

ACCIDENTS

ACCIDENTS/INJURIES (EMPLOYEES)

In the event an employee is involved in an accident or receives an injury while at work, the employee should notify the principal and the bookkeeper immediately. The bookkeeper will get the employee to complete any necessary Worker's Compensation documentation. This information is requested and must be returned in a timely manner. The employee has to be approved to visit any doctors on CCPS Panel of Physicians. The employee can not show up at a location without knowledge and pre-approval.





Please note: Informational Posters regarding Worker's Compensation, FMLA, and ETC are posted in the Teacher's Lounge.

STUDENT ACCIDENTS

- A student who is ill or injured should be sent to the Healthcare Technician's office with a pass accompanied by the teacher or another student.
- All incident reports must be completed and submitted on the day of the accident.

ACTIVITIES

Seek the approval of the principal one month in advance for all major activities including, but not limited to field trips, field day, graduation programs, awards programs, and student recognition activities, etc. The request should be submitted via email.

 A logo for field trips featuring the words "field trip" in a stylized, orange, bubbly font above a yellow school bus.	 A logo for awards featuring a red ribbon banner with the word "AWARDS" in gold, and two gold figures standing on the ribbon.
 A logo for school dance featuring the words "School Dance" in a black, cursive font, with a musical note and a treble clef.	 A logo for field day featuring the words "FIELD DAY" in a bold, blue, blocky font, with stars and a banner below that says "LET THE GAMES BEGIN!"

ADMINISTRATIVE DUTIES AND RESPONSIBILITIES (2018 -2019)

Tara Elementary School - 2018-2019 Administrative Assignments			
Administrator		Dr. Walea N. Brown	Dr. Frances Thomas
Lead Duties	Principal	Assistant Principal	
Focus	Strategic Vision/Mission School Performance Culture/Community Attendance/Approval Sign-Off Professional Development/Measuring Instruction Substitute Teacher Placement (Attendance Monitoring)	Operational Logistics DES RIT/SST/SQA Discipline Plan System Data TIES	Assessment Assessment Textbooks Safety & Security Transportation
Grade Level/Teams	All	All	All
Behavior Management	As needed	All Grade	All
Staff	Administrator Media Specialist Secretary	Parent Liaison Counselor Technology Liaison Bookkeeper	Paraprofessionals (all classifications) Custodian School Webmaster
Duties	Beginning of the Year Checklist (2018-2019) School Improvement Plan School Finance & Budget Grants Funder/Approver Learning Journeys Partners in Education Title I Budget Comprehensive Needs Assessment/CSIP Title I Plan PTA Local School Council Teacher Attendance Certification Recruitment, Interviews & Hiring Public Relations Attendance Protocols Master Calendar CCRF Data & Plan Curriculum (Pre-K - 5 th) Professional Learning Program Professional Learning Budget New Teacher Mentor/Induction Program School Data Analysis Data Leads Leadership Team Data Central (EOY/BOY) Data Meetings Collaborative Planning Vertical Teaming Faculty Handbook (2017-2018) End of the Year Checklist Substitute Teachers After-school Remediation Program **Common Duties - Supervision, School Improvement Plans, TIES, TIES, grade book review audit, lesson plan review, content planning, parent communication, personnel recruitment	Discipline (networks for TIES Handbook) Technology School Improvement Plan Comprehensive Needs Assessment/CSIP Title I Plan School & Teacher Website Emergency Plan & Drills Transportation Summer School Program Recruitment, Interviews & Hiring Facilities & Grounds Monitor Cafeteria Work Orders Classroom Inspections Bus and Transportation Attendance Protocols Master Calendar/Scheduling Comprehensive Needs Assessment/CSIP Title I Plan Assessments (all) Tutorial Program Milken Assessment Schedule Plan School Data Analysis CCRF Data & Plan Grants Usage SLDs Usage Technology Leads Curriculum (Pre-K - 5 th) Data Cleaning Vertical Teaming **Common Duties - Supervision, School Improvement Plans, TIES, grade book review audit, lesson plan review, content planning, parent communication, personnel recruitment	Holiday & Spring Program Award/Honors Day Celebrations Moving on Ceremony (5 th grade) Cultural Activities/Programs, Dances, Field Days
Event Coordination	Faculty Work Sessions PTA/School Council Meetings Outreach Events	Open House Title I Meetings Curriculum Night	

ANNOUNCEMENTS/USE OF PUBLIC ADDRESS SYSTEM

Morning announcement begin daily at 7:40 AM. Morning announcements are generally broadcasted over closed circuit TV and the intercom. These announcements are a vital link for school wide communication. **ALL** staff should view the morning announcements. **Do not send students to the office, media center, or on errands during morning announcements.** The announcement time sets the tone for the day. Respectful attention by students, parents, and staff lends importance to the communication and alleviates the "confusion" caused by not knowing. Please note that students, staff, faculty, and visitors should stop all activities and stand at attention during the Pledge of Allegiance. Afternoon announcements will be made over the Public Address System at 2:08 PM. Classroom interruptions will be kept to a minimum. No staff member should use the P.A. system without the prior approval of the principal.

ARRIVAL PROCEDURES (AM)



MUSTANGS WHO CARE
Tara Elementary School
MORNING DUTY POSTS
2018-2019

1. Teachers, please make sure students move quietly and promptly down the hallway; during duty times interact and ensure safety.
2. Students will be released from the Cafeteria, Library, and Computer Lab beginning at 7:25 am.
3. Breakfast ends promptly at 7:40 am.
4. All teachers stand at their doorway from 7:20 am-7:30 am. From 7:30 am-7:40 am half of each grade level should be in their doorway. Please Rotate Accordingly.
5. When planning for an absence, notify Dr. Brown. Then, please ask a substitute or colleague to cover your duty post during an absence.

Car Lane	7:00	Perdue, Graham, Wilkes
Cafeteria-	7:00	Jones, Morrow, Alexander, Rodgers, V. Brown Celestin, Lowry, Riggins, Malis, Ealey, Johnson, Weems
Meet Students at Bus	7:00	Lowry, Celestin, Weems, Malis, Ealey
Cafeteria-Monitor their students	7:15	Sidhu, Searcy, Ullman, Cotton, Crisp, Armstrong
Cafeteria Door	7:00	Simmons
Front Office	7:00	Smith
Media Center (3 rd - 5th)	7:00	Pennell, Fleming, Wilkerson
Computer Lab (K-2)	7:00	Bynum, Gibson, Nell
200 Hallway (Front of Counselors Office)	7:25	Pennell
200 Hallway (1 st Stairwell)	7:25	Fleming
400 Cross Hall	7:25	Bynum
400 Hallway (Front of Kindergarten)	7:25	Gibson

Restrooms)		
300 Hallway (Bottom of steps)	7:25	Anderson
Front Office	7:15	Figueroa
Bus Passes	7:30	Wilkerson, Nell, Lytle, Gresham,
Morning Show	7:40	Gillespie
Make Copies	7:15	Pruitt

ATTENDANCE AND PUNCTUALITY

"80 percent of success is showing up." ~Woody Allen



Showing up isn't everything, and it might not even be 80 percent of success, but it is important for both students and teachers. All students deserve access to excellent teachers and administrators, but access is dependent on the student and teacher both being present, engaged, and working together.

Chronic student absenteeism is a primary cause of lower academic achievement and is predictor of dropping out. Students with lower attendance rates may feel alienated from classmates and teachers, may have more negative interactions, and may be socially disengaged upon returning to school.

Equally important is teacher attendance. We know there is no single greater school-related influence on the achievement of a student than his or her teacher. If a student is absent, his or her absence might only affect one person; if a teacher is absent, between 25 and 100 students are affected.

Teachers are the most important school-based determinant of students' academic success. It's no surprise researchers find that teacher absence lowers student achievement.

Tara Attendance Meetings

As it is important for us to inspect what we expect, we will hold required individual attendance meetings with all certified and classified staff members at mid-year. We will also hold end-of-year attendance meetings with certified and classified staff members at the end of the year for those with attendance issues or concerns.

*****Please note that attendance is related to performance. As such, certified and classified staff may be placed on a professional learning plan with remediation for support as it relates to attendance that is ineffective or that needs development (i.e. Teacher Keys Effectiveness System, or other prescribed evaluation system).***

ATTENDANCE AND PUNCTUALITY -Clayton Board Policy GBR-R (1) Regulation – Professional Personal Working Conditions

The successful operation of the Clayton County Public Schools is contingent upon the commitment of employees to demonstrate punctual attendance during each scheduled workday. Excessive employee absenteeism and tardiness result in a system that is ineffective, inefficient, and not conducive to the "teaching-learning" process. Therefore, implementation of the staff attendance policy of the Clayton County Board of Education shall be in accordance with these provisions:

Six (6) occurrences (which includes absences or tardies) shall be considered a "reasonable level" or normal amount of time an employee can be away from the job and shall serve as the benchmark for absence and tardy control regulations for the entire school year.

- Anticipated absences shall be scheduled at least one day in advance. Notice of scheduled absences shall be made by the employee to the principal (supervisor).
- Employees shall not be able to change absences to an exempt leave category after the absence has occurred (i.e. – use of annual or personal business leave after an unscheduled absence).
- Medical certification shall be required once supervisor deems absences to be habitual and abusive.
- Absences or tardies in excess of six (6) shall be reviewed by supervisor. Appropriate action will be administered when necessary. Supervisor's best professional judgment should be used when determining negligence.
- Absences for any critical day shall require prior approval by the department head/supervisor.

ATTENDANCE AND PUNCTUALITY -Clayton Board Policy GBR-R (1)

Regulation – Professional Personal Working Conditions

DEFINITIONS

-ABSENCE - any time away from duty/work.

-ABSENTEEISM - absence from duty/work, especially such absence when habitual.

-OCCURRENCE – any absence from duty/work, either individual day or consecutive days.

-TARDY - arrival at work at any time after the official start time of the workday for the worksite.

-CRITICAL DAYS - workdays for which absences pose a serious hardship on system operations and for which any absence shall require advance approval by the supervisor.

-CRITICAL DAYS are defined as:

- Teacher professional learning days (including pre and post planning weeks).
- First and last day of school for students each semester.
- Any single day or consecutive days prior to and/or following a holiday or holiday period, pay period or prior to and/or following, approved annual or personal leave.
- Standardized testing period for students

-EXEMPT ABSENCE - an absence not subject to these regulations:

- First four (4) days of scheduled absences for illness-related reason.
- Approved leaves of absence as follows:
 - Annual Leave
 - Personal business (3 paid days)
 - Military leave
 - Jury Duty
 - Professional leaves (educational/study, educational meeting/conference, in-service training, official school business, government service or special leave)
 - Leave granted under the Family and Medical Leave Act (FMLA)
 - Worker's compensation leave
 - Disciplinary action by the employer, i.e. suspension

-JOB ABANDONMENT - An employee who fails to report to work or contact the worksite for three (3) or more consecutive workdays without permission and/or proper notification will be considered to have abandoned his/her position and the District will move forward with the appropriate action. In any instance of less than three days, the employee shall present sufficient written justification and attach to the justification appropriate documentation supporting the reason(s) for the absence and failure to contact or their position may still be declared abandoned.

ATTENDANCE AND PUNCTUALITY -Clayton Board Policy GBR-R (1)
Regulation – Professional Personal Working Conditions

SUPERVISOR RESPONSIBILITIES

Supervisors shall enforce the attendance policy and regulations. Further, it is expected that individuals serving in supervisory roles shall be models for employees to emulate. Department heads/supervisors should take these preventive actions in support of the provisions of this policy and regulations:

- Hold initial and periodic meetings with staff each year to establish expectations for attendance and punctuality, to distribute and discuss the current policy and regulations and to emphasize the purpose of sick leave and the consequences of abuse. Make clear, publish and post the policy, regulations and established start time for the worksite.
- Look for developing patterns of staff absences. Recognize excessive and chronic absenteeism and tardiness, and maintain accurate employee attendance records.
- Develop, in conjunction with staff, a staff attendance committee, and a school attendance improvement plan for staff.
- **Require employees to give notice of scheduled absences in person rather than via phone, note, or third party.**
- Include attendance and punctuality as you consider recommendations for tenure, summer school employment, and participation in programs that reward the employee in some way. Rely on your documentation and the attendance records. Unless there are extenuating circumstances, recommend only those employees whose attendance and punctuality fall below the benchmark.
- Do not wait until an employee has missed seven (7) days if developing patterns or signs of abuse warrant more prompt counseling or other actions.
- Recognize false information, attempts to manipulate, or other devious behavior. Depending on the nature of the unacceptable conduct, a first offense could warrant serious disciplinary action.
- Properly implement the provisions of these regulations, keeping in mind the protection of individual rights and "due process." All employees must be guaranteed fair treatment. Make no assumptions; collect evidence, document and make accurate reports of findings.

- Develop departmental reward and recognition programs that are designed to motivate employees to come to work. Examples include: employee of the month, designated parking space for employee of the month, monthly perfect attendance recognition, employee of the year, distinguished service awards, etc.

Attendance

School begins at 7:45 a.m. and ends at 2:15 p.m. Teacher's workday hours are 7:15 a.m. – 3:15 p.m. Teachers' minimum work day is eight (8) hours and the minimum work week is 40 hours.

The actual time spent on site shall be at least 7 ½ hours unless designated by Principal or Superintendent. Duties acceptable for additional minutes may include but not be limited to: teacher preparation, staff meetings, student evaluation activities, conferences with parents and students, planning conferences, professional learning activities, extracurricular activities, and related school activities in the community.

Teachers are to report to their respective classrooms by 7:15 a.m.; the time for departure will be no earlier than 3:15 p.m. Staff meetings and conferences, when necessary, will necessitate a later sign-out time. This 3:15 p.m. departure time stands unless it is approved in advance by the Principal or Assistant Principal. A "Leave" form is provided for this purpose. After a "Leave" request is approved by the Principal or Assistant Principal, the Principal or Assistant Principal will return the form and the teacher/paraprofessional will need to secure a substitute, if applicable.

ATTENDANCE FOR STUDENTS

Accurate accounting for attendance is extremely important.

- Attendance audits will take place weekly.
- Teachers are responsible taking an accurate attendance each day.
- If buses are late, teachers will be notified.
- Students arriving between 7:45 a.m. and 8:00 a.m. each morning will go directly to their classrooms with a late pass.
- Students arriving to the classroom after 7:45 a.m. without a late pass should be sent to the office to sign-in and receive a late pass.

ATTENDANCE PROCEDURES

Attendance is very important. Faculty and staff are expected to encourage daily attendance. Please note the following:

- **Do not enter your data before 7:45 a.m. unless everyone is present and on time.**
- If a student is absent for 2 or 3 days, a phone call should be made by the teacher, ***and noted in Infinite Campus.***

LATE ARRIVAL (STUDENT)

Students coming to school are tardy after 7:45 a.m. After 7:45 a.m., students who are tardy must be signed-in **by a parent/guardian in the front office**. A student arriving to class late should have a tardy slip which indicates that he/she has signed in correctly. Attendance should be keyed in daily by 8:15 a.m.

STUDENT ABSENCES/EXCUSES

Attendance is done on the computer through the Infinite Campus. Everyone should have access to this system.

- Attendance should be completed by 8:15 a.m. every morning.
- When you have a Substitute Teacher, have them send your **substitute class roster** to the front office secretary. He/she will record the attendance in Infinite Campus.

Reporting Student Absenteeism

We have certain guidelines to follow implemented by the district and ask that you follow the steps listed above to record accurate documentation of student's absenteeism.

