



RPM FACULTY HANDBOOK 2022-2023

MANUFACTURING BRIGHTER
FUTURES

Reaching Potential



Through Manufacturing

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Augusta, Georgia 30906
(706) 823-5690

Jason S. Moore, Ed. D.
RPM Principal

Adrianne Bogans, Ed. D.
Assistant Principal

Dear Faculty and Staff,

The purpose of this handbook is to provide information that is vital for the daily and efficient operation of our school. The policies and procedures of this handbook will supplement the Richmond County Employee Handbook. The Richmond County policies and procedures take precedence in the instance of any conflict with this handbook.

Familiarize yourself with the information contained in this handbook in order to better serve your colleagues and your students. You are responsible for any material presented in this text as well as any information presented throughout the school year. **The goal of this information is to maximize instruction by helping you become efficient and effective with the routine matters of the school.** I hope that the following information will assist you in knowing what is expected.

Our expectations are high for our students, and we should settle for nothing but their best each day. In the same regards, we should strive every day to be our best by being model teachers and professionals, exemplifying high moral and ethical behavior, and displaying dedication, commitment, and a strong work ethic.

We are here for our students, the community, and each other. **Teamwork** and **collaboration** are vital to our success and the success of our students. By sticking together, even in the face of adversity, the challenges of each day will only make us stronger and more determined to be the best.

If you have any questions or concerns, feel free to discuss them with me any time. I am here to make your job more enjoyable and rewarding as you endeavor each day to help our students achieve their best. I am excited about the upcoming year and humbled to be a part of a great staff.

Sincerely,

Dr. Jason S. Moore
Principal

***Teamwork is the ability to work together toward a common vision-
The ability to direct individual accomplishments toward organizational objectives.
It is the fuel that allows common people to attain uncommon results.***

Andrew Carnegie

“Manufacturing Brighter Futures”

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ADMINISTRATION ASSIGNMENTS

2021-2022

Jason S. Moore
Principal
Duty Assignments

Instruction
School Council
TKES/LKES Evaluations
Calendar
Custodians
Secretaries/Nurse
Discipline
Graduation Program
Code of Conduct
Master Schedule
Maintenance Requests
Personnel
Payroll
FTE
Budget
Personal Leave Requests
Workers Compensation
Overall Site Supervisor
Check Requests
Data Director
Teacher Rewards/Recognition Program
School Safety
Lunchroom
Bell Schedules
Career Teach Staff Development
Career Tech Budget
Career Tech Textbooks
Buses
Calendar
Key Train/Work Keys
Attendance Report
Shout Point
Newsletter/Social Media

COMMITTEE ASSIGNMENTS

School Beautification
Teacher Mentors
Video Production
Teacher appreciation week
Student Recognition
Graduation

Adrianne Bogans
Assistant Principal

Instruction
TKES Evaluations
RTI
School Nutrition
Report Cards
Progress Reports
Discipline
Field Trip Request/Approvals
Textbook Inventory
School to work program
Fire Drills
OCR Report
Grade Verifications
Parent Conferences (Instruction)
Exams
After School Tutoring
Professional Learning
Student Rewards/Recognition Program
Faculty/Staff Handbook
REP
Custodians
Daily announcements
Student Handbook
Guidance
Honor's Day
Emergency Preparedness
Student Incentive Program
Restorative Practices
Professional Learning
Substitutes
Tardy Report

Discipline
Student Support Team
Faculty Fund/Sunshine
Faculty Meetings
School Council
S.A.V.E. Committee

GENERAL OPERATIONS

Guide for Student Services

Academic Information	Dr. Moore, Principal, Dr. Bogans, Administrative Intern
Advice about Schedules	Ms. Coberly, Counselor
Announcements	Ms. Coberly
Athletic Information	Mrs. Makowski
Attendance Information	Dr. Moore
Building Information	Dr. Moore, Mrs. Makowski, Secretary/Bookkeeper
CTAE/Work Based Learning	Dr. Moore
Confidential weapons report	TBD
Discipline Information	Dr. Moore
Fines and Fees	Dr. Moore
Lunchroom Information	Mrs. Makowski
Lockers	Mrs. Makowski
Medical Attention	Dr. Moore, Dr. Bogans, Mrs. Makowski
Parking Information	Mrs. Makowski
Scholarship Information	Dr. Moore, Mrs. Makowski
Tardy to school or class	Ms. Coberly
School to Work	Dr. Moore, Mrs. Makowski, Classroom Teacher
To listen to concerns	TBD
To report vandalism	Guidance Counselor/Administration/Teachers/Supervisors
Withdrawal from school	Dr. Moore, Dr. Bogans
Drugs, Weapons, Fights	Dr. Moore, Ms. Coberly
	Dr. Moore, Dr. Bogans

TEACHER'S WORK DAY

The workday for regular teachers begins at 8:15 a.m. and ends at 4:15 p.m. We work an 8-hour day. Each teacher is to sign-in upon arrival at RPM and is expected to be at his/her classroom door at 8:15 a.m. Teachers sign in and sign out through the Main RPM office using the sign in sheet and the check in system. Teachers should check their boxes daily upon arrival, during their planning periods, and when leaving. Each teacher is to sign-out at the end of the day. Failure to sign in and out could result in you being counted absent for a day of work. All extended day and extended year hours must be documented by the School Check-In System.

LEAVING THE CAMPUS

If you need to leave the campus during your planning period or for an **emergency**, you must obtain permission from the **principal**. Complete the "Write it; don't say it" request form and sign in and out.

TEACHER'S ABSENCES

If it is necessary for a staff member/teacher to be absent from school, he/she should call or access Kelly Services (Subby) as soon as possible and then call **Dr. Moore/Mrs. Makowski**. Please keep absences to a minimum. **All support staff personnel should call Dr. Moore.** Upon the day the teacher returns to work, he/she must see Mrs. Makowski to sign a certificate of absence. Absences for three or more days require a physician's note, and a personnel change form must be completed with Mrs. Makowski.

DRESS AND APPEARANCE OF EMPLOYEES

Statement of Policy

The Board of Education recognizes that teachers and other professional educators are role models for the students who come in contact with them during and after school hours. As role models, teachers and other staff should be conscious of their dress and grooming and how it may affect students and parents. Teachers and staff are expected to dress in a professional and appropriate manner that will be most conducive to the educational environment. Employees should be clean, neat, well groomed, and dressed in an appropriate manner for their individual work assignments. A wide variety of teaching styles and activities occur between age and grade levels. Therefore, activities and/or assignments planned for the day will dictate, to a degree, the style of dress considered appropriate attire. Good judgment and common sense should be used in choosing appropriate attire. The responsibility for determining appropriate grooming and dress shall be placed under the supervision of district and school level administrators. As a general rule, shorts, sweats, and warm up suits are not appropriate dress. Exceptions would be physical education, field days, special dress days, and field trips when special attire is required.

Minimum Dress and Grooming Standard

The minimum dress and grooming standard for employees shall meet or exceed the standard required for students in Policy JCDB of the Uniform Code of Student Conduct. Employees are expected to be familiar with student dress code, to enforce it, and to meet or exceed its standard in their professional dress and grooming.

The following items are considered appropriate attire:

Men

Shoes with socks
Ties
Slacks
Short/long sleeve collared shirts
Sports jackets/suits
Crew/Mock/Turtleneck shirts
Polo/Golf shirts

Women

Shirts/blouses tucked in when appropriate
Skirts/dresses (**appropriate length)
Slacks

Suits

Knit shirts

Denim dresses/skirts

Coordinated Capri Pant Suits (mid calf)

****Length guideline - Length not more than 2" above knee (mandatory)**

The following dress is NOT considered appropriate attire:

- Shirts not tucked in (men)
- Jogging/sweat suits (permitted for physical education ONLY)
- Leotard type - stirrup pants
- Mini skirts/dresses
- Leggings/leotards
- Shorts or dress shorts (men/women)
- T-shirts (men/women)
- Revealing garments
- Flip flops
- Tight fitting clothing
- Skorts
- Blue jeans (pants)

Note:

- There will be general exceptions for dress made for special areas of instruction and events, such as physical education instruction, field trips, spirit day, etc., made by the site supervisor.
- Ties are preferred at scheduled parent/teacher conferences, and formal activities at the school or in the community.
- Failure to adhere to this policy will be reflected on the Georgia Teacher Duties and Responsibilities Instrument (GTDRI).

MAINTENANCE RECORDS

Maintenance reports are to be turned in or e-mailed to Mrs. Makowski as soon as possible when repairs, etc. need to be made in a classroom. Please be sure that the teacher's name and room number are on the report. No teacher is to personally call maintenance.

INJURIES, ACCIDENTS, AND WORKERS COMPENSATION

It is most important that "**ALL Injuries**", student or teacher (regardless of the nature or extent of the injury), be reported immediately to the school nurse, and an accident report must be filled out (within 12 hours of the injury). Failure to report an injury will constitute gross negligence of duty. Workers injured on the job select a doctor from those listed on the Workman's Compensation Form. Failure to report an incident within 3 days may result in loss of coverage. Please refer to notice posted on faculty bulletin board and nurse's office.

TEACHER'S PAY CHECKS

If for some reason you feel that there is a problem with your paycheck, please do not call the Board. Notify the school bookkeeper, Mrs. Makowski. She is responsible for inquiring into the problem and obtaining an answer.

TOBACCO USE BY EMPLOYEES

The Board of Education approved a **No Smoking** policy for all school employees. No tobacco products of any kind are to be used on school grounds.

FACULTY PARKING

Faculty members are to park in the front of the RPM Facility. Please do not park in the transportation reserved spaces.

KEYS

Keys will be checked out at the beginning of the school year and turned in at the end of the school year. Mrs. Makowski is responsible for the keys, and any problems should be referred to her. Teachers losing a key will incur a \$5.00 replacement fee.

