	
Ashley Connell	Rm 211
Guidance and Counseling	Rm #
Laurie Montgomery	026
Kenya Lee	209

SPED	Rm #
Mr. Walker (SPEECH)	208

Elizabeth Harper	228
Francine Ghant (Sped Para)	228
Vijay Arora (ESOL)	028

Media	Rm #
Rachel Blakeney	Media Center

Administrative Staff	Role	Rm #
Melody Mays	Guidance Secretary	010
Nancy Donaldson	Bookkeeper	021
Susan Dafler	School Nurse	022
Kimberly Schnorbus	Data Collection Specialist	Front Office
Alphelia Sherman	Administrative Secretary	Front Office

Paraprofessionals	Rm #
Doretha Lucas	041
Shana Bates	043
Tierra Jenkins	045
Janet Brandon	104
Chyong Althoff	109
	013

Custodial Staff	Role
Russell Date	Assistant Head Custodian (12 mo)
Williette Jones	Head Custodian (12 mo)
Angela Whitehead	Custodian (10 mo)
Jamie Brigham	Custodian (12 mo)
Kawanna Few	Custodian (12 mo)

School Nutrition Staff	Role
Leslie Broome	School Nutrition Manager
Bridget Sullivan	Nutrition Assistant
Altoria Germany	Nutrition Assistant
Rickey Eberhart	Nutrition Assistant
Kathy Bell	Nutrition Assistant
Jessica Owens	Nutrition Assistant

Where do you go for.....

Butterfly Garden	Gail Gunby
Maker Space Schedule	Jennifer Hill
Copy Machine	Rm 10 / Upstairs Teacher's Lounge
Curriculum Resources	Canvas, Grade Chairs, Manda Cawthon
Field Trip Information	Alphelia Sherman (Front Office)/ online
MIRS, detention slips, Office Referrals	Front office
Fundraiser Accounting Forms	Nancy Donaldson
Laminating	Media Center
List of students with 504/IEP/RTI	RtI/MTSS= Connell/ IEP = Harper/504= Johnson
Mobile Computer cart and technology tickets	Grade Chairs/ Media Center
Payment Authorization Forms	Nancy Donaldson
Permanent Records	Rm 10/ Melody Mays's Office
Questions Gradebook & Infinite Campus/ CANVAS	Kim Schnorbus/ Manda Cawthon
RTI forms	Ashley Connell/ Infinite Campus
Scheduling a Parent Conference	Kim Schnorbus
Science Lab Materials	STEM Lab/Gail Gunby
Student contact information	Infinite Campus/ Front Office
Supplies and Materials	Grade chairs, Nancy Donaldson, Kenya Lee (Title I)
Tardy and Attendance Letters	Kim Schnorbus
Textbooks	Manda Cawthon
Title I	Manda Cawthon/Ashley Connell/Rachel Blakeney
Use of Auditorium	Dana Cheshire
Volunteers	Guidance Counselors/Melody Mays
PBIS	Nakia Johnson; Mr. Scott Mrs. Marshall-Turner
Webpage	Rachel Blakeney

Medical Needs	Susan Dafler, nurse's office
Instructional Technology/Computer Issues	Online ticket/ Manda Cawthon/Rachel Blakeney

School Hours

8:30 A.M. to 3:25 P.M

- The school opens daily at 6:30 a.m.
- Students not attending Primetime can be dropped off at 8:00 a.m.
- Morning duty teachers should be at their stations at 7:45 a.m.
- All other teachers report and **sign in no later than 7:55 a.m.** All teachers must come through front office prior to reporting to class.
- **Teachers should be at their door to greet students by 8:00 a.m.**
- Homeroom begins promptly at 8:30 a.m.
- Students WILL NOT BE DISMISSED early from the front office after 3:00pm
- Dismissal begins at 3:15 (see dismissal procedures)
- Faculty workday ends at 4:00 unless you have a scheduled meeting
- The building closes at 6:00 p.m.

Morning Procedures

- Students arriving before 8:00 A.M. must be enrolled in Primetime or on the school bus.
- All early students report to Primetime (Gym) or cafeteria for breakfast.
- By 8:00 A.M. students should be in classrooms and teachers should be at their doors.
- Students on late buses will be issued a pass and will eat breakfast in the classrooms
- Bell rings at 8:30 A.M. for instruction to begin.

Dismissal Procedures

3:15: Dismissal for walkers, walk ups and daycares

3:20: Dismissal for Bus Riders and Car Riders

- Dismissal will begin with students upstairs and all daycare riders.
- Please begin moving to dismissal locations so that your class is moving no later than your grade level's dismissal time.
- Bus duty teachers must walk bus riders, remain with them, and get them settled.
- 5th grade-library stairwell for car riders/walk ups, buses out of back door at stairwell

No dismissal from front office after 3:00pm

Bus Procedures

Students

- Line up oldest in the back and youngest in the front
- When a bus is called the line should stand and walk in line quietly to bus
- No technology without permission
- Sit only in your bus line
- Face front
- Student may read a book silently

- Report in a timely manner
- Do not grade papers
- Station yourselves at the front, middle, and back of gym
- Actively monitor students and ensure procedures are being followed
- One teacher should be stationed at the gym exit to monitor students exiting the gym

Teachers

Car Rider

Students

- Remain with grade level
- Keep belongings packed
- Do not leave/get in a car without an adult

- Pay attention and look for the car.
- Keep hands and feet to yourself
- Leave landscaping alone

Teachers

- Be on time

- Limit parent conversation to greeting only
- 4-5 teachers will load cars only in all lanes. Enrichment will load K-3 outside lane

- **Continue loading cars until 3:55**
- Late students will call home and report to the front foyer

Parents

- Display sign on mirror
- Stay off technology
- Remain in car
- Stay in your line

- No pickup or drop off on side
- No walking up to car line.

Walk Up:

Students

- No eating
- Sit quietly in assigned sections
- Walk to seats
- Keep belongings packed

Teachers

- Walk students down and seat them
- Keep students quiet
- Be on time
- Do not grade student work
- Late students call home and report to foyer area (no later than 3:55)

Parents

- Must come to outside door on the side of the auditorium and not through the building.
- There is no entrance into the main halls from the auditorium
- Sign out students with teacher
- Have students picked up promptly
- Always use crosswalk for drop off and pick up to ensure student safety

Hallway Expectations

Hallway Expectations

- Quiet in halls
- Remain on right
- Hands and feet to self and off the walls
- Walk in a straight line
- Eyes to the front
- Must have hall passes with date, time, teacher initials, destination

Teachers and Staff

- Teachers should be in the hallway during all transitions
- Monitor and address any student not meeting hallway expectations
- Examine passes for students unaccompanied in the hallway, students without passes should be taken either to the class they came from or the nearest administrator.
- Address students in age-appropriate ways and with respect
- Procedures should be practiced with students and reviewed consistently throughout the year

Administration Grade Level Assignments

With two administrators in the building, each administrator will be responsible for the monitoring of specific grade levels. This will include RTI, 504, IEP, and discipline responsibilities. Duties assignments change throughout the year.

Important Meeting Schedules

School-wide Faculty Meetings = 4th Thursday of the month

Grade Level/Departmental/Collaborative Planning Meetings = Wednesdays during grade level common planning

Instructional Leadership Team Meetings = 4th Monday of the month at 4:00

Title I Team Meetings = 2nd Tuesday of the month QUARTERLY at 4:00

Site Safety Team Walkthrough/Meeting= Once per quarter TBA

PTO Board Meetings = 2nd Monday of the month

School Council = 1 time per quarter

(Meetings invitations will be sent to team members and will populate on your calendar once you accept them)

Grade Level Meetings

Grade level meetings are held on Wednesdays during collaborative planning time. They are to be held weekly. During grade level meetings, grade chairs should ensure that an agenda is created and followed, attendance is kept, and that minutes of the meetings are forwarded to grade level administrator if an administrator is not present for the meeting. During grade level meetings, teachers should examine I-ready data, review assessments and lesson plans, analyze performance data, and discuss concerns and interventions for both remediation and enrichment. **At least once a month, grade level meetings must include a discussion of the current number of grades each teacher has, the category of the assignments, and the percentage that assignments are counting toward a student's average to ensure that all teachers have an adequate number of assessments to reflect best practices.**

Technology

Teachers

- **No personal calls during instructional time or on duty**
- Address and monitor students for infractions of technology use
- Follow procedures and use technology for instructional purposes
- Allow student to use for academic purposes only
- Ensure that you are a role model for our students on the appropriate time to utilize technology.
- No Bluetooth ear buds in during instructional time

Communication Projects

The goal of the communications project is to prepare our students for 21st century presentation skills. By the time a student leaves C.T. Walker, our goal is for them to be able to stand in front of diverse audiences and speak eloquently on a topic, to be able to create presentations that are aligned with business needs, and to show self-confidence and poise.