TARDINESS

- By 10:00 a.m. daily, the secretary will correct the codes on students who have checked in late or checked out early.
- Teachers need to inform the secretary of any changes that have been made or need to be made to a student's attendance.

Determining an EXCUSED absence

According to CCPS Board Policy JBD, the following reasons substantiate an EXCUSED absence:

- Student illness
- Illness/Death in immediate family
- Religious holiday
- Court Appearance/Summons
- Conditions rendering attendance impossible or hazardous to student health or safety

STUDENT MAKE-UP WORK

Students absent from school for **any** reason will be allowed to make up work missed. Students must assume the responsibility for making up work missed when absences are excused. Upon returning to school after an absence, a student should immediately (that day) make contact with each teacher to obtain the assignments missed. A student will be given three days for each day absent to make up his/her work. **Please work with students so that they will make up any work missed.**

BEGINNING/ENDING OF SCHOOL DAY

School begins at 7:45 a.m. and ends at 2:15 p.m. Teacher's workday hours are 7:15 a.m. – 3:15 p.m. Teachers' minimum work day is eight (8) hours and the minimum work week is 40 hours.

The actual time spent on site shall be at least 7 ½ hours unless designated by Principal or Superintendent. Duties acceptable for additional minutes may include but not be limited to: teacher preparation, staff meetings, student evaluation activities, conferences with parents and students, planning conferences, professional learning activities, extracurricular activities, and related school activities in the community.

Teachers are to report to their respective classrooms by 7:15 a.m.; the time for departure will be no earlier than 3:15 p.m. Staff meetings and conferences, when necessary, will necessitate a later sign-out time. This 3:15 p.m. departure time stands unless it is approved in advance by the Principal or Assistant Principal. A "Leave" form is provided for this purpose. After a "Leave" request is approved by the Principal or Assistant Principal, the Principal or Assistant Principal will return the form and the teacher/paraprofessional will need to secure a substitute, if applicable.

BEHAVIORAL MANAGEMENT SYSTEM – Tara Elementary School

The goal of Tara Elementary School is to develop a school-wide management plan that is consistent and uniformed. The behavioral management plan focuses on changing thinking, to change behaviors. Through reflective pieces, students learn how to make better choices in order to decrease infractions.

School Norms

1. Be eager to learn.
2. Be willing to listen.
3. Be a leader.

Specific-Positive Verbal Feedback

When you observe students being, safe, organized, accountable, and/or respectful, acknowledge them by giving specific positive verbal feedback such as: "That was so helpful the way you held the door open for your classmates." "Thank you for walking with your hands and feet to yourself." When school, classroom, or grade level expectations are followed, students have an opportunity to be recognized for their efforts by receiving Mustang Bucks or by participating in monthly celebrations. When school expectations are not followed, specific consequences will occur based on behavior.

Behavior management is the responsibility of the classroom teacher and is an integral part of the learning process. Each student should know what is expected of him/her. Please review with students the Code of Student Conduct. It is also necessary for each teacher to maintain certain standards in regard to classroom procedures and behavioral management. In cases where the teacher is unable to gain the cooperation of a child, he/she is encouraged to seek assistance from the administration.

Classroom Management

What is classroom Management?

1. The efficiency and consistency of classroom rituals and routines.
2. Engaging lessons prepared in advance by the teacher to include differentiated instruction, small groups, adequate materials prepared in advance of student arrival. Also, accelerated, remediation, or enrichment activities for students.
3. Addressing students concerns of safety, harassment, and academic frustration.
4. Student behaviors or concerns are dealt with in a private and straight forward manner.
5. Issues, situations, and problems are investigated thoroughly prior to consequences taking place.
6. Child pedagogy is taken into consideration prior to teacher reacting to a student's behavior.
7. Organized, neat, and clean classroom.
8. An actively involved teacher working in small groups with struggling/advanced students or circulating around the room to address needs and monitor student progress.
9. When active instruction takes place, student issues are foreseen and addressed prior to meltdowns that blossom into behavior challenges.

Administration...

1. Will not punish or deprive a child of his/her education because of a teachers' failure to manage a classroom or be adequately prepared for the day.
2. Will take swift and thorough action against teachers excessively talking to colleagues during instructional hours, texting or talking on a cellular phone during the instructional day.

Please be reminded of the performance standards expectations of the Georgia Department of Education Teacher Keys Effectiveness System:

Performance Standard 7: Positive Learning Environment

The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.

Sample Performance Indicators

Examples may include, but are not limited to:

The teacher:

- Responds to disruptions in a timely, appropriate manner.
- Establishes clear expectations for classroom rules, routines, and procedures and enforces them consistently and appropriately.
- Models caring, fairness, respect, and enthusiasm for learning.
- Promotes a climate of trust and teamwork within the classroom.
- Promotes respect for and understanding of students' diversity, including – but not limited to – race, color, religion, sex, national origin, or disability.
- Actively listens and pays attention to students' needs and responses.
- Creates a warm, attractive, inviting, and supportive classroom environment.
- Arranges the classroom materials and resources to facilitate group and individual activities.

Discipline should not include the retention of a child from classes taught by other professionals. For example: PE, Art, or Music.

All professionals have the responsibility of instruction, grading, and disciplining their individual students. Therefore, it is unfair to your colleagues to interfere with their professional obligations to their learners. You are encouraged to have documentation on efforts to redirect a student before referring the student to an administrator.

A variety of administrative actions including out of school suspensions will be enforced depending on the severity of the misconduct. All referrals should be written on the discipline referral form or TES citation.

Behavioral Management Plan

At Tara Elementary we focus on the positive points of behavior by using preventive measures and productivity. You can teach and reinforce appropriate behaviors while deterring inappropriate behaviors without hurting the child verbally or physically. Positive discipline includes a number of different techniques both Verbal/Non-Verbal. Our daily goal is to remain actively involved in helping our students learn appropriate behaviors while limiting inappropriate behavior. Positive discipline includes rewarding good behavior as well as curtailing negative behaviors. Rewards may be verbal or tangible. Here at Tara

Elementary we use phrases like "Thank you for walking in the 3rd square" or "I like the way you all are standing in line quietly."

There are 5 criteria for effective positive discipline:

1. To help children feel a sense of connection.
2. To teach mutual respect and encouragement.
3. To be effective long-term.
4. To teach important social and life skills.
5. To help children to discover how capable they are.

Behavioral Norms

Students

1. Always walk quietly, orderly, and in the third square while in hallway.
2. Be respectful to ALL, and respect the rights and property of others.
3. Listen and follow the instructions the first time given by faculty and staff.
4. Come to class/school prepared and ready to learn.
5. Treat others the way you want to be treated.

Teachers

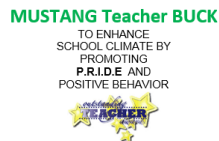
- **Never** touch a child in an attempt to invoke discipline.
- Do not place students in hallway for punishment
- Send referral to the office, not the student, unless major offense (Fighting, Disrespect to teacher, etc.)
- Involve parents early...positive and negative
- Condemn behaviors not students
- Consider alternatives to punishment
- Never leave a class unsupervised
- Use consistency with your classroom management plan, hallway transitions, arrival, and dismissal procedures
- Discipline should not include sending or removing students from specials, ESOL, or EIP classes
- Positive Discipline-You can never say "Thank You" and Good Job enough

School-Wide Reward System

Students who are following school expectations in the various locations of the school can earn Mustang Bucks. These will be given out on a daily basis for kind acts and positive behavior. All school staff and bus drivers are watching for students who exhibit respectful, responsible, role model behaviors. Students, teachers, and staff will place their Mustang Bucks in the appropriate containers to be drawn over the morning newscast and awarded a prize. The drawing will take place every two weeks, for students and monthly for teachers and staff.

In addition to the bi-monthly Tara buck incentive drawing, we will have a Tara Mustang Buck Incentive School Store. The store will be open from Monday through Thursday and will be run, and maintained by the Tara Elementary Discipline Team. Upper Grade students will be allowed to visit the store from 7:00-7:25am on Monday and Wednesday. Lower Grade Students will be allowed to visit the store from 7:00- 7:25am on Tuesday and Thursday. The store will open at the first of September and will be available for teachers to preview with their classroom.

Students	Faculty and Staff
K-2 Box- 3 Students Draw Friday (Bi-Monthly)for a prize during morning announcement 3-5 Box- 3 Students Draw Friday (Bi-Monthly)for a prize during morning announcement	Staff Work Sessions (Monthly) Drawings 1 Teacher 1 Staff Member



Infractions and Steps to Follow

Infractions – Tier 1 **Handled by the Teacher**

<input type="checkbox"/> Excessive Talking/Talking at inappropriate times	<input type="checkbox"/> Cheating
<input type="checkbox"/> Disruptions (out of seat, Throwing paper towards the trashcan, not raising hand, off task, sleeping, chewing gum/eating candy, making noise...tapping or beating, playing with items at desk, etc.)	<input type="checkbox"/> Failure to complete classwork
<input type="checkbox"/> Playing in restroom	<input type="checkbox"/> Failure to complete homework
<input type="checkbox"/> Talking out	<input type="checkbox"/> Excessive/Chronic Tardiness
<input type="checkbox"/> Not doing work	<input type="checkbox"/> Not prepared for class (no supplies/materials)
<input type="checkbox"/> Misbehaving in hallway	<input type="checkbox"/> Refusal to follow directions
<input type="checkbox"/> Horse playing	<input type="checkbox"/> Horseplay
<input type="checkbox"/> Out of seat	<input type="checkbox"/> Sulking/Attitude
<input type="checkbox"/> Confiscate items	<input type="checkbox"/> Use of cell phone or electronic devices
<input type="checkbox"/> Uniforms	

Steps to Follow

Step 1:

Behaviors are to be handled by the classroom teacher or staff member witnessing such behaviors. The behaviors should be noted on a ***Weekly Report for Conduct/Work Habits sheet and/or student Discipline Citation. Please keep this documentation throughout the year.***

Step 2:

If behaviors persist, the classroom teacher should inform parent to advise them that he or she will meet with the student for the purpose of discussing the behavior, documenting the infraction, and discussing and working on strategies (behavioral contracts, etc.) to proactively prevent the behavioral infraction from reoccurring...or significantly decreasing (progressive plan). A citation should be sent home with student, the appropriate copy should be signed and returned. Please file for your own behavioral documentation. Each parent contact should be documented on phone log via Infinite Campus.

Step 3:

Time Out (followed with a discipline citation)

Step 4:

Parent teacher conference (followed with a discipline citation)

Step 5:

If Level 1 behaviors have not improved after 4 weeks and/or after (4) citations, students should be referred to administration.

Infractions – Tier 2 **Handled by the Teacher**

Level 2 behaviors include:

Dress code violations
Inappropriate Language/Comments
Skipping/roaming the hallways
Disrespect to school personnel
Taunting teasing
Pushing/Shoving
Instigating a Fight
Rude Gestures
Rough Horseplay
Direct Defiance

These behaviors should be referred to the office/administration at teachers' discretion.

Steps to Follow

Step 1:

Teacher will complete an office behavioral referral form to be sent to the office. Students that are able to stay in the classroom may be put in isolated instruction. The appropriate personnel will call for the student when instruction is least interrupted and an administrator is available.

Notify Assistant Principal

Infractions – Tier 3
Level 3 behaviors include:
Handled by Administration

<input type="checkbox"/> Illegal Wager Activity	<input type="checkbox"/> Possession of weapons or illegal substance
<input type="checkbox"/> Blatant Disrespect	<input type="checkbox"/> Threats to other students
<input type="checkbox"/> Bullying	<input type="checkbox"/> Threats/Assault on School Personnel
<input type="checkbox"/> Injuring another student	<input type="checkbox"/> Stealing/Thefts
<input type="checkbox"/> Leaving Areas Without Permission	<input type="checkbox"/> Vandalism/damage to school property
<input type="checkbox"/> Fighting	<input type="checkbox"/> Sexual Harassment
<input type="checkbox"/> Destruction of Property	<input type="checkbox"/> Threats/Assault on School Personnel Drugs/alcohol

These behaviors should be referred to administration immediately.

Step 1:

Teacher will complete an office behavioral referral form to accompany the student. Consequences for students who engage in level 3 behaviors will include removal from the classroom for a period of time. An administrator will notify parents.


Step 2:

Students in a fight will be escorted to the office with a behavior referral (behavioral referral must be completed as soon as possible). On the same day the student is sent to the office, the teacher or staff member witnessing the incident should communicate the details to the parents by phone. After meeting with the student (and speaking with the parent(s)), an administrator will give the yellow/canary copy of the behavioral referral form for parent/guardian signature. Student should return the signed copies to teacher. The teacher will give the signed referral form to Assistant Principal.



TES Behavioral/Discipline Citation

This form should be used to inform parent/guardian(s) of their child's infraction and steps taken to handle the behavior. If Level 1 behaviors that have not improved after 4 weeks and after (4) citations, students should be referred to administration.

 **TARJA ELEMENTAR SCHOOL -- STUDENT DISCIPLINE CITATION**

GENERAL INFORMATION							
Last Name:			First:		Grade:	Time of Incident:	
Report Prepared by:			Date of Incident:		Location of Incident:		
REASON FOR CITATION (CHECK ALL THAT APPLY)							
<input type="checkbox"/> Excessive Talking	<input type="checkbox"/> Disruptive Horseplay***		<input type="checkbox"/> Illegal Wager Activity				
<input type="checkbox"/> Cheating	<input type="checkbox"/> Dress code violation		<input type="checkbox"/> Stealing/Thefts				
<input type="checkbox"/> Failure to Complete Classwork	<input type="checkbox"/> Inappropriate Language***		<input type="checkbox"/> Vandalism/Damage to School Property				
<input type="checkbox"/> Failure to Complete Homework	<input type="checkbox"/> Skipping/Roaming Hallways		<input type="checkbox"/> Sexual Harassment				
<input type="checkbox"/> Excessive/Chronic Tardiness	<input type="checkbox"/> Disrespect to School Personnel		<input type="checkbox"/> Sexual Offenses				
<input type="checkbox"/> Disruptions in _____	<input type="checkbox"/> Taunting/Teasing		<input type="checkbox"/> Threats/Assault on School Personnel				
<input type="checkbox"/> Not prepared for class	<input type="checkbox"/> Threats to Other Students		<input type="checkbox"/> Possession of Weapon				
<input type="checkbox"/> Refusal to Follow Directions	<input type="checkbox"/> Bullying/Harassment		<input type="checkbox"/> Drugs/Alcohol				
<input type="checkbox"/> Refusal to Comply to School Rules	<input type="checkbox"/> Fighting***		<input type="checkbox"/> Other: _____				
Description of Infraction:							
PRIOR ACTION(S) TAKEN BY TEACHER							
<input type="checkbox"/> Behavior Contract/Plan developed: Date: _____				<input type="checkbox"/> Parent Notification by Letter: Date(s) _____			
<input type="checkbox"/> Previous Parental Notification(s) by Phone	Date/Time	Date/Time	Date/Time	<input type="checkbox"/> Parental Notification on this Incident	Date/Time	Phone #	Name of Parent Contacted
<input type="checkbox"/> Verbal Warning: Date(s) _____				<input type="checkbox"/> Conference with Student: Date(s) _____			
<input type="checkbox"/> Silent Lunch: Date(s) _____				<input type="checkbox"/> In-Team / In-Grade Displacement: Date(s) _____			
<input type="checkbox"/> Conference with Parents: Date(s) _____							
<input type="checkbox"/> Other Action(s): _____							
STUDENT SIGNATURE: _____				TEACHER SIGNATURE: _____			
PARENT SIGNATURE: _____				DATE: _____			

A record of all forms sent home should be kept by teacher.