DUTIES AND RESPONSIBILITIES

FACULTY MEETINGS/PROFESSIONAL LEARNING

Regular monthly faculty meetings, collaborative meetings, and committee meetings will be held on Thursdays at 4:20 pm. **STAFF ARE REQUIRED TO BE PRESENT AND ON TIME UNLESS PREVIOUSLY EXCUSED BY DR. MOORE.** Staff members should keep their calendars clear for Thursdays. A monthly calendar will list meeting/staff development sessions and other activities. Teachers are requested to make appointments and conferences on days other than Thursdays. Faculty meetings will begin promptly at 4:20 pm.

ADMINISTRATOR/LEADERSHIP MEETINGS/RPM BOARD MEETINGS

This meeting will be held on the first Thursday of each month at 5:30 p.m. in the RPM conference room unless otherwise announced.

GENERAL DUTIES AND RESPONSIBILITIES

- All teachers will personally sign in before 8:15 a.m., depending on schedule, each morning in the front office on the School sign in sheet. Remember all teachers are responsible for signing in/out themselves.
- Teachers are to be at their door during class changes in order to supervise students.
- A teacher is not to leave his/her classroom **unsupervised**. Doors should remain locked during lunch or anytime the room is not occupied. The teacher may be held liable if something happens in the room and he/she is not there or failed to properly secure the classroom.

- **A teacher is not to leave the school at any time without the approval of Dr. Moore and without signing out in the main office. Note time of return.**
- Students are not to be sent on errands that take them away from school grounds at any time.
- Begin class on time. Dismiss on time. There should be no early dismissals from class for any reason unless authorized by the office. Do not hold students after dismissal; this conflicts with other classes.
- Never send any pupil from class without an official pass. Passes are provided by the office.
- Check class rolls every period. Put attendance in Infinite Campus every period.
- A teacher with a well- planned lesson will have fewer disciplinary problems. Keep the students on task with appropriate learning activities. Limit classroom rules and enforce them consistently.
- Each teacher is expected to handle classroom discipline. Establish yourself as the person in charge of your class. Reprimand, counsel, call parents, and arrange for a conference after class. Refer students as a last resort **except** in extreme cases. Do not put a student out without the escort of an administrator. Establish and follow your discipline plan.
- Office telephones are not for personal use. Teachers will be called to the phone only in case of an emergency. Messages will be placed in your box. If you are expecting an important phone call, please check your box during the day. If you bring your personal cell phone you must have a signed agreement on file with Mrs. Makowski. These phones will only be used for emergencies and must be turned **off** except for emergency use.
- All requests for materials should first be made to Mrs. Makowski.
- Students are not to remain in classrooms during lunch unless the student is studying or making up work under the direct supervision of the teacher.
- All school activities must be placed on the calendar at least two weeks prior to the activity date. No activities will be scheduled during the month of May other than honors or awards ceremonies.
- Lights should be turned off when the classroom is vacant. Windows should be kept closed when cooling systems are working. Be sure to check windows prior to leaving for the day.
- Students are not to be sent to the office for report cards, permanent records, or any other school forms of a confidential nature. **Students are not authorized to operate the Copier.**

- **Dr. Moore must approve all fundraisers before ordering.**
- Students who drive may be released to the student parking lot through the back door of the facility. Students who will be picked up will wait in the classroom for their ride or the teacher may escort the group to the front of the building and **remain** with them until they are picked up.
- Ongoing communication and sharing of instructional goals, expectations, and student progress with families should occur in a timely and constructive manner. Infinite Campus and grade books must be current at all times. Students will receive a progress report or report card every four weeks. Note deficiencies to further clarify student's weakness and next steps.
- No student will be issued a grade higher than 100 on nine-week grades. Be careful not to limit a student's chances for success too soon. Be creative! Encourage effort until the end!
- Except for extreme emergencies, students are not to be sent to the office to use the telephone. All telephones in classrooms/offices are to be secured, and students are not to use them unless it is absolutely necessary for class or official school business. Students may not use the phone to call home for early dismissals.
- See Appendix A

RESPONSIBILITIES

Each teacher and staff member is responsible to the principal for carrying out the policies of the Richmond County Board of Education (RCBOE) that apply to the functions of the school, the classroom, contact with students, and the public. It is the responsibility of all teachers and staff members to cooperate in a professional manner with their colleagues and with the administration. This professional cooperation includes the extension of courtesy, respect, and consideration for the feelings and rights of colleagues, other employees, students, parents, and the public. Every teacher and staff member has the right to discuss any matter with anyone without interference. However, it is a breach of professional ethics to discuss professional problems with laymen without first attempting to resolve them within the teaching profession. Problems between adults are not to be discussed in the presence of students. Additional information regarding teacher duties and responsibilities may be found in Appendix A.

LESSON PLAN PREPARATION

A teacher's teaching begins before he or she steps into the classroom. Prior to each lesson, unit, semester, or school year, teachers plan the content of instruction, select teaching materials, design learning activities and grouping methods, decide on the pacing and allocation of instructional time, and identify learning opportunities for students. Teachers use state or district curriculum standards, school district curriculum goals and objectives, and learning outcomes developed by professional organizations to plot the scope and sequence of subject topics.

Teachers are required post their lesson plans for the coming week in their designated One Drive folder or no later than Monday morning. Dr. Moore and Dr. Bogans will be checking One Drive to determine if the lesson plans are posted. This duty and responsibility will be kept on file for note on Annual Evaluation [Teacher Keys Evaluation System (TKES)].

School Nurse

The RPM nurse will be housed at TBD. The school nurse is equipped to handle first aid situations. All pupils visiting the nurse must have a valid pass. Emergencies will be seen anytime. Mrs. Makowski will be in charge of the clinic unless and emergency arises. Mrs. Makowski will be in the office/clinic from 7:30- 3:30 daily.

Guidance Services

The guidance services rendered to the individual student are not delegated to any special group or person. It is through daily contact with teachers, administrators, counselors, and other members of the staff that students express their needs and problems.

Mrs. Coberly will see students on an “as-needed” basis. Students must have a pass. Students can also schedule an appointment for counseling.

Mrs. Coberly, the school counselor is always ready to assist teachers, to serve as liaison between home and school, and to help students and teachers seek solutions to problems. If a teacher desires to refer a student for counseling, he/she should first talk with the counselor and briefly outline the situation.

PARENTAL CONFERENCES AND COMMUNICATIONS

Most parents are vitally interested in the education of their children, and this interest should be welcomed and encouraged. Therefore, teachers must establish and maintain friendly and effective lines of communication with the parents of their students. This is the individual teacher’s responsibility even when faced with uncooperative parents.

Do not procrastinate when dealing with student problems. It is important that teachers contact parents as soon as possible when problems arise in either the academic or behavior areas.

Most parents want and need to know about their child’s behavior, academic weaknesses, and problems, as well as good points and strengths. Notes, letters, telephone calls, and conferences are excellent opportunities to communicate with parents about their children. Conferences are the most direct and effective method of communication. Either the teacher or the parents may initiate them. When you obtain the parents’ confidence and support, your battle is half won, and the job becomes much easier because the student knows that understanding, communication, and cooperation are taking place.

The Guidance Department will schedule a conference as soon as possible when a parent requests it. The principal, an assistant principal, or guidance counselor will attend any conference if requested by the teacher, parent, or counselor.

It is through prompt, personal, warm, and friendly contact that problems are brought to the attention of parents and possible solutions developed and agreed upon. Also, these contacts, when properly documented, will certainly refute any allegation that the teacher was negligent in informing parents that their child was having difficulty at school in time for them to take some remedial or corrective action.

HOME OR HOSPITAL BOUND STUDENTS

Teachers will be notified if they have students in this category. Assignments are to be prepared for this student covering at least two weeks. The student under supervision of a visiting teacher will work out these assignments. Assignments will be returned to the teacher for evaluation. The evaluated papers will then be sent to the student. The home or hospital bound student is counted present each day. Ms. Coberly is the point of contact.

RTI/PL504/IEP

Teachers should make efforts to meet the individual needs of students. Students who are experiencing serious academic, adjustment, or behavioral difficulties should be referred to an RtI team. Response to Intervention (RTI) is a practice of academic and/or behavioral interventions designed to provide early, effective assistance to underperforming students. Research-based interventions are implemented and frequent progress monitoring is conducted to assess student response and progress. The student's response is used as feedback to more accurately target interventions. When students do not make progress, increasingly more individualized interventions are introduced. Student needs may also be addressed through PL 504 and an IEP. See Ms. Coberly for information.

STUDENT ATTENDANCE

Attendance should be taken every period using the Infinite Campus system. Accuracy is imperative. Teachers should also maintain their own attendance books. Attendance should be updated daily in order for attendance reports to be run by 5:00 p.m. Following the running of the reports, parents of absent and tardy students will receive a personal phone call.

TARDINESS

Students who are not in their seats by the ringing of the tardy bell will be considered tardy. The teacher will inform the student of his/her tardiness by **documenting using the Infinite Campus system**. If a student reports to school after first period, he/she must sign in at the main office and receive a written slip indicating whether the tardy is excused or unexcused. If a student reports to a teacher's class after the tardy bell rings, he/she is to receive a tardy pass from an administrator or the front office.

Tardies and absences will print out on report cards. Please make sure to make any necessary corrections in Infinite Campus as soon as possible. See Appendix A.

ABSENCES OF STUDENTS

Students who are absent from school are required to bring an excuse for the absence their first day back at school. They may have 48 hours to bring a note if not brought in on the first day the student returns. After 48 hours, a note will not be accepted. An absence is either excused or unexcused. Students need to bring a physician's excuse, court subpoena, funeral document, or note signed by their parent and place it in the attendance box on the counter in the Main Office. If a student gives a teacher any notes, please make sure those notes are turned into the office. All excuses shall be kept on file in the main office with Mrs. Makowski.

EXCUSED ABSENCES

An absence shall be excused for:

- A. Personal illness
- B. Approved Field trips
- C. Family death and funeral
- D. Medical or dental appointment
- E. Attendance of non-school activities or functions authorized by the Superintendent or his designee
- f. Special and recognized religious holidays observed by the student's faith, mandate or order of government agency
- F. Extreme circumstance that cannot be resolved outside school hours; parent or guardian must request and receive approval from the principal or his designated representative.