- ★ As a communications school, students are expected to create a presentation in **each class every nine weeks**
- ★ Communication projects can include oral presentations, student created videos, poetry, acting, etc.
- ★ Teachers should indicate their communication project in their lesson plans every nine weeks.

Grading Policies

The Richmond County Board of Education has grading guidelines outlined at <http://www.rcboe.org/Page/15144>. In addition to these guidelines teachers are strongly encouraged to remember the following:

- 1) Students in grades K-3 will be assessed using standards-based grading rubrics and progress will be communicated through standards-based report cards. Percentages and numeric grades will be given in grades 4-5 only.
- 2) Grades should be reflective of a student's understanding of the standard and demonstration of mastery.
- 3) Students should have an ample amount of assignments in each category to ensure that no one assignment is weighted to make up a large percentage of a student's grade
- 4) Tests should not be weighted at more than 40-50% of a student's grade. If weights are this large, there must be a minimum of 3 tests by the end of each grading period.

- 5) Assignments should not count in more than one category or in more than one grading period. Long term assignments broken into smaller parts may have each part counting as an assignment.
- 6) If a student is going to have the opportunity to reassess to show mastery (**which is strongly encouraged**) teachers should enter the initial grade and note in Infinite Campus that the student is reassessing the assignment.
- 7) A grade in each subject should be entered, at the minimum, once a week. This includes teachers in grades K-3 utilizing standards-based grading systems.
- 8) **Student progress should be sent home weekly on Tuesdays.** (At the minimum, papers should be sent home every two weeks for middle school students) If papers are not being sent home from your class, you need to notify your administrator that papers did not go home from your class and when they will be sent. (The easiest way to do this is to include us on the parent communication that you send stating that they did not go home.)

Homework

At C.T. Walker homework is an expectation of all students. Homework is assigned Monday-Thursday and occasionally over the weekends. The purpose of homework should be to reinforce skills being taught in the classroom. Teachers are encouraged to use homework to differentiate instructions for students to ensure that it targets individualized skills for each child. The following guidelines should be used when assigning homework:

- 1) The amount should be age appropriate. The suggested times, according to Board policy, are K-3 15-45 minutes, 4-5 30-60 minutes, not including study time. Teachers should work collaboratively with their team to ensure that homework for all subjects falls within these guidelines. Homework choice boards can be utilized and students can have differentiated HW assignments based on needs.
- 2) All homework should be communicated to the students in a variety of ways (written on the board, told verbally, etc.)
- 3) **Homework assignments must be consistently posted for parents. Utilize Canvas calendars/webpage and ensure that parents are made aware of where to locate assignments.**
- 4) Due dates for long term assignments should be posted.
- 5) Grade levels that are departmentalized must meet to ensure that their combined homework assignments do not combine to become excessive.
- 6) Students should not have multiple long-term projects due for different teachers on the same date.
- 7) Teachers are strongly encouraged to break long term assignments down into smaller parts so that due dates help students break down large assignments into smaller parts.

Grading of Homework

- ❖ **Daily homework should be checked for completion only.**
- ❖ Homework should count no more than 10% of a student's average in grades 4-5

- ❖ It is included as a “Behavior that supports learning” on the standards-based report card system in grades K-3
- ❖ Grade levels have the option of allowing students to recoup some of the points lost on the homework average (examples may include turning in the assignment for partial credit, doing an alternate assignment for points, showing mastery of the standard to earn points...etc...) This is up to the grade level team’s discretion.
- ❖ **Detention will not be assigned for failure to complete homework**
- ❖ Parents should be notified when students are consistently not completing homework
- ❖ If I-Ready is used as part of weekly homework, time must be allotted in class for students who do not have access to technology.

C.T. Walker Behavioral Flow Chart

Is the behavior best addressed by the **teacher**, **guidance**, or the **office**?

Teacher	Guidance	Office
Inappropriate Language name calling inappropriate vocabulary	Deployment/Loss Of Loved one or pet; feeling sad about something that has happened between them and a friend; parent deployment	Abusive Language racial taunting sexually charged language
Minor Physical Contact Pushing, shoving, kicking, etc.	Consistently Not getting along with peers– for small groups	Fighting/ Physical Aggression Intent to do harm, aggression with injuries
Disrespect Talking back, eye rolling,	Small groups Conflict resolution, organization	Leaving school ground without permission
Defiance Not completing classwork, not following directions, non-compliance	Divorce/Family Issues Problems at home or with the teacher.	Threat or Intimidation/ Bullying Verbal threats of aggression against another person
Observable behavior Running in hall, poor line behavior, misbehavior in the cafeteria or bathroom	Bullying issues Someone is <u>bullying</u> them.	Vandalism of Personal or School Property Disruption of Classroom Behavior that creates an environment that disrupts instruction
Disruption Tattling, distracting others, calling out		Weapons or Dangerous Instruments Knives, bullets, lighters, etc.
Minor Theft/ Snooping Going into someone's desk/bag Taking items of small value		Theft Taking of another person's or school's property of higher value

***If students are sent to the office without a discipline referral it will be treated as a cool down period.**

Teachers are encouraged to use preventative strategies and redirection in order to prevent or redirect student misbehavior. Every week a student's conduct average should begin with 100. Parent should be contacted as a part of the behavior plan and office referrals should be reflected in the conduct average. The conduct average should be composed of 9 individual grades.

Minor Incident Report Name:			Minor Incident Report Name:	
<u>Location</u> ☐ Classroom ☐ Cafeteria ☐ Hallway ☐ Bus line ☐ Bathroom ☐ Playground ☐ Other	<u>This action showed a lapse in:</u> ___ Wisdom ___ Attentiveness ___ Leadership ___ Kindness ___ Ethics ___ Responsibility		<u>Location</u> ☐ Classroom ☐ Cafeteria ☐ Hallway ☐ Bus line ☐ Bathroom ☐ Playground ☐ Other	<u>This action showed a lapse in:</u> ___ Wisdom ___ Attentiveness ___ Leadership ___ Kindness ___ Ethics ___ Responsibility
<u>Steps Taken Prior To Report Completion:</u> ___ Verbal Warning ___ Redirect, Reteach and Model expected behavior. ___ Reflection time ___ If compliant: *Give positive verbal acknowledgement. ___ Non-compliant: *Give choice to comply or potentially lose privilege ___ If non-compliant, Complete incident report Send home – parent sign and return	<u>Specific Behavior By Student:</u> *Inappropriate Language *Physical Contact or Aggression * Disruption *Property Misuse *Defiance/Disrespect/ Non-compliance *Other <u>Motivation:</u> -Avoid Task -Avoid Adult -Attention from peer -Attention from adult -Unknown		<u>Steps Taken Prior To Report Completion:</u> ___ Verbal Warning ___ Redirect, Reteach and Model expected behavior. ___ Reflection time ___ If compliant: *Give positive verbal acknowledgement. ___ Non-compliant: *Give choice to comply or potentially lose privilege ___ If non-compliant, Complete incident report Send home – parent sign and return	<u>Specific Behavior By Student:</u> *Inappropriate Language *Physical Contact or Aggression * Disruption *Property Misuse *Defiance/Disrespect/ Non-compliance *Other <u>Motivation:</u> -Avoid Task -Avoid Adult -Attention from peer -Attention from adult -Unknown
<u>Additional Notes:</u>			<u>Additional Notes:</u>	
Teacher Signature:			Teacher Signature:	
Date:			Date:	