Office Referrals

Office Referrals

Students should not be sent to the office, unless a major offense has occurred such as fighting, extreme insubordination, or disrespect (Tier 3 office referral). Those students should then be escorted to the office with a referral by an adult. Any other (tier 2 office referrals, etc.) referrals should be put in the Assistant Principal's box.

Chronically Disruptive Students

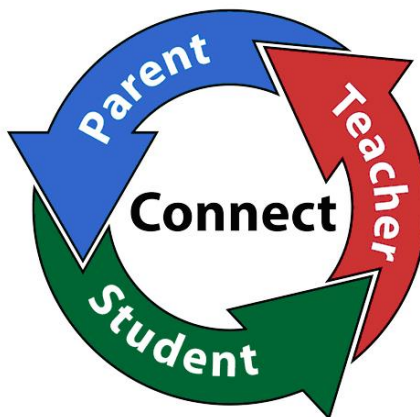
- Need a behavior plan that consists of the following:
 - Input from administration, parents, DES (if applicable), counselor, and/or grade level teachers.

Frivolous Referrals

- Referrals that teachers should handle for example, "Student is not completing their assignments, standing up on a chair, etc."
- These type of behaviors warrant corrective action on the part of the teacher, not a referral to the office. As administrators, we will come down to speak or redirect these students if the behavior is serious and prevents the teacher from quality instruction.

Parent Contact

It is the teacher's responsibility to make contact with the parent for students who are displaying inappropriate behavior. It is suggested that a weekly behavior chart be sent home to keep parents informed of the child's behavior.



Tara Elementary School PRIDE Expectations

Please make certain to follow the TES PRIDE Matrix daily for the Hallway, Classroom, Cafeteria, and on the School Bus

Classroom Expectations Matrix

Hallway Expectations Matrix

Hallway Expectations		
P	Prepared	<ul style="list-style-type: none"> Be prepared to walk into the class orderly and quietly
R	Respectful	<ul style="list-style-type: none"> Show courtesy to all teachers and staff members Remain quiet at all times Wait your turn and keep hands to yourself
I	Independent	<ul style="list-style-type: none"> Walk at all times in the hallway
D	Dependable	<ul style="list-style-type: none"> Always walk on the right side of the hallway in the 3rd square
E	Excellence	<ul style="list-style-type: none"> Volunteer to help and include others

Classroom Expectations		
P	Prepared	<ul style="list-style-type: none"> Know class schedule Have necessary materials Be on time
R	Respectful	<ul style="list-style-type: none"> Enter and exit class quietly Raise hand to speak Listen to others Show courtesy to everyone
I	Independent	<ul style="list-style-type: none"> Get started on assignments immediately Ask questions Ask for feedback Accept feedback and persevere
D	Dependable	<ul style="list-style-type: none"> Remain on task Work cooperatively with others Return assignments on time
E	Excellence	<ul style="list-style-type: none"> Respect individual learning differences Volunteer to help and include others Leave area in better condition than you found it Show continuous improvement in grades, benchmarks, conduct and attendance

CAFETERIA PROCEDURES

The support of all teachers is crucial to the establishment of a proper cafeteria environment. Students should enter and leave the cafeteria quietly. Norms and regulations concerning cafeteria behavior should be reviewed and enforced with the students. Classes will be recognized on the morning announcements for appropriate cafeteria behavior along with Mustang Buck winners bi-weekly. Teachers should also assist the students initially in locating their appropriate seats. We have scheduled a 30-minute lunch period. Please adhere to the schedule and table assignments. **Please make certain you are on time to pick you students up from the cafeteria daily, in order to proactively eliminate any discipline issues related to classes not being picked up.**

BOOT CAMP (30 DAYS)

30-DAY MUSTANG BOOT CAMP PROCEDURES TO REHEARSE WITH STUDENTS

THESE PROCEDURES ARE TO BE FOLLOWED BY ALL TEACHERS, IN ORDER TO HAVE HARMONY WITHIN THE BUILDING THAT IS CONDUSIVE TO OUR LEARNING ENVIRONMENT. WE MUST ALWAYS REMAIN POSITIVE.

Practice going to the lunchroom, standing in line to get food, going to the tables, retrieving food from the floor, cleaning-up food from the tables, lining up to exit.

Please follow the Cafeteria Plan as outlined below to ensure a safe and calm environment:

- ❑ Establish cafeteria rewards and consequences for your class. Consistency is the key to success.
- ❑ Discuss and review with your students during the 1st 30 days of school:

Cafeteria Norms

- Students are expected to walk into the cafeteria quietly; stand in line to receive food; and walk to assigned seat.
- Students are expected to pull their chairs close to the table.
- Eat first/talk after. (Remind students to use inside voice when speaking or speak at Level 1 which is considered to be a whisper)
- Students are expected to clean up their personal area and to throw all trash away when directed by a monitor.
- Students are expected to follow all instructions given by the monitors.
- Students are expected to line up quietly.
- ❑ **Teacher must take and pick up students on time.** Monitors will keep a log of any teachers arriving late or picking up late.
- ❑ Teachers should take students to use restroom before bringing them to lunch.
- ❑ **A standard enter and exit traffic pattern will be followed.**
 - **Line 1**
Closest to the main office...on the right when facing away from the stage.
 - **Line 2**
Closest to the outside entrance to the cafeteria...on the left of the cafeteria when facing away from the stage.
- All classes enter the door closest to the stage.
- Line assignments will not change. Please use the same line daily.
- Never use the door located near the cafeteria registers.

- All classes will line up along the wall near the storage room to the right when facing the stage. Teachers please meet your class along the wall daily.
- ❑ Students are not allowed to get up for any reason after they receive their food.
- ❑ Students bringing their own lunch go directly to their assigned table/seat.
- ❑ All students will be assigned seats by the homeroom teacher.
- ❑ Students are NOT allowed to bring any items (i.e.-pencils, scissors, markers, etc.) to the cafeteria.
- ❑ Cafeteria monitors will select two students to help with cleaning up and wiping tables.
- ❑ Three to five minutes before the end of the students' lunch time, students will be directed by monitors to look around their area and pick up trash. Students then throw their lunch away and line up to wait for their teacher.
- ❑ Cafeteria ***Clear*** rules (such as how to sit, eat, what to do with trash) for appropriate and inappropriate behaviors are as follows:
 - Remain seated.
 - Speak softly.
 - Raise your hand if you need assistance.
 - Use good manners.
 - Clean your area before you leave.
- ❑ Cafeteria monitors will be assigned a "Zone" for which he/she is responsible for managing.

Zone A	Zone B
Ms. Wilson	Ms. Johnson

- ❑ Monitors will manage their zone for the entire lunch period, rewarding appropriate behavior, and attending to inappropriate behavior (eye contact; physical proximity; "moving in" to address misbehavior, etc.).
- ❑ Monitors will log *Mustang Bucks* on a class log to recognize exceptional classes during morning announcements. This will be done bi-weekly on Fridays.

Cafeteria Expectations		
P	Prepared	<ul style="list-style-type: none"> • Enter and exit the Cafeteria, and the lunch lines appropriately
R	Respectful	<ul style="list-style-type: none"> • Show courtesy to cafeteria staff • Remain quiet in line • Wait your turn always • Use great table manners • Clear all food from table before leaving • DO NOT THROW FOOD
I	Independent	<ul style="list-style-type: none"> • Collect all needed items (utensils, condiments, napkins) while in line • Walk at all times inside the Cafeteria • DO NOT LEAVE ANY FOOD ON TABLE
D	Dependable	<ul style="list-style-type: none"> • Clean up your area and throw away all trash • Engage in quiet and appropriate conversation
E	Excellence	<ul style="list-style-type: none"> • Volunteer to help and include others • Leave the cafeteria in better condition than you found it

11

Dismissal Process and Expectations

Bus Expectations

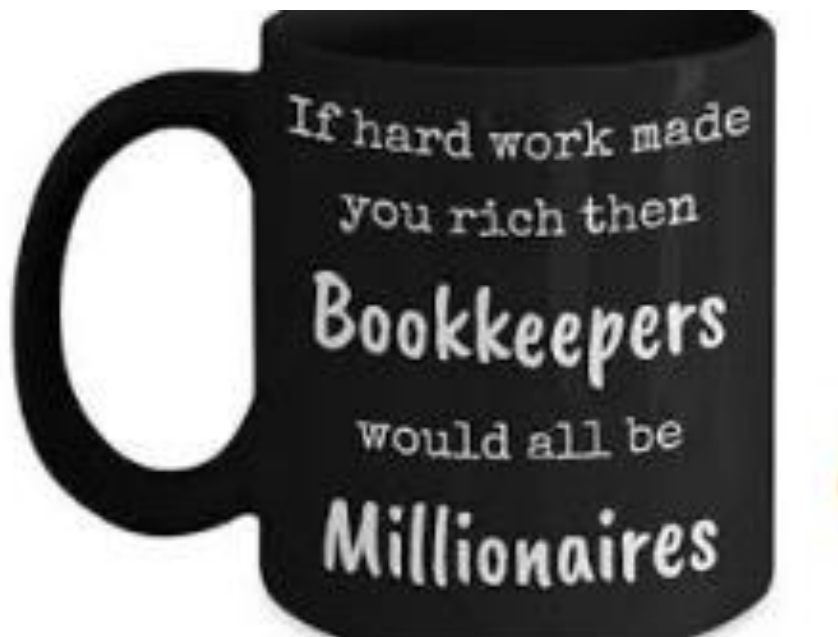
Bus Expectations		
P	Prepared	<ul style="list-style-type: none">Behave in an orderly, proper manner at the bus stop, as well as entering and exiting the bus.
R	Respectful	<ul style="list-style-type: none">Show courtesy to the bus driverRemain quiet as you enter, are seated, and when you exit the school bus.Use great manners when riding the school bus as the bus driver is driving.LISTEN TO ALL DIRECTION FROM THE BUS DRIVER THE FIRST TIME THEY ARE GIVEN.
I	Independent	<ul style="list-style-type: none">Collect all of your items prior to leaving the school bus.Walk at all times while on the school bus, and stay seated at all times.DO NOT EAT OR DRINK ON THE SCHOOL BUS.
D	Dependable	<ul style="list-style-type: none">Clean up your area and throw away all trashEngage in quiet and appropriate conversation
E	Excellence	<ul style="list-style-type: none">Volunteer to help and include othersLeave the school bus in better condition than you found it

BOOKKEEPER

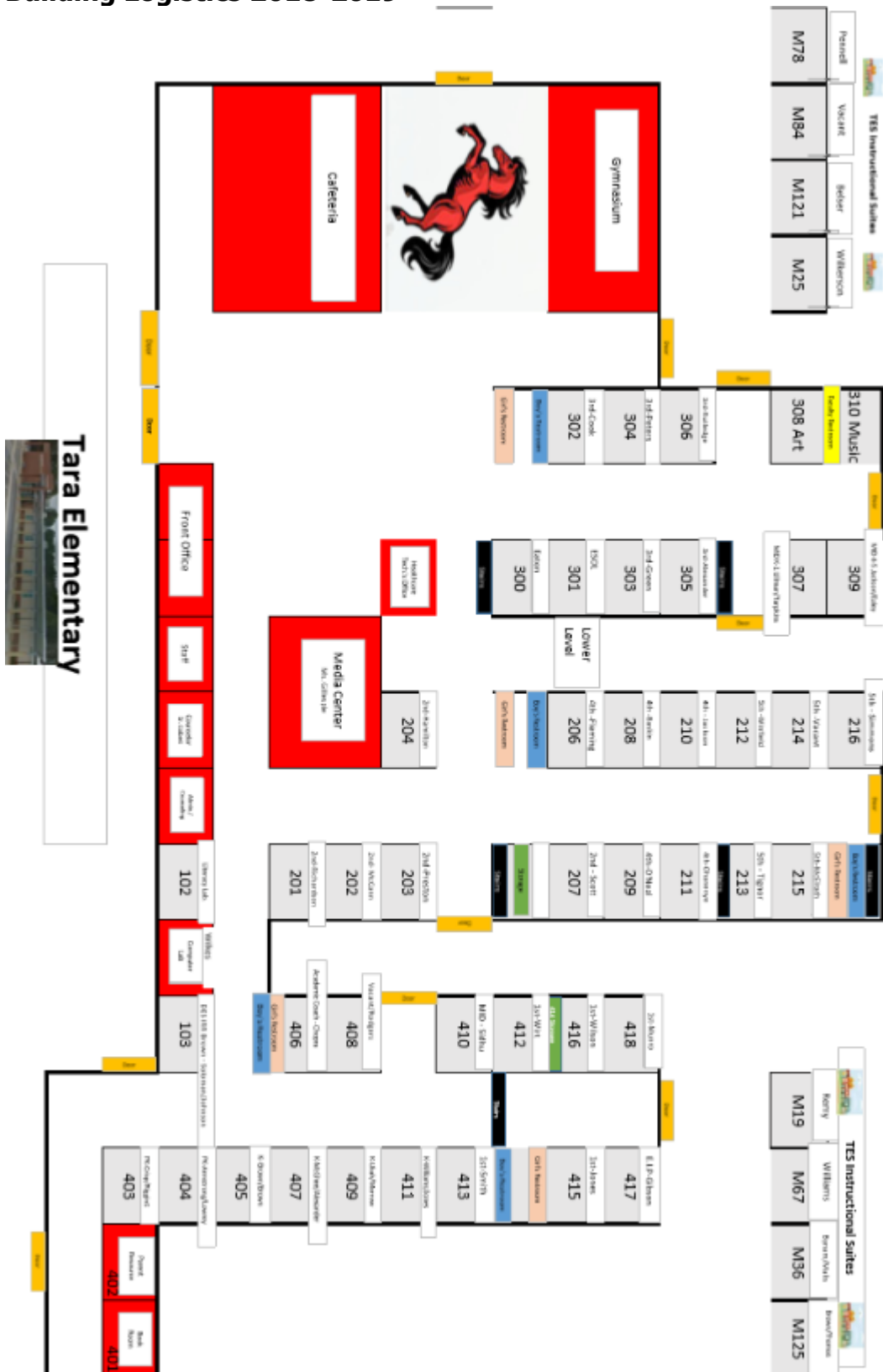
FIELDTRIPS

Field trips must be planned at least one month in advance and all monies must be collected five days prior to going on the trip. Teachers must request the needed funds two days in advance before going on the trip. If a deposit is required please request it in advance so that it can arrive to the vendor on time. Please do not request that a field trip be entered if you do not have an invoice to show the amount of the trip/deposit. Deposits will not be taken after 2pm and all cash collection forms must be filled out completely when submitting the deposit.

Please do not send a field trip form home requesting funds for a trip until it is approved by your Principal.