Assignments missed due to unexcused absences cannot be made up. It is the responsibility of the student to request any missed assignments. Any tests, quizzes, etc. must be made up within **five school days** at the convenience of the teacher.

EARLY DISMISSALS

Students who need to be excused early from school/work must bring a written note from their parent or guardian. These notes are to be taken to Mrs. Makowski for verification and approval. Notes to be excused must be in the office **BEFORE** second period. Students must also sign out in the main office and check out with Mrs. Makowski or an administrator before leaving the building.

If students get sick, they must check with Mrs. Makowski to receive a pass to go home. All students, including those 18 years old or older, must have a parent or guardian sign them out or give verbal permission (only by approval of Dr. Moore). Any student who does not follow this procedure will be considered cutting class/work and/or leaving campus without permission.

MAKE-UP WORK FOLLOWING ABSENCES

Make-up tests and class work shall be permitted only if the student brings a written legal excuse. A zero shall be given if the excuse is illegal. Make-up work shall be done within five days after returning to school. Students may be absent from school from time to time because of participation in various school-sponsored activities. Make-up work should be handled under the same conditions as outlined above. Whenever a student has an excused absence near the end of a grading period and there is not enough time for make-up prior to the issuance of report cards, the grade should be completed using an "Ø" for any missed work. The grade will be changed when work is made up. Make sure students are notified about make-up work when they return from an absence or suspension. Use common sense and notify the administrative staff if assistance is needed.

TEXTBOOK ACCOUNTABILITY

Procedure for issuing textbooks is a two-step process:

STEP 1

1. Teacher:
 - A. Make sure all textbooks are barcoded. See Ms. Coberly for textbooks needing barcodes.
 - B. Check out textbooks to yourself for each of your classes.
 - C. Reassign textbook to each student in your class (Instruction sheet "How to Check Out Textbooks To Students" will be provided).
 - D. When a student withdraws or changes to another teacher's class, it is your responsibility to check the assigned textbook in before he/she leaves your class.
 - E. The new teacher will assign the student a textbook from his/her class.

*In order for textbook reports are printed, teachers must first check out textbooks to themselves and then to the students.

STEP 2

A redundant system of tracking books is also required.

1. Teachers will use the Textbook Inventory Roster to record the issuance and return of textbooks.
2. Teachers will record the book number and have students sign in and sign out their books.
3. The Textbook Inventory Rosters will be turned in at the end of the year.

Book check every nine weeks:

Keep accurate records regarding book inventory. To help with the accounting process, we need to take up all books at the end of the year. We must have a detailed accounting of the books issued, collected and lost. The following procedure should help with this:

1. During each nine weeks, do a preliminary “book check” to determine if students have lost or missing books.
2. Remind students that their books will be collected before the exam for your class.
3. If there are any “lost” books that have been turned in to you, inform the students that were issued the books.
4. If students report that they have lost a book (or had one “stolen”), give them the cost for replacing it. Books should be paid for before the end of each nine weeks.
5. Inform students that transcripts will be held until the book is paid for.
6. On the day of exams, collect all books after the study period but before the exam unless you are giving an open book exam. Have each student sign a roster when books are turned in. This roster will facilitate problems with book fees during the summer and will negate the need to contact teachers.
7. When a student brings money for a book, send the student to the bookkeeper to pay his/her fine.
8. Any books that are found will be routed to the Ms. Coberly, then the teacher who issued the book. If a student paid for the book, **the money will be refunded to the student if they have the original board receipt.**
9. Please turn in a list of students who have lost books to Ms. Coberly and Mrs. Makowski before the end of each nine weeks. That list should also include any students who have been withdrawn, quit, or stopped coming to school/work for any reason. A lost book report will be run each nine weeks.

CONDUCT AND DISCIPLINE

The Uniform Code of Student Conduct and Discipline of the Richmond County School System will be given to each student. Each teacher and staff member must become familiar with this code. The code will govern all discipline cases. Any deviations made will be with permission of Dr. Moore (principal) or central office personnel.

Teachers are expected to maintain a well-disciplined classroom environment that is conducive to learning. Classroom management by the teacher is a standard duty and responsibility. Teachers should handle, as much as possible, their own discipline problems. Any situation that develops beyond the control of the teacher should be referred to the appropriate grade-level administrator or public safety officer.

Properly complete a discipline referral form for each student referred for disciplinary action. The information requested on the referral form is used to assess behavior consequences, compile reports required by the federal government, note prior actions taken by the teacher, and to support possible future action and/or placement. Do not send a student directly to an

administrator except in cases of potential violence. Call for an administrator or supervisor. A copy of the discipline referral will be returned to the teacher noting the actions taken and filed for the remainder of the school year. See Appendix A.

CLASSROOM DISCIPLINE PLANS

The actual content of the classroom discipline plan may be as individualized as the teacher elects, yet it should incorporate these basic principles:

- A. Observable and measurable
- B. Communicated both verbally and visually with the students
- C. Posted and reinforced daily
- D. Limited to a manageable number
- E. Maximum of five (5) consequences with a "severe clause" for immediate office referral
- F. Parent notification by phone and/or conference must be a part of the plan.
- G. Office referral is the last consequence.

DISCIPLINE PLAN LETTER TO PARENTS - to be signed, returned, and filed.

Communicate with parents often through a variety of media. Implement the plan so as not to hear, "Why didn't you contact me before this problem got so bad?" from any parent. Parent/guardian home and work phone numbers and email addresses are easily accessible if collected on a call sheet at the beginning of the semester.

The following are examples of discipline violations that must be referred to the office as soon as possible:

1. When a student reaches the last step of your discipline plan (DOCUMENT your past efforts on the disciplinary referral INCLUDING PARENT CONTACT-Telephone numbers, dates, and times)
2. Cutting class/school
3. Fighting or attempting to start a fight
4. Damage, destruction or theft of school or private property
5. Excessively rude/disrespectful behavior or overt refusal to obey reasonable directions.
6. Any violation of board policy relating to drugs, tobacco, alcohol, or weapons
7. Illicit or immoral activities (including pornographic web sites)
8. Profanity
9. Violations of the dress code (profanity on a T-shirt, etc.) after the student has written the dress code for the teacher who is referring the student. Gross violations of dress code will be sent directly to the administrators.

CLASSROOM MAINTENANCE

Teachers are responsible for all materials and equipment in their classrooms. **Double emphasis** should be placed on preventing willful marking and defacing of furniture and walls. Desktops and backs should be checked daily for defacing. Students are expected to pick up all trash before leaving each class. This trash should be placed in the wastebaskets and not in desks or on the school grounds. Classroom floors should be free of books, boxes, and other materials.

Bulletin boards should be used to their maximum capacity. They should be kept attractive and up-to-date. Use room arrangements that would prohibit students writing on bulletin boards and walls.

Laboratory equipment, displays, etc., should not be left on tables at the end of the school day. This equipment should be stored and locked in the storage areas. Teachers are requested to keep a record of all equipment or furniture moved to other classrooms. This will reduce the possibility of equipment being misplaced or lost.

All students should remain seated in the classroom until properly dismissed at the end of the period by the teacher. Please do not allow them to congregate at your door. The manner in which the students leave the classroom has a considerable effect on their behavior in hallways and future classes.

STUDENT GRADES/ASSESSMENT

Teachers must keep an accurate record of students' grades. Teachers must be able to discuss grades with parents if the need occurs. For your protection, all teachers should keep samples of students' work. All final grade(s) must reflect the averages consisting of and not limited to: daily assignments, homework, quizzes, tests, and special projects.

All grades must be obtainable. A teacher cannot refuse to give an A because he/she feels no one is perfect. **Academic grades cannot be reduced because of misconduct.** When failure is probable, the parent should be contacted by phone, a progress report will be sent home, and a parent/teacher conference requested.

The assignment of grades is solely the teacher's responsibility, and the principal will support grades assigned by the teacher. However, teachers must be willing and able at all times to discuss grades with parents and to support any grade that is assigned.

Parents have a right to know if their child's academic or behavior performance is deteriorating significantly. If this happens, notify the parents in time for them to take corrective action at home. Do not surprise them with poor grades on a report card. The fact that papers were sent home to be signed and returned is not sufficient notification of deteriorating performance. Notify them in writing by sending a sealed letter home with the student and file a copy of the letter for documentation. If it is suspected that a letter will not be delivered to the parents, then ask the office to mail it. A telephone call may serve the same purpose, but be certain to make a memorandum of the date, time, subject discussed, and the name of the party spoken with, and file a copy of the memorandum for documentation. A mid-term progress report should be sent home every four and a half weeks. These dates are indicated in this handbook.

During the first and last nine week grading period, all parents of students failing a class should be contacted by phone if possible. This contact should be recorded on the "Parent Contact Log" and submitted to the appropriate administrator. In addition to the above, under the system promotion policy, each teacher is required to notify the parents in writing that their child is in

danger of failing for the year. This notification is to be made in the comments section of the report card.

FORMS

Those forms involving misconduct may be obtained from the main office. For all other forms needed, inquire in the main office. Do not send students to the office for school forms.

HOMEWORK POLICY

The Richmond County Homework Policy will be followed. Parents are given a copy of the policy at registration. Teachers should be aware of the requirements of the policy and should implement an evaluation process for homework assignments.

REPORTS/PAPERWORK

Accuracy and adherence to due dates are expected. Lists of names, records, etc. should always be kept in alphabetical order.

PROFESSIONAL ORGANIZATIONS

Several professional organizations exist to serve teachers and staff members. Teachers are urged to become an active member of one or more professional organizations of their choice, especially NEA/GAE/RCAE/PAGE.

TEACHER KEYS EFFECTIVENESS SYSTEM

We will be fully implementing the Georgia Teacher Keys Effectiveness System (TKES). The Georgia Department of Education has designed the Teacher Keys Effectiveness System with multiple components that provide data and feedback regarding teacher performance from different sources and perspectives. The evaluation system is designed to provide information that will guide professional growth and development for each teacher, as well as to provide information that will be used in the calculation of the annual Teacher Effectiveness Measure (TEM). The collection of educator effectiveness data and feedback to educators will occur throughout the process for the TKES and the effectiveness system is designed to provide another forum for ongoing instructional dialogue.