Period:			Period:	
Student Signature:			Student Signature:	
Parent Signature :			Parent Signature:	
Parent comments:			Parent comments:	

Conduct Grades and Detention

Magnet Schools operate on a behavior matrix when determining student conduct. This matrix seeks to provide students and teachers with an opportunity to address student behavior and modify it based on the RTI pyramid of interventions. The behavior matrix should be consulted to determine the level of student need for intervention and administrative involvement. The flow chart should be consulted to determine action steps that are appropriate. In assessing student conduct, every attempt should be made to offer intervention and redirection. As a part of the standards-based grading system, behaviors that support learning are evaluated as a basis for conduct. For students in grades 4-5 conduct grades should accurately reflect the student's mastery of behaviors that support learning. Conduct grades should be reflective of intervention. An infraction that results in an ISS or OSS as results in the student losing conduct points for every day that they are in ISS or OSS. In grades K-3, progress on the behavior standards should be communicated weekly on signed papers and in Infinite Campus. In grades 4-5, conduct averages should be communicated weekly in Infinite Campus and on signed papers. An assignment of detention also reduces a student's conduct grade. A teacher in grades 4-5 may assign detention for the following offenses:

- **Disrespect to faculty or classmates**
- **Obscene language to others,**
- **Damaging school property**
- **Disruptive in halls, bathrooms, classrooms, or lunchroom**
- **Not being where you are supposed to be**
- **Scuffling**
- **Technology at inappropriate times**

Teachers have the discretion to assign hours, however, the recommendation is to not begin with 5 hours. Any time that detention is assigned, a parent should be notified by either email or phone.

Positive Behavior Program

What is Positive Behavior Interventions and Supports? Positive Behavior Interventions and Supports (PBIS) is an approach to supporting students to be successful in schools. PBIS supports all students through

intervention ranging from a school-wide system to a system for developing individualized plans for specific students. School-wide PBIS focuses on the development and implementation of pro-active procedures and practices to prevent problem behavior for all students and improve school climate.

Who is on the School-wide PBIS Team? The PBIS team should be representative of the entire school staff across grade levels, classified staff, Special Education staff, etc. Having a representative team will improve communication and feedback about PBIS programs in the school and should also improve involvement and buy-in throughout the school.

What are the responsibilities of the School-wide PBIS team?

- Hold PBIS meetings on-site once bimonthly to plan and coordinate school-wide behavior systems. The team is responsible for planning PBIS activities and programs (such as PBIS Kick-Off, acknowledgment assemblies, and booster lessons of school rules) and continually monitoring and updating PBIS programs.
- Present PBIS news at staff meetings to keep staff up to date with school PBIS programs and receive input and feedback from staff.
- The PBIS Team Leader is responsible for facilitating monthly PBIS meetings.

The following pages describe the School-wide PBIS plans and programs for this year. It is expected that all school staff will be active participants in the school-wide programming, including General Education and Special Education staff, Certified and Classified staff, bus drivers and cafeteria and custodial staff, even volunteers and substitute teachers.

Acknowledgment System Overview

Why do we want to recognize expected behavior? It is not enough just to teach expected behavior; we also need to regularly recognize and reward students for engaging in appropriate behavior. Research has shown that recognizing students for engaging in expected behavior is even more important than catching students breaking the rules. In fact, research on effective teaching has found that teachers should engage in a rate of 4 positive interactions with students to every 1 negative interaction (4:1 ratio). As staff it is very easy to get caught up focusing on catching students engaging in negative behavior. The goal of an acknowledgment system is to increase the number of positive interactions that all school staff have with students.

School-Wide Rules

Be Attentive -Be Kind- Be Responsible

Why do we have School-wide Rules? Positively stated rules facilitate the teaching of behavioral expectations across school settings because students will be learning through the same language. By focusing on 3 simple rules, it is easier for students to remember. Focusing on a few simple rules will improve teaching and consistency across staff using a common language. With the rules selected, the PBIS team believes that we can then teach all specific behavioral expectations across all school settings and virtually according to these simple rules, for example:

- Putting away your equipment in the gym is an example of **Being Responsible** because someone could trip on it and get hurt.
- Saying, "Thank you" to a classmate when they hold a door open for you is an example of **Being Kind**.
- You were **Being Responsible** when you asked your classmate to walk in a straight line in the hallway.
- You are **Being A WILDCAT LEADER** by using active listening during instruction time.

To be most effective, regular teaching using the school-wide rules should become part of the school culture. C. T. Walker (School Rules) Posters will be disseminated and should be posted in every room in the school, including all classrooms, the cafeteria, hallways, front office, and posted on teacher Canvas pages, etc... as PBIS expectations. This will help to

prompt staff and students to pay attention to the school rules both Face to Face and Virtually. School Rules Posters should be big enough to read and highly visible throughout all settings in the school. Here is an example of our C. T. Walker Code (School Rules).

Teaching School-wide Rules, Behavioral Expectations, & Routines Starting the Year Off Right: During the first week of school, we will focus on teaching the school-wide rules, behavioral expectations, and routines to all students across all settings in the school and virtually.

The PBIS team is organizing events that hope to provide students and staff with an entertaining, memorable, and positive first week of school in which everyone learns the rules, expectations, and routines throughout the entire school and virtually. To truly start the year off right we will need participation and support from the entire staff. Why teach the Rules, Expectations, and Routines during the first week of school? One of the major reasons to teach behavioral expectations and routines across settings is that all staff agree on what is expected. This will improve consistency across staff in enforcing the school rules. Surprisingly often, staff have different expectations about what behavior is acceptable in different settings which can confuse the students. A second major reason is that we cannot assume that students know the expectations and routines. This applies to our virtual learners as well.

What are Routines? Routines are the procedures and processes that students are expected to follow to keep things running smoothly and prevent problems.

BEHAVIOR MATRIX 2023-2024

	HALLWAY	CAFETERIA	BUS	GYM/OUTSIDE PLAY	ALL OTHER AREAS
BE RESPECTFUL	-Must have hallway pass -Go directly to your destination -Walk in a single line Stay to your right side	-Raise hand for assistance -Do not get out of your seat once seated - Clean up after yourself -Get all items needed from the lunch line	-Exit and board promptly -Read a book while waiting for bus -Take your seat immediately - Remain quiet in gym while waiting for bus	-Play by rules - Collect and return equipment	-Follow directions of ALL adults -- Attend school daily -Follow dress code
BE A LEARNER	-Keep hands and feet to themselves -Talk quietly	-Eat only your lunch -Throw away trash -Stay in your seat -Use appropriate language	-Respond appropriately to adults -Take your seat and remain seated -Remain quiet	-Follow directions of the coaches - Take turns -Be patient -Show GOOD SPORTSMANSHIP at all times	-Use polite, appropriate language -Respect yours and other personal belongings
BE A WILDCAT LEADER	-Always walk -Walk quietly In groups of more than 3 -Walk in a single file	-Use appropriate language and voice levels	-Sit in assigned area -Sit in bus waiting area until called for bus loading	-Arrive and dismiss in one quiet line	Be WISE Be ATTENTIVE Be a LEADER Be KIND Be ETHICAL Be RESPONSIBLE BE A WALKER WILDCAT!

Examples of routines include: entering the cafeteria, the lunch line process, the dismissal process for classes from lunch, process for sharpening your pencil in class, how to respond to a question virtually, virtual class norms, etc. Choosing routines should be a thoughtful process, since some routines can inadvertently set up students to engage in misbehavior. Routines should be taught and reinforced during the first week of school so that everyone in the school is following the same set of procedures. Booster Sessions: Re-teaching the Rules, Expectations, and Routines.

I have read the behavior plan with my child.