Building Logistics 2018-2019



Building Roster 2018-2019

Tara Elementary School 2017 – 2018 Faculty and Staff Roster Phone/Room Numbers

TO CALL OFFICE (GENERAL) – DIAL 124100 * TO CALL OFFICE PHONE DIRECTLY, DIAL ONLY THE NUMBER ALL OTHER ROOM NUMBERS DIAL ## THEN THE ROOM NUMBER

Principal	Dr. Wakea N. Brown – 001/124109	5th grade	Ms. Latonya Marbury/McElath (Lead) ELA/Social Studies - 215
Assistant Principal	Dr. Frances R. Thomas - 124120		Ms. Dejuan Winfield (Science Lead, High Flying Teacher) Science/Math 212
Academic Coach	Ms. Madhuri Chopra – Office Suite		Ms. Cassie Simmons (Math Lead) (Self Contained EIP) (Data Lead) –216
			Ms. Charlene Tignor (ELA Depart. Lead) (Data Lead) - 213
Secretary	Ms. Briana Smith - 124100		Vacant - Science/Math 214
Bookkeeper	Ms. Brenda Winston - 124124		
Counselor	Dr. Yolanda Colbert - 124121	EIP	Ms. Alethea Gibson (Lead) - 417
Media Specialist	Ms. Susan Gillespie - 124123	Gifted	Ms. Jaqueline Belser (Lead) – M36
Parent Liaison	Ms. Yetsenia Figueroa - 402		- M121
Healthcare Technician	Ms. Lisa Mitchell - 124125		Ms. Miranda Wilkerson (Technology Liaison, Webmaster) (Data Lead) - M25
			Ms. Tara Remy (Co-Data Lead) - M19
Pre – Kindergarten	Mr. Edward Crisp (Data Chair)– 403 Ms. Danielle Riggins – 403		K – 5 Instruction – Modular/Classroom Rotations
Pre – Kindergarten (Spec. Needs)	Ms. Linda Armstrong – 404 Ms. Paula Lowry - 404		
		Sec. Ed. Interrelated	Ms. Michelle Brown-Solomon (Lead) - 103
Kindergarten	Ms. Bridgett Ukah (Self-Contained EIP) (Lead) – 409 Ms. Felissa Morrow – Cob - 409		Ms. Jennifer Pennell (Data Lead) - M78
	Ms. Vinita Sage-McGhee (Self-Contained EIP) (Data Chair) – 407 Ms. Arlene Alexander – 407		Ms. Lakisha Bynam (Data Lead) – M36
	Vacant - 408 Ms. Ruth Rodgers - 408		Mr. Raul Malis (Para) – M36
	Ms. Debra Williams (Data Chair) – 411 Ms. Crystal Jones - 411	MID Self – Contained	
	Ms. Nicole Brown – 405 Ms. Valencia Brown - 405	K-1	Ms. Lorraine Ullman - 307
			Ms. Jamie Tarpins (Para) - 307
		3-5	Vacant - 309
1st grade	Ms. Kiaunna Wirt (Self-Contained EIP) – (Lead) – 412		Ms. Jayna Ealey (Para) - 309
	Ms. Shanna Wilson (Self-Contained EIP) - (Data Lead) – 416	1-2	Ms. Karamdeep Sidhu- 410
	Ms. Colletta Jones (Data Lead) – 415		Ms. Marjorie Celestin - 410
	Ms. Marjorie Munroe - 418		
	Ms. Erin Smith - 413	Computer Lab	Mr. Sheridan Wilkes - 102
2nd grade	Ms. Ascha Preston (Lead) – 203	Art	Vacant - 308
	Ms. Taquita Scott– (Data Lead) - 207		
	Ms. Olivia Richardson -(Self-Contained EIP) (Science Lead) – 201	Music	Mr. Glen Perdew - 310
	Ms. Myra Hamilton - (Self-Contained EIP) – 204		
	Ms. Chalon McCann - (Data Lead) - 202	Phy. Education	Mr. Radrickques Graham – Gym
3rd grade	Ms. LaTrilya Peters - (Lead) Reading- 304	ESOL	Ms. Camisha Pruitt (Lead) - 301
	Ms. Yolanda Cook - (Data Lead) Math - 302		Ms. Dyna Gresham (Data Lead) - 301
	Ms. Jaela Rutledge (Social Studies Depart. Lead) ELA - 306		
	Ms. Ashanie Alexander - (Data Lead) Social Studies/Science – 305		
	Ms. Jaszmy Green- Math - 303		
			Literacy Laboratory – 101
4th grade	Ms. Genothan Ohanenye (Building Lead Mentor)(Lead) ELA- 211	Speech	Ms. Carlye Williams – M67
	Ms. Kiera O’Neal (Data Lead) Math – 209		
	Ms. Kawonna Jackson - (Social Studies) Social Studies/Science – 210	EIP	K – 2 Instruction – Modular Rotations
	Ms. Lakisha Fleming Reading (ELA Depart. Lead)(Data Lead) - 206	EIP	3 – 5 Instruction – Modular Rotations
	Ms. Shannon Baskin Math (Math Lead) - 208		
		Caf. Manager	Marion Byers – CAFETERIA
M = Modular		Custodians	James Rachell (Head), TongHann (Tony), Saman Has

2018 – 2019 School Year Calendars

*-Only 12-month employees will report November 6, 2018

Clayton County Public Schools 2018-19 School Calendar



2018 (89)

2019 (91)

July 2018

Monday	Tuesday	Wednesday	Thursday	Friday
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31	NEW TEACHER ORIENTATION		
NTD	Pre-Planning			

August 2018

Monday	Tuesday	Wednesday	Thursday	Friday
		1	2	3
Day One 1	2	3	4	5
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

September 2018

Monday	Tuesday	Wednesday	Thursday	Friday
3	4	5	6	7
Labor Day 10	11	12	13	14
25	26	27	28	29
30	31	32	33	34
35	36	37	38	39

October 2018

Monday	Tuesday	Wednesday	Thursday	Friday
40	41	42	43	44
45	46	47	48	49
50	51	52	53	54
55	56	57	58	59
60	61	62	63	64

November 2018

Monday	Tuesday	Wednesday	Thursday	Friday
65	66	67	68	69
70	71	72	73	74
75	76	77	78	79
80	81	82	83	84
85	86	87	88	89

December 2018

Monday	Tuesday	Wednesday	Thursday	Friday
90	91	92	93	94
95	96	97	98	99
100	101	102	103	104
105	106	107	108	109
110	111	112	113	114

January 2019

Monday	Tuesday	Wednesday	Thursday	Friday
	1	2	3	4
5	6	7	8	9
10	11	12	13	14
15	16	17	18	19
20	21	22	23	24
25	26	27	28	29
30	31	32	33	34

February 2019

Monday	Tuesday	Wednesday	Thursday	Friday
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29
30	31	32	33	34

March 2019

Monday	Tuesday	Wednesday	Thursday	Friday
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29
30	31	32	33	34

April 2019

Monday	Tuesday	Wednesday	Thursday	Friday
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31	32	33

May 2019

Monday	Tuesday	Wednesday	Thursday	Friday
		74	75	76
77	78	79	80	81
82	83	84	85	86
87	88	89	90	91
92	93	94	95	96

June 2019

Monday	Tuesday	Wednesday	Thursday	Friday
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
29	30	31	32	33

Employee Calendar

Employee Calendar 2018- 2019

UPDATED FINAL 5.4.18

	180 DAYS	185 DAYS	186 DAYS	188 DAYS	190 DAYS	190 DAYS	195 DAYS	200 DAYS	205 DAYS	210 DAYS	220 DAYS	225 DAYS	240 DAYS
	Security Guards	SNP, Itinerant Health Care Workers	Bus Drivers & Monitors	Paraprof Pre K Asst	School Nutrition Mgrs	Teachers Pre K Lead Media Spec. Social Worker SRO	School Based Clerical	Counselors Tchr. Dev. Sp Mstr. Lead Mgr	Bookkeepers	Admin. Assista nt 11 month	11 Mo. Couns ROTC	12-Month Employees	Superintendent
Beginning Date	8/6/18	8/1/18	7/31/18	7/31/18	7/31/18	7/31/18	7/26/18	7/23/18	7/23/18	7/19/18	7/19/18	7/19/18	7/19/18
Ending Date	5/24/19	5/29/19	5/24/19	5/29/19	5/30/19	5/30/19	6/3/19	6/5/19	6/27/19	6/5/19	6/20/19	6/27/19	6/29/19
Ind. Day (NW) 7/4/2017	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Non Work Days Jul 2018	NA	NA	NA	NA	NA	NA	7/9/18- 7/25/18	7/9/18- 7/26/18	7/9/18- 7/26/18	NA	NA	NA	NA
Labor Day (NW) 9/3/18	NW	NW	NW	NW	NW	NW	NW	NW	NW	NW	NW	NW	NW
Staff Development 10/5/18	NW	NW	W	W	W	W	W	W	W	W	W	W	W
Fall Break 10/8/18	NW	NW	NW	NW	NW	NW	NW	NW	NW	NW	NW	NW	W
Election Day 11/6/18	NW	NW	NW	NW	NW	NW	NW	NW	NW	NW	NW	NW	W
Thanksgiving (NW) 11/19- 11/23/18	NW	NW	NW	NW	NW	NW	NW	NW	NW	NW	NW	NW	11/19-11/21 W 11/22, 11/23 NW
Semester Break (NW) 12/20/18- 1/4/19	NW	NW	NW	NW	NW	NW	NW	NW	NW	NW	NW	NW	12/20-21, 12/22-23, 1/3- 1/4 W 12/24-25, 12/31-1/2/19 NW
Staff Dev. 1/7/19	NW	W	W	W	W	W	W	W	W	W	W	W	W
MLK Birthday (NW) 1/21/19	NW	NW	NW	NW	NW	NW	NW	NW	NW	NW	NW	NW	NW
Pres. Day (NW) 2/18/19	NW	NW	NW	NW	NW	NW	NW	NW	NW	NW	NW	NW	NW
Staff Development 3/11/19	NW	NW	NW	W	W	W	W	W	W	W	W	W	W
Spring Break 4/11- 4/15/19	NW	NW	NW	NW	NW	NW	NW	NW	NW	NW	NW	NW	4/11- 4/3/19 NW 4/4- 4/5/19 W
Memorial Day (NW) 5/27/19	NA	NW	NA	NW	NW	NW	NW	NW	5/27/19 NW	NW	NW	NW	NW
Non Work Days June 2019	NA	NA	NA	NA	NA	NA	6/4/19- 6/28/19	6/6/19- 6/28/19	6/19/19, 6/19, 6/20-6/25/19, 6/28/19	6/6/19- 6/28/19	NW 6/19, 6/21, 6/24- 6/28/19	NW 6/19, 6/21, 6/28	NA

7/24- 7/30/2018 Orientation for New Teachers

7/31- 8/3/2018 Elementary/ Middle/ High School Pre-planning days

10/5/18, 1/7/19, 3/11/19 Staff Development

5/28- 5/30/2019 Elementary/ Middle/ High School Post-planning days

NA = Not applicable (outside of work calendar)

NW = Non Workday(s)

W = Workday

(PRE K ASST updated 5.4.18)

TESTING CALENDAR

CCPS 2018-2019 Testing Calendar (Benchmarks Included)			
Below is a list of dates the district's students will take local, state, and national assessments during the 2018-2019 school year. Please use the information for reference when planning or scheduling appointments or time when students will be away from school. Please contact local schools for additional information about testing, test dates, and test times if further information is needed. Specific test dates and other pertinent information about other district, state, or national mandated tests will be made available through internal and external district and school communications.			
Elementary			
Start Date	End Date	Assessment	Grade Band
08/06/18	09/11/18	GKIDS Readiness Check	Grade K
08/06/18	08/11/18	iReady Math Diagnostic (BOY)	Grades K-5
08/06/18	08/11/18	iReady Reading Diagnostic (BOY)	Grades 2-5
08/06/18	08/24/18	Reading Mastery/Corrective Reading Screening	Select Students in EIP
08/06/18	08/24/18	DIBELS Administration in Reading (BOY)	Grades K-1
08/06/18	08/17/18	Reading Wonders Fluency Benchmark (BOY)	Grades 3-5 (select students)
08/06/18	05/10/19	Georgia Kindergarten Inventory of Skills (GKIDS)	Grade K
09/04/18	03/22/19	Georgia Alternative Assessment (GAA)	Grades 3-5
09/10/18	09/14/18	District Benchmark	Grades 3-5
10/22/18	10/26/18	District Benchmark	Grades 3-5
12/10/18	12/14/18	District Benchmark	Grades 3-5
12/10/18	12/14/18	iReady Math Diagnostic (MOY)	Grades K-5
12/10/18	12/14/18	iReady Reading Diagnostic (MOY)	Grades 2-5
01/08/19	01/25/19	Reading Wonders Fluency Benchmarks (MOY)	Grades 3-5
01/08/19	01/25/19	DIBELS Administration in Reading (MOY)	Grades K-1
01/16/19	03/08/19	ACCESS for EL Test Administration Window	Grades K-5 English Learners
02/04/19	02/08/19	District Benchmark	Grades 3-5
03/18/19	03/22/19	District Benchmark	Grades 3-5
04/15/19	04/19/19	iReady Math Diagnostic (EOY)	Grades K-5
04/15/19	04/19/19	iReady Reading Diagnostic (EOY)	Grades 2-5
04/10/19	05/10/19	DIBELS Administration in Reading (EOY)	Grades K-1
04/26/19	05/10/19	Reading Mastery/Corrective Reading Screening and Placement	Grades K-5
04/26/19	05/10/19	Reading Wonders Fluency Benchmarks (EOY)	Grades 3-5
05/01/19	05/13/19	End-of-Grade-GMAS	Grades 3-5
TBD	TBD	Summer Retest	Grades 3 and 5

CERTIFICATES

It is the responsibility of each educator to provide the principal with a copy of a current, valid Georgia Educator's Certificate or copies of other documentation such as Statement of Eligibility, ESOL endorsements, etc. The No Child Left Behind Act of 2001 (NCLB), Section 1111(h) (6), Parents Right-to-Know, addresses the notification requirements of a local education agency receiving funds under Title 1, Part A. This "right to know" provision mandates that local school districts annually notify parents of their right to request information on the professional qualifications of their child's teachers. In an effort to compile and retain the data, you are requested to provide the information when requested.

CHANGE INITIATIVE – PROFESSIONAL LEARNING COMMUNITY

Tara ES and Marshall ES

What is First and Second Order Change?



First Order Change – is incremental change. It can be thought of as the most obvious step to take in a school. Incremental change fine tunes the system through a series of small steps that do not depart radically from the past.

Second Order Change – is anything but incremental change; it is deep change. It involves dramatic departures from the expected, both in defining a given problem, and in finding a solution. Deep change alters the system in fundamental ways, offering a dramatic shift in direction, and requiring new ways of thinking and acting.

Second Order Change calls for decisive, swift action. Schools that move slow and a little at a time, end up doing so little that they succeed in only upsetting everything without accruing the benefits of change (Fullan, 1993).

Second Order Change is related to the Seven Responsibilities that are listed in rank order.

1. Knowledge of Curriculum, Instruction, and Assessment

– Being knowledgeable about how the innovation will affect

curricular, instructional, and assessment practices, and providing conceptual guidance in these areas.

2. **Optimizer** – Being the driving force behind the new innovation and fostering the belief that it can produce exceptional results, if members of the staff are willing to apply themselves.
3. **Intellectual Stimulation** – Being knowledgeable about the research and theory regarding the innovation, and fostering such knowledge among staff through reading and discussion.
4. **Change Agent** – Challenging the status quo and being willing to move forward on the innovation without a guarantee of success.
5. **Monitoring/Evaluating** – Continually monitoring the impact of the innovation.
6. **Flexibility** – Being both directive and non-directive relative to the innovation as the situation warrants.
7. **Ideals/Beliefs** – Operating in a manner consistent with his/her ideals or beliefs relative to the innovation.

Three of the Seven Responsibilities are important aspects of Second Order Change.

They are:

1. **Monitoring/Evaluation**
2. **Ideals/Beliefs**
3. **Knowledge of Curriculum, Instruction, and Assessment.**

A Principal must establish a monitoring system that allows him/her to identify effective versus ineffective practices in curriculum, instruction, and assessment, and evaluate the impact on student growth and achievement and teacher efficacy.

Leadership for Second Order Change

To successfully implement a Second Order Change initiative, a school leader must ratchet up his/her idealism, energy, and enthusiasm. Additionally, the school leader must be willing to live through a period of frustration, and even anger from some staff members. No doubt this take a great personal toll on a school leader, and explain why many promising practices in education have not led to improved student achievement, and ultimately have been abandoned.