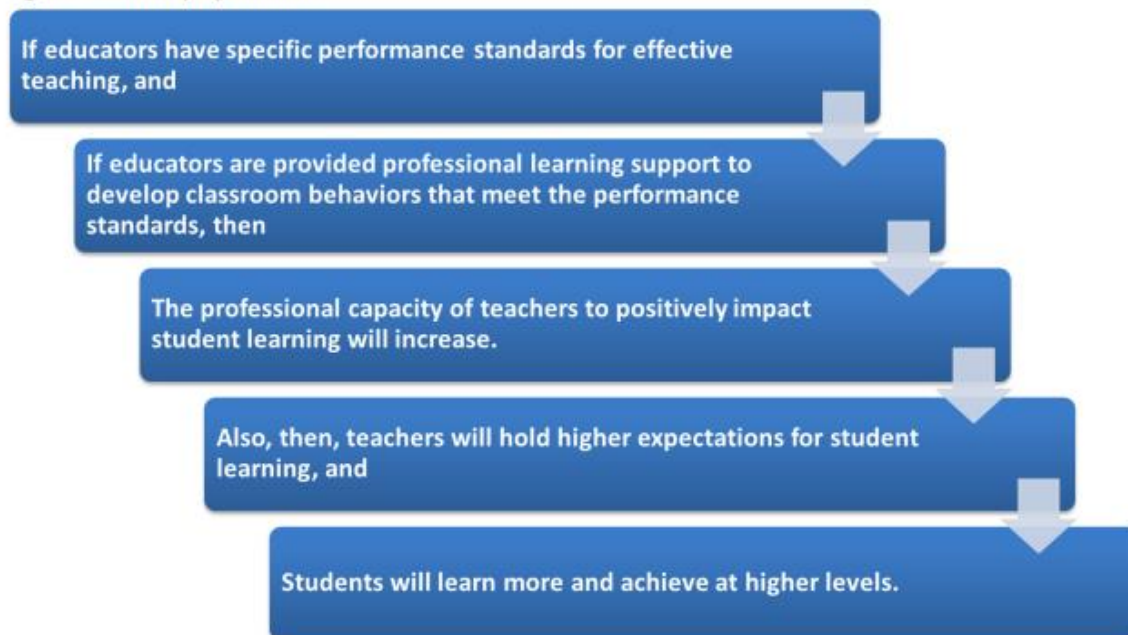
TEACHER KEYS EFFECTIVENESS SYSTEM (TKES)

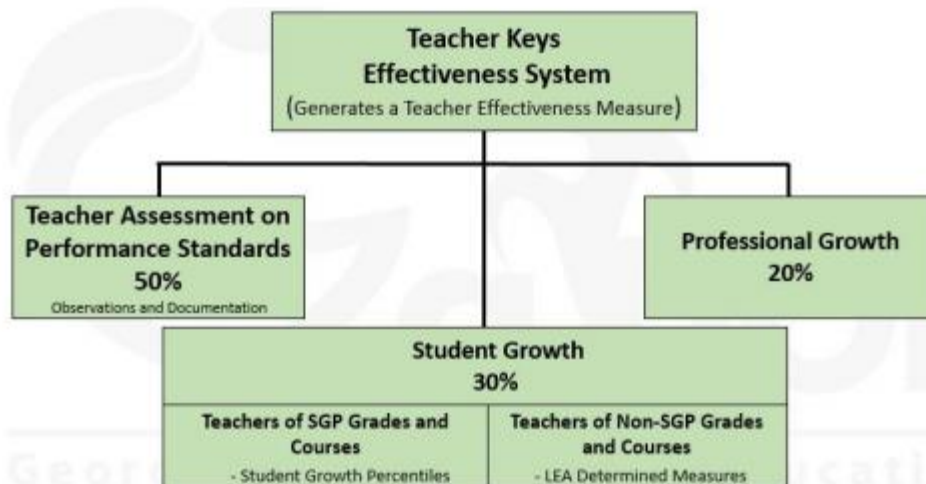
Primary Purpose of the Teacher Keys Effectiveness System/Theory of Action

The primary purpose of TKES is to:

- Optimize student learning and growth.
- Improve the quality of instruction by ensuring accountability for classroom performance and teacher effectiveness.
- Contribute to successful achievement of the goals and objectives defined in the vision, mission, and goals of Georgia Public Schools.
- Provide a basis for instructional improvement through productive teacher performance appraisal and professional growth.
- Implement a performance evaluation system that promotes collaboration between the teacher and evaluator and promotes self-growth, instructional effectiveness, and improvement of overall job performance.
- Focus on student learning as outlined in Figure 1.

Figure 1: Theory of Action





Georgia Department of Education Teacher Keys Effectiveness System

Components of the Teacher Keys Effectiveness System (TKES)

The Teacher Keys Effectiveness System (TKES) is comprised of three components which contribute to an overall Teacher Effectiveness Measure (TEM): Teacher Assessment on Performance Standards (TAPS), Professional Growth, and Student Growth.

Annual Evaluation Notification:

Official Code of Georgia 20-2-210 requires that each LEA shall provide written notice in advance of each school year to each teacher of record of the evaluation measures and any specific indicators that will be used for evaluation purposes. This notification must be completed in advance of each school year. In order to comply with this, it is suggested that LEAs address this in the contract or an attached document disseminated with the contract. The suggested language follows:

Your annual evaluation for next year will be based on the Teacher Keys Effectiveness System in accordance with Official Code of Georgia 20-2-210, all applicable rules of the State Board of Education, and the Implementation Handbook for TKES.

Teacher Assessment on Performance Standards (TAPS):

- TAPS provides evaluators with a qualitative, rubrics-based evaluation method by which they can measure teacher performance related to quality Performance Standards.
- Observations by a credentialed evaluator shall inform the Summative Performance Evaluation each year.
- All ten Performance Standards shall be rated on the Summative Performance Evaluation.
- Teachers are permitted to use the school district's local complaint process to file grievances related to procedural deficiencies on the part of the local school system or charter school in conducting TKES evaluations. A teacher's performance rating(s), professional growth goal(s) and/or plan(s), and job performance cannot be disputed through the complaint process.

Professional Growth:

- Professional Growth may be measured by progress toward or attainment of Professional Growth Goals. These goals may or may not be reflective of the Professional Learning Goals or Professional Learning Plans as defined by the Georgia Professional Standards Commission (GaPSC).

Student Growth:

- **Student Growth Percentile Measures:** For teachers of SGP grades and courses, this component is comprised of a Student Growth Percentile which shall be calculated annually for student growth based on state assessment data.
- **LEA Determined Measures:** For teachers of non-SGP grades and courses, this component is comprised of LEA Determined Measures which may be Student Learning Objectives, the School or District Mean Growth Percentile, or another measure identified or developed and implemented by the LEA.
- **Student Growth** data shall be a lagging measure; when available, the prior year's growth measures will inform the current annual Summative Performance Evaluation.

Georgia Department of Education

Teacher Assessment on Performance Standards Reference Sheet

TKES Performance Standards and Rubrics

<p>1. Professional Knowledge: <i>The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.</i></p> <p>1.1 Addresses appropriate curriculum standards and integrates key content elements.</p> <p>1.2 Facilitates students' use of higher-level thinking skills in instruction.</p> <p>1.3 Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications.</p> <p>1.4 Demonstrates accurate, deep, and current knowledge of subject matter.</p> <p>1.5 Exhibits pedagogical skills relevant to the subject area(s) taught and best practice based on current research.</p> <p>1.6 Bases instruction on goals that reflect high expectations for all students and a clear understanding of the curriculum.</p> <p>1.7 Displays an understanding of the intellectual, social, emotional, and physical development of the age group.</p>
<p>2. Instructional Planning: <i>The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.</i></p> <p>2.1 Analyzes and uses student learning data to inform planning.</p> <p>2.2 Develops plans that are clear, logical, sequential, and integrated across the curriculum (e.g., long-term goals, lesson plans, and syllabi).</p> <p>2.3 Plans instruction effectively for content mastery, pacing, and transitions.</p> <p>2.4 Plans for instruction to meet the needs of all students.</p> <p>2.5 Aligns and connects lesson objectives to state and local school district curricula and standards, and student learning needs.</p> <p>2.6 Develops appropriate course, unit, and daily plans, and is able to adapt plans when needed.</p>
<p>3. Instructional Strategies: <i>The teacher promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.</i></p> <p>3.1 Engages students in active learning and maintains interest.</p> <p>3.2 Builds upon students' existing knowledge and skills.</p> <p>3.3 Reinforces learning goals consistently throughout the lesson.</p> <p>3.4 Uses a variety of research-based instructional strategies and resources.</p> <p>3.5 Effectively uses appropriate instructional technology to enhance student learning.</p> <p>3.6 Communicates and presents material clearly, and checks for understanding.</p> <p>3.7 Develops higher-order thinking through questioning and problem-solving activities.</p> <p>3.8 Engages students in authentic learning by providing real-life examples and interdisciplinary connections.</p>
<p>4. Differentiated Instruction: <i>The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.</i></p> <p>4.1 Differentiates the instructional content, process, product, and learning environment to meet individual developmental needs.</p> <p>4.2 Provides remediation, enrichment, and acceleration to further student understanding of material.</p> <p>4.3 Uses flexible grouping strategies to encourage appropriate peer interaction and to accommodate learning needs/goals.</p> <p>4.4 Uses diagnostic, formative, and summative assessment data to inform instructional modifications for individual students.</p> <p>4.5 Develops critical and creative thinking by providing activities at the appropriate level of challenge for students.</p> <p>4.6 Demonstrates high learning expectations for all students commensurate with their developmental levels.</p>
<p>5. Assessment Strategies: <i>The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.</i></p> <p>5.1 Aligns student assessment with the established curriculum and benchmarks.</p> <p>5.2 Involves students in setting learning goals and monitoring their own progress.</p> <p>5.3 Varies and modifies assessments to determine individual student needs and progress.</p> <p>5.4 Uses formal and informal assessments for diagnostic, formative, and summative purposes.</p> <p>5.5 Uses grading practices that report final mastery in relationship to content goals and objectives.</p> <p>5.6 Uses assessment techniques that are appropriate for the developmental level of students.</p> <p>5.7 Collaborates with others to develop common assessments, when appropriate.</p>
<p>6. Assessment Uses: <i>The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.</i></p> <p>6.1 Uses diagnostic assessment data to develop learning goals for students, to differentiate instruction, and to document learning.</p> <p>6.2 Plans a variety of formal and informal assessments aligned with instructional results to measure student mastery of learning objectives.</p> <p>6.3 Uses assessment tools for both formative and summative purposes to inform, guide, and adjust instruction.</p> <p>6.4 Systematically analyzes and uses data to measure student progress, to design appropriate interventions, and to inform long- and short-term instructional decisions.</p> <p>6.5 Shares accurate results of student progress with students, parents, and key school personnel.</p> <p>6.6 Provides constructive and frequent feedback to students on their progress toward their learning goals.</p> <p>6.7 Teaches students how to self-assess and to use metacognitive strategies in support of lifelong learning.</p>