PBIS PROGRAM INCENTIVES

Students are encouraged to always make positive behavior choices. Students will receive positive reinforcement from faculty and staff with the school wide incentive program which includes Wildcat Coins, Wildcat Paw, and Student of the Month. These are school-wide incentives that reward and encourage students to model appropriate behavior and make good choices.

Wildcat Paw

Each class will be able to earn Wildcat Paws when a staff member (administrators, counselors, enrichment teachers/custodians/office staff/ lunchroom staff) recognizes a class for any of the behaviors listed below:

- ❖ Silently walking to and from “Enrichment”
- ❖ During enrichment time, all students were respectful and followed rules
- ❖ Silently walking to and from the cafeteria
- ❖ During “cafeteria time” the students acted appropriately, and cleanup was completed as expected

Classes could earn up to a total of 6 Wildcat Paws a day.

On the last day of the month, a staff member will collect and total Wildcat Paw from each room. Staff members will notify the main office of the winners to announce them on the last day of the month. The top 2 (1 primary and 1 intermediate) classes with the most Wildcat Paws earn a pizza party. The party will be held on the following Friday.

Student of the Month



TIGERCLAW.COM

There will be a character word given for each month. One student from each grade level who displays good **behavior** and especially the word for THAT month will be chosen as student of the month.

Each teacher will select a Student of the Month from their homeroom class and enter their name to the spreadsheet before the 28th of each month. Pictures of students of the month will be posted. The students will receive a certificate and

have an opportunity to check out a student of the month yard sign for two weeks. Signs must be checked out in the office. Below are your monthly character words.

August- Prepared

September- Positive

October- Trustworthy

Each week students will be able to receive 100 points in conduct and with PBIS points. This is something for you to easily track. At the end of the 9 weeks, we will celebrate Good and GREAT conduct. Students with GOOD conduct 850-900 points will receive an award and be called to a location by announcement. Students with 900 points or more will attend the PBIS celebration and be called by announcement to that location. We will begin the 2nd nine-week period. **Points MUST be reflective of students' conduct grade.** Please see celebrations below. Information will be sent prior to celebrations with more detail.

2nd nine weeks- PBIS Dance Party
3rd nine weeks- PBIS Olympics
4th nine weeks- KONA ICE truck/hotdog
GOOD Conduct 800-899

Students with a STANDING total of 3600 (900 for EACH 9 weeks) at the end of the year will receive the **Principal's Distinguished Student Award** and be recognized at Honors day and celebrate with the principals.



Magnet Schools and Programs Behavior Continuation Criteria 2021-2022

Program students are expected to:

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2. Cooperate with staff members and to represent the Magnet program in a positive manner at all times
3. Maintain acceptable attendance; according to the Code of Student Conduct

The following outlines the overall continuation expectations and consequences:

<u>Level I: Minor Behaviors</u> DEFINITION: Behaviors that... • Do not require administrator involvement • Do not appear chronic EXAMPLES (not all inclusive): • Physical disruption: out of Seat without permission, excessive noise, destroying materials, touching others without permission, horseplay, use of electronic devices • Verbal Disruption: talking out, tantrums, yelling, making noise, speaking loudly • Minor Verbal Aggression: taunting, teasing, making fun of another student, name calling, screaming at peers or teachers, profane language • Non-compliance: doing the opposite of what was asked, refusal to follow an adult's spoken direction • Tardy: Entering the classroom after the last tardy bell has sounded PROCEDURE: • Teacher will Inform student of rule violated • Teacher will Implement classroom strategies • Teacher will contact parent regarding current incident • Teacher will assign consequence • Teacher will document communication and incident	<u>Level II: Major Behaviors</u> <u>Warning Letter</u> DEFINITION: Behaviors that... • Require administrator involvement • Are chronic Level I behaviors EXAMPLES (not all inclusive): • Repeated and Excessive Level I Behaviors • Continuous Non-Compliance and/or Overt Insubordination: refusal to follow directions after Level I discipline procedures have been implemented • Dishonesty: cheating, lying, omitting facts or details • Verbal/written Aggression to Peers: profanity, obscene gesture and picture, threats • Physical Aggression: hitting, biting, kicking, grabbing, head butting, hair pulling, physical bullying, throwing objects that do or do not result in physical harm • Use of or Possession of Tobacco Products • Out of area: running away from school, severe truancy, skipping/cutting class • Tardy: Parents will be notified on the fifth tardy PROCEDURE: • Teacher will Inform student of rule violated • Teacher will describe expected behavior • Teacher will contact parent • Enter discipline referral • Send student to administrator • Parent will be contacted and notified of incident
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- **Send Magnet School/Program Conduct Warning Letter to parent (s) (to accompany the Discipline Referral)- Must be signed**

Level III: Severe Behaviors

Probation Notification

A student will be placed on behavior probation for repeated or serious misconduct as defined by the Code of Student Conduct. A student will remain on behavior probation for the remainder of the semester in which the probationary status was entered, plus one additional semester. If the student completes a probationary period successfully, the probation will be lifted. The student and parents will be notified, in writing, regarding the terms of the probationary status.

DEFINITION: Behaviors that...

- Require administrator involvement
- Violate school district policies or state policies or laws
- Repeated and Chronic Level II -Major Behaviors

EXAMPLES (not all inclusive):

- **Physical Aggression:** *destroying school property, fighting*
- **Verbal/ written Aggression to School Staff:** *profanity, obscene gestures or pictures, threats*
- **Possession of Banned Paraphernalia:** *weapon, fireworks, alcoholic beverages, un-prescribed drugs, illegal drugs*
- **Illegal or Unauthorized Entry to School Facilities:** *after-hour entry of school board property, returning to school during a designated suspension/expulsion period*
- **Theft:** *personal items, school property, or identities*
- **Inappropriate Technology Us:** *as defined by the Richmond County Board of Education Code of Student Conduct*
- **Inducing General Panic:** *the willful making of any threat of false information in order to induce panic*
- **Tardy:** *reaching the eleventh tardy, as eleven tardies are considered excessive*

PROCEDURE:

- Inform student of rule violated
- Call for an administrator to remove student from the area
- Enter discipline referral
- Students will be placed on Behavioral Probation
- Parent Conference will take place
- **Signed Behavioral Continuation Probation Letter**

Magnet Schools/Program Continuation Termination

Dismissal Notification

A student who continues to commit Level II and Level III behavior infractions while on probation, will be subject to his/her dismissal from the program. A disciplinary infraction of a serious nature including battery, drugs, alcohol, weapons, gang-related activity, and felony arrest may result in immediate dismissal from the program.

DEFINITION: Behaviors that...

- Repeated and Chronic Continuation of Level II and Level III Behaviors

Procedure:

- Continuation Termination letter will be sent
- Mandatory Parent Conference will be held
- Student will return to zoned school

****Any infraction that results in a Tribunal Hearing, will be subject to the outcome and recommendations of the hearing.**

Bullying Clause and Policy

DEFINITION: Behaviors that . . .