CHILD ABUSE

It is the responsibility of every staff member to report all cases of suspected or confirmed child abuse to the Principal and/or designee. **Under no circumstances will any staff member be permitted to physically or mentally abuse a child.** Any case involving a member of the staff will be reported to the Clayton County Police Department and to the Department of Children and Families. We are ALL **Mandated Reporters**.

COLLABORATIVE PLANNING SESSION EXPECTATIONS

- ✓ Teachers are expected to attend weekly grade level collaborative planning sessions. Planning session locations will be determined by grade level chairs, unless otherwise specified by administration.
- ✓ Collaborative planning sessions will be used for the following purposes:
 - Analyzing Data
 - Planning Lessons
 - Examining Student Work
 - Professional Development (location will be determined by administration)
- ✓ An agenda and sign in sheet will be created by the grade chair, facilitator, administrator, or designee, prior to the collaborative session. Agendas, sign in sheets, and the CCPS Collaborative Planning Meeting Minutes document will be kept in a grade level notebook. Agendas will be emailed to administrators and facilitators prior to the collaborative sessions.
- ✓ Participants will arrive **prepared** (and on time) to collaborate with colleagues for the purpose of improving student achievement.
- ✓ All participants will be required to sign in upon arrival to the collaborative planning sessions.



Collaborative Planning/Data Protocols

Common Assessment Data Analysis Form

Teacher:			Grade:			Subject:			
Name of Assessment:									
Use the Class Level and Student Level Results reporting features of EduTrax to complete the table.									
Participation Rate of 100% Met	Number of Students Assigned to Teacher	Average Percentage Score	Number of Students Passing	Number of Students Failing	Percent Passing the Assessment	Were the State and Performance Targets Met?			
						State	School		
Yes or No:						Yes or No		Yes or No	
Standards/Skills Addressed:					What does the data tell you?				
In what area(s) did students do well?					In what area(s) did students have difficulties?				
What patterns do you see and what does that tell you?					What is your plan of action? Next step #1: Next step #2:				
Students who are intensive (0-59.9):									
Interventions:									
Students who are strategic (60-74.9):									
Interventions:									
Students who are benchmark (75-100):									
Enrichment:									

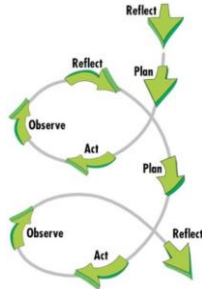
STUDENT PERFORMANCE INVENTORY

Student Performance Inventory

Theory of Change

The change theory involved the steps of *reflect, planning, acting, observing/analyze, and reflecting* on practices related to student growth, achievement, and teacher efficacy.

What Do You See?



Period/Date of Review/Updates: Please check off to indicate

- ☐ **Post - Inventory (Vertical Team Meeting/Planning)** - Post Planning May 24, 2018
- ☐ **Pre - Inventory Beginning of the Year (BOY)** - Grade Level/Individual Classroom Teacher Planning - August 31
- ☐ **Pulse Check 1 - Grade Level/Individual Classroom Teacher Planning/Reflection** - October 9th - 18th, 2018 (K-5 Combined Collaborative Planning Meeting)
- ☐ **Middle of the Year (MOY)** - Grade Level/Individual Classroom Teacher Planning - February 28, 2019
- ☐ **Pulse Check 2 - Grade Level/Individual Classroom Teacher Planning/Reflection** - February 11th - 21st, 2019 (K-5 Combined Collaborative Planning Meeting)
- ☐ **End of the Year (EOY)** - Grade Level/Individual Classroom Teacher Planning - **Post-Inventory (Vertical Team Meeting/Planning)** - Post Planning May 29, 2019

2017-2018 Classroom Teacher Roster _____

Grade Level _____

Student Name	Content Performance ELA low/average/high	Content Performance Math low/average/high	Content Performance Social Studies low/average/high	Content Performance Science low/average/high	RTI/SST	Student Attendance # of days absent	Support Services (DES, EIP, Gifted, ESOL)
					Circle RTI SST		
Student Name	Deficit Areas Content Area(s) /Skills				Areas of Strength Content Area(s) /Skills		

COMMUNICATION

The Parent/Student Handbook and the Academic Planner are distributed annually to students/parents. Each handbook contains information concerning school procedures and regulations and should be used to foster effective communication with parents. The Principal will make a weekly telephone call with information on upcoming events and activities. Teachers will send home information each week in the "Thursday folder". Your mailbox, e-mail, morning announcements, the office and lounge bulletin boards will be used extensively to disseminate information to all staff. Your **Email must be checked daily for announcements or other important information.** Mailboxes should be checked and emptied upon arrival in the morning, and before leaving at the end of the day. Students should not be sent to get mail from your box as confidential records and notes are often placed in the boxes. The Principal must approve any general notes prior to photocopying and distributing, which will be sent to all parents of a class or grade level.

General Notes may include correspondence regarding money, supplies, newsletters, grades and behavior. This does NOT include notes that are general reminders or curriculum based notes. For example, a reminder concerning a class project does NOT need to be approved.

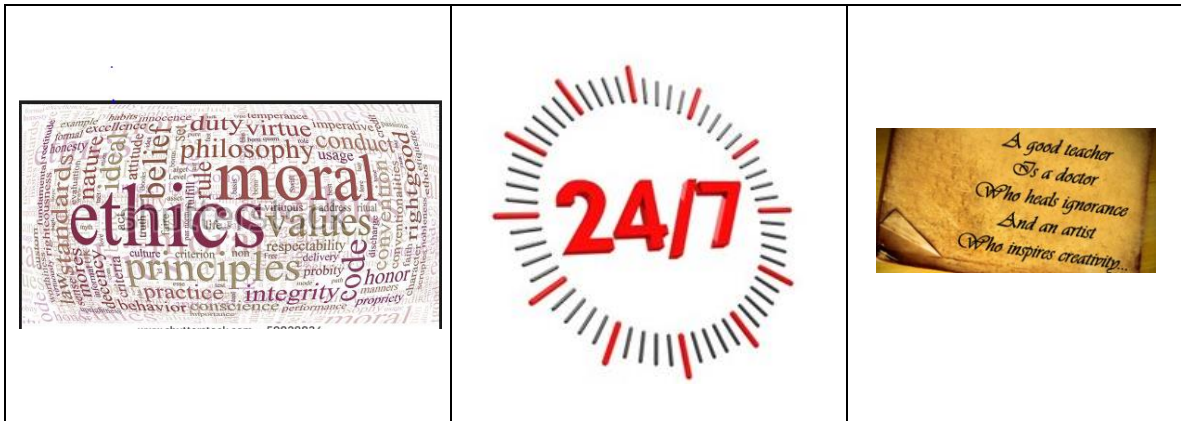
All newsletters, PTA notices or any school wide communication is expected to be sent home on Thursday in the designated "Take Home" folder.

CLASSROOM APPEARANCE

Special effort should be made to make your room "kid-friendly" and attractive. First impressions are very important. Your bulletin boards should reflect students' work that is current. Book shelves, teacher desktop and cabinets should be neat, orderly in appearance, and clutter free. Check your room for conditions that are unsafe and/or inoperable and report them via email to the Assistant Principal. Room arrangements should allow easy access to the door. Fire inspections are randomly conducted by the Fire Marshals and local fire departments at any time throughout the year. Please note the fire map in each room that shows a primary and secondary exit from the building in the case of an emergency. **Your adherence to accepted fire-safety practices is of utmost importance and is required.**

CLINIC PROCEDURES

Students must have a pass to go to the clinic. Please keep a record of those students who visit the clinic regularly. If a child is in the clinic during lunch, the classroom teacher **MUST** ensure the child receives his/her lunch for that day.



CODE OF ETHICS



Georgia Professional Standards Commission

Protecting Georgia's Higher Standard of Learning

The Code of Ethics for Educators defines the professional behavior of educators in Georgia and serves as a guide to ethical conduct. The code protects the health, safety and general welfare of students and educators, ensures the citizens of Georgia a degree of accountability within the education profession, and defines unethical conduct justifying disciplinary sanction. Every faculty/staff member will receive a copy of the Code of Ethics. You are required to read and adhere to the state ethics.

20-2-751.7.(a) The Professional Standards Commission shall establish a state mandated process for students to follow in reporting instances of alleged inappropriate behavior by a teacher, administrator, or other school employee toward a student which shall not prohibit the ability of a student to report the incident to law enforcement authorities.

Student Reporting of Acts of Sexual Abuse or Sexual Misconduct

(a) Any student (*or parent or friend of a student*) who has been the victim of an act of sexual abuse or sexual misconduct by a teacher, administrator or other school system employee is urged to make an oral report of the act to any teacher, counselor or administrator at his/her school.

(b) Any teacher, counselor or administrator receiving a report of sexual abuse or sexual misconduct of a student by a teacher, administrator or other employee shall make an oral report of the incident immediately by telephone or otherwise to the school principal or principal's designee, and shall submit a written report of the incident to the school principal or principal's designee within 24 hours. *If the principal is the person accused of the sexual abuse or sexual misconduct, the oral and written reports should be made to the superintendent or the superintendent's designee.*

(c) Any school principal or principal's designee receiving a report of sexual abuse as defined in O.C.G.A. 19-7-5 shall make an oral report immediately, but in no case later than 24 hours from the time there is reasonable cause to believe a child has been abused. The report should be made by telephone and followed by a written report in writing, if requested, to a child welfare agency providing protective services, as designated by the Department of Human Resources, or, in the absence of such agency, to an appropriate police authority or district attorney.

Reports of acts of sexual misconduct against a student by a teacher, administrator or other employee not covered by O.C.G.A. 19-7-5 or 20-2-1184 shall be investigated immediately by school or system personnel. If the investigation of the allegation of sexual misconduct indicates a reasonable cause to believe that the report of sexual misconduct is valid, the school principal or principal's designee shall make an immediate written report to the superintendent and the Professional Standards Commission Ethics Division.

Listed below are definitions for "sexual abuse" and "sexual misconduct":

"Sexual abuse" means a person's employing, using, persuading, inducing, enticing, or coercing any minor who is not that person's spouse to engage in any sexual act as defined in O.C.G.A. 19-7-5.

"Sexual misconduct" includes behavior by an educator that is directed at a student and intended to sexually arouse or titillate the educator or the child. Educator sexual misconduct by an educator may include, but is not limited to, the following behavior:

1. Made sexual comments, jokes, or gestures.
2. Showed or displayed sexual pictures, photographs, illustrations, or messages.
3. Wrote sexual messages/graffiti on notes or the internet.
4. Spread sexual rumors (i.e. said a student was gay or a lesbian).
5. Spied on students as they dressed, showered or used the restroom at school.
6. Flashed or "mooned" students.
7. Touched, excessively hugged, or grabbed students in a sexual way.
8. Forced a student to kiss him/her or do something else of a sexual nature.
9. Talked or asked about a student's developing body, sexuality, dating habits, *etc.*
10. Talked repeatedly about sexual activities or sexual fantasies.

11. Made fun of your body parts.
12. Called students sexual names.

COFFEE AND SNACKS IN THE CLASSROOM

In an effort to maintain a safe and professional classroom environment, teachers are strongly encouraged to refrain from making coffee or drinking any beverage, other than water in the classroom. BREWING COFFEE IN CLASSROOMS, OR CLOSETS, IS A HAZARD AND IS NOT PERMITTED. Coffee or any liquids should be transported in closed containers.

Teacher Leaders of Tara ES (Grade Level Leads, Content Leads, Department Leads, Data Leads, Technology Leads)

Teacher leaders serve in leadership positions within the school. The responsibilities of the leaders include:

- Act as support person for curriculum with teachers
- Uphold and support the School Improvement Plan, and Comprehensive Needs Assessment
- Hold meetings as needed, with curriculum team, providing an agenda and recording minutes for each meeting
- Assist teachers with the development of strategies to improve instruction, including classroom management techniques. He/she may serve as a resource person in the remediation of unacceptable areas of performance as cited by the administration
- Assist in disaggregating the data
- Be prepared to make data presentation to the staff as needed
- Stay abreast of upcoming special events, programs, deadlines, etc.
- Coordinate departmental duties including preparation of reports
- Assist substitute teachers
- Monitor compliance with the School Improvement Plan
- Encourage the cohesiveness of the grade level and school as a whole and discourage isolation among and between teachers

CORRESPONDENCE

All letters and memos must be reviewed, approved and initialed by the Principal or Assistant Principal(s) prior to dissemination. Under no circumstance is any faculty/staff member to type or write on the school's letterhead without prior approval from the administration.

CORPORAL PUNISHMENT

The administration of corporal punishment in Clayton County Public Schools is **strictly prohibited**. Our school utilizes a variety of alternatives in handling behavioral issues, which precludes the use of corporal punishment. **Corporal punishment is not deemed appropriate as a disciplinary measure and under no circumstances is it permitted**

Examples:

- spanking (usually with an object such as a paddle or stick)
- slapping (on the face or hands is most common)
- pinching (anywhere on the body)
- standing students in the corner facing the wall

CUSTODIAL REQUESTS/PROCEDURES

Every effort should be made to keep our school a clean and attractive facility. All requests for custodial/zone mechanic services should be sent via email to the designated Assistant Principal. If appropriate action has not been taken within 48 hours, please notify the Assistant Principal. If the request for assistance is an emergency, contact the office and a custodian will be sent promptly.

Teachers and students can facilitate a clean and orderly environment by:

- Taking a couple of minutes each afternoon to pick up large pieces of paper, paper clips, thumb tacks, erasers, crayons, small pencils, etc. from the floor.
- Ensuring all chairs are stacked.
- Having students wipe table/desk top when they have been working with glue, paste, tempura, paint, etc.
- Putting teaching materials away so rooms can be effectively cleaned.
- Promptly reporting maintenance needs as they occur to designated Assistant Principal.
- Informing the Assistant Principal immediately when you have a spill on the floor so appropriate cleaning can occur.

DATA LEADS DUTIES AND RESPONSIBILITIES

- Data
- Student history –academic/attendance
- Growth
- Lexile
- Uploads in Google Docs (Data analysis forms, agendas, students work samples, etc.)
- Unit Assessments all subjects-100% completion
 - Monitor pacing
 - Monitor the completion
 - All teachers/all students
 - Monitor completion of data analysis form-before data meetings
- Progress Monitoring
 - 100% progress monitoring
 - Monitor DIBELS K-3/mCLASS K-3
 - Monitor Wonders Fluency 4-5
 - Monitor data to identify student who have not shown growth-DIBELS, mCLASS, Unit assessments, Common Assessment - (RTI

- referrals when necessary)
 - RTI pulse check monthly (meetings/documentation)
 - Student Performance Inventory
 - iReady
 - District Benchmark
- Vertical team planning
 - Student Performance Inventory

DEADLINES

Teachers are expected to meet all deadlines/responsibilities promptly. Please refer to Teacher Keys Standards 9 and 10 for Professionalism and Communication expectations.

DISMISSAL PROCEDURES (PM)

It is the responsibility of every teacher to make sure that each child under his/her supervision is dismissed to the correct destination each afternoon. This is a critical safety challenge, and each of us must be accountable. Staff members are expected to carefully follow the procedures specified below. This is a time of day for a structured routine with every student seated, quiet, and listening for instructions. Please follow the dismissal plan that will be provided for you. Teachers must distribute "dismissal passes" to students each afternoon at dismissal time. No lower grades student will be allowed to board a school or nursery bus without the proper color coded pass. It is imperative that every day teachers take a few minutes to make sure that they have all passes for students. When students are sent out at the end of the day without passes, buses are held up and dismissal is delayed. When new students enroll during the school year, they will be issued a bus pass and a **"NEW BUS RIDER FORM"** from the office to assist the bus driver with the student's correct bus stop. Please make sure that you send the **"NEW BUS RIDER FORM"** out with the student. A detailed dismissal schedule will be provided for teachers.