Georgia Department of Education

Teacher Assessment on Performance Standards Reference Sheet

TKES Performance Standards and Rubrics

7. Positive Learning Environment: <i>The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.</i>	
7.1	Responds to disruptions in a timely, appropriate manner.
7.2	Establishes clear expectations for classroom rules, routines, and procedures and enforces them consistently and appropriately.
7.3	Models caring, fairness, respect, and enthusiasm for learning.
7.4	Promotes a climate of trust and teamwork within the classroom.
7.5	Promotes respect for and understanding of students' diversity, including – but not limited to – race, color, religion, sex, national origin, or disability.
7.6	Actively listens and pays attention to students' needs and responses.
7.7	Creates a warm, attractive, inviting, and supportive classroom environment.
7.8	Arranges the classroom materials and resources to facilitate group and individual activities.
8. Academically Challenging Environment: <i>The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.</i>	
8.1	Maximizes instructional time.
8.2	Conveys the message that mistakes should be embraced as a valuable part of learning.
8.3	Encourages productivity by providing students with appropriately challenging and relevant material and assignments.
8.4	Provides transitions that minimize loss of instructional time.
8.5	Communicates high, but reasonable, expectations for student learning.
8.6	Provides academic rigor, encourages critical and creative thinking, and pushes students to achieve goals.
8.7	Encourages students to explore new ideas and take academic risks.
9. Professionalism: <i>The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.</i>	
9.1	Carries out duties in accordance with federal and state laws, Code of Ethics, and established state and local school board policies, regulations, and practices.
9.2	Maintains professional demeanor and behavior (e.g., appearance, punctuality and attendance).
9.3	Respects and maintains confidentiality.
9.4	Evaluates and identifies areas of personal strengths and weaknesses related to professional skills and their impact on student learning and sets goals for improvement.
9.5	Participates in ongoing professional growth activities based on identified areas for improvement (e.g., mentoring, peer coaching, course work, conferences) and incorporates learning into classroom activities.
9.6	Demonstrates flexibility in adapting to school change.
9.7	Engages in activities outside the classroom intended for school and student enhancement.
10. Communication: <i>The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.</i>	
10.1	Uses verbal and non-verbal communication techniques to foster positive interactions and promote learning in the classroom and school environment.
10.2	Engages in ongoing communication and shares instructional goals, expectations, and student progress with families in a timely and constructive manner.
10.3	Collaborates and networks with colleagues and community to reach educational decisions that enhance and promote student learning.
10.4	Uses precise language, correct vocabulary and grammar, and appropriate forms of oral and written communication.
10.5	Explains directions, concepts, and lesson content to students in a logical, sequential, and age-appropriate manner.
10.6	Adheres to school and district policies regarding communication of student information.
10.7	Creates a climate of accessibility for parents and students by demonstrating a collaborative and approachable style.
10.8	Listens and responds with cultural awareness, empathy, and understanding to the voice and opinions of stakeholders (parents, community, students, and colleagues).
10.9	Uses modes of communication that are appropriate for a given situation.

PROCEDURES FOR REPORTING SUSPECTED CHILD ABUSE/NEGLECT

Georgia Law requires all persons who suspect child abuse/neglect to report it to the Department of Family and Children Services (DFACS). As the law relates to school institutions, it requires the observer to report it directly or cause it to be reported via the building supervisor. Any person or official required to report a suspected case that knowingly and willfully fails to do so should be guilty of a misdemeanor. The following outlines the reporting procedure.

The staff member suspecting child abuse/neglect must:

1. Report (immediately) the suspected child abuse/neglect to the guidance counselor or an assistant principal in the absence of the principal. The employee will then make the report to the Intake Worker at the Department of Family and Children Services. This will be done in the privacy of an administrator's office or a counselor's office.
2. Complete the Suspected Child Abuse Referral Form available in the guidance office prior to calling DFCS since the intake worker will need this information. A copy of this referral goes to the Board attorney, Public Safety Department, the principal, and one to the person making the referral.
 - A. Allow the nurse or counselor to make a preliminary observation of any suspected abused child, if applicable.
 - B. Expect a follow-up report from personnel at DFCS.

You are not the investigator. If you suspect it, then you must report it. If you do not report it, then you can be held legally liable.

BUS REGULATIONS

It is absolutely essential that students cooperate with the bus driver, school bus patrol, and school officials. Failure to do so will automatically give cause for temporary bus suspension.

Each student must remain seated, and his/her conduct must be such that a driver's attention will not be diverted.

Students should respect property whether it belongs to the State, Federal Government, Richmond County Board of Education, or an individual.

It is expected that the driver will report all incidents of misconduct to the administrators. Bus students are under the supervision of bus drivers. Reported acts of misconduct on the bus will be investigated. First offense will receive a warning. The second offense will result in suspension from riding the bus. Continued offenses could result in suspension from riding the bus for the remainder of the year. If, upon the first offense, it is determined that the offense is serious enough, suspension could result immediately.

Report violations and problems to Dr. Moore or Dr. Bogans.

GENERAL INFORMATION

Graduation Exercises

It is required that all teachers participate in The RPM graduation exercises. Ms. Coberly will coordinate activities with the administration.

EMERGENCY PROCEDURES

Fire Drills

In the event of a fire alarm, all students, at the direction of their teachers, will exit their classrooms and proceed in an orderly fashion to the nearest exit. Upon exiting the building, students will be directed by their teachers or administrators to a safe area. Teachers will call roll and stay with their classes during the evacuation. Be sure to bring the color coded cards.

Bomb Threat

In the event of a bomb threat, we will first determine the seriousness of the call based on the information gathered during the phone call. **All communication will be word of mouth as we cannot initially use the PA system, cell phones, radios, or any other electronic communication devices until it is determined that they are safe to use.** We will have three steps to follow:

1. **Level One, Lock Down** - We may go to a lock down state if deemed appropriate. When in lock down, the doors to the classrooms will be locked, and no student is to leave the room for any reason. **Do not send students out of your room with or without a pass to go to the phone, office, or any other place on or off campus.** Students on the work floor should cease activities immediately and be prepared to exit the building if necessary.
2. **Level Two, Evacuation** - We will use the same evacuation procedures as listed in the fire drill evacuation procedures. Students are to stay with their teachers, and when the initial evacuation has been completed, teachers are to call roll to account for every student in their class. Hold students in the outside evacuation area until either the “all clear” is given or we move to level three.

Any teacher who does not have a class at the time of the bomb threat/fire drill will be expected to assist with communicating information to the classes, and with supervision of students once it is determined that we must move outside. At no time will it be acceptable for a staff member to leave the campus, sit in a vehicle, or remain in the building during a bomb threat or fire drill unless approved by an administrator.

It is our responsibility to do whatever is necessary to ensure the safety of the students at this school – this is our first priority.

Tornado Drill

In the event that there is a tornado, we must move to the safest possible area as quickly as possible. The basic plan is:

Classrooms/Administrative Wing - Move students into the bathrooms located toward the front of the facility as quickly as possible. As you exit the room, line up against the wall headed towards the bathrooms.

Manufacturing floor/Front office - Move students into the bathrooms located toward the front of the facility as quickly as possible. As you exit the room, line up against the wall headed towards the bathrooms.

FUND RAISER PROCEDURES

All fundraisers should be cleared and approved by Dr. Moore before any commitments are made. In order to help ensure the success of all fundraisers, the following steps should be followed:

1. The appropriate RCBOE Fundraiser form should be completed and submitted to Dr. Moore a minimum of one week ahead of time. The purpose should be clearly stated, and there should be beginning and ending dates for the project. We will check the school master calendar to be sure that there is no conflict.
2. If approved, the form will be returned, and you should then contact the bookkeeper regarding setting up an account etc. for the fundraiser.
3. **A fundraiser is not to be conducted without prior approval.**
4. At the conclusion of the fundraiser, the project should be closed out, and a final summation (total profit etc.) completed within one week. This should be done through the bookkeeper.
5. Funds raised can be spent only for the stated purpose. Money that does not exist cannot be spent. No check will be written for more than the balance of the account.
6. Please be reminded that any equipment, uniforms, jackets or other non-perishable items become the property of the school and must be added to the current inventory of that organization.
7. The school, school district, and/or school board will not be responsible for any purchase made without the appropriate, approved, advanced payment form. The responsible staff member will be held responsible for any purchases not meeting the above conditions.
8. Requests for reimbursement for expenditures must be made prior to the spending of any funds. The account being charged must have a sufficient balance to cover anticipated expenses and a reimbursement form must be completed prior to the activity.

9. PLEASE SEE APPENDIX C FOR FISCAL POLICY RELATED TO STUDENT FUNDS.

FINAL EXAM SCHEDULE

Teachers are responsible for the duplication and security of their examinations.