- Are aggressive or passive aggressive in nature and intend to offend, harm, or embarrass the victim

- Occur **repeatedly** overtime
- Have a realized or perceived imbalance of power or status
- Interfere with the education or educational environment of another

EXAMPLES:

- **Verbal Bullying:** *name-calling, threatening, harassing*
- **Physical Bullying:** *hitting, kicking, punching, spitting, or any other physical contact intended to cause harm*
- **Indirect Bullying:** *Intimidating someone with physical gestures, spreading false rumors*
- **Cyber-Bullying:** *name-calling, spreading rumors, harassing via electronic device*

PROCEDURE:

- Inform student of bullying accusation
- Send for an administrator to remove student from the area
- Enter discipline referral
- **Implement district policy**

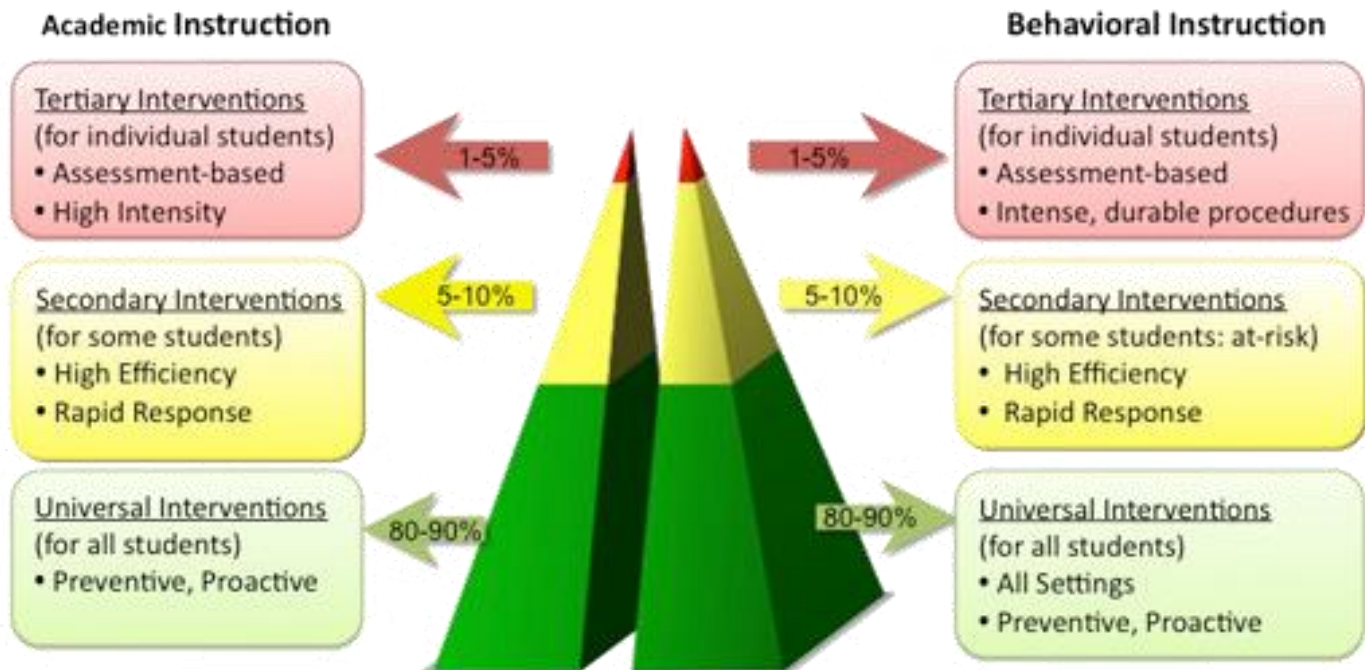
Please sign that you acknowledge adherence to the above Magnet School Continuation Criteria and Consequences.

Parent Signature

Student Signature

Date

Designing Schoolwide Systems for Student Success



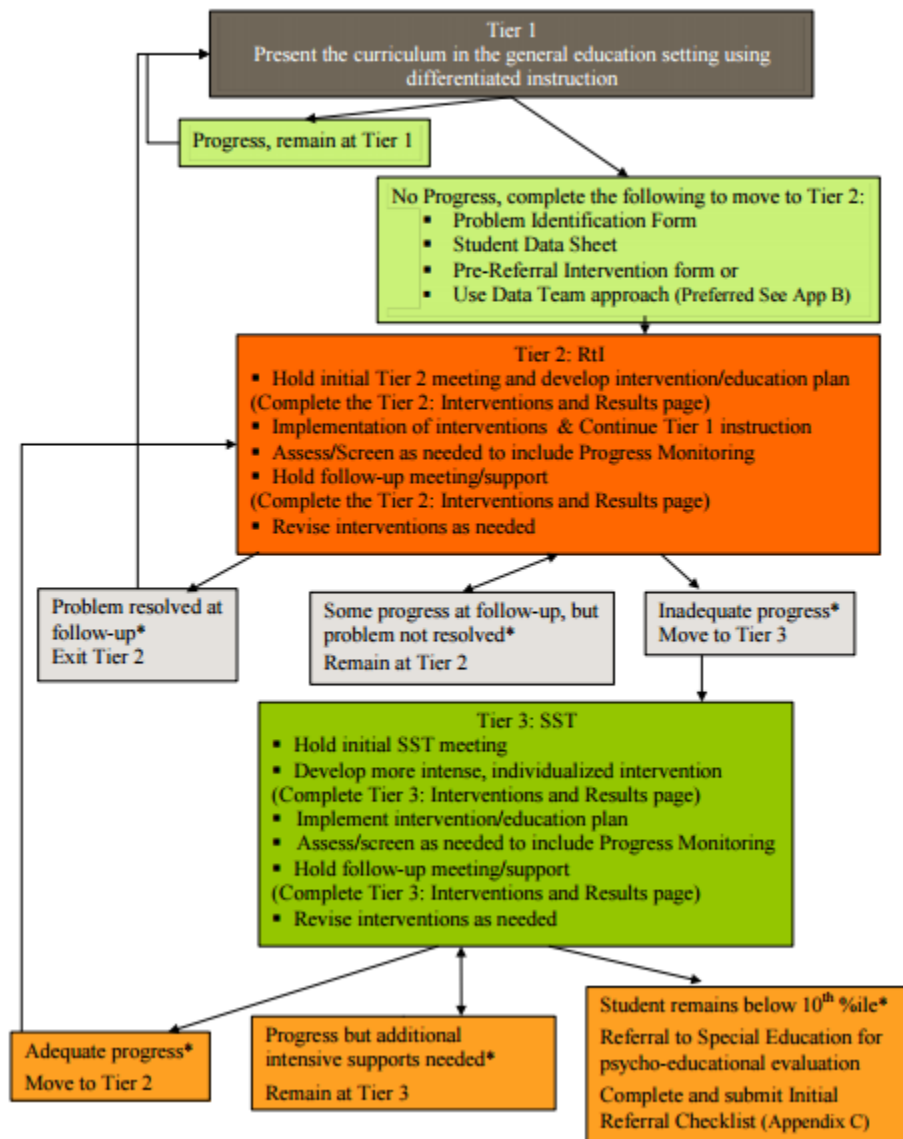
The Response to Intervention process outlined below is integral to the success of our students. The goal for students who are in the RTI process, regardless of if it is an academic need or a behavioral need, is to find the interventions that help the student be successful and to provide support so that the student no longer needs RTI beyond the basics of Tier 1. The RTI process is data driven, standards focused, and individualized. Students moving into Tier 2 interventions and above have an RTI team assigned to them that creates goal centered interventions, monitors the goals, and meets consistently to discuss the progress of that child. In addition to the formal pyramid on interventions outlined above, the Instructional Leadership Team has outlined the following suggestions for students requiring support by the RTI team:

RTI paperwork can be found in Infinite Campus. The packet includes Tier 1 information and data collected, goal sheets, progress monitoring sheets, and a procedure sheet for how to conduct an RTI meeting.

Replace with MTSS FORMS

RTI the Walker Way

Steps of the RtI/SST Process



Tier 1-

- ✓ Every student involved in differentiated instruction
- ✓ Teacher utilizes a variety of instructional models
- ✓ Progress is monitored based on both formal and informal assessments
- ✓ Parents are involved in the learning and are aware of their child's progress

- ✓ Based on data, students are moved into flexible grouping for remediation, instruction, and enrichment
- ✓ Students who may need further interventions are moved into Tier 2 based on data collected for 4-6 week of instruction.

Despite differentiation, flexible grouping, and remediation, if a student is still struggling academically or behaviorally and needs to be moved to Tier 2 intervention:

- 1) Contact Mrs. Schnorbus to schedule an RTI meeting.
- 2) Review the student's permanent record/ RTI folder to see if other interventions have been tried in previous years.
- 3) Retrieve the packet from Infinite Campus and complete it, paying special attention to the potential goals that need to be written for the student. It is located under Student Information in the RTI tab
- 4) Meet with grade administrator prior to parent meeting to discuss documentation and problem identification.