MUSTANGS WHO CARE

Tara Elementary School Afternoon DUTY POSTS 2018-2019

1. Teachers, please make sure students move quietly and promptly down the hallway, interact and ensure safety during duty times.
2. Afternoon dismissal begins promptly at 2:05 pm, please move all students to their appropriate dismissal location. Dr. Brown will begin afternoon announcements at 2:08 PM and Dr. Colbert will begin calling for specific students (car riders, bus riders, nursery bus riders, and walkers) to be dismissed.
3. Make sure all students are seated in their designated dismissal area. No students should be on the hallway unless dismissed to go home.
4. *After notifying Dr. Brown of your absence please ask a substitute or colleague to cover duty your duty post during an absence.*

Front Office	Smith, Figueroa-Assisting with parents
Car Lane	Graham, Wilkes, Wilkerson,
Stop Sign Holder	Gibson
Walkers	Ukah, Wirt, Winfield, Rutledge, Jackson, Green, Wilkes
Walk students to cars	Remy, McCann, Preston, Peters, O'Neal, Fleming
Front Lobby	Crisp
Walkers right of building	Lytle, Jackson, Gresham
Cafeteria Door	Pennell
100 Hallway (Back door of office)	
100 Hallway (Counselors Office)	Dr. Colbert
200 Hallway (Cross Hall)	Bynum
400 Hallway (Front of Kindergarten Restroom)	Simmons
300 Hallway	Rodgers
Computer Lab (Kindergarten)	Sage-McGhee
Media Center (1st-2 nd)	Wilson, Munro, Perdue, V. Brown
Cafeteria (3-5)	Brown-Solomon, Baskin, Tignor, Jones

ELECTRONIC GRADEBOOK

Teachers will record student grades and attendance utilizing "Infinite Campus". It is imperative that all teachers enter a minimum of 2 grades per week, per subject area. Please refer to the calendar as well as adhere to district mandates, and the school counselor regarding expectations related to posting grades in a compliant manner.

EMERGENCY PLANS

In the event of an emergency in your classroom that requires the immediate attention of an administrator, please notify the office immediately. In an effort to identify all personnel and increase the security in the building, all staff members will be issued ID badges. The ID badges MUST be worn at all times. If a student or staff member is injured, the Principal or designee must be notified at once. The Principal, Assistant Principal, or designee will make the decision to call 911. If the situation is serious and an administrator is not available, professional judgment dictates the decision to call 911. Remember, the safety and welfare of our school family is our main concern. If a situation requires the securing of the building, an announcement will be made over the Public Address System by the Principal, Assistant Principal, or designee giving the lockdown signal **"TES is now on lockdown"**. (Refer to the Security and Safety Plan for procedures).

When the situation has cleared, the **"ALL CLEAR"** will be given over the public address system by the Principal Assistant Principal, or designee. The code signals the return to a normal schedule. All personnel who have information regarding the disturbance should be prepared to give the Principal a written statement that includes date, time and a description of the incident. You are required to review our Security and Safety Plan for additional information.

School Sponsored Events

1. School sponsored events must be submitted for approval to the Principal at least a month prior to the event.
2. All activities scheduled for the gymnasium will be coordinated through the administrator(s), and Coach, and placed on the school's monthly calendar.
3. Teachers sponsoring school events must submit names of participants to the Front Office, prior to leaving the campus.
4. Athletics have first preference to the gym when weather is inclement. All sponsors or groups needing to use the gym will need to contact the administrators five weeks prior to needing the gym.
5. The Principal, Assistant Principal, or designee, reserves the right to cancel any building reservation without advance notice.

FACULTY/STAFF RELATIONS

All areas in the building are public areas. Conversations involving peers or pupils should remain private. Negative comments should be avoided. Courtesy should be extended to all members of our school family. Every effort will be made to avoid disruptions of any kind during instructional time. Teachers are requested to refrain from visiting other teacher's classes during instructional time. Your cooperation is greatly appreciated as we create the very best learning climate for our students.

Forbes (Business Terms...OUR Business)

The Foundational Importance of Trust in Management

The word **"foundational"** was carefully chosen here. Trust is foundational in management, as it's the solid floor on which the rest of the manager-employee relationship is built. Without a strong foundation, a relationship is unsteady at best.

- Disingenuous communication from management to the rank and file.
- Lack of credibility will erode trust faster than you can say **"rightsizing."**
- Modeling behavior employees don't fully respect. While leading by example should be (dare I say it) foundational, it's been known to happen that management doesn't demonstrate the actions they expect of others.

In short, trust is a fragile commodity, yet an exceedingly valuable one. It can make all the difference between an employee who is emotionally committed to an organization - engaged - and highly productive, and one who is disengaged or even destructive.

A Strong Foundation

Trust – This is the foundation of every good relationship. When you trust your team and colleagues, you form a powerful bond that helps you work and

communicate more effectively. If you trust the people you work with, you can be open and honest in your thoughts and actions, and you don't have to waste time and energy "watching your back."

Mutual Respect – When you respect the people you work with, you value their input and ideas, and they value yours. Working together, you can develop solutions based on your collective insight, wisdom and creativity.

Mindfulness – This means taking responsibility for your words and actions. Those who are mindful are careful and attend to what they say, and they don't let their own negative emotions impact the people around them.

Open Communication – We communicate all day, whether we're sending emails and IMs, or meeting face-to-face. The better and more effectively you communicate with those around you, the richer your relationships will be. All good relationships depend on open, honest communication.

FIRE DRILLS

Please note the following:

- Evacuation route maps are posted in each room. Any teacher without an evacuation map for his/her class must secure one from the Assistant Principal.
- All exits must be clear of furniture, boxes etc.
- Students should proceed to the area designated for their class as indicated on the evacuation map. CLASSROOM DOORS ARE TO BE LEFT OPEN WHEN THE GROUP LEAVES.
- Students are to be instructed that if they are not under the direct supervision of a teacher when the alarm sounds, they are to join the nearest supervised group and leave the building. They should also be instructed to leave in a quiet and orderly manner.
- The teacher should make a quick check of the classroom to ascertain that no students have been left behind. The students should remain outside in quiet lines until the Principal and/or designee gives indication that they should return to their classrooms.
- **Teachers must check for all their students twice: once when evacuated, and again when the students return to the class.**

Refer to the calendar for Fire Drill Dates

FILMS/MOVIES/TELEVISION

All films, movies, and television should be related to the prescribed CCPS curriculum and instruction, as well as documented in your lesson plans. All Films and movies used for incentive purposes must have a "G" rating and should be approved by an administrator before showing.

FOLDERS

Work folders are required for each student that includes work across various subjects. Papers, test, quizzes, and writing samples in various subjects should be filed by student with a date on each paper. EIP will also provide teacher with anecdotal notes for student work folders. Each student should have Manila folders (provided by school) for work in each subject. All folders must be kept current and available to administrators at all times.

GRADING POLICY

Grades are given to support mastery or non-mastery of specific skills. If the majority of the class receives a failing grade on a test, the grade should be discarded and the corrective instruction using a different instructional strategy should transpire. All grades should be labeled with specific reference to an activity/skill. Nine-week grades should be obtained through a variety of sources: class work, quizzes, tests, projects, home learning, etc. **For purposes of confidentiality, parent volunteers should not grade papers or record grades.** Teachers are required to enter a minimum of 2 grades per week per content area into Infinite Campus.

Each teacher must keep complete and accurate records of each student's achievement. Teachers should make every effort to assist each student with mastering grade level standards/elements. Teachers should evaluate student learning on a clear and consistent basis. ***Parents are to be notified both in writing AND by phone if a student's grades are declining. A declining grade would be an N or U for primary grades, or 73 or below in the upper elementary grades. This communication should be recorded in the Infinite Campus communication log. Always be prepared to justify a failing grade. In addition, BEFORE a failing grade is given, a conference is needed with teacher and parent.***

All teachers must maintain student work folders. The work folders should include a variety of work samples. Bi-weekly progress reports must be sent home to keep parents informed of student progress.

Assessments should reflect the students' level of functioning. Assignments should reflect a variety of skill levels to challenge the student performing above grade level while providing practice and remediation for students performing below grade level. Teachers are expected to evaluate and assess student progress through a variety of methods. Paper/pencil tests and tasks, rubrics, projects, oral presentation, and group assignments are some examples. ***The Formative and Summative Assessment processes are non-negotiables.***

The academic reporting scale is as follows:

KINDERGARTEN THRU SECOND GRADE (Include weights)

E	Excellent
S	Satisfactory
NI	Needs Improvement
U	Unsatisfactory
NC	No Credit Earned (Enrolled less than 10 days this grading period)

Grades 3-5

A	Excellent	90-100	Exceeding content expectations
B	Satisfactory	80-99	Meeting content expectations
C	Needs Improvement	71-79	Working towards meeting content expectations
D	Unsatisfactory	70	Inadequate progress towards meeting content expectations
F	Failing	69 and below	Did not meet content expectations
NC I	No Credit Incomplete		Enrolled 10 days or less Work requirements not complete

GRADE WEIGHTS

	Elementary
Classwork	50%
Tests	15%
Quizzes	15%
Projects	15%
Homework	5%

HOMEWORK

Regular and purposeful home learning is an essential component of the instructional process. Home learning is an integral factor in fostering the academic achievement of students and in extending school activities into the home and community. Regular home learning provides opportunities for developmental practice, drill, and self-discipline. Each grade level develops and then distributes a grade level homework policy informing parents of expectations and daily assignments. Each grade level team will establish their own homework policy and post to grade level web page to inform parents.

Homework should be assigned daily. Please refer to the following time guidelines:

GRADE LEVEL	FREQUENCY	TOTAL TIME (All subjects combined)
K-2	Four days each week	45 minutes
3-5	Four days each week	60 minutes

Reading is recognized as a universal skill that relates to all subjects. **ALL students are required to read for 30 minutes for home learning each day.** Teachers should be sensitive to religious holidays/election days and provide flexible assignment due dates. Students should be held accountable for completing and turning in their home learning assignments. Students/parents should receive timely feedback on home learning assignments.

KEYS

All keys will be issued and collected by the Bookkeeper. Please verify your key number under acquisition. Faculty and Staff Members are responsible for the replacement costs of lost keys. All staff must sign a Key Acknowledgement form for every key assigned. The replacement costs are listed on the form. Please notify your Principal immediately if your keys are lost.

LEARNING JOURNEYS

Trips for students are permitted which have value in meeting educational objectives and are directly related to the curriculum. Teachers need to be sensitive to the spacing of field trips because of financial requirements for families and the scheduling of school wide fundraising and/or special event activities. Please remember that all volunteers/chaperones must have a background check and have a volunteer number.

Procedures:

1. Learning journeys must be interdisciplinary in nature and reflect the curriculum being taught.
2. Request should be submitted **4** weeks prior to the event. Grade level chairpersons or designee should submit the learning journeys paperwork to the bookkeeper. After doing so, it will be submitted to the Principal for approval. Once approved, it will be forwarded to the Bookkeeper who will schedule buses for the field trip. Teacher will be notified of approval.
3. A letter should be attached to the permission slip explaining the purpose of the learning journey to parents and students. This letter must be approved by school administration prior to being sent home with students.
4. It is your responsibility to obtain the number of chaperones needed for your learning journey.
5. Please see the nurse the day before the trip to receive instructions on preparing student medication. Please make arrangements for any

- student who needs to take medication during the course of the learning journey
6. Consult the Cafeteria Manager if sack lunches are required within **5** weeks of the field trip.
 7. Schools may ask students to make a contribution toward defraying the costs of the learning journey; however, no student shall be denied full participation in the activity nor be penalized for failure to contribute.
 8. Learning Journey monies should be turned into the Bookkeeper daily. No personal checks are allowed. Only cash and money order. The bookkeeper will write a check to cover the costs of admission.
 9. Make sure you write a receipt to the student as you collect the money.

DO NOT LEAVE MONEY IN YOUR ROOM OR DESK!

LESSON PLANS

Lesson planning is an essential component of the teaching process. Daily lesson plans are required in advance on a weekly basis. All lesson plans must follow prescribed lesson plan template, and must be kept in a Lesson Plan Binder near the classroom door for review. Videos, visitors, and other supplementary instructional experiences must be indicated in the plans. Every teacher with an ESOL student in his/her class must write and use ESOL strategies in their lesson plans and class instruction. Current plans for each day should always be available to an administrator. This is particularly important in case of an unexpected absence. All Lesson plans are due by 8:00 AM on Monday or the 1st work day of the week.

Please note: Emergency lesson plans will only be utilized if you are out unexpectedly. Emergency lesson plans should be updated at the beginning of every grading period.

LESSON PLANNING EXPECTATIONS

1. Teachers are expected to **collaboratively develop lesson** plans during the week prior to implementation. Although plans are created collaboratively, individual teachers will be expected to modify the plans based on individual groups of learners.
2. The **instructional framework** consists of:
 - Lesson Standards
 - Direct Explanation
 - Modeling the Lesson's Concepts
 - Guided Practice with Feedback
 - Independent Practice
 - Review/Assessment of Standard and Learning Objectives

3. Lesson plans will be housed in your Lesson Plan Binder by your classroom door for the current week. At any time, administrators, site facilitators, or district personnel should be able to review the current plans and align them to current instruction.
4. Teachers will be expected to electronically submit their lesson plans to the site facilitators by 8:00 a.m. on Monday or the 1st work day of the week. In an effort to decrease the number of emails received by the Instructional Site facilitator, all teachers will submit their lesson plans to the Grade level Lead, who will then submit lesson plans for the team to the Instructional Site Facilitator by the designated date and time.

LESSON PLANS (EMERGENCY)

Emergency lesson plans must be turned in to the Grade Level Chairperson by 3:00 p.m. on Aug 18th. The plans should contain, but is not limited to the following (***submit to Dr. Thomas***):

- 1 weeks' worth of general plans
- Class List
- Completed Schedule
- Seating Chart
- List of classroom helpers
- Fire alarm procedures
- Specific activities in each subject with page numbers in textbooks, vocabulary words, and handouts.
- Location of your classroom norms and behavioral/bathroom/dismissal procedures
- Attendance & Lunchroom procedures
- Name of another staff member who can assist or answer questions
- List of students with special needs including medication and time of administration
- Behavior Matrix

MASTER CALENDAR

A master calendar will be maintained by the School Media Specialist and Parent Liaison (Parental Involvement Calendar). Events which will impact all or a portion of the general school population should be scheduled. These events could include learning journeys, club meetings, special events, assemblies, performing arts, award assemblies, exhibits, fundraisers, special guests, and others. Prior

approval from the Principal must proceed any scheduling of events. All events should have an instructional focus.

MEDIA CENTER

The media program plays an integral role in educating students for the challenges of a rapidly changing world. The media center shall serve as a learning center to enrich, support, and vitalize the school's instructional program. Its purpose is to provide students and teachers with access to information through its collection of resources in print, non-print, and electronic formats. The program's continuing aim is to encourage and enable each student to achieve his/her optimum potential as a learner, citizen, and human being. In this setting the school library media specialist's role is to integrate information literacy research, and inquiry into all areas of the curriculum to serve as teacher, technology leader, information specialist, and instructional consultant who is totally involved in the teaching/learning process.