Exam and Final Grades

Any student absent during exam time must have a note from an administrator before that student can make up the exam. Teachers will be responsible for administering their makeup exams. If the final semester grade is **68** or **69**, please be able to justify and support the grade if (when) challenged by a parent. If a student does not report for an exam, enter a zero for the exam grade. **Do not assign an incomplete.** Grades can be adjusted as necessary via the grade verification sheet after the exams are made up. **No grade should be above 100.**

Please inform Guidance of any SENIOR failures before leaving each day.

No Early Dismissals

Teachers should design the exam or plan activities to accommodate the allotted time frame. Plan a two-hour exam. Encourage students to take advantage of the study period. Deal with emergencies on an individual basis using your best professional judgment. Take up textbooks at the end of the study period. **NO STUDENT SHOULD BE GIVEN A PASS TO GO ELSEWHERE IN THE BUILDING DURING THE EXAM PERIOD. DO NOT EXCUSE STUDENTS FROM THE CLASSROOM DURING THE EXAM TIME.**

Financial Obligations

Please inform students if they owe money (books, fundraisers, etc). Turn in the “flagged” report card list to the bookkeeper each day as grades are completed. Inform students that they must clear any flagged report cards with the bookkeeper, and then she will give them a copy of their report card or one will be printed.

Appendix A

Student Tardy Procedures for Teachers

1. Bell rings to signify end of period. Teachers dismiss classes. Teachers may not keep a student from missing another teacher's class without securing prior, written approval from the teacher whose class is missed.
2. Teachers follow students out and position themselves so that they can monitor student flow in the hallway as well as those students entering class to start their bell ringer activity. When the tardy bell rings, teachers close their doors and begin classes.
3. No student may enter the class after the tardy bell without a tardy pass from an administrator or the front office.
4. Students entering late should sign the tardy log and deposit their tardy passes in whatever receptacle set up for such collection. Retain tardy passes; they will be used as proof in tardy suspensions.

Procedures for Hall Passes

1. Acceptable reasons for students leaving a classroom during class time should be clarified by the teacher no less than once at the beginning of each semester or more often if needed.
2. No teacher should issue a pass to any student during the first or last ten minutes of class.
3. Students leaving class after the tardy bell and before the end of class bell must have a pass with the following information:
 - A. Student name
 - B. Teacher name
 - C. Destination
 - D. Time student left the class
4. If the pass is to a room supervised by an adult, then that adult should sign or initial the pass and include the time that the student left.
5. Objects used as passes create problems when students abuse hall privileges and then have to be identified. These objects also tend to trivialize the seriousness of our efforts to maximize students actively participating in class.

Students Leaving Class for Discipline Infractions

Students are more likely to succeed in academics when they attend and participate in class consistently. The administration and support staff make every effort to ensure that students are in class on time. Each teacher's expertise in diversity of instruction, a working understanding of teacher/ student relationships, and a detailed, comprehensive discipline plan will ensure that the time a student spends in class will be productive. Therefore, demanding that a student leave a class should be the absolute last step in a classroom management or discipline plan. Students should never be placed in the hall or sent to an administrator as a "time out" consequence. Each department or hall should develop a buddy system that will allow a pre-arranged, alternate classroom setting for such situations. Use of the buddy system should always be followed up with prescribed discipline plan consequences.

1. If a student infraction necessitates a discipline referral, this in itself does not warrant the removal of a student.
2. If a teacher feels compelled to send a student to an administrator, the student should have either a pass (see Procedures for Hall Passes) or a completed discipline referral form (see Teacher Responsibilities, Classroom Management Step 10). The teacher will then be responsible for reviewing the referral with the appropriate administrator either during planning, or before or after school within a twenty four hour time frame.
3. If the referral can be addressed immediately, the student will return to class with the student copy.

The emergency call button or "panic button" should be used for the following:

- Physical violence or injuries
- Natural or manmade disasters
- Presence of strangers in the building
- Removal of a non-compliant student

The emergency call button is not a classroom management tool and should not be used as a consequence for student misbehavior.

Performance of Non-Classroom Duties

A school, as a whole, must be able to function as a cohesive unit. If not, then effective teachers and their classrooms become pockets of limited functionality within an unproductive building. To ensure the smooth transition of students from their home environments, into our building, into teacher's classrooms, and then home again, checkpoints throughout this transition must be established. These checkpoints serve to monitor the execution of student services as well as student behavior during the offered services. The administration depends upon its faculty to effectively monitor these locations. Each employee's contract specifies an agreement "...to perform such duties as assigned..." and they are therefore expected to perform those duties in a professional manner.

1. Be punctual. Students are always present at this point of duty, another teacher is waiting to be relieved, and if we expect punctuality from our students, then we must model what we expect.
2. Nothing short of a personal or family emergency supersedes duty responsibilities. Even then, a substitute must replace a vacated duty position.
3. Monitoring students cannot take place from a seated position. Whether in a classroom, hallway, auditorium, gym, lunchroom, etc., constant vigilance assists in identifying a potentially volatile situation before it erupts.
4. Teachers on duty should not group together. The more area that can be covered serves to monitor a larger number of students.

Most major disruptions within a school building occur when students are not inside the classroom. To ensure a school climate of safety and learning, transition time between classes must be supervised as stringently as the classroom itself.

Glossary of Terms

Annual Climate Surveys: End of the year student, staff, and parent and community surveys used to gauge perceptions of quality and effectiveness.

Balanced Scorecard Card (BSC): Performance Management, Strategic Management and communications tool used by Monroe County.

Baseline: Current performance against the target, expressed as a number.

Benchmarking: Identifying high performing peers, then comparing to their standards, best practices and results.

Bubble Student: Students whose test scores are just over or just under a test cut score. Their progress is tracked in detail using the Student Tracking Sheet.

Cascading: Is the process of driving an initiative, tool, process or information to all levels of the organization.

Confid. Folder: Common network folder for administrators and system leaders. Includes school and system improvement plans, data, forms, budgets, and other information used to improve the organization.

Continuous Improvement Plans (CIP's): Aligned and integrated improvement plans used by each school and system. The CIP serves as both a strategic and operational plan.

Continuous Improvement Plan Profile: This is the first section of the CIP and should contain demographic and academic data to show the current status of school.

Continuous Improvement Plan Addendum: An addendum can be added to the CIP for special program areas that may need separate tracking of progress.

Customers: Students are the primary customers of the school and system. However, other stakeholder groups can be viewed as customers also (staff, parents, etc.)

Data Handbook: The Data Handbook details the purposes and procedures for gathering and analyzing data. It also included information regarding all state testing.

Data Room: An area at each school designated to display data around the system's three strategic objectives.

Framework for Student Success: This pyramid shows how all of the strategies used in Richmond County work together. The three sides of the pyramid represent: Teaching and Learning, Structure and Behavior, and Communication and Support.

Guiding Principles/Values: Beliefs that guide the actions and decisions of an organization; held by leaders, developed in members.

High Impact Student: Students who are in more than one of the following at –risk demographic categories: special education, economically disadvantaged, minority, ESOL. Their progress is tracked in detail using the Student Tracking Sheet and teachers make communicating with their parents a priority.

Incremental Targets: A target set to develop short step by step improvements over time.

Instructional Tracking Sheet: Academic tracking sheet for students at risk at each grade level.

Job Embedded Professional Learning: PLU credit awarded on the basis of a portfolio of items that document professional growth that has occurred during the school year.

Key Performance Indicators (KPI's): The three to five key indicators of success for each organization unit or department in the school system.

Lagging Indicators: Indicators of past performance (i.e. test scores).

Leading Indicators: Measurable performance drivers that lead to the achievement of lagging indicators.

Line of Sight: The ability of an individual or group at any level in the organization to be able to determine how their performance and results influence the success of the organization as measured by the organization's Balanced Scorecard.

Mission: The main purpose/core work of an organization; all functions, actions and decisions should support it.

Messaging: Visual display of priority information about organizational directives.

Operational Planning: The month to month improvement planning within a year.

Performance Culture: An organizational structure that facilitates an environment where everyone holds themselves accountable for achieving the identified targeted results for the organization.

Performance Measures: What is measured to determine success or progress in each performance objective.

Performance Metrics: Numeric values by which improvement will be expressed for each performance measure.

Performance Objectives: Within each strategic objective area, these goals must be met in order to achieve the needed results.

Performance Reviews: Predetermined reviews of progress towards CIP and BSC targets and initiatives.

PDCA Cycle: Plan, Do, Check, Act continuous improvement process.

Process Management: The way everything in the organization is systematically improved. Requires a shift in thinking from “Everything that can be measured can be punished” to “Everything that can be measured can be improved”

Pulse Check Surveys: Short electronic surveys used during the first and second semesters to gauge staff perception of progress and support

Quality Tools: Performance management tools such as +/-A, fishbone, etc.

School Leadership Team: School level team created to assist with the governance, direction and improvement of the organization. This team should be representative of the different internal stakeholder groups of the organization.

SMART Criteria: Specific, Measurable, Attainable, Relevant and Time-oriented criteria for targets, goals or objectives.

Stakeholders: Staff, teachers, parents, community, etc.

Standards Based Classrooms: Is a classroom in which the environment, resources, instructional practices and assessments are aligned to student knowledge of and demonstration of articulated, state standards.

Strategic Objectives: 3 to 4 key performance areas in which an organization must have high performance in order to succeed.

Strategy Map: A visual display of the aligned strategy elements of a strategic direction/plan.

Strategic Planning: The 3-5 five year improvement planning for the organization.

Stretch Target: A target that “raises the bar” for short term performance in order to reach higher long-term results.

Student Tracking Sheet: Tracking sheets used to track academic, behavioral, or attendance performance of a specified group of students.

Target: The desired result, expressed as a number, and expected to be achieved by a specified time.

Tracking Sheet: A sheet designed to track the performance of an individual, group, or program against targets, objectives or goals of the organization.

Vertical Teaming: A process by which educators of similar content area collaborate in a committed and collegial professional learning relationship to increase student achievement.