Tier 2- During the Meeting:

- ✓ Discuss the areas of strength and weakness of the student
- ✓ Present data that shows the areas in which the student is struggling
- ✓ Recommend and approve a minimum of one, but no more than three targeted intervention goals designed for the student
- ✓ Formalize how the goals will be implemented and measured
- ✓ Appoint a person to progress monitor the goals and collect the data
- ✓ Decide on a follow up meeting time between 4 to 6 weeks from initial meeting
- ✓ Send home meeting notification with parent with new meeting scheduled
- ✓ Place follow up meeting on calendar
- ✓ Ensure documentation with signatures is uploaded into Infinite Campus
- ✓ Contact Mrs. Schnorbus to schedule follow up meeting, inviting support services if needed

During Tier 2 period:

- ✓ Implement intervention goals
- ✓ Collect data

Tier 2 follow up meeting

- ✓ Ensure support services personnel are invited
- ✓ Present data collected from implemented Tier 2 interventions
- ✓ Determine whether progress has been made. If progress has been made continue or adjust goals and continue student in Tier 2 intervention.
- ✓ Consider option of a screener done by the school psychologist.
- ✓ Make recommendation about whether to remain at Tier 2 for another period of time or to move to Tier 3.
- ✓ If decision is to remain at Tier 2, schedule a follow up meeting with team.
- ✓ If a screening is recommended, meeting will be scheduled upon completion of screening to present results.
- ✓ If the decision is made to move to Tier 3, define the more specific academic goals, how the data will be monitored and tracked.

- ✓ Goals must be monitored weekly to ensure extensive data collection
- ✓ Goals and interventions must be research based
- ✓ Central office must be involved.
- ✓ Set a date for Tier 3 meeting and provide meeting invitation to parents
- ✓ Ensure that support staff is invited to the meeting to provide support services
- ✓ Upload all documentation with signatures to Infinite Campus

Tier 3- Collection and Meeting

- ✓ Monitor goals weekly and collect at least 4 to 6 concrete progress monitoring points
- ✓ Collect student work samples
- ✓ Document all interventions pertaining to goals and weaknesses
- ✓ Compile all universal screening data, standardized test scores, interventions, parent conference dates, etc. for student's file
- ✓ At meeting, determine if student needs to be given the full battery of diagnostic tests
- ✓ Secure parent signatures on permission to test forms (only given by the school psychologist)
- ✓ Based on the outcome of the meeting: Students may remain in Tier 3, may be recommended for SPED screening, or may exit back to Tier 2.
- ✓ If recommendation is for SPED screening, continue to monitor goals and progress monitor until testing can be done and determination is met.

Student's Name: _____ Grade: _____ Teacher: _____
 School: Walker Magnet School Date: _____

Present concerns:

Data Review/Summary of Results:

☐ **Interventions:** (Provide documentation of results) Tier ☐ 2 ☐ 3

Intervention:			
Goal:			
Frequency:		Person(s) Responsible:	
Start Date:		End Date:	
PM Tool:		PM Frequency:	

☐ Tier ☐ 2 ☐ 3

Intervention:			
Goal:			
Frequency:		Person(s) Responsible:	
Start Date:		End Date:	
PM Tool:		PM Frequency:	

Meeting Decisions:

Next Meeting Date:

☐	Implement Tier 2 interventions
☐	Problem resolved; Exit
☐	Progress made but problem not resolved, remain at: ☐ Tier 2 ☐ Tier 3
☐	Additional data needed: ☐ remain at Tier 2 ☐ move to Tier 3 ☐ remain at Tier 3
☐	Inadequate progress made: ☐ move to Tier 3 ☐ refer to Special Education
☐	Adequate progress made, move back to Tier 2
☐	Request screening
☐	Refer for a 504 Eligibility
☐	The child's disability requires immediate consideration of special education. (requires psychologist)
☐	Specify reason: _____

End of Year RTI Data
Tracking of Universal Screenings & Tier Levels for RTI

School Year: _____ School: _____ Teacher(s): _____

Demographics:

Student Name: _____ Current Grade: _____

Current Tier: Tier 2 _____ Tier 3 _____ Recommended for screening/Testing _____

Reason for RTI:

Academic (circle all that apply): MATH READING/ELA SCI/SS

Behavior (circle all that apply): Attention/off task Work/Study Skills Constant misbehaviors

Data:

Universal Academic Screening Tool: _____

Dates Administered: Fall _____ Winter _____ Spring _____

Universal Behavior Screening Tool: _____

Dates Administered: Fall _____ Winter _____ Spring _____

Grades- Reading/ELA _____ Math _____ Science _____ Social Studies _____

Interventions for the current academic year:

(if needed you can find the information on Summary RTI minutes)

Interventions	Frequency	Time (# of minutes)	Date Started	Date Completed	Progress Monitoring

Absences from Work

All **certified** instructional staff members are required to input their absence into the AESOP system, the RCBOE computerized substitute calling system, and report any time they are absent. **FRONTLINE AESOP can be accessed anywhere with an internet connection at <https://www.aesoponline.com/login2.asp>.**

Please limit absences that can be avoided. If you will be out multiple days, please secure a sub. However, subs should not be used if it can be avoided through class coverage. Remember if you are out, your team will have to cover your class so please be mindful of unnecessary absences.

Please review the school calendar and avoid requesting personal leave during peak school times (testing, before holidays, after holidays).

To obtain your log in, please see Mrs. Donaldson. Teachers **must** input their absence, even if they do not require a substitute. If you will have to have your class covered, please check the no sub required button so that a sub is not assigned. **All certified and classified personnel must report their absence to the principal by 7:00 a.m. the morning they will be out by phone or email. Please also email Mrs. Donaldson.** It is not permissible for employees to report their absence to the school secretary. Paraprofessionals must notify both the administrator and the supervising teacher. For absences beyond three consecutive days, a physician's note is required.

You are important to our success, and we need you here!

While no employee should work when ill or contagious, please remember how important you are to our school. Schedule appointments after school hours when possible. If it *is* necessary for you to miss part of the school day, **you must secure permission from the principal in writing. Time will be charged by the hour, or 1/2 or full days, depending on the time signed in or out.** Please follow-up and complete the required paperwork with the payroll bookkeeper when you return to school. Teachers and staff should provide a doctor's note for all sick leave taken before and after holidays, pre-planning, post-planning, and professional learning days.

Personal Leave

All employees are permitted to use up to three days of their accumulated sick leave per year for personal reasons. Personal leave requests must be made to the principal in writing prior to taking leave. Employees must have enough accumulated time to cover personal leave before it will be approved. **No personal leave will be permitted during standardized testing days or during special school events. A substitute must be secured prior to the principal's approval for any personal leave.**

Personal leave must be approved by the Superintendent of Superintendent's designee for the day before and after a holiday, pre-planning, post-planning, and professional learning days. Teachers should not make **personal appointments** that will necessitate leaving school early or missing faculty meetings, which are the 4th Monday of each month.

Accidents

All student and employee accidents **must** be reported to the principal immediately. Accident reports are available from the secretary and must be completed for all accidents no later than 24 hours after the accident occurs. All effort should be made to report accidents immediately to a supervisor. Workers injured on the job must follow the procedures for Workman's Compensation. Information about Workman's Compensation is posted in the office and all faculty lounges. Questions concerning Workman's Compensation may also be directed to the school nurse. All accidents must be reported at the time of occurrence.

Cell Phones

School employees are not allowed to use their cell phones for personal use in the presence of students, especially not during instructional time. Cell phones should be placed on vibrate or off during class time. At no point should a teacher be in the presence of students while they talk on a cell phone. All cell phones on campus must be registered with the principal and teachers utilizing the cell phone to access instructional content must be logged on to the school's BYOT network. Failure to follow these policies can result in disciplinary action, including suspension without pay. Furthermore, it is board policy that any employee should report a cell phone violation to the principal. The purpose of this policy is to prevent the disruption of instruction and school activities. Should an employee decide to use their cell phone to contact parents concerning a student's progress or behavior, the call should not be made during instructional time or in the presence of other students. If an emergency arises that necessitates the teacher needing the cell phone to remain on in the classroom, prior permission should be obtained from the administration.