General Information:

- ✓ Cameras, external speakers, document cameras, wireless presenters, and other electronic or digital equipment circulated from the media center in part from items distributed to teachers at the beginning of the year **MUST BE RETURNED WITHIN 24 HOURS OF USE.**
- ✓ When utilizing digital cameras, please delete images prior to returning the camera. The media center staff will not be held responsible for images left on cameras when returned.

VIDEOS

All videos must be included in your lesson plans and must correspond with an instructional objective. Videos strictly for entertainment purposes may NOT be shown. **ALL VIDEOS MUST BE APPROVED BY AN ADMINISTRATOR AND MUST BE RATED "G" (GENERAL AUDIENCES).**

COPYRIGHT ADHERENCE PROCESSES:

Copyright warning labels will be posted on all appropriate equipment. Each staff member has been notified as to the need to receive clearance for use of materials which are copyrighted and a form for that purpose is available to staff members in the media center as well as the "P" Drive. The media specialist is available to assist with questions, concerns, or clearance regarding the copyright process.

MEETINGS

All meetings and Staff Work Sessions are mandatory. Staff members should not arrange appointments, conferences, or club/group activities on meeting days. If you are unable to attend a scheduled meeting please notify the Principal in writing. Please refer to Teacher Keys Standards 9 and 10 for Professionalism and Communication expectations.



MATERIALS, EQUIPMENT, AND SUPPLIES

Basic supplies will be given to teachers at the opening of school. Please do not send students to the office during the day to request supplies. It is expected that staff members will keep records of materials and textbooks checked out to students. Ultimately it is the responsibility of the teacher to distribute textbooks and monitor the student's responsibility for these materials.

MONIES

Throughout the year, monies will be collected for several projects. The handling of money by school personnel must be governed by very specific procedures. Failure to follow these procedures can lead to audit exceptions that are to be avoided at all costs.

GENERAL GUIDELINES

- No personal checks are allowed.
- Do not leave any money in the building overnight.
- Do not leave money in your desk.
- All monies for school related activities must be submitted with the receipt book and cash collection sheet.
- ALL MONIES MUST BE GIVEN TO BOOKKEEPER BY 10:00 A.M. EACH DAY.

FUNDRAISING ACTIVITIES

Fundraising for specific purposes by school related groups must follow these procedures:

- A request must be submitted to the bookkeeper detailing the group, the purpose, and the amount of money needed. **No fundraising should occur without the Principal's approval.**
- Monies must be kept in a secured place and follow the same guidelines as those specified above.

- Bookkeeper will submit request to the Principal for approval.

PARAPROFESSIONALS

Paraprofessionals are expected to play an active role in the classroom by working collaboratively with classroom teacher. Paraprofessionals are not to discuss any issues, problems, or concerns with parents. Only teachers and/or administrators are authorized to discuss any concerns with parents.

PARENT COMMUNICATION & PARENT/TEACHER CONFERENCES

"Take Home Thursday Folders" will be issued to all students. All school wide and important notices should be sent home in the Take Home Thursday folder.

Conferences can be the best form of establishing rapport with the parents of the students in your room. A teacher should have a minimum of **two** parent conferences during the year for each student. When scheduling conferences, ask the parent to check in at the front office. Every effort will be made to see that no parent enters your classroom unannounced. Arrangements should be made with other teachers who have a child in the same family to coordinate conference times and dates. **If a parent is not wearing a visitor badge, please politely send them to the front office.**

Parent-teacher conferences should occur on a regular basis. It is also urged that conferences are scheduled when students are in need of academic and/or behavioral scaffolding and when they are determined to possess unique academic potential. Parent conferences should deal with positive issues as well as those matters requiring extra attention and intervention.

- Teachers should log all teacher-parent conferences and specify whether such contacts were in person, by telephone, or through written communication. (Infinite Campus)

PARENT TEACHER ASSOCIATION (PTA)

Active support of the PTA will enhance individual classrooms as well as lend support to the total school program. It is highly recommended that you encourage your parents to join the organization and participate in PTA functions. Additionally, it is strongly recommended that all of the faculty and staff become active members in the PTA.

PERMANENT RECORD FOLDERS

The Administration, teachers, selected office staff, and other district personnel, who have authorized and legal access through procedures established by the Clayton County Public School Board are the only personnel who should read or handle permanent records. **Under no circumstances should a child be given a permanent record to transport. Parents, paraprofessionals or**

volunteers are not to view or write in the permanent record folder.

Federal law decrees that the permanent record folders are open to parent perusal. Viewing of these records will be done only in the office under the supervision of office personnel. Never leave cumulative folders unattended or take cumulative folders off campus. The permanent record folders are organized alphabetically by grade and located in the locked cabinets in the vault. They are available for review and you are strongly encouraged to review the permanent record folders carefully to determine pertinent health information or special placement of your students. Discuss with an administrator as soon as possible, any comments, entries or materials that are of concern. Permanent record folders should also be checked throughout the year, as students transfer in very frequently. Missing records should be reported in writing to the counselor. Permanent record folders MUST be stored in the office. Please adhere to the following procedures:

- All items are to be kept in the individual folders when not in actual use
- All folders are to be maintained in the file drawers

When a folder is needed:

- Request through counseling suite
- Sign for receipt of folder

When you are finished with the folder:

- Sign the permanent log in counseling suite.
- Return to counseling suite.

DO NOT REMOVE PERMANENT RECORDS FROM THE RECORDS ROOM.

PERSONAL LEAVE

During any school year, a teacher may utilize up to a maximum of three personal days. These days are only available if the teacher has enough accumulative sick leave days for the deduction. **Each teacher must give a written notice at least one week in advance for any personal leave to be granted.**

*Requests for personal leave should not be made for **the day prior to, the day immediately after a holiday or during the last week of school.***

PLANNING PERIODS/DUTY FREE LUNCH

Planning periods are provided for all classroom teachers during the week. Your planning periods are an excellent opportunity to do short and long-range planning, reports, RTI, etc. with grade level members. *Teachers are strongly encouraged to use their planning time wisely.*

PROFESSIONAL LEARNING & STAFF DEVELOPMENT

All Professional Learning & Staff Developments must be approved. If a teacher has been assigned to Professional Learning a leave slip must be submitted with

any other paperwork associated with the information such as who or what department is paying for subs. This has to be requested **before** the actual Staff Development takes place. In order for the funding associated with the staff development to be entered correctly the bookkeeper must have all necessary paperwork in a timely manner with appropriate signatures and approvals.

PROTECTION AND SECURITY

All visitors to the school must report to the office to receive a visitor's pass. All staff members share in the responsibility of questioning strangers in the building and directing these individuals to the main office. Strangers to Tara ES are identified as being individuals who do **not** have a visitor's pass from the office. We all share the responsibility of keeping our school safe. Please stop any individual that does not have a pass or alert the administration immediately.

All teachers must keep their classroom doors closed and locked at all times. Do not open the door unless you are notified by the office to expect a visitor. Family members are also requested to check into the office before proceeding to your classroom. In the case of a lockdown, **DO NOT OPEN YOUR DOOR**, until the "All Clear" is given. The office is to be notified immediately if a problem arises. Please be sure that this information is available for your substitute.

RELEASE OF STUDENTS DURING SCHOOL DAY

It is imperative that teachers do not release students for any reason, unless the main office has given notification. If a parent comes to your classroom requesting to take their child home, please call the main office immediately, and direct them back to the main office for checkout.

REPORTS

Progress Reports

Progress Reports are issued to every student every 4.5 weeks throughout the school year. Progress report are used to notify parents of a child's academic and behavioral progress prior to the dissemination of Report Cards. Please refer to the calendar for specific completion and distribution dates.

Report Cards

Each teacher must keep a complete record of each pupil's achievements. At the close of each 9 week grading period, a report card of each pupil's progress must be provided to parents. A parent or guardian of the pupil must sign and return this report of progress. If a student withdraws and moves to another state, the report card will be released pending no obligations to the school for the following reasons:

- a) Owes for lost/damaged textbook
- b) Lost library book or damaged
- c) Owes for school pictures

- d) Owes for fundraiser items sold

The forms to hold report cards will be provided.

REPORTING STUDENT PROGRESS

- ✓ Grading or evaluation of a student's performance must be done in both the academic and conduct areas.
- ✓ **No student should be given a failing grade** unless the parents have been notified both in writing and/or by phone. Parents must be given sufficient time to work with the student in correcting the deficiency. Students receive report cards every 9 weeks, so parents should have a minimum of 3-4 weeks to facilitate improved student achievement.
- ✓ **Progress reports are to be signed by the parent/guardian and returned to the teacher.** If the report is not returned, it is necessary to contact the parent/guardian.
- ✓ **Be prepared to justify failing grades.** A large number of failures within a group may indicate that a teacher should re-evaluate teaching methods or perhaps his/her grading system. A high percentage of failures in any group should not exist.

ROUTINES

Morning Routine:

- Classroom teachers will establish a regular morning routine-entering the classroom, sharpening pencils, seat work, etc. This routine will be written and placed in the substitute plans in order that the regular flow of the classroom will not be interrupted.
- **Morning work should be available for all students every day.**

Traffic in the Hallways:

- All students in each class will walk in a single file line and navigate to the right side of the hallways. Students will move through the hallways quietly and without running.

Assemblies:

- Classes should enter the cafeteria/gymnasium in single file, one class at a time and seated quickly and quietly.
- Students are expected to exhibit exemplary behavior at all assemblies. This is to include appropriate silences during speeches and performances. Teachers will enforce students' behaviors as well as model correct behavior by following the same rules and expectations.
- If a staff member is planning an assembly, the Principal must approve the date, time and all details no later than two weeks in advance of the assembly. The event must be placed on the Master Calendar.

Lunch Procedures:

- Teachers are expected to promote appropriate cafeteria behavior with students. Please follow cafeteria procedures outlined in this handbook.

Notes Home:

- **The Principal must approve any general notes, which will be sent to all parents of a class or grade level prior to copying and distributing.**
- All newsletters, PTA notices or any school wide communication are expected to be sent home on Thursday in the designated folder.

Other Routines:

- All teachers are required to begin and end their scheduled classes on time in order to promote effective classroom management. Additionally, teachers must drop off and pick students up on time from all special classes and follow appropriate time schedules throughout the day.
- Monitor students in the hallway and accompany them to other areas of the building.
- Do not permit loitering in the halls or bathrooms, which includes standing students in the hallway as a behavior consequence.
- Enforce the dress code daily.
- Shirts must be tucked in at all times.
- Insist on appropriate behavior at all times.
- Sneakers with wheels are not allowed at the school.

Please note: **The teacher is responsible for the supervision of students at all times.**

RESPONSE TO INTERVENTION (RTI)

Response to Intervention (RTI) is at the core of school improvement- to make sure we reach *all* students, especially those whose academic skills or behaviors are not up to expectations. The Georgia Student Achievement Pyramid of Interventions is the process of aligning appropriate assessment with purposeful instruction for all students. In Georgia, Response to Intervention is based in the general education classroom where teachers routinely implement a strong and rigorous standards-based learning environment.

The tiered approach to providing layers of intervention for students needing support requires a school wide common understanding of the Common Core Georgia Performance Standards (CCGPS), assessment practices, and instructional pedagogy. Georgia's RTI process includes several key components:

- ✓ A 4-Tier delivery model designed to provide support matched to student need through the implementation of standards-based classrooms.
- ✓ Evidence-based instruction as the core of classroom pedagogy.
- ✓ Evidence-based interventions utilized with increasing levels of intensity based on progress monitoring.
- ✓ The use of a variety of ongoing assessment data to determine which students are not meeting success academically and/or behaviorally.
- ✓ Data Teams in each school serve as the driving force for instructional decision making in the building.
- ✓ Purposeful allocation of instructional resources based on student assessment data.

REQUESTS TO LEAVE DURING THE SCHOOL DAY

At times during the school year, it may be necessary for a faculty member to request to leave during the school day or to leave school early. When this occurs, the "Leave" form should be filled out and approved by the Principal. All faculty members should understand that to leave during the school day or to leave early is a privilege, and as such should not be abused. These requests should be kept to a minimum. Staff members who leave before 11:30 a.m. should plan to take ½ day sick or personal leave, whichever applies. Staff members who arrive after 11:30 a.m. would plan to take a ½ day sick or personal leave, whichever applies.

**** Remember to sign in and sign out daily. Failure to sign in and out daily will result in an automatic email from the bookkeeper notifying you to submit in writing to the Principal your reason for failing to comply with the CCPS Board Policy.***

Please note: Due to Clayton County School Board liability policies, staff members are not permitted to bring their own children or relatives to the school without approval from the administration.

SCHEDULES

Teachers are required to follow their teaching schedule. Any changes to a schedule must be approved by the Principal. **Classroom schedules are to be submitted to the Administration on the provided template via email.**

SCHOOL SUPPLY LIST (CCPS/Beasley)

Elementary Supply List

- Pre-K
 - Small Blanket
 - Kleenex
- Kindergarten
 - Crayons
 - #2 Pencils
 - Glue Sticks
 - Wide Ruled Composition Notebooks
 - Kleenex
 - Hand Sanitizer
 - Book Bag
- First Grade
 - Crayons
 - #2 Pencils
 - Glue Sticks
 - Wide Ruled Composition Notebooks
 - Kleenex
 - Hand Sanitizer
 - Book Bag
- Second Grade
 - Crayons
 - #2 Pencils
 - Glue Sticks
 - Wide Ruled Composition Notebooks
 - Wide Ruled Notebook Paper
 - Kleenex
 - Hand Sanitizer
 - Book Bag
- Third Grade
 - Crayons
 - #2 Pencils
 - Glue Sticks
 - Kleenex
 - Hand Sanitizer
 - Wide Ruled Composition Notebooks
 - Prong Pocket Folders
 - Book Bag
- Fourth Grade
 - #2 Pencils
 - Kleenex
 - Hand Sanitizer

SCHOOL SUPPLY LIST cont. (CCPS/Beasley)

- Wide Ruled Composition Notebooks
- Prong Pocket Folders
- Book Bag
- Fifth Grade
 - #2 Pencils
 - Glue Sticks
 - Kleenex
 - Hand Sanitizer
 - Wide Ruled Composition Notebooks
 - Wide Ruled Notebook Paper

SICK LEAVE

Teachers who find it necessary to be absent more for days than they have earned, will lose a day's pay for each day missed. If staff members must be absent the administrators must be notified as soon as possible. The teacher must then either call or log on to AESOP to enter a request for a substitute. It is the teacher's responsibility to secure a sub for his/her class. If staff members know in advance that he/she will need to take leave, the Employee Leave Request Form will need to be completed.

During pre-planning the Bookkeeper will provide the teachers and paraprofessionals with information on how to secure a sub through the AESOP system. The teacher will leave, at all times, a daily lesson plan for the substitute teacher. If employees are aware of an extended illness in advance, it is their responsibility to prepare substitute plans for a minimum of 2 weeks. Sick leave will be used to cover personal illness and illness in the immediate family. The immediate family will be interpreted to mean father, mother, brother, sister, child, husband, or wife.

SMOKING

Smoking is not allowed in the building or on school grounds. Our school is a smoke-free environment.

STAFF DRESS CODE

All persons employed by Clayton County Public Schools are representatives of the school system and are highly visible examples to students. You should therefore dress in a manner that sets a positive example and conveys to students that education is a serious and professional endeavor. As such, you are expected to conduct yourselves in a manner that will reflect credit upon yourself and the school system. Professional and modest attire is expected on school days and teacher planning days. Neither sheer clothing nor revealing attire is acceptable

or tolerated. Do not put yourself in an uncomfortable situation where this issue has to be addressed to you by the administration.

STANDARDS-BASED INSTRUCTION

- A. Teachers are expected to deliver quality **standards-based instruction**. This means teachers must have a grasp of the curriculum and utilize best practices to deliver instruction.
- B. Common Core standards that are aligned with current instructional lessons will be posted in the room. Standards must be large enough for students to view and access.
- C. Student work must reflect achievement of required curriculum standards. Meaningful teacher commentary must be attached to all posted student work.
- D. Differentiated instruction must be evident to accommodate student learning profiles, special needs, and cultural backgrounds.
- E. Flexible grouping will be based on current analysis and diagnosis of formative assessments.
- F. Content lessons will include components of writing, reading, listening, and speaking as evidence of **literacy across the curriculum**.
- G. Teachers will use **higher-order questioning** techniques to guide the thinking and learning of students. This should be demonstrated during instruction and assessments. (i.e. Revised Bloom's Taxonomy, Planting Questions)

STUDENT SUPERVISION

Students are never to be left unattended – even for a “few” minutes. Student supervision is the responsibility of the classroom teacher. Please note the following:

- In an emergency, call the office (and include classroom number) or the teacher in the next room for assistance.
- Students are to be supervised to and from classes. Lower grade students must be sent to the office (or on other errands) in pairs. Students should have an appropriate pass when they leave the room.
- Teachers at all grade levels are expected to follow the arrival/dismissal plans.

SUBSTITUTE PROCEDURES AND PLANS

The **administrator and the grade level chair** should be notified as soon as possible when a staff member expects to be absent (anticipated or unanticipated). If a teacher knows in advance of an absence, they must fill out a “leave form”, gain approval from the **administrator**, and then secure a substitute teacher. The teacher should have lesson plan information available

for the substitute. **Also note that calling AESOP does not assure that you will have a substitute. It is your responsibility to make sure that a substitute has been secured for your classroom. The teacher MUST confirm that the following steps have been carried out:**

1. Call the administrator
 - Between the hours of 5:00 PM and 9:00 PM or
 - Between 6:00 AM and 6:45
2. Call AESOP (obtain job number)

In order to facilitate the effectiveness of substitutes, emergency lesson plans need to be compiled and given to your grade level chairperson. **Teachers will need to update information and activities in their folders at the beginning of every grading period.**

TAKE HOME THURSDAY FOLDERS

"Take Home Thursday Folders" will be issued to all lower grade students. All school wide and important notices should be sent home in the Take Home Thursday folder.

Teachers need to insist that the students develop this habit. Each Friday morning as part of the daily routine, teachers should follow-up to ensure that the folders have been returned and are empty. Follow up with a phone call home if the folder is not returned.



TEACHER EXPECTATIONS



2018 – 2019 Tara Elementary School Non-Negotiables



Professionalism, Communication and Relations
<ul style="list-style-type: none"> ○ Be on Time and present. ○ Be Prepared and ready to Teach. ○ Be consistent with grading and conduct. ○ Inspire our students. ○ Inspire and support your colleagues. ○ Communicate with parents about expectations, grading and school policy. ○ Build and uphold the reputation and beliefs (Excellence is the ONLY choice) of Tara Elementary School. ○ Attend Collaborative Planning Meetings as a positive active participant. ○ Serve as a member in Professional Learning Communities for student growth and teacher efficacy. ○ Use data and data protocols consistently as a building <i>practice</i> to drive instruction and reflect on teacher practices. ○ Be involved in activities related to Professional Growth (this can/will be developed by or with support from with the Principal or Assistant Principal). ○ School Leaders lead with a positive...courageous spirit...look different. ○ 3 D's Professional Dress, Discourse, and Demeanor. ○ Consult/communicate with administrator(s), colleagues, students, and/or parents on a regular basis. ○ Cooperate and collaborate with administrators and/or instructional/teacher leaders. ○ Serve on and participate in professional staff committees/meetings. ○ Meet or exceed the standards of performance (Teacher Keys Effectiveness System, Classified, GLEI, GMSEP, GMCEP, etc.), Clayton County Public School social and academic programs and initiatives, and other state & federal requirements...including following the standards of the Georgia Common Core Curriculum. ○ Perform other related duties as required.
Curriculum, Instruction, and Assessment
<ul style="list-style-type: none"> ○ Help students learn subject matter and/or skills that will contribute to their development as mature, able, responsible citizens who become lifelong learners. ○ Guide the learning process of students in the classroom toward the achievement of curriculum goals while upholding all district, state, and federal guidelines. ○ Plan your lessons considering student/class data; using CCPS approved resources (as well as other resources...not to take the place of CCPS resources) and guidelines. ○ Teach with a high level of instruction, with active student engagement, and differentiation to meet varied needs of students. ○ Utilizes effective assessment strategies, monitoring student performance, and provide meaningful feedback. ○ Create a classroom environment with structure and organization. ○ Implement Instructional practices with rigor, and critical thinking.

“All – In” for Student Growth and Achievement

Please note that these are non-negotiable, but do not limit the expectations of teachers. It is the expectation that all teachers will utilize professional judgment to establish positive communication and relationships at TES.



TEACHER KEYS EFFECTIVENESS SYSTEM

The overarching goal of TKES is to support continuous growth and development of each teacher. ***This evaluation system is based on the totality of evidence and the consistency of practices.***

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 teacher and evaluator and promotes self-growth, instructional effectiveness, and improvement of overall job performance.

The following are ongoing and should take place throughout the school year:

- ✓ Walk-throughs and observations of teachers by evaluators.
- ✓ Collection of documentation, site visits, and observations as they relate to performance standards and goals.
- ✓ Familiarization with TKES performance standards.
- ✓ Analysis of student data and utilization of that data in planning.
- ✓ Development and monitoring of Professional Learning Plans, and Professional Learning Goals (on an as-needed basis)

Performance standards are used to collect and present data to document teacher effectiveness that is based on a comprehensive conception of the job responsibilities for teachers. Standards are intended to provide a balance

between structure and flexibility. They also define common purposes and expectations, thereby guiding effective professional practices. A fair and solid set of performance standards can provide sufficient detail and accuracy so that both teachers and evaluators understand the full range of teacher performance and identify areas for professional improvement. **The ultimate goal is to support the continuous growth and development of each teacher by monitoring, analyzing, and applying pertinent data compiled within a system of meaningful feedback.**

Performance Standards

Professional Knowledge	The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.
Instructional Planning	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.
Instructional Strategies	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.
Differentiated Instruction	The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.
Assessment Strategies	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.
Assessment Uses	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.
Positive Learning Environment	The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.
Academically Challenging Environment	The teacher creates a student-centered, academic environment in which teacher and learning occur at high levels and students are self-directed learners.
Professionalism	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.
Communication	The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.

Teacher Leaders of Tara ES (Grade Level Leads, Content Leads, Department Leads, Data Leads, Technology Leads)
What is leadership?



- Creates an inspiring vision of the future.
- Motivates and inspires people to engage with that vision.
 - Manages delivery of the vision.
- Coaches and builds a team, so that it is more effective at achieving the vision.

THE IMPORTANCE OF TRUST IN LEADERSHIP

TRUST gives you the permission to give people direction,
get everyone aligned,

and give them the energy to go get the job done.

TRUST enables you to execute with excellence
and produce extraordinary results.

As you execute with excellence
and deliver on your commitments,

TRUST becomes easier to inspire,
creating a flywheel of performance.

– Douglas Conant



Teacher leaders serve in leadership positions within the school. The responsibilities of the leaders include:

- Act as support person for curriculum with teachers
- Uphold and support the School Improvement Plan, and Comprehensive Needs Assessment
- Hold meetings as needed, with curriculum team, providing an agenda and recording minutes for each meeting
- Assist teachers with the development of strategies to improve instruction, including classroom management techniques. He/she may serve as a resource person in the remediation of unacceptable areas of performance

- as cited by the administration
- Assist in disaggregating the data
- Be prepared to make data presentation to the staff as needed
- Stay abreast of upcoming special events, programs, deadlines, etc.
- Coordinate departmental duties including preparation of reports
- Assist substitute teachers
- Monitor compliance with the School Improvement Plan
- Encourage the cohesiveness of the grade level and school as a whole and discourage isolation among and between teachers

TEACHERS' LOUNGE/WORKROOM

The teachers' lounge is for faculty/staff use only. No children or non-staff members are to be allowed in the teachers' lounge.

TECHNOLOGY

STUDENT INTERNET USE

All workstations throughout the school have Internet access. Though it is recognized that the Internet can be a useful and valuable tool to enhance classroom instruction, there are websites that are inappropriate for students. Most of these websites are blocked either by the District's filtering system or by local software filters. However, this does not guarantee complete protection from such sites. Students **MUST** be supervised while on the Internet to assure protection. For their own protection, students should never volunteer any personal information over the Internet. Any violations of appropriate use must be reported to the school administration.

TEACHER INTERNET USE

Internet Access is available for all teachers and staff at the school site. The District guidelines for Internet Usage do prohibit the following:

- Viewing and/or downloading sexually explicit material
- Downloading or distributing software, images, or files that are protected by International copyright laws. Copyright infringement can result in criminal prosecution punishable by fines up to \$100,000 and imprisonment up to 10 years.

Any violations of the above guidelines may result in administrative action by the District and/or criminal prosecution.

VIRUS PROTECTION

Viruses continue to be a menacing threat to individual computers as well as corporate networks. These malicious programs are capable of erasing files, destroying operating systems and destroying hardware. Most (but not all) are spread through infected jump drives and email attachments. Clayton County

Public Schools has anti-virus software that affords some level of protection. No software is foolproof, however. Therefore, please observe the following:

- If you transfer files from home to school, please virus check the device **before** opening any files.
- If a virus warning appears, ***notify your network administrator immediately***. Do not attempt to take action on your own.

CARE AND USE OF CLASSROOM EQUIPMENT

It is recognized and understood that a certain amount of wear and tear occurs on equipment, especially when younger children use it. Many of the components are delicate and easily damaged. However, it is the classroom teacher's responsibility to ensure that students learn to properly handle equipment. As budgets are reduced, it becomes more difficult to maintain a supply of replacement equipment.

Therefore, individuals who demonstrate an inordinate amount of equipment damage may have computer privileges revoked and computers removed from the classroom. Student desktop computers should not be in teacher desk area.

TECHNOLOGY LEADS

Technology Lead Duties and Responsibilities – 2017-2018

- Laptop carts – inform/monitor Title 1 guidelines
- Gizmo
 - Monitor Gizmo Usage
 - Usage Verification Sheet- submitted every 2 weeks
 - Include due dates for verification sheets
 - Plan and Collaborate with N. Polite (Gizmo Contact)
- SLDS
 - Monitor clicks weekly
 - Weekly data meetings(first 10 min)
 - During Collaborative Planning
- Collaborate with the GMAS Testing Team in preparation for Mock Assessments. Computer Keyboarding practice activities and opportunities for K-5 students.

TELEPHONES

Telephones are placed in each classroom for emergencies, contacting parents and/or to fulfill other professional responsibilities. It is very important that the use of the telephone is not abused. Telephones and or cellular phones should not be used for personal reasons when students are present in the room unless it is an emergency.



















TEXTBOOK CONTROL

Teachers must maintain a record of books (via Destiny) issued to the students and a periodic textbook check should be made. No tapes or other adhesive materials should be attached to the book. A pre-printed barcode will be placed on the bottom left hand corner of each textbook. The Assistant Principal should be notified as soon as a textbook or barcode label is lost or damaged. Please make students aware that they will be assessed a fee if a textbook is lost or damaged. All teachers (or Textbook Committee Member) will be requested to sign out all textbooks issued. Additionally, the textbooks will be scanned and the teacher should assign, on the computer, a textbook to every student. This will be used to monitor the textbook inventory during the school year. Textbook Committee Members and a grade level representative will manage the textbook inventory process for their TEAM. It is understood that all staff members will conscientiously complete the inventory and diligently pursue the finding/payments for lost books.



Who to Know Directory

Who to Know at Tara Elementary School 2018 - 2019

If you have questions...	Ask...	If you have	Ask...
The Front Office 	Front Office Secretary Ms. Briana Smith		Mr. Edward Crisp - 403 Ms. Linda Armstrong – Special Ed. Pre-K -404
Bookkeeper's Office 	Bookkeeper Ms. Brenda Winston		Grade Level Lead <i>Ms. Bridgette Ukah - 409</i> Ms. Vinita Sage-McGhee 407 Vacant - 408 Ms. Debra Williams – 411 Ms. Nicole Brown – 405
Counselors 	Counselor Dr. Yolanda Colbert		Grade Level Lead <i>Ms. Kiaunna Wirt - 412</i> Ms. Shanna Wilson – 416 Ms. Colletta Jones – 415 Ms. Marjorie Munroe - 418 Ms. Erin Smith - 413
Parent Liaison 	Parent Liaison Ms. Yetsenia Figueroa - 402		Grade Level Lead <i>Ms. Ascha Preston (Lead) – 203</i> Ms. Taquita Scott - 207 Ms. Olivia Richardson – 201 Ms. Myra Hamilton – 204 Ms. Chalon McCann - 202
Media Center 	Media Specialist Ms. Susan Gillespie		Grade Level Lead <i>Ms. LaTrilya Peters - 304</i> Ms. Yolanda Cook - Math - 302 Ms. Jaela Rutledge ELA - 306 Ms. Ashanie Alexander - Social Studies/Science – 305 Ms. Jaszmyrn Green- Math - 303
School Health Tech 	School Health Technician Ms. Lisa Mitchell		Grade Level Lead <i>Ms. Genothan Ohanenye - 211</i> Ms. Kiera O'Neal Math – 209 Ms. Kawonna Jackson - Social Studies/Science – 210 Ms. Lakisha Fleming Reading - 206 Ms. Shannon Baskin Math - 208
 Division of Exceptional Students (DES)	DES Lead Teachers Ms. Michelle Brown - Solomon (Lead) – 103 MID Unit K-1 Ms. Lorraine Ullman – 307 MID Unit 2-3 Ms. Karamdeep Sidhu- 410 MID Unit 4-5 Vacant - 309 Speech Ms. Carlye Williams – M67 ESOL		Grade Level Lead <i>Ms. Latonya McElath ELA/Social Studies – 215</i> Ms. Dejuan Winfield - Science/Math 212 Ms. Cassie Simmons –216 Ms. Charlene Tignor - ELA - 213 Vacant - Science/Math 214
Gifted	Gifted Lead Teacher Ms. Jaqueline Belser – M36	Academic Coach 	Academic Coach Ms. Madhuri Chopra - 418
Electives 	Fine Arts Lead Teacher <u>Mr. Glen Perdew</u> <i>Music</i> – Mr. Mr. Perdew - 310 <i>Art</i> – Ms. Nell - 308 <i>Physical Education</i> – Mr. Graham - Gymnasium	EIP 	EIP Lead Teacher Ms. Alethea Gibson (Lead) – 417 Ms. Miranda Wilkerson – M25 Ms. Tara Rmeyer- M19
Custodians	Head Custodian Ms. Rachell	School Nutrition 	Cafeteria Manager Ms. Marion Byers – Cafeteria

WORK FOLDERS

Work folders are required for each student. Papers should be filed by subject area. Teachers are not required to keep all work for every student. However, work to support an earned grade should be filed. Filed papers may be sent home for parent signature and returned. All data should be kept in the data binder.



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This image shows a full page of blank, lined paper. It features approximately 28 horizontal blue or grey lines spaced evenly apart, typical of notebook paper. The lines extend across the entire width of the page, leaving small margins at the top and bottom. There are no vertical lines, text, or other markings on the page.

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