Vision: The desired long-term “to be” state of the organization, which determines its strategic themes.

Visual Reporting: Use of data rooms to display data, strategies, maps and messages.

Appendix B

Effective October 15, 2009

505-6-.01 THE CODE OF ETHICS FOR EDUCATORS

(1) Introduction

The Code of Ethics for Educators defines the professional behavior of educators in Georgia and serves as a guide to ethical conduct. The Professional Standards Commission has adopted standards that represent the conduct generally accepted by the education profession. The code defines unethical conduct justifying disciplinary sanction and provides guidance for protecting the health, safety and general welfare of students and educators, and assuring the citizens of Georgia a degree of accountability within the education profession.

(2) Definitions

- (a) "Certificate" refers to any teaching, service, or leadership certificate, license, or permit issued by authority of the Professional Standards Commission.
- (b) "Educator" is a teacher, school or school system administrator, or other education personnel who holds a certificate issued by the Professional Standards Commission and persons who have applied for but have not yet received a certificate. For the purposes of the Code of Ethics for Educators, "educator" also refers to paraprofessionals, aides, and substitute teachers.
- (c) "Student" is any individual enrolled in the state's public or private schools from preschool through grade 12 or any individual under the age of 18. For the purposes of the Code of Ethics and Standards of Professional Conduct for Educators, the enrollment period for a graduating student ends on August 31 of the year of graduation.
- (d) "Complaint" is any written and signed statement from a local board, the state board, or one or more individual residents of this state filed with the Professional Standards Commission alleging that an educator has breached one or more of the standards in the Code of Ethics for Educators. A "complaint" will be deemed a request to investigate.
- (e) "Revocation" is the invalidation of any certificate held by the educator.
- (f) "Denial" is the refusal to grant initial certification to an applicant for a certificate.
- (g) "Suspension" is the temporary invalidation of any certificate for a period of time specified by the Professional Standards Commission.
- (h) "Reprimand" admonishes the certificate holder for his or her conduct. The reprimand cautions that further unethical conduct will lead to a more severe action.
- (i) "Warning" warns the certificate holder that his or her conduct is unethical. The warning cautions that further unethical conduct will lead to a more severe action.
- (j) "Monitoring" is the quarterly appraisal of the educator's conduct by the Professional Standards Commission through contact with the educator and his or her employer. As a condition of monitoring, an educator may be required to submit a criminal background check (GCIC). The Commission specifies the length of the monitoring period.

(k) “No Probable Cause” is a determination by the Professional Standards Commission that, after a preliminary investigation, either no further action need be taken or no cause exists to recommend disciplinary action. 505-6-.02 Page 2

(3) Standards

(a) Standard 1: Legal Compliance - An educator shall abide by federal, state, and local laws and statutes. Unethical conduct includes but is not limited to the commission or conviction of a felony or of any crime involving moral turpitude; of any other criminal offense involving the manufacture, distribution, trafficking, sale, or possession of a controlled substance or marijuana as provided for in Chapter 13 of Title 16; or of any other sexual offense as provided for in Code Section 16-6-1 through 16-6-17, 16-6-20, 16-6-22.2, or 16-12-100; or any other laws applicable to the profession.

As used herein, conviction includes a finding or verdict of guilty, or a plea of nolo contendere, regardless of whether an appeal of the conviction has been sought; a situation where first offender treatment without adjudication of guilt pursuant to the charge was granted; and a situation where an adjudication of guilt or sentence was otherwise withheld or not entered on the charge or the charge was otherwise disposed of in a similar manner in any jurisdiction.

(b) Standard 2: Conduct with Students - An educator shall always maintain a professional relationship with all students, both in and outside the classroom. Unethical conduct includes but is not limited to:

1. committing any act of child abuse, including physical and verbal abuse;
2. committing any act of cruelty to children or any act of child endangerment;
3. committing any sexual act with a student or soliciting such from a student;
4. engaging in or permitting harassment of or misconduct toward a student that would violate a state or federal law;
5. soliciting, encouraging, or consummating an inappropriate written, verbal, electronic, or physical relationship with a student;
6. furnishing tobacco, alcohol, or illegal/unauthorized drugs to any student; or failing to prevent the use of alcohol or illegal or unauthorized drugs by students who are under the educator’s supervision (including but not limited to at the educator’s residence or any other private setting).

(c) Standard 3: Alcohol or Drugs - An educator shall refrain from the use of alcohol or illegal or unauthorized drugs during the course of professional practice. Unethical conduct includes but is not limited to:

1. being on school premises or at a school-related activity while under the influence of, possessing, using, or consuming illegal or unauthorized drugs; and
2. being on school premises or at a school-related activity involving students while under the influence of, possessing, or consuming alcohol. A school-related activity includes, but is not limited, any activity sponsored by the school or school system (booster clubs, parent-teacher organizations, or any activity designed to enhance the school curriculum i.e. Foreign Language trips, etc).

(d) Standard 4: Honesty - An educator shall exemplify honesty and integrity in the course of professional practice. Unethical conduct includes but is not limited to, falsifying, misrepresenting or omitting: 505-6-.02 Page 3

1. professional qualifications, criminal history, college or staff development credit and/or degrees, academic award, and employment history;
2. information submitted to federal, state, local school districts and other governmental agencies;
3. information regarding the evaluation of students and/or personnel;
4. reasons for absences or leaves;
5. information submitted in the course of an official inquiry/investigation; and
6. information submitted in the course of professional practice.

(e) Standard 5: Public Funds and Property - An educator entrusted with public funds and property shall honor that trust with a high level of honesty, accuracy, and responsibility. Unethical conduct includes but is not limited to:

1. misusing public or school-related funds;
2. failing to account for funds collected from students or parents;
3. submitting fraudulent requests or documentation for reimbursement of expenses or for pay (including fraudulent or purchased degrees, documents, or coursework);
4. co-mingling public or school-related funds with personal funds or checking accounts; and
5. using school property without the approval of the local board of education/governing board or authorized designee.

(f) Standard 6: Remunerative Conduct - An educator shall maintain integrity with students, colleagues, parents, patrons, or businesses when accepting gifts, gratuities, favors, and additional compensation. Unethical conduct includes but is not limited to:

1. soliciting students or parents of students to purchase equipment, supplies, or services from the educator or to participate in activities that financially benefit the educator unless approved by the local board of education/governing board or authorized designee;
2. accepting gifts from vendors or potential vendors for personal use or gain where there may be the appearance of a conflict of interest;
3. tutoring students assigned to the educator for remuneration unless approved by the local board of education/governing board or authorized designee; and
4. coaching, instructing, promoting athletic camps, summer leagues, etc. that involves students in an educator's school system and from whom the educator receives remuneration unless approved by the local board of education/governing board or authorized designee. These types of activities must be in compliance with all rules and regulations of the Georgia High School Association.

(g) Standard 7: Confidential Information - An educator shall comply with state and federal laws and state school board policies relating to the confidentiality of student and personnel records, standardized test material and other information. Unethical conduct includes but is not limited to:

1. sharing of confidential information concerning student academic and disciplinary records, health and medical information, family status and/or income, and assessment/testing results unless disclosure is required or permitted by law;
2. sharing of confidential information restricted by state or federal law;
3. violation of confidentiality agreements related to standardized testing including copying or teaching identified test items, publishing or distributing test items or

answers, discussing test items, violating local school system or state directions for the use of tests or test items, etc.; and

4. violation of other confidentiality agreements required by state or local policy.

(h) Standard 8: Abandonment of Contract - An educator shall fulfill all of the terms and obligations detailed in the contract with the local board of education or education agency for the duration of the contract. Unethical conduct includes but is not limited to:

1. abandoning the contract for professional services without prior release from the contract by the employer, and

2. willfully refusing to perform the services required by a contract.

(i) Standard 9: Required Reports - An educator shall file reports of a breach of one or more of the standards in the Code of Ethics for Educators, child abuse (O.C.G.A. §19-7-5), or any other required report. Unethical conduct includes but is not limited to:

1. failure to report all requested information on documents required by the Commission when applying for or renewing any certificate with the Commission;

2. failure to make a required report of a violation of one or more standards of the Code of Ethics for educators of which they have personal knowledge as soon as possible but no later than ninety (90) days from the date the educator became aware of an alleged breach unless the law or local procedures require reporting sooner; and

3. failure to make a required report of any violation of state or federal law soon as possible but no later than ninety (90) days from the date the educator became aware of an alleged breach unless the law or local procedures require reporting sooner.

These reports include but are not limited to: murder, voluntary manslaughter, aggravated assault, aggravated battery, kidnapping, any sexual offense, any sexual exploitation of a minor, any offense involving a controlled substance and any abuse of a child if an educator has reasonable cause to believe that a child has been abused.

(j) Standard 10: Professional Conduct - An educator shall demonstrate conduct that follows generally recognized professional standards and preserves the dignity and integrity of the teaching profession. Unethical conduct includes but is not limited to any conduct that impairs and/or diminishes the certificate holder's ability to function professionally in his or her employment position, or behavior or conduct that is detrimental to the health, welfare, discipline, or morals of students. 505-6-.02 Page 5

(k) Standard 11: Testing - An educator shall administer state-mandated assessments fairly and ethically. Unethical conduct includes but is not limited to:

1. committing any act that breaches Test Security; and

2. compromising the integrity of the assessment.

(4) Reporting

(a) Educators are required to report a breach of one or more of the Standards in the Code of Ethics for Educators as soon as possible but no later than ninety (90) days from the date the educator became aware of an alleged breach unless the law or local procedures require reporting sooner. Educators should be aware of legal requirements and local policies and procedures for reporting unethical conduct. Complaints filed with the Professional Standards Commission must be in writing and must be signed by the complainant (parent, educator, personnel director, superintendent, etc.).

(b) The Commission notifies local and state officials of all disciplinary actions. In addition, suspensions and revocations are reported to national officials, including the NASDTEC Clearinghouse.