Collection, Disbursement and Accountability of Funds

All monies collected by the faculty for school activities and materials must be counted and then recorded on a cash receipt form. Cash receipt forms are numbered and must be signed out from the bookkeeper. Upon collection of funds, these are to be turned in to the school bookkeeper. The bookkeeper will issue a receipt to that person in accordance with the guidelines and policies set forth by the Richmond County Board of Education. Individual school receipts will not be issued when donations are made to charitable organizations. PTO funds will be collected and distributed according to PTO guidelines and policies. Teachers will not count or be held accountable for PTO or charitable funds.

During preplanning, the bookkeeper will meet with the faculty to discuss important financial procedures and will provide examples for teachers to follow. It is the responsibility of the teacher or club sponsor to ensure that all fundraisers are documented on the appropriate forms.

Conduct, Discipline and Supervision

We are legally and morally responsible for students when they are in school. This responsibility begins with supervision at all times and in all situations. **Never leave children unattended.** Do not ask children to perform tasks that are not their responsibility such as hammering, cleaning with chemicals, moving furniture, or grading papers. Teachers are responsible for monitoring students during recess, restroom breaks, hallway transitions and arrival and dismissal times. Do not use student monitors. This leads to conflicts and disagreements. When a disturbance occurs, consistently follow the behavioral flow chart.

Recess Supervision

There is to be adequate supervision at recess. **Teachers and assistants should move around the play area to keep a close eye on all students.** Never allow children to duck around buildings or travel outside the designated play area. Students should not be allowed to reenter the building to use the bathroom alone or in groups. Teachers should take classes to the restroom before or after recess as a group. No student should be allowed to climb the fence for any reason. **Teachers should not congregate in one area of the playground.**

Lunchroom Supervision

We will only be successful with appropriate lunchroom behavior if teachers are supportive of the assistants in their work with the children. Teachers should handle all misbehaviors that teaching assistants report to them. Extreme behavior problems should be referred to the principal. Teachers should establish appropriate behaviors and rules for the lunchroom during the first week of school. Children need to be taught what the expected behaviors are and practice good manners with the teacher. Students may not charge lunches and will not be allowed to purchase ice cream if they owe money to the lunchroom. Ice Cream **may not** be withheld by school personnel for misbehavior!

Disciplinary Referrals

The ultimate goal of any rule or procedure is to achieve student self-discipline. We are working towards the goal of having mature, independent learners who can exercise normal limits and behaviors. Students are expected to behave in a way that allows them and their classmates to receive a quality education. Please consult the discipline flow chart and the Magnet School Behavior Matrix for interventions to use with students. Each teacher has the responsibility of handling his or her own discipline. Referrals to the principal should only be made when other forms of intervention have been attempted **or** the offense is so serious it warrants immediate attention from the school administration. **A copy of a disciplinary referral must be sent to the office EVERY time a student is sent to the office.** Sending students to "just sit" does not enhance the position of the teacher. At NO time is corporal punishment to be used.

Classroom Discipline

Students are never to sit or stand in the hall unsupervised. The teacher should post and review the rules of behavior and consequences for misbehavior in all situations. It is essential that teachers explain the plan to the parents as well as the students and that everyone follows it consistently. Teachers also should utilize the PBIS Incentive program to recognize positive behavior. The Uniform Code of Conduct and Discipline will be given to all students at the beginning of each school year. This code governs all discipline cases and is used as a guideline for all parties. A teacher may not suspend students from school. Only the administration may suspend, but teachers are encouraged to make suggestions about how to handle their students' misbehavior. Parents must be involved early and often when there

is a problem preventing the child from learning and maturing. At NO time should a student be put out of the classroom to wander the hallways unsupervised.

Copying and Duplication of Materials

Please remember to obey all copyright laws. If you have questions about the appropriateness of copying an item, see the media specialist or the principal for a decision. We must operate within a budget. Please be conservative with paper and copying expenses. The RISO should be used for large runs (more than 20 pages) and combined classes. You will be issued an allotment of copies for the year and must work within this framework. Teachers **are strongly encouraged** to avoid the "*ditto death*" of students and find alternative, creative methods of teaching and practicing skills in the classroom.

Daily Attendance Report

With the change in the TKES, the accurate reporting of attendance is imperative. Attendance should be taken every morning during homeroom. Attendance should be placed in Infinite Campus. The Richmond County Board of Education attendance protocol will be covered by Mrs. Schnorbus during preplanning. Letters must be sent home with the student beginning with the second unexcused absence. Attendance is a key element in student achievement and is an important part of our CCRPI score. Therefore, it is imperative that the attendance protocol is followed, and contact is made with a parent when a student is out on consecutive days.

Evaluations/Appraisals and Room Visits

Teachers should expect visitors from the central office, as well as the administration, at any time during the school day and throughout the school year. The purpose of these visits is to monitor the classroom activities and acquaint the administrators with a teacher's skills and style in the classroom. It is not necessary or preferred that the teacher stop the lesson to converse with visitors. Classrooms should reflect learning and students should be engaged and on-task. **Classrooms should be neat, organized, orderly and** attractive at all times. Your lesson plans should be located in Canvas which will be used as your lesson plans for this year. Your week's activities should be in Canvas no later than Monday morning at 8AM for the week ahead. Teachers new to the school, teaching new content or grade levels, areas identified in the School Improvement Plan, or as needed by the administration may be required to turn in lesson plans directly to the assigned administrator. Feedback on observations will be given through the TLE portal for all teachers.

Faculty Fund/ Hospitality Committee

Our staff organizes and contributes to a faculty fund to aid in the recognition of staff members during special occasions and sad events. The committee will set membership and dues will be paid to the chairperson of the group. The committee will distribute contributions

and guidelines during pre-planning. Your membership is important to the success of this fund and goes a long way towards fostering cooperation.

Field Trips

All field trips must be approved prior to any collection of money. All students must have a valid, unaltered permission slip to attend a trip. Family contributions to attend a field trip are voluntary and no student can be denied a field trip due to inability to pay. Field trip approval is done through an online system. Please be mindful that bus transportation is at a cost. Buses can only operate at specific times to ensure they can complete morning and afternoon routes. Overnight field trips have extensive approval processes. Speak with an administrator when considering these types of trips.

Fire and Safety Drills

Fire Drills will be held monthly throughout the school year and safety drills throughout the year. All faculty and staff are expected to participate in the drills. Evacuation maps should be at the classroom exit. If you do not have a map, please contact a member of the Site Safety Team. In addition to required fire drills, there will be at least two lock-down drills and two severe weather drills conducted during the school year.

All teachers should download the Navigate Prepared App to use during safety drills. Mrs. Johnson will provide training on the app during the first month of school.

Housekeeping

Classrooms must always be kept neat and orderly. Teachers should set up daily classroom routines for students to keep **their areas neat**. Textbooks and papers should be always kept off the floor. Supplies should be stored in an orderly fashion. Bulletin boards need to be kept up-to-date and instructional in nature. It is always desirable to display student work. Food should not be stored inside desks or left overnight in classrooms to prevent pest issues. We worked hard to ensure clutter was removed from classes at the end of the year. Please keep your rooms as clutter free as possible. Remember that your classroom's appearance is a strong message about your professionalism as an educator. **Make certain the message is positive. This year each classroom has a spray bottle of approved disinfectant that should be used to spray desks on a consistent basis. Trash cans should be left in the hallway to be dumped if there is still trash when you leave the classroom.**

Ill or Injured Children

Students who become ill or injured at school should be sent to the office for treatment and to notify parents. The school nurse is at Walker daily. In the event she is out, students may be sent to the main office for aid. Teachers are encouraged to **use adult judgment concerning** complaints. "Tummy aches" are normal for some children and should **be addressed through parent-teacher** communications. Any child injured at school must have an accident report completed by the supervising teacher and homeroom teachers should make every effort to notify parents of injuries by phone before the end of the school day.