(5) Disciplinary Action

(a) The Professional Standards Commission is authorized to suspend, revoke, or deny certificates, to issue a reprimand or warning, or to monitor the educator's conduct and performance after an investigation is held and notice and opportunity for a hearing are provided to the certificate holder. Any of the following grounds shall be considered cause for disciplinary action against the holder of a certificate:

1. unethical conduct as outlined in The Code of Ethics for Educators, Standards 1-10 (PSC Rule 505-6-.01);
2. disciplinary action against a certificate in another state on grounds consistent with those specified in the Code of Ethics for Educators, Standards 1-10 (PSC Rule 505-6-.01);
3. order from a court of competent jurisdiction or a request from the Department of Human Resources that the certificate should be suspended or the application for certification should be denied for non-payment of child support (O.C.G.A. §19-6-28.1 and §19-11-9.3);
4. notification from the Georgia Higher Education Assistance Corporation that the educator is in default and not in satisfactory repayment status on a student loan guaranteed by the Georgia Higher Education Assistance Corporation (O.C.G.A. §20-3-295);
5. suspension or revocation of any professional license or certificate;
6. violation of any other laws and rules applicable to the profession; and
7. any other good and sufficient cause that renders an educator unfit for employment as an educator.

(b) An individual whose certificate has been revoked, denied, or suspended may not serve as a volunteer or be employed as an educator, paraprofessional, aide, substitute teacher or in any other position during the period of his or her revocation, suspension or denial for a violation of The Code of Ethics. The superintendent and the superintendent's designee for certification shall be responsible for assuring that an individual whose certificate has been revoked, denied, or suspended is not employed or serving in any capacity in their district. Both the superintendent and the superintendent's designee must hold GaPSC certification.

Authority O.C.G.A. § 20-2-200; 20-2-981 through 20-2-984.5

Appendix C

RICHMOND COUNTY SCHOOL SYSTEM SCHOOL POLICIES AND PROCEDURES

A detailed listing of Richmond County Board of Education Policies and Procedures relative to student activity funds can be found in the **Bookkeeping and Accounting Handbook for Student Activity Funds** and the **Richmond County Board of Education Policy Manual**. All employees are required to comply with the preceding documents. However, to highlight and clarify areas of concern with respect to some of the aforementioned policies and procedures, the guidelines listed below must be adhered to by all Richmond County School System employees as they relate to the following:

- Receipting and spending student activity funds
- Conducting fundraisers
- Reviewing and retaining financial records

Although all of the information presented may not be applicable to you in your job capacity, it is vital that you are aware of and comply with pertinent Board and Administrative Policies and Procedures.

CASH RECEIPTS

1. Receipts must be issued by the bookkeeper to everyone who remits funds to her/him at the time the funds are received (Reference Attachment 1). Faculty/Staff should retain a copy of the receipt issued to ensure that funds are accurately posted to their school account(s). It is recommended that the receipts issued to faculty/staff be maintained for a minimum of two school years by the recipient.
2. Faculty/Staff should not send money to the bookkeeper via students.
3. Only receipt books issued by the Richmond County Board of Education are permissible to be used by employees of the Richmond County School System. No personal receipt books purchased from businesses such as Office Depot, Staples, and Office Maxx, etc. should be utilized. If you work in a school and need a receipt book, please request one from your School Bookkeeper (Reference Attachment 2).
4. All receipt books that are issued to faculty/staff at a school must be returned to the bookkeeper when requested but no later than the end of the school year.
5. All Cash Receipt Forms utilized to collect funds from students should be detailed and completely filled out. A description should be provided for all funds that are remitted and monies from different sources should not be lumped together. For example funds for fundraisers, club dues, and donations should not be added together and reported as one total. The amount for each activity should be listed separately on the Cash Receipt

- Form. An example of a properly completed Cash Receipt Form is attached (Reference Attachment 3). Please note that the Cash Receipts Form was revised in September 2010. The revised form includes more detailed instructions for completing the form. The revised Cash Receipts Form should be used effective immediately. In addition, any corrections or revisions made on a Cash Receipt Form should be initialed by the preparer and recipient of the form. The bookkeeper should not co-mingle funds on the receipts issued.
6. The school's General Fund monies should not be comingled with Booster Club funds. In addition, PTA/PTOs and Booster Clubs can not use the Richmond County Board of Education tax identification number.
 7. Funds collected from students should be remitted to the bookkeeper on a daily basis. Faculty/Staff should not keep monies in their classrooms.
 8. All monies collected from students or fundraisers should be deposited intact. No purchases should be made by faculty/staff from any funds received.
 9. Monies should not be kept in the school over the weekend or holiday breaks. All funds should be deposited daily into the school's bank account by the Principal or his/her designee. The bookkeeper can not be the designee for making deposits.
 10. Funds generated from concession sales from athletic events and other extracurricular activities should be counted and deposited at the end of each event. If the monies can not be deposited at the end of the event, the funds should be counted and placed in the school's vault until the funds can be taken to the bank. It is highly suggested for safety reasons that the person handling the money during an evening event not go to the bank alone.
 11. All change funds must be kept in the school's vault until they are used. Change funds should not exceed \$500. Prudent efforts should be made to keep vaults locked.
 12. All monies returned from change funds must be recorded as a separate entry and separate deposit.

CASH DISBURSEMENTS

1. Documentation such as original receipts and invoices must be maintained to support all disbursements. Items such as packing slips and account statements are not adequate supporting documents.
2. All purchases should be preapproved by the Principal, using a Payment Authorization Form. An example of a properly completed Payment Authorization Form is attached (Reference Attachment 4). Please note that any purchases made before the Principal has signed and dated the Payment Authorization Form are improper and not in compliance with Board Policies.

3. When advance checks are issued to faculty/staff to make purchases, the receipts or invoices for the purchases made should be submitted to the bookkeeper within five (5) business days. If the total amount of money that was issued was not used, the remainder of the funds should also be returned to the bookkeeper within five (5) business days.
4. Three quotes should be obtained for all purchases that equal or exceed \$500 (Reference Attachment 5). Sealed bids are required for all school purchases that equal or exceed \$3,000. Please contact the Purchasing Department if your school needs to obtain a sealed bid. In addition, invoices should not be split up or divided to circumvent the bid process.
5. Contractors should not be paid directly through a school's General Fund Checking Account. Expenses for contractors should be paid through the Accounting Department. A check (written to the Richmond County Board of Education) for the amount of the contractor's invoice and a W-9 Form that has been completed by the contractor should be forwarded to the Accounting Department for payment. Some examples of contractors are caterers, disc jockeys and consultants.
6. The school's Club Accounts (#21's), Staff Vending Account (#03), and Sunshine/Faculty Fund (#04) should not have negative balances.
7. Funds generated by clubs are to be used for their benefit. Monies from a club should not be transferred to another account(s) without the approval and consent of the Club Sponsor and the Principal.
8. If a club is disbanded, the funds remaining in the club account should be transferred to the school's General Fund Account (# 01) with the Principal's written approval.
9. Only the Principal of the School and the Controller for the Richmond County School System are permitted to sign school checks.

FUNDRAISERS

1. All fundraisers must be preapproved by the Principal on a Fundraising Financial Report Form. This includes school stores.
2. A Fundraising Financial Report must be completed for all fundraisers held by the sponsor of the fundraiser to report the results of the fundraising event. A copy of a properly completed Fundraising Financial Report is attached (Reference Attachment 6). Please note that the Fundraising Financial Report Form was revised in September 2010. The revised Fundraising Financial Report Form contains a list of rules/assurances that the sponsor of a fundraiser must read and agree to adhere to. The revised form should be used effective immediately. Furthermore, an additional copy of the form has been added (pink copy) for the Principal to keep in his or her records.

3. The Controller maintains a list of all approved fundraisers on his web page (located on the Richmond County School System website). Any deviations from the list must be approved by the Controller.
4. All fundraisers must have a beginning date and an ending date. No year-round fundraisers are allowed.
5. It is recommended that fundraisers generate profits between 35% and 50%. Explanations must be provided for any fundraisers that produce a loss.
6. Proceeds from fundraisers must be deposited in a timely manner.
7. Purchases in cash or refunds in cash are not permitted from fundraising proceeds collected.

Appendix D

Examiner's Certification of Adherence to Prescribed Test Administration Procedures

NAME OF SCHOOL _____ Assessment _____

Check appropriate response and explain any problems relating to security or administration procedures, which may have occurred. Use an additional sheet as necessary.

YES NO

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. I attended a workshop at my school where the procedures for proper test administration were reviewed prior to testing. |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. The <i>Examiner's Manual</i> was thoroughly reviewed prior to the first testing session. |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. All Testing Materials were carefully counted when received. Any discrepancies were reported to the School Test Coordinator and were successfully resolved. |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. All testing materials were kept in a secure location while in the examiner's possession and no one was allowed to record, copy or make a conscious mental note of any testing item, answer documents and/or student responses. |
| <input type="checkbox"/> | <input type="checkbox"/> | 5. All procedures for testing as given in the <i>Examiner's manual</i> , including readings of all directions to students word for word, were followed. |
| <input type="checkbox"/> | <input type="checkbox"/> | 6. No student left the room during a testing session. If an emergency situation did necessitate a student's leaving, an explanation can be found on the back of this sheet. |
| <input type="checkbox"/> | <input type="checkbox"/> | 7. Proper classroom control was maintained and students were on task during the testing period. |
| <input type="checkbox"/> | <input type="checkbox"/> | 8. While students were assisted with procedural aspects of the test, no assistance was offered which could have influenced a student's response to any test item. |
| <input type="checkbox"/> | <input type="checkbox"/> | 9. All answer documents were inspected and all demographic information was completed as required. |
| <input type="checkbox"/> | <input type="checkbox"/> | 10. The use of reference materials was not allowed unless specified in the Examiner's Manual. |
| <input type="checkbox"/> | <input type="checkbox"/> | 11. A roster of students was maintained and turned in to the School Test Coordinator along with an answer document for each student taking all or part of the test. |
| <input type="checkbox"/> | <input type="checkbox"/> | 12. All testing materials issued were carefully counted and returned to the School Test Coordinator. |

Examiner's Signature _____

Date _____