Lesson Plans

It is RCBOE policy that teachers submit lesson plans. Teachers should post their lesson plans each Monday by their door in your Lesson Plan Notebook. Individual teachers will be asked to turn in lesson plans electronically to administrators. All teachers are encouraged to place lesson plans in Canvas, The following sections are suggested for inclusion:

- Curriculum maps for each subject
- Objectives, activities, and page numbers
- Plans must follow the Richmond County Curriculum Guide and include GA. Standards
- Interventions and groups
- Differentiation for students and groups
- Assessment uses that determine instructional groupings and plans

While there is no required lesson plan format, the following must be included in all plans:

1. Standards being taught
2. Essential questions
3. Learning targets
4. Types of Assessments
5. Differentiation activities for both remediation and enrichment
6. Adequate procedures so that someone coming in could follow plans

EMERGENCY Lesson Plans must be turned in by August 14. At least 5 days of detailed planned activities with copies for all students must be included.

Media Center

The media center follows an Open Schedule concept, allowing all users to come to the media center at the time of need. Teachers may also schedule class times for research, skills instruction, book check, and other activities. The media specialist will work with each grade level to coordinate standards-based skills instruction and research activities during the year.

Faculty, staff, and students, as well as parents, are welcome to come in for technology support assistance and help with curriculum-based software applications. The media center

strives to become a true hub of the school, providing support to every person in the learning environment. If you need help with equipment, lesson plans, technology skills, book selection, and creative activities to enhance your lessons, please visit. Collaboration can only create a more exciting and vivid learning experience for our students. We are here to serve every member of the learning community.

Medicine, Aspirin, ETC.

Board policy forbids dispensing any medicine without written permission from a parent or doctor. Medicines should be housed in the clinic with written instructions on file. Asthma inhalers or allergy reaction kits are the exception. Students are permitted to carry inhalers or epi-pens with them on their person. Permission forms are located on the student website or may be obtained from the nurse's office. Teachers are reminded that you should utilize adult judgement when sending a student to the office/clinic.

Moment of Reflection

In compliance with Georgia law, all teachers at public schools must conduct a silent reflection at the start of each school day (not to exceed 60 seconds). This moment is not intended as a religious observance. We will include this moment during our morning video news show. All students should watch the CTW News Show. This program is sent electronically by the media arts teacher or will be shown live through close circuit television.

Parent-Teacher Conferences

Teachers are expected to hold regular conferences with parents to keep them informed about their child's educational progress. This is a **teacher's responsibility**, even when faced with uncooperative parents. Teachers are to arrange and conduct a conference with any parent who requests one. Mrs. Schnorbus will contact the parents and arrange a conference. All conferences, RTI meetings, 504 meetings, and IEPs should be placed on the administrative calendar so that the administration is aware of meetings in the building. Administration will attend all RTI, 504, and IEP meetings and will also attend any conference when asked to do so by either the teacher or the parent. Teachers are to keep a written record of the contents of any parent conferences. Prompt, personal, warm and friendly contacts will serve the best interests of the children and lead to more effective decisions about the educational needs of our students. Do not procrastinate in discussing any problems a student may be having with their parents. Early intervention is crucial to finding solutions for learning problems. Be sure to document Infinite Campus when speaking with a parent.

Personal Appearance

All employees are expected to dress professionally, set an example to their students and present themselves appropriately to the public. We all have a profound influence on students and parents and should be role models at all times. The Richmond County Employee Handbook can answer specific questions concerning dress, but as a rule, professional dress is expected. The guidelines specified in the Richmond County Board of Education Code of Conduct on Dress Code apply to all staff members and students. Teachers should typically avoid the following:

- 1) Jeans unless during an approved Jeans Day
- 2) Leggings without a top that meets dress code requirements
- 3) Shorts (unless it is athletic attire for PE)
- 4) Flip flops
- 5) T-shirts unless it is a C.T. Walker spirit T-shirt
- 6) Low cut blouses
- 7) Short skirts or dresses (remember the dollar bill rule)
- 8) Sleeveless tops
- 9) Inappropriate footwear
- 10) Jeans with tears, holes, or ripped

If you question your attire in the mirror prior to coming in, it is not a good idea

Physical Education and Enrichment Education

Physical education and enrichment courses are an integral part of the instructional day and should be treated as such by all faculty members. Conduct grades for students should reflect behavior in the whole school setting. Students will rotate to their enrichment courses using a rotation. They will travel as a class and will remain in these rotations for the entire school year. Please communicate with parents concerning the color of the days so that students and parents know the color rotation. If there is a day when no enrichment is held (due to early release or special events) the next day will be the next color in the rotation.

Professional Ethics

Follow the guidelines provided by the Georgia Professional Standards Commission. These guidelines are in your Richmond County Board of Education Employee Handbook and discussed during preplanning. All teachers will be furnished a copy of the Code of Ethics at the beginning of the school year.

Professional Organizations

All faculty members are strongly encouraged to join a professional organization that offers its members liability insurance and represents their interests in the political arena. We have representatives from P.A.G.E. and NEA/GAE on staff to assist you. Currently, Richmond County will allow payroll deductions for professional dues.

PTO

This association is dedicated to the direct support of our school, and all faculty and staff are expected to join and participate in PTO activities. Our C.T. Walker Magnet chapter has strongly supported and repeatedly helped the students and staff. Employees are invited to attend meetings. You can show your support for this fine organization by participating in PTO activities and supporting the efforts of this group as they work to help you educate our students. One component in supporting the PTO is by organizing programs for the meetings.

Registration and Records

All teachers are expected to maintain accurate records on the students assigned to their classes. Beginning with registration, teachers must be familiar with the required health forms, the format of various permanent records and information sent between schools in order to correctly enter a child into school and serve him/her. Records must be requested in a timely manner and should be previewed by the classroom teacher as quickly as possible. Any forms or memos seeking input from the teacher should be completed and turned in as quickly as possible. All records must be complete, accurate and up to date. The contents of such records are confidential. Any discussion is limited to the parents, student, administration or any other concerned teacher who deals with the student. Teachers have free access to the records in Melody Smith's office, but all records must be returned at the end of the school day.

Supplies

Supplies are provided to teachers at the beginning of the school year according to instructional allotments and by teacher order. These supplies are for the entire year and should be used wisely. We realize that you may not receive everything you want or need but we do the best we can to distribute the funds equitably. If you need supplies throughout the school year, please put your request in writing to the principal. Every effort will be made to ensure you receive the necessary materials. Orders for grant monies or special programs must follow the procedures and rules for those programs. Deadlines for orders and requisitions are **absolute** and failure to meet deadlines may result in the loss of materials for the teacher.

Tenure and Certification

It is each teacher's responsibility to secure and maintain his or her own teaching credentials. Failure to maintain a current certificate will void a teaching contract. Please contact the district HR personnel with questions concerning certifications and credentials.

Textbook Responsibilities

Teachers are responsible for issuing and maintaining inventories of all required textbooks for the courses they teach. Every student must have a textbook for every subject

when available. **Notify the Assistant Principals immediately of any textbook needs.**

Textbooks should be checked for condition, numbered and issued to students by sets. At the end of the year, teachers will check for condition, issue and collect fines. Teachers are also responsible for notifying students and parents of online textbook resources.

Tutoring

Submit your name each year to the principal if you wish to be included on the county list. You may not charge your own students for tutoring. We will be offering a Title I tutoring program. If you are interested in participating, Title I funds will be used for compensation.

Viewpoint/Non-Partisan Positions

The following excerpt is taken from the County Teacher Handbook: "Sectarian and partisan questions shall be kept out of the schools." Teachers must always represent a non-partisan position and viewpoint within the classroom. Every teacher should strive to attain and maintain an atmosphere such that the student will not be able to identify the teacher with either side of a controversial or political issue. Teachers are to be careful in preparing reading lists for students. It would be wise to include only those books on the state approved library list for book reading assignments. Newspaper editorials, etc., should be taken from established and recognized sources. Teachers must not identify themselves with any viewpoint given in such articles. Inflammatory statements are not permitted. Teachers are not to wear pins, badges, or other items that will identify them with any political candidate while at school.

Notes:

