

Americus-Sumter Ninth Grade Academy Teacher Handbook 2020 – 2021



“Success, Nothing Less!”

This Teacher Handbook should clearly communicate expectations, improve consistency of practice, and provide information needed for success at ASNGA. We are here to support you and to make your experience as a Panther mutually beneficial.

Administrative Offices are open from 8:00 a.m. to 4:30 p.m. Monday through Friday.

ADMINISTRATIVE STAFF

Mrs. Cindy Anglin, Principal

Mr. Martin Mitchell, Assistant Principal

Mrs. Samantha Hurias, Counselor

Mrs. Fran George, Media Specialist

Mrs. Demetrius Bridges, Attendance Clerk

Mrs. Beverly Jones, Bookkeeper

Mr. Coleman Price, Athletic Director

Mr. Joshua Drew, CTAE Supervisor

Mrs. Cassandra Roberts, Administrative Assistant

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Purpose of Handbook

This handbook provides teachers and staff members a reference of important information, policies and procedures of Americus-Sumter Ninth Grade Academy. It does not replace the system's policies and procedures, but it can help to answer questions that may arise during the school year.

Statement of Non-Discrimination

It is the policy of the Sumter County Board of Education not to discriminate on the basis of sex, race, religion, or national origin in its educational programs, activities, or employment policies.

Sumter County Schools

Dr. Torrance Choates

Superintendent

Mr. Walter Knighton

Associate Superintendent

Sumter County Schools Board Members

Dr. Michael Busman

School Board Chair

Mr. Rick Barnes

School Board Vice-Chair

Ms. Alice Green

School Board Member

Ms. Edith Green

School Board Member

Mrs. Meda Krenson

School Board Member

Mr. Jim Reid

School Board Member

Mrs. Sylvia Roland

School Board Member

Sumter County Schools Mission

“To Graduate all Students”

Sumter County Schools Vision

“The Vision of Sumter County Schools is to ensure that all students receive an equitable education and graduate, college and career ready.”

ASNGA Mission Statement

“The mission of Americus-Sumter Ninth Grade Academy is to assist all freshmen in making a smooth transition into high school, and in meeting the rigorous high school standards in order to graduate all students.”

ASNGA Vision Statement

“The vision of Americus-Sumter Ninth Grade Academy is to provide an equitable education that addresses the unique needs of freshmen resulting in ethical workers, global thinkers and productive citizens.”

School Theme

“Success, Nothing Less!”

Americus-Sumter Ninth Grade Academy
Faculty and Staff
2020-2021

Administrative Team			Special Education Department		
Front Office	Principal	Cindy Anglin	Room 301	Sp. Ed.-Study Skills	Samantha Braswell
Student Services	Assistant Principal	Martin Mitchell	Room 309	Sp. Ed.-ELA	*Maigan Yarber
ELA/Foreign Language Department			Room 309	Sp. Ed.-Social St.	Shaifaly Kheraj
Room 309	ELA Teacher	*Jeanne Griggs	Room 207	Sp. Ed.-Science	Najma Parveen
Room 310	ELA Teacher	Sandra Cobb	Room 207	Sp. Ed.-Math	Raksa Tahiyat
Room 505/302/308	ELA Teacher		Room 104	Sp. Ed.-self-contained	Jyothi Potluri
				Sp. Ed.-self-contained	
Room 207	French Teacher	Justin McConnell	Paraprofessionals		
Room 302	Spanish Teacher	Felix Jimenez	Room 108	ISS/ABE	
Room 302	ESOL Teacher	Jesus Amaro	Room 104	SPED	
Mathematics Department			Room 104	SPED	
Room 202	Math Teacher		Media Center	Media Parapro.	Jeanette Mitchell
Room 203	Math Teacher	*Grace Erra			Marissa Hill
Science Department					Peggy Franklin
Room 204	Science Teacher				Brittany Berryhill
Room 205	Science Teacher	*Mujeebuddin Mohamad	Clerical		
Social Studies Department			Front Office	Administrative Asst.	Cassandra Roberts
Room 306	Social Studies Teacher	*Janet Masters	Front Office	Bookkeeper	Beverly Jones
Room 304	Social Studies Teacher	Cassandra Tedford	Student Services	Registrar	Demetrius Bridges
CTAE/Fine Arts/P. E. Department			Support Staff		
Room 400/404	JROTC Instructor	Kevin Marshall	Room 502	Math Academic Coach	Phoenecia Cummings
Room 300	Business Teacher	*Keywa Mathews	Room 502	ELA Academic Coach	Cynthia DeMott
Room 200	Business Teacher	Tamara Coley	Room 107	Counselor	Samantha Huiras
Room 508	Agriculture Teacher	Brandon Gross	Media Center	Media Specialist	Fran George
Room 305	Consumer Sci. Teacher	Sarinda Woodson	Nutrition Staff		
Room 401	Chorus Teacher	Keith Thomas	Rosa Floyd		
ASHS Band Room	Band Teacher	Debra Hughes	Amy Oliver		
Gym/Room 307	Health/P.E. Teacher		*Sarah Slappey		
Gym/Room 307	Health/P.E. Teacher		Custodial Staff		
			*Ida Anthony		
			Robert Adams		
			Henry King		
*Denotes Department Chair					

Americus-Sumter Ninth Grade Academy

2020-2021 Regular Bell Schedule

<u>Periods</u>	<u>Time</u>	<u>Instructional Time</u>
Doors Open/Breakfast	7:30 – 7:55	
First Bell	7:55	
1 st Block/Announcement	8:00 - 9:30	90 minutes
Transition	9:30 - 9:35	
Panther Period (Advisement)	9:35 - 10:20	45 minutes
Transition	10:20 - 10:25	
2 nd Block	10:25 – 11:55	90 minutes
Transition	11:55 - 12:00	
3 rd Block	12:00 - 2:10	90 minutes
1 st Lunch	12:10 - 12:35	
2 nd Lunch	12:40 - 1:05	
Transition	2:10 - 2:15	
4 th Block	2:15 - 3:45	90 minutes

*** Please note that the schedule is subject to change. ***

Americus-Sumter Ninth Grade Academy

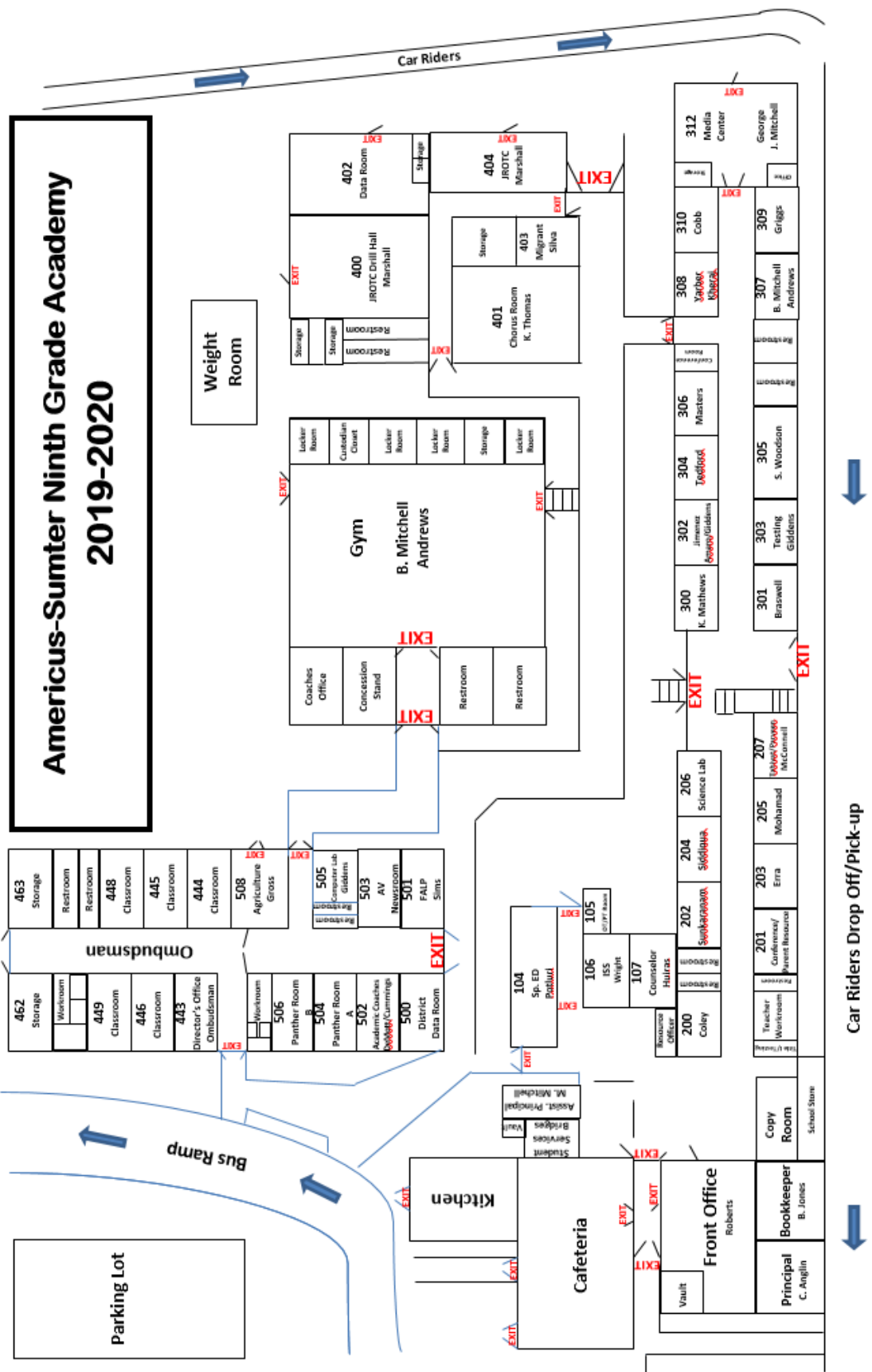
2020-2021 Bell Schedule


Friday (Modified)

Academic Advisement/Activity Schedule

<u>Periods</u>	<u>Time</u>	<u>Instructional Time</u>
Doors Open/Breakfast	7:30 – 7:55	
First Bell	7:55	
1 st Block/Announcement	8:00 - 9:25	85 minutes
Transition	9:25 - 9:30	
Panther Period (Advisement)	9:30 - 10:05	35 minutes
Transition	10:05 - 10:10	
2 nd Block	10:10 – 11:35	85 minutes
Transition	11:35 - 11:40	
3 rd Block	11:40 - 1:35	85 minutes
1 st Lunch	12:10 - 12:35	
2 nd Lunch	12:45 - 1:10	
Transition	1:35 - 1:40	
4 th Block	1:40 - 3:05	85 minutes
Activity	3:05 – 3:45	40 Minutes

*** Please note that the schedule is subject to change. ***



<div> AMERICUS-SUMTER NINTH GRADE ACADEMY SCHOOL-WIDE BEHAVIOR EXPECTATIONS</div>				
Panthers are...	Prepared	Accountable	Well-behaved	Safe
Classroom	<ul style="list-style-type: none">• Come prepared with all materials• Come with assignments completed• Come in proper dress code	<ul style="list-style-type: none">• Remain on Task• Take ownership of learning	<ul style="list-style-type: none">• Follow all classroom rules• Respectfully accept redirection from adults	<ul style="list-style-type: none">• Remain in your seat unless given permission• Keep hands and feet to yourself• Follow all safety instructions
Parking Lot/Drop Off/Pick up	<ul style="list-style-type: none">• Turn in documentation to the office upon arrival (bus change or pick-up)• Know your mode of transportation	<ul style="list-style-type: none">• Morning: Quickly exit mode of transportation and report to cafeteria• Afternoon: Quickly exit building upon dismissal and report directly to your mode of transportation	<ul style="list-style-type: none">• Walk to your destination in a timely manner• Remove head gear and turn off electronics before entering the building	<ul style="list-style-type: none">• Report unlawful/suspicious activity• Check your surroundings
Hallway Area	<ul style="list-style-type: none">• Remove all needed items from your locker• Move quickly and quietly to your next class	<ul style="list-style-type: none">• Keep hallway free of litter and personal items• Arrive to class on time with the required materials	<ul style="list-style-type: none">• Use appropriate language• Avoid horseplay and running	<ul style="list-style-type: none">• Respect the space of others• Walk on the right side of the hall
Cafeteria	<ul style="list-style-type: none">• Follow the appropriate route to the cafeteria	<ul style="list-style-type: none">• Clean your area• Keep 4 chairs at the tables	<ul style="list-style-type: none">• Wait your turn• Talk quietly• Keep all open food and drinks in the cafeteria	<ul style="list-style-type: none">• Use eating utensils properly• Keep hands, feet and food to yourself• Remain in your seat
Restrooms	<ul style="list-style-type: none">• Plan visits between classes	<ul style="list-style-type: none">• Go only when you have to• Observe time limits	<ul style="list-style-type: none">• Respect the privacy of others• Keep clean and litter free	<ul style="list-style-type: none">• Wash your hands• Report any unsafe or illegal activity
Bus	<ul style="list-style-type: none">• Know your bus number• Know your bus pickup time• Know your bus stop	<ul style="list-style-type: none">• Listen for bus changes	<ul style="list-style-type: none">• Follow the rules of the bus• Respect the adults on the bus	<ul style="list-style-type: none">• Follow appropriate bus-riding expectations
“SUCCESS, NOTHING LESS”				

Teacher Dress Code

(TKES Standard #9)

All school employees are expected to dress professionally. This excludes the following:

- Denim fabric for pants and skirts
- Skirts and dresses-no more than an inch above the knee
- Unhemmed pants and skirts
- Pants or skirts that drag the floor
- Cargo pants
- Tops that reveal the middle when hands are raised
- Crew neck banded tee shirts
- Tank tops
- Sleeveless tops (without a cover)
- Capri pants that are above the middle shin
- Tight fitting clothes
- Untucked polo type shirts
- Flip flops or bedroom slippers
- Tennis shoes, unless a medical necessity

Sumter County Schools, recognizing that teachers are professionals, expect them to maintain a high standard of personal conduct and to dress in a manner which shall contribute to high morale in the school and to a wholesome school reputation.

Employees are expected to dress to the standard of the students or higher. Employees can wear polo type shirts and Khaki pants, or they may wear more formal business attire. Fridays are designated as “spirit days”. Blue jeans, along with a school shirt/dress shirt will be allowed on these days.

Dress Down Pass – Pick up a sticker from the front office on days when you are using your pass. Must be on your person when approached by an administrator.

Monthly Socials/Faculty Meeting
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August.....Ice Cream Social

September.....ASNGA Tailgate Social

October.....Halloween Social

November.....Thanksgiving Social

December.....Christmas Social

January.....Winter Bash Social

February.....Valentine Social

March.....It's A Birthday Party Social

April.....Spring Fling Social

May.....End-of-Year Social

** Staff will be asked to sign up to bring items for the socials. These socials will be during faculty meetings that will be on the second Tuesday of each month.

Teacher Responsibilities

1. Teachers will be on time for work (7:45 am) unless you have assigned morning duty (7:30 am). Teachers must sign in and out each day. **(See Check-Mate Clock In and Out Procedures in Appendix J)**
2. The school will be open to the students at 7:30 am. Teachers must be standing in the hall in front of their doors when the bell rings at 7:55 am unless on duty.
3. The school day ends for students at 3:45 pm. Teachers must be in the hallways as assigned on their duty post 5 minutes before the release of students and must remain until students have cleared the building. Once the campus is clear of all students, teachers may leave unless they have a meeting.
4. Teachers must be in the doorways of their rooms during each and every class change and at the end of the school day. Your visibility is very important during class change. You should position yourself where you can supervise students in the hallway and in your classroom at the same time.
5. Students should not leave class unless there is an emergency or called by office staff. The students need to use restroom between classes. Students should **NEVER** leave a class without a signed and dated pass. The Pass should also include the destination. Do not send two students when one can do the job.
6. Teachers are not to leave campus during the school day. Obviously, you may leave for school business or for personal emergencies. Anytime that you leave you must have permission from Mrs. Anglin or Mr. Mitchell. You must sign out and back in when you return.
7. Lesson plans need to be submitted in Google Classroom. These must be submitted on Friday by 8:00 A.M. of every week in order for administration to give you feedback. Lesson plans must be available by the classroom door for review (folder posted inside the door).
8. Teachers must always report to duty stations on time; this includes bus duty and hall duty. Failure to report compromises security and safety. If you are absent, it is your responsibility to obtain coverage for your assigned duty station. You are responsible for letting administration know that you have duty and who is replacing your duty **(See Appendix B)**.
9. Policy prohibits the use of tobacco products by all people on the Americus-Sumter Ninth Grade Academy Campus.
10. Students are tardy when they are not in your room when the bell rings. During tardy roundup, the student will be taken to ISS for that block only and a list of students will be emailed to the teachers.
11. Teachers must assist with the SST/RTI process. This process needs to be in full swing. (See RTI Schedules)
12. Teachers are expected to attend all professional meetings. (See Google Calendar)
13. Americus-Sumter Ninth Grade Academy faculty meetings will be on the 2nd Tuesday of each month or

announced if a called meeting is needed. All teachers will have to sign-in. Mrs. Anglin is the ONLY person that can give permission to miss a faculty meeting. Please schedule any appointments around these meetings.

14. Record keeping is fundamental to the success of our school. All teachers must make a conscientious effort to improve their record keeping. You **MUST** take attendance each block every day and log it into Infinite Campus. Please do this within the first 5 minutes after the tardy bell. Accurate attendance - **EVERY** block of **EVERY** day! Make sure that you carry your class roster with you to all events; including drills (see procedures for drills).
15. Teachers will need to be at all assemblies and are required to sit with their classes.
16. Teachers must conduct a daily dress code check immediately after morning announcements or as you are on duty and come in contact with students. Teachers will upload referrals electronically. Teachers are also to check for dress code violations at all times during the day. Use discretion. If the dress code violation is a disruption to instruction, send the student to the office with a referral. If the violation is not a disruption to instruction, submit a referral at the end of the day. See student handbook on dress code violation. ABE points should be deducted.
17. All club activities should be approved by the Club Sponsor and then by the principal. Field trips must be submitted 2 weeks prior to the board meeting.
No Exceptions!!!
18. No loud talking, or unnecessary conversations will be permitted in the front office. Reference the code of ethics. **See Appendix I** for supply request form that will be used to request supplies. Supply request should be submitted before or after school and or during your planning. **Under no circumstances should teachers get their own supplies.**
19. Administration has an open-door policy. However, go through the secretary to make sure that another meeting is not in progress before you enter.
20. The front area of the school and the Ombudsman area are off limits to the students during the school day.
21. Students should not be left unsupervised for any reason at any time or left standing in the hallway. Disruptive students may not be placed in the hallway. If a teacher has a problem, then he or she must buzz the front office for an administrator.
22. Teachers should not send students out of the classroom for not bringing textbook/materials (pencil, pen, paper, etc.), IDs, or for sleeping in the classroom. The teacher needs to handle these incidents by deducting ABE points and contacting parents. This is not to say administration will not step in to help.
23. **Check your mailbox** when you arrive in the morning and before you leave each day. Announcements will be made if something needing immediate attention has been placed in your mailbox during the day.
24. **Check your email at least twice daily** and be sure to read messages that may contain information that might impact your plans during the school day.

25. **Be familiar with and enforce** all student rules contained in the student handbook.
26. **Assist with ID checks / hall passes** during class change and when walking through the halls during planning. Check passes for accuracy.
27. **Monitor hallways** and notify the front office if you see someone whom you think appears to be out of place.
28. **Check and submit your attendance accurately every period** so that our attendance initiative can be implemented with fidelity. Attendance is reported to the state, and is an element of our CCRPI score, and **MUST** be accurately reported.
29. **Be accurate** in all record keeping. If you discover a mistake, notify the appropriate person as soon as possible.
30. **Do not let a student use your computer** for any reason unless you have logged completely out. Protect your login and notify your administrator immediately if you believe your information has been compromised in any way.
31. **Maintain a current and accurate gradebook** by entering grades in a timely fashion (**at least one grade entered per week**). One of your best methods of communication with parents is Infinite Campus. According to policy, gradebook must be updated weekly.
32. **Submit forms for all types of absences in a timely manner** by submitting all forms to the designated person. When forms are not properly submitted, employees run the risk of request being denied. Absences are generally divided into two categories: illness/personal days and professional learning. Employees requesting planned absences must complete a request form and enter the request two weeks **PRIOR** to the absence. Failure to receive approval prior to the absence may result in an unapproved (and therefore unpaid) absence.
33. **Complete and submit your syllabus** for every class as instructed and distribute a Course Syllabus summarizing the content and describing the requirements for student success. Grading requirements, student expectations, standards, and class processes must be included. Also include times when you are available for extra help and the best way for parents to contact you. **Please submit a copy to Mrs. George so that it can be posted to our website.**
34. **Plan effectively as a department** in an effort to maximize achievement for all students. Teachers are expected to analyze formative (**not graded**) and summative data and design differentiated lessons to meet student needs. **See Appendix F** for guiding samples for planning.

ASNGA General Procedures

Confidentiality

All student records are by law, confidential. This includes, but is not limited to, student records, transcripts, report cards, discipline records, special services information, attendance, standardized test results, advisement materials, and grade books.

Duty/Supervision

All ASNGA staff members will provide overall supervision for the lunchroom, bathrooms, hallways, bus ramp, walkways, etc. A duty schedule (**See Appendix B**) will be provided at the beginning of the school year. All teachers and staff will be assigned a specific duty. All teachers will be required to supervise students in their rooms and on their halls. All staff members must be on time for assigned duty each day. This means that all staff should be at their duty stations by **7:30** each morning. Remember, this is a time to **supervise students, not to socialize**. During the school day, **students should never be left unsupervised in a classroom**. If the teacher must leave the room for an emergency, the front office staff should be notified in-order to secure the appropriate supervision. (**See Appendix A**)

Teachers should report promptly to all assigned duty stations. Teachers must assist with ensuring that students are not playing with cards or dice, listening to music (even through headphones). Students arriving on campus must exit vehicles immediately and proceed to the cafeteria (**See Appendix B**).

Supervision of students is a part of a teacher's responsibility in the Teacher Keys Effectiveness System (TKES 7 & 9). Failure to properly supervise students will result in written documentation, which will become part of the teacher's file.

Fire/Disaster Drills

As an alarm sounds, lead your students to the designated areas quickly, quietly, and as orderly as possible. Gather them in line in that area and take roll. If anyone is not present, follow policies for skipping class. Evacuation charts must be posted in each room. Please make sure you have your class roster with you at all-times. Also, please make sure you have your red, green, and yellow cards with you. See the Emergency Plan Notebook. After returning to your classroom, each teacher must submit a completed form to the front office (**See Appendix H**).

Assemblies

Classes are called to the gym or cafeteria via the intercom. Walk orderly with your class and sit among them in a group, monitoring their behavior constantly. Please have your class roster with you.

SPED Meetings

All meetings should take place during planning or afterschool to minimize interruptions to instructional time and coverage.

“Spirit” Days

Teachers are allowed to wear jeans, school related shirt, or a dress shirt on Friday.

Teachers Off Campus

Teachers must get permission from Mrs. Anglin, and then be sure to sign out in the teacher off campus notebook in the front office. If Mrs. Anglin is off campus, then you must get permission from Mr. Mitchell before leaving. (Do not just let the office staff know that you are leaving. This is unacceptable.)

Monitoring Students

All faculty and staff members are “on duty” the entire time they are on campus. Teachers must **consistently** address proactive monitoring for dress code, book bags, IDs, behavior, and any other situations that may impede learning or orderliness. In addition to other assigned duties, teachers should stand in doorways during transitions.

Evaluation

Each staff member's performance will be evaluated during the school year. The instrument used to evaluate teachers will be The TKES (Teacher Keys Evaluation System). All paraprofessionals and other non-certified staff members will be evaluated on a system-wide form. Supervising teachers will be asked to assist in the evaluation of their assigned non-certified staff members at the mid-year and end of the year. Informal observations will be conducted routinely on all staff members throughout the year.

Lesson Plans

Lesson plans are to be done electronically and submitted to Google Classroom weekly by 4:00 PM, Thursday afternoon. A copy of lesson plans should be in a folder just inside the classroom door. Lesson plans and instruction should be standards-based and differentiated. Lessons should include the following:

- Aligned to curriculum and assessment and embedded in unit plans.
- Opening - The beginning of the lesson clearly establishes the expected learning outcomes.
- Work Session - During the work session, students are given ample time to practice the new content and/or elements of the standards and demonstrate relevant real- world applications.
- Closing - Students are given time at the end of each lesson to give and receive feedback, to clarify understandings, and to summarize what was learned in a lesson. Closings and summaries confirm conceptual understanding. They link to the opening and the targeted standard or elements.
- Student work samples collected and utilized
- Objectives must be referenced to the **Georgia Standards of Excellence (GSE)** objectives. Procedures and activities must be clear and easy to follow. Teachers should have a variety of activities included in a weekly lesson plan. No textbook completely matches the GSE.

Teachers who work with special education students including gifted students, handicapped students, ELL students, or any students with special needs must provide appropriate modifications. The student's name, special needs area and modifications being made must be part of the lesson plan.

- The lesson plan should reflect lessons that utilize the entire class period. Homework should be assigned on a regular basis.

If students have time to complete homework assignments in class, then regular class time is not being used effectively.

All plans will be checked weekly by a member of the Administration Team or an Academic Coach. Clearance should be obtained from the principal if circumstances prevent a teacher from turning in his/her plans on time. If clearance is not obtained and lessons plans are not turned in on time, then the teacher will receive written notification of the deficiency.

(TKES -Instructional Planning)

Teachers need to be sure that "planned lessons" are being developed and turned in as opposed to just a "lesson plan." A well-developed lesson is the key to effective classroom instruction and fewer discipline problems.

Substitute Lesson Plans (Yellow folder): This folder is used when you know you are going to be absent. This folder should be located on your desk in plain sight. These plans should be modified lesson plans. They should be written so that a substitute would not have any problems understanding and following them. The following needs to be in the folder:

- Schedule
- Parent Contact List
- Roster (2 copies for each class) 1 for attendance to be sent in, and 1 for the substitute to leave for your documentation of who was not in attendance in your class.
- Seating chart
- Lunch schedule
- Duties and times
- Substitute Expectations

Emergency Lesson Plans (Red folder): Each teacher will have 2 red folders to turn in to Mr. Martin to file for emergencies. This folder will be pulled when you have not planned to be absent and do not have plans ready. When you call in and request off, please note if we are to pull an emergency folder or if you will have the yellow folder prepared. When the folders are exhausted, you must replace the information within the folder. The following needs to be in each of the red folders: **Updated for 2nd Semester or when necessary. No Exceptions!!!**

- Schedule
- Parent contact list
- Roster (2 copies for each class) 1 for attendance to be sent in, and 1 for the substitute to leave for your documentation of who was not in attendance in your class.
- Seating chart
- Lunch schedule
- Duties and times

- Substitute Expectations

In School Suspension

Assignments/Packets are to be sent to ISS by each department. This should be completed the week of pre-planning. Students will not be allowed to use computers while in ISS. **All** assigned work must be tied to the standard. Students will report to ISS immediately, with their textbooks the morning of the first day they have been assigned to ISS. Work should be the same as or comparable to assignments given in class and must take place of classroom grades. **This work must be graded.**

Teacher Absences

To report an absence, you will first need to call Mrs. Anglin (229-938-0476) by **6:15 A.M.** and **NO LATER than 6:30.** She then will call Mrs. Roberts. Teachers are responsible for leaving either their yellow folder or telling Mrs. Anglin to get their red folder. These folders should have lesson plans, student roster, seating charts, lunch schedule, and any other relevant information, or informing Mrs. Anglin to pull an emergency plan. Lesson plans should provide more than enough work for students for each entire BLOCK. You will need to go to Capital Impact to complete your leave information. This is YOUR responsibility!

Please submit a copy of an official doctor's excuse when you return to work, if you used a sick leave day. Also if you leave to take your child to the doctor, please submit a copy of your child's official doctor's excuse when you return to work.

*Classes will NOT visit the media center or gym while you are absent! Per Board policy, subs are not allowed to use the computers for instruction or personal use.

Communicative Protocol – (All Teachers)

Teachers must follow the steps that are listed on the communicative protocol procedures sheet in **Appendix C & D.**

Board Policy

Employee Leaves and Absences

This policy shall apply to all employees of the Sumter County Board of Education.

Accrual of Sick Leave and Absence for Medical and Related Reasons

Employees will be entitled to annual sick leave with pay to be accrued at the rate of one and one-quarter days for each completed working month. All unused sick leave shall be accumulated from one school year to the next up to a maximum of forty-five (45) days. Certified employees and bus drivers are entitled to transfer up to forty-five (45) days of accumulated leave from one school system in the state of Georgia to another. If an employee needs to utilize unearned sick leave, advance leave may be granted. The advance leave shall not exceed the number of days the employee would accumulate through the end of the school year. If an employee fails for any reason to complete a school year, sick leave used but not yet earned will be deducted from the employee's final check.

The leave provided for under this policy is available only for or exposure to contagious diseases, or for illness or death in the employee's personal illness, injury absences necessitated immediate family.

For any absence in which sick leave is used, the Superintendent shall have the right to require a physician's certificate stating that the employee is ill and is unable to perform his or her duties.

For the purposes of this policy, members of the immediate family are defined as spouse, students, father, mother, brother, sister, grandparents, or in-law equivalents of the above or other relatives living in the household.

Personal and Professional Leave

Three (3) days of any accumulated sick leave may be utilized during each school year for personal or professional reasons provided prior approval of the absence is given by the Superintendent or authorized representative and provided the presence of the employee requesting absence is not essential for effective school operation. Personal and professional leave will not be granted during in-service days or on the day before or day after holidays. Emergency requests for personal and professional leave may be granted at the discretion of the Superintendent or his or her authorized representative.

Employees are not required to disclose the purpose for which such absence is sought but may be required to state whether the absence is for "personal" or "professional" reasons.

Observance of Religious Holidays

Employees may use personal and professional leave for the observance of recognized religious holidays. If an employee desires to take leave for the observance of recognized religious holidays in excess of the days allowed for personal or professional leave, the employee may take unpaid leave for such purposes provided that such leave is not excessive and does not interfere with fulfilling the obligation of or her job.

Jury and Witness Leave

Each person employed by the Sumter County School System shall be allowed leave with pay for the purposes of serving as a juror in any court or when subpoenaed to testify in a case arising out of the individual's duties as an employee. Jury and/or witness leave shall not be deducted from an individual's accumulated personal, professional, or sick leave. No employee utilizing jury or witness leave shall be required to pay the cost of employing a substitute teacher to serve during his or her absence for jury or witness leave. Employees who serve on juries or who are subpoenaed to testify in cases arising out of their duties as employees must remit to the Board of Education any jury/witness pay they receive.

Military Leave

All employees of the Board of Education are entitled to paid leave not to exceed eighteen days in any one federal fiscal year for the purpose of complying with ordered military duty with the armed forces of the United States or State of Georgia, including duty as a voluntary member of the National Guard or any reserve component of the United States or State of Georgia. In the event the Governor declares an emergency that results in an employee being ordered to military duty as a member of the National Guard, the employee is entitled to leave not exceeding thirty days in any one federal fiscal year. Employees who have military commitments shall inform the Superintendent or designee annually and shall cooperate to the extent possible in scheduling such leave so as to minimize the disruption in those employees' duties and the mission of the Board of Education.

Disclaimer

To the extent that any provision in this policy conflicts with or is superseded by the *Family and Medical Leave Act* ("FMLA"), the regulations promulgated there under, or any other state or federal law, the provision of the applicable law or its regulations or other law, as the case may be, shall control.

Sumter County Schools Date Adopted: 4/11/2013

Computer Use

All technology in your room or checked out to you is your responsibility. Security and safe handling must be a top priority. All student use **MUST** be academic, and **MUST** be, constantly monitored. Students **MUST** not be allowed to access a teacher's login to Infinite Campus. (Do NOT allow sub or students to be on your computer when you are not there.) **Please do not allow computers to remember your passwords. If you need help setting the computer not to remember your password, check with a buddy/mentor teacher or the Media Center.**

Media Center Check In/Out

Teachers **MUST** ensure that students use the forms in the notebooks with teach laptop or iPad cart. Teachers are also responsible for a check out system if they check out books from classroom libraries to students.

Club Sponsors

All faculty members are encouraged to participate in extra- curricular activities. An overview of each club must be approved by and on file with the principal.

Faculty Meetings

Faculty meetings will be held throughout the year from time to time. Every effort will be made to notify staff members in advance of any called meetings. Each staff member will be expected to attend these meetings. Meetings will be held the 2nd Tuesday of each month. Students are not allowed to attend faculty meetings or team meetings. Please schedule all appointments on other days or after 5:00 p.m. so you will be able to attend these meetings.

Important information is often communicated via email. **Teachers must check their email twice daily at a minimum,** once in the morning and once in the afternoon. Checking your email reduces the need for called faculty meetings.

Field Trips

The teacher responsible for each class, club, or other organizations must complete a field trip request form, a lunch order form, (if this form is not turned in with it, your request will be returned to you) and provide a list of participants to all faculty and staff prior to departure. Remind students that although these are school- approved absences, they are responsible for all make-up work. See Board of Education policies for more information on field trips.

Checklist for a Successful Field Trip

- _____ 1. Check school calendar for any potential conflicts.
- _____ 2. Submit formal request to Board of Education for approval two weeks prior to the board meeting in advance of anticipated trip. (Board meets second Thursday of every month.)
- _____ 3. Submit this formal request for principal's signature two weeks before Board meetings.
- _____ 4. Submit Three Day Notice form for substitute teacher (if applicable) to principal.
- _____ 5. Check eligibility for participation and turn in list of participants to principal two days prior to the trip.
Copies should also be made for teachers.
- _____ 6. Verify transportation plan for trip with Transportation Director.

- _____7. Assess students' bus money, as applicable. (See transportation director).
- _____8. Send home permission slips and/or medical release forms. (Leave permission slips in office and take medical release forms on trip.)
- _____9. Notify lunchroom personnel of field trip with number of lunches etc. (Obtain form from office)
- _____10. Turn in all money collected for the trip to the office. The bookkeeper will write a check for the total amount of the trip.
- _____11. Ensure notification is sent to student services and the cafeteria to inform them of any students who will be in attendance.

Fundraising

All fundraising must follow Board of Education policies. No selling of food items between or during classes is allowed.

Money

Be sure to write a receipt for all money collected. No funds are to be left in classrooms overnight. They must be turned in to Cassandra Roberts daily. All money needs to be in the Front Office by 1:00 every day. Money must be given directly to Mrs. Roberts and not laid on her desk. If Mrs. Roberts is unavailable, then you will need to see an administrator. A deposit will be made daily. No money will be left on campus. You will be responsible for all money not turned in by 1:00 and the consequences of not turning it in.

Collection Money From Students/Teachers/Staff

Money collected from students for *any reason* must be receipted and sent to the office in the money bag along with the receipt *book*. Be extremely careful when completing receipts. These receipts may be viewed by the auditor and must be neat, legible, and accurate. The top copy of the receipt should be sent home with the student. The bottom copy of the receipt must stay in the receipt book. Teachers should initial any checks received from students. Teachers should also be sure that all receipts and the front form on the money bag are completed accurately.

A receipt must include:

- 1) Date
- 2) Individual's name
- 3) Reason for money (book, insurance, locker, etc.)
- 4) Amount of money received
- 5) Teacher's initials at the bottom
- 6) Indication of cash, money order or check (at principal's discretion)
- 7) Check number (if applicable)
- 8) Write student's name on check.

Your receipt book serves as your documentation of appropriate collection of money from your students. Keeping accurate records through this receipt process is essential. When your receipt book is full, put your name on the outside of the book and keep it in your file. All receipt books are considered part of the school's bookkeeping documentation and will be collected at the end of the year. Request new receipt books from the office as needed.

All money will be counted at 1:00 PM - daily. Please have money bags in the front office before this time. Never leave money in your room.

Copy Machines

Every teacher will be issued a copy code. A 1000 copy allotment will be given to every teacher each month and a 1300 copy allotment to every team chairperson. Once your allotment is gone, it is your responsibility to make other arrangements. A copier is available in the front office. Plan-ahead and have plenty of copies for your students. Do NOT send to the front office for copies. Front office staff will make copies of ISS packets.

Peer Mentoring 2020-2021

Jeanne Griggs	Jennie Woods (Marcey)
Grace Erra	FNU Tabbusam
Mujeebuddin Mohammad	Roy Augustian
Dr. Mathews	Emilly Waldroup
Maigen Yarber	LyQuita Sampson

Buddy/Mentor Guidelines

- Check on your “Buddy/Mentor” at least twice a week. Make an effort to email and/or visit.
- Discuss and share instructional strategies. Teachers often have strategies that have been perfected and are working in their classrooms. Let’s learn to share and depend on each other.
- Agree to ask questions and seek out opportunities for our students and school together.
- Work through professional growth together. Know each other’s area of needs...set goals for meeting those needs. Then support each other in achieving these goals.
- Agree to have lunch and/or breakfast together. You may want to have dinner or 5th Block together.
- Remind your “Buddy/Mentor” about due dates and/or deadlines.
- Give an encouraging word each day.
- Visit each other’s classroom and observe teaching strategies.
- Share and discuss professional literature together (i.e. articles, books, pamphlets, etc.).

TEACHER EVALUATION – (TKES)

Georgia Teacher Keys Effectiveness System

In accordance with the state of Georgia requirements, teachers are evaluated using the TKES process that consists of an orientation, self-assessment, pre-conference, formative walkthroughs, formative/summative observations, and conferences.

Website: <http://www.gadoe.org/School-Improvement/Teacher-and-Leader-Effectiveness/Pages/Teacher-Keys-Effectiveness-System.aspx>

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

Effective January 1, 2018

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

- (1) **Introduction.** The Code of Ethics for Educators defines the professional behavior of educators in Georgia and serves as a guide to ethical conduct. The Georgia Professional Standards Commission has adopted standards that represent the conduct generally accepted by the education profession. The code defines unethical conduct justifying disciplinary sanction and provides guidance for protecting the health, safety and general welfare of students and educators, and assuring the citizens of Georgia a degree of accountability within the education profession.
- (2) **Definitions**
 - (a) “Breach of contract” occurs when an educator fails to honor a signed contract for employment with a school/school system by resigning in a manner that does not meet the guidelines established by the Georgia Professional Standards Commission.
 - (b) “Certificate” refers to any teaching, service, or leadership certificate, license, or permit issued by authority of the Professional Standards Commission.
 - (c) “Student endangerment” occurs when an educator disregards a substantial and/or unjustifiable risk of bodily harm to the student.
 - (d) “Educator” is a teacher, school or school system administrator, or other education personnel who holds a certificate issued by the Professional Standards Commission and persons who have applied for but have not yet received a certificate. For the purposes of the Code of Ethics for Educators, “educator” also refers to paraprofessionals, aides, and substitute teachers.
 - (e) “Student” is any individual enrolled in the state’s public or private schools from preschool through grade 12 or any individual under the age of 18. For the purposes of the Code of Ethics for Educators, the enrollment period for a graduating student ends on August 31 of the year of graduation.

- (f) "Complaint" is any written and signed statement from a local board, the state board, or one or more individual residents of this state filed with the Professional Standards Commission alleging that an educator has breached one or more of the standards in the Code of Ethics for Educators. A "complaint" will be deemed a request to investigate.
- (g) "Revocation" is the invalidation of any certificate held by the educator.
- (h) "Denial" is the refusal to grant initial certification to an applicant for a certificate.
- (i) "Suspension" is the temporary invalidation of any certificate for a period of time specified by the Professional Standards Commission.
- (j) "Reprimand" admonishes the certificate holder for his or her conduct. The reprimand cautions that further unethical conduct will lead to a more severe action.
- (k) "Warning" warns the certificate holder that his or her conduct is unethical. The warning cautions that further unethical conduct will lead to a more severe action.
- (l) "Monitoring" is the quarterly appraisal of the educator's conduct by the Professional Standards Commission through contact with the educator and his or her employer. As a condition of monitoring, an educator may be required to submit a criminal background check (GCIC). The Commission specifies the length of the monitoring period.
- (m) "No Probable Cause" is a determination by the Professional Standards Commission that, after a preliminary investigation, either no further action need be taken or no cause exists to recommend disciplinary action.

(3) **Standards**

- (a) **Standard 1: Legal Compliance** - An educator shall abide by federal, state, and local laws and statutes. Unethical conduct includes but is not limited to the commission or conviction of a felony or of any crime involving moral turpitude; of any other criminal offense involving the manufacture, distribution, trafficking, sale, or possession of a controlled substance or marijuana as provided for in Chapter 13 of Title 16; or of any other sexual offense as provided for in Code Section 16-6-1 through 16-6-17, 16-6-20, 16-6-22.2, or 16-12-100; or any other laws applicable to the profession. As used herein, conviction includes a finding or verdict of guilty, or a plea of *nolo contendere*, regardless of whether an appeal of the conviction has been sought; a situation where first offender treatment without adjudication of guilt pursuant to the charge was granted; and a situation where an adjudication of guilt or sentence was otherwise withheld or not entered on the charge or the charge was otherwise disposed of in a similar manner in any jurisdiction.

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

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

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

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

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

1. professional qualifications, criminal history, college or staff development credit and/or degrees, academic award, and employment history;
2. information submitted to federal, state, local school districts and other governmental agencies;

3. information regarding the evaluation of students and/or personnel;
4. reasons for absences or leaves;
5. information submitted in the course of an official inquiry/investigation; and
6. information submitted in the course of professional practice.

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

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

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

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

authorized designee. These types of activities must be in compliance with all rules and regulations of the Georgia High School Association.

- (g) **Standard 7: Confidential Information** - An educator shall comply with state and federal laws and state school board policies relating to the confidentiality of student and personnel records, standardized test material and other information. Unethical conduct includes but is not limited to:
1. sharing of confidential information concerning student academic and disciplinary records, health and medical information, family status and/or income, and assessment/testing results unless disclosure is required or permitted by law;
 2. sharing of confidential information restricted by state or federal law;
 3. violation of confidentiality agreements related to standardized testing including copying or teaching identified test items, publishing or distributing test items or answers, discussing test items, violating local school system or state directions for the use of tests or test items, etc.; and
 4. violation of other confidentiality agreements required by state or local policy.
- (h) **Standard 8: Required Reports** - An educator shall file reports of a breach of one or more of the standards in the Code of Ethics for Educators, student abuse (O.C.G.A. §19-7-5), or any other required report. Unethical conduct includes but is not limited to:
1. failure to report all requested information on documents required by the Commission when applying for or renewing any certificate with the Commission;
 2. failure to make a required report of a violation of one or more standards of the Code of Ethics for educators of which they have personal knowledge as soon as possible but no later than ninety (90) days from the date the educator became aware of an alleged breach unless the law or local procedures require reporting sooner; and
 3. failure to make a required report of any violation of state or federal law soon as possible but no later than ninety (90) days from the date the educator became aware of an alleged breach unless the law or local procedures require reporting sooner. These reports include but are not limited to: murder, voluntary manslaughter, aggravated assault, aggravated battery, kidnapping, any sexual offense, any sexual exploitation of a minor, any offense involving a controlled substance and any abuse of a student if an educator has reasonable cause to believe that a student has been abused.
- (i) **Standard 9: Professional Conduct** - An educator shall demonstrate conduct that follows generally recognized professional standards and preserves the dignity and integrity of the education profession. Unethical conduct includes but is not limited to a resignation that would equate to a breach of contract; any conduct that impairs and/or diminishes the certificate holder's ability to function professionally in his or her

employment position; or behavior or conduct that is detrimental to the health, welfare, discipline, or morals of students.

(j) **Standard 10: Testing** - An educator shall administer state-mandated assessments fairly and ethically. Unethical conduct includes but is not limited to:

1. committing any act that breaches Test Security; and
2. compromising the integrity of the assessment.

(4) Reporting

- (a) Educators are required to report a breach of one or more of the Standards in the Code of Ethics for Educators as soon as possible but no later than ninety (90) days from the date the educator became aware of an alleged breach unless the law or local procedures require reporting sooner. Educators should be aware of legal requirements and local policies and procedures for reporting unethical conduct. Complaints filed with the Georgia Professional Standards Commission must be in writing and must be signed by the complainant (parent, educator, or other LUA/school district employee, etc.).
- (b) The Commission notifies local and state officials of all disciplinary actions. In addition, suspensions and revocations are reported to national officials, including the NASDTEC Clearinghouse.

(5) Disciplinary Action

- (a) The Georgia Professional Standards Commission is authorized to suspend, revoke, or deny certificates, to issue a reprimand or warning, or to monitor the educator's conduct and performance after an investigation is held and notice and opportunity for a hearing are provided to the certificate holder. Any of the following grounds shall be considered cause for disciplinary action against the holder of a certificate:
1. unethical conduct as outlined in The Code of Ethics for Educators, Standards 1-44 -10 (GaPSC Rule 505-6-.01);
 2. disciplinary action against a certificate in another state on grounds consistent with those specified in the Code of Ethics for Educators, Standards 1-44 -10 (GaPSC Rule 505-6-.01);
 3. order from a court of competent jurisdiction or a request from the Department of Human Resources that the certificate should be suspended or the application for certification should be denied for non-payment of student support (O.C.G.A. §19-6-28.1 and §19-11-9.3);

4. notification from the Georgia Higher Education Assistance Corporation that the educator is in default and not in satisfactory repayment status on a student loan guaranteed by the Georgia Higher Education Assistance Corporation (O.C.G.A. §20-3-295);
 5. suspension or revocation of any professional license or certificate
 6. violation of any other laws and rules applicable to the profession (O.C.G.A. §16-13-111); and
 7. any other good and sufficient cause that renders an educator unfit for employment as an educator.
- (b) An individual whose certificate has been revoked, denied, or suspended may not serve as a volunteer or be employed as an educator, paraprofessional, aide, substitute teacher or, in any other position during the period of his or her revocation, suspension or denial for a violation of The Code of Ethics. The superintendent and the educator designated by the superintendent/Local Board of Education shall be responsible for assuring that an individual whose certificate has been revoked, denied, or suspended is not employed or serving in any capacity in their district. Both the superintendent and the superintendent's designee must hold GaPSC certification. Should the superintendent's certificate be revoked, suspended, or denied, the Board of Education shall be responsible for assuring that the superintendent whose certificate has been revoked, suspended, or denied is not employed or serving in any capacity in their district.

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

Appendix A – Supervision Procedure

Supervision Procedures

All teachers will have supervisory responsibilities either before school, after school, and/or between class changes. Teachers should arrive on time and remain the entire duty time. If a teacher cannot be at their assigned duty post, he/she is responsible for finding a substitute and informing an administrator for any reason. Do not notify admin without obtaining coverage for duty, exceptions will be made for extreme emergencies only.

Proper attention to supervisory duties is a priority. In the event that something occurs resulting in the injury of a student, failure to provide assigned supervision can lead to litigation.

All teachers are expected to stand at their door between class changes to supervise the classroom and the hall. Teachers will remain at their door until the tardy bell rings. Teachers should encourage students to get into classrooms before the tardy bell rings. **Teachers with upcoming planning will remain in the halls until all students are inside classrooms and halls are clear.**

All efforts will be made to equalize the amount of supervision time, but not all supervision time will be the same.

All faculty and staff must sign in and out daily. **No Exceptions!!!**

All faculty and staff are prohibited from using cell phones for personal business during instructional time.

Teachers will remain in their classrooms during instructional time and should be up and moving about the room to ensure that all students are actively engaged in the lesson. **No Exceptions!!! If you are not excited about what is going on in your classroom, students will not be either.**

Supervision Expectations

All areas are to be actively monitored and supervised:

- Transportation areas/Parking Lots - no illegal drop-offs or pick-ups will be allowed. All faculty and staff are expected to park in the faculty and staff designated parking areas.
- Classrooms/Hallways/Bus Ramp – students are expected to report to their designated areas without congregating, keep them moving. If students are not on the roster for that specific classroom/area, they should be redirected to their correct class location.
- Cafeteria- seated, no horseplay, adequate noise volume for tables, chairs pushed in and all areas must be cleaned prior to leaving.

Cafeteria Duties (Morning)

All areas are to be actively monitored and supervised:

- Teachers are required to sign in and report to morning duty by 7:30. **No Exceptions!!!**
- Cafeteria/Hallways - Actively monitor throughout all sections of the cafeteria.
- Students will enter the cafeteria, eat breakfast and flow into the first available designated classroom available (there is no exit once they enter). Please encourage students to use the restroom as needed and preferably before the 7:55 bell.
- Mrs. Ida will be assisting in the cafeteria\lobby area. Designee will assist with the restroom on the 200 hall.

Cafeteria Duties (Lunch)

All areas are to be actively monitored and supervised:

- Cafeteria - Students on the 200 hallway will report to lunch by traveling on that hallway only. The 300 hall will utilize the double doors closest to their classroom and travel the breezeway (**Do not travel through the 200 hallway**). Teachers must walk with their class to and from the cafeteria. **No Exceptions!!!** Keep students moving, and ensure they are entering through the correct doors of the building.
- Cafeteria/Hallways - Actively monitor all areas of the cafeteria.
- Cafeteria - Actively monitor students who are moving to and from the snack area (stationed where you can monitor students closely)
- Mrs. Ida will be assisting in the cafeteria\lobby area.
- Students are expected to use the restroom prior to or after lunch on their assigned hallways with teacher supervision **ONLY**.

Lunch Detention

Students are expected to follow the following procedures:

- Students will report to lunch detention (behind wall in lunchroom) immediately after dismissal for lunch.
- Students will remain in lunch detention until the bell sounds for dismissal.
- Designee will provide administrators with a list of students that were **No Shows**.

Afternoon Duty

All areas are to be actively monitored and supervised:

- Gym Breezeway – Designated teachers will monitor all students on the breezeway. See map for duty station.
- Hallways – All teachers should be actively monitoring students reporting to buses as well as the remaining students in your class.
- Car Riders – Car riders will exit the building through the double doors by room 301.

Student Dismissal

All areas are to be actively monitored and supervised:

- See Appendix B for afternoon duty rotation. Stations 1 through 6 should be posted at their duty spot at 3:40 PM. (prior to 1st dismissal). Once the bus dismissal process (first load announced) has begun, stations 7 through 11 should dismiss students and report to your station. Teachers are expected to actively monitor students as they report to duty stations.
- 1st Dismissal – Car riders/Walkers and ABE students will be called.
- 2nd Dismissal (Bus Students) - Teachers should not release bus students until buses have been called.
 - 200 hallway teachers should report to the bus ramp in front of the Ombudsman building to assist with students who walk home. **(No Congregating)**
 - 300 hallway teachers should report to car riding zone to assist and supervise with car pickup. **(No Congregating)**
- All teachers should be actively monitoring students reporting to buses as well as the remaining students in your class.
- Students should not be released until the buses have been called over the intercom. **No Exceptions!!!** (Do not release at the sound of the bell)
- All teachers will report to the car rider area after all students have been dismissed to assist with duty. All teachers must follow students out of the building to car pickup.

Hall Roundup

All teachers will be asked to assist with hall roundups three to five minutes at the beginning of the planning period.

Substitute Assistance (In-House)

At times situations occur, out of our control, that there is not enough substitute support to cover all needs. These situations will necessitate the need to call on paras/teachers to assist. All efforts will be made to minimize the frequency staff will be asked to cover a segment for a block. Mrs. Roberts will attempt to break the coverage into several segments when at all possible. We understand that there is a short time to get things done, but we will do our best to ensure that your planning time is protected and will adhere to an equitable process when assigning coverage.

Please be prepared to assist when called upon. Circumstances prohibiting your assistance will need to be discussed and approved by an administrator, not Mrs. Roberts.

General Supervision 2020-2021

ALL teachers will have supervisory responsibilities before school, after school, at lunch or in between class changes. Teachers will arrive on time and remain their entire duty time. If a teacher cannot attend the assigned duty, he or she is responsible for informing an administrator and finding a substitute.

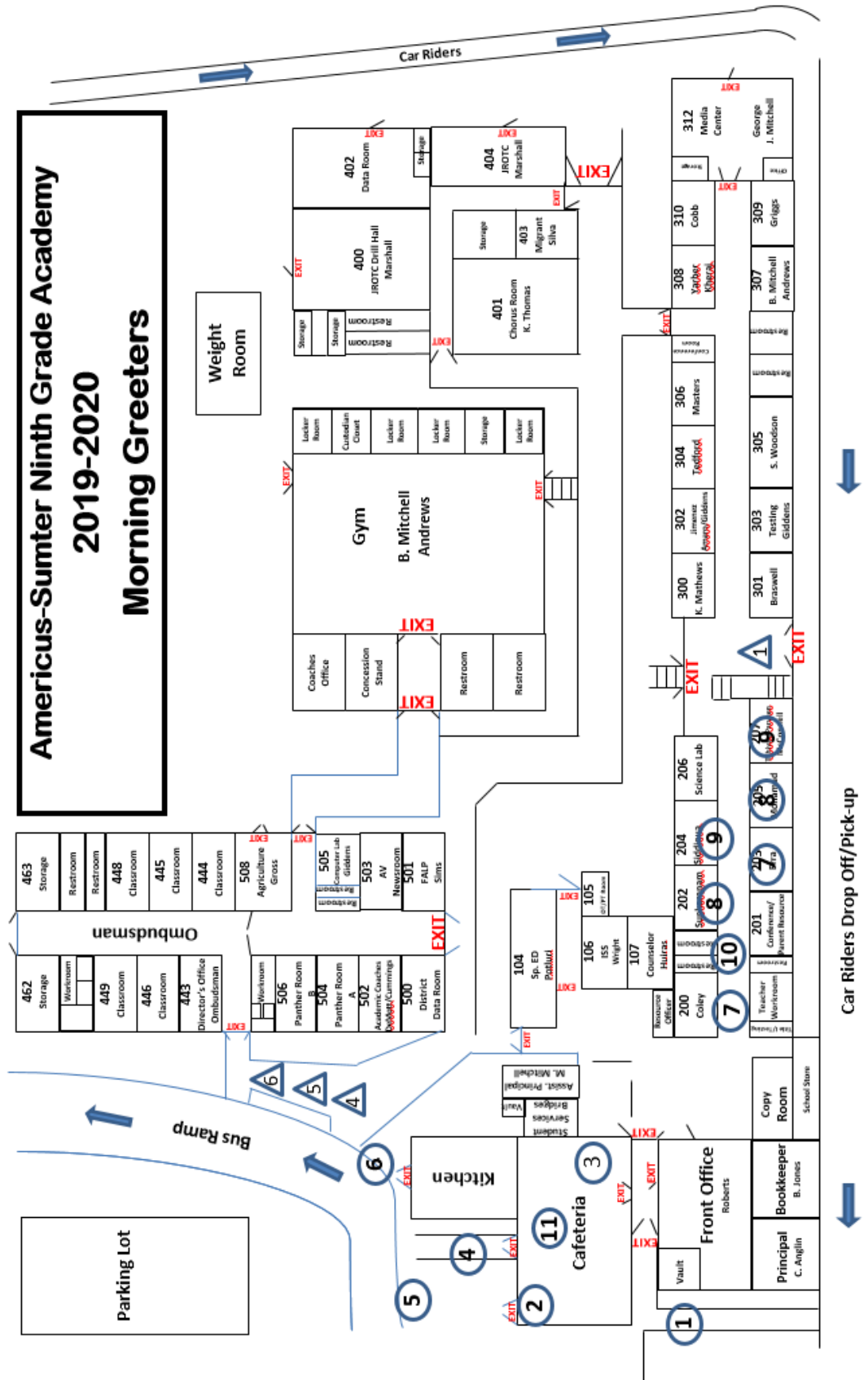
Appendix B – Duty Schedules and Maps

2020-2021 ASNGA Duty Schedules

Morning Greeters Rotation Schedule	
ROTATION 1	ROTATION 2
Aug. 5-9	Aug. 12-16
Aug. 19-23	Aug. 26-30
Sept. 3-6	Sept. 9-13
Sept. 16-20	Sept. 23-27
Sept. 30-Oct. 4	Oct. 7-10
Oct. 15-18	Oct. 21-25
Oct. 28-Nov. 1	Nov. 4-8
Nov. 12-15	Nov. 18-22
Dec. 2-6	Dec. 9-13
Dec. 16-19	Jan. 7-10
Jan. 13-17	Jan. 21-24
Jan. 27-31	Feb. 3-7
Feb. 10-13	Feb. 18-21
Feb. 24-28	Mar. 2-6
Mar. 9-13	Mar. 16-20
Mar. 24-27	Mar. 30-Apr. 3
Apr. 6-10	Apr. 13-17
May 20-24	May 4-8
May 11-15	May 18-22

STAFF	
ROTATION 1	ROTATION 2
Cobb - Station 1	McConnell - Station 1
Tedford - Station 2	Masters - Station 2
Griggs - Station 3	Kheraj - Station 3
Woodson - Station 4	Mathews - Station 4
Thomas - Station 5	Parveen - Station 5
Tahiyat - Station 6	Marshall - Station 6
Coley - Station 7	Erra - Station 7
Sunkaranam - Station 8	Mohamad - Station 8
Siddiqua – Station 9	Jimenez - Station 9
Yarber - Station 10	Braswell - Station 10
Gross – Station 11	Giddens – Station 11

Americus-Sumter Ninth Grade Academy 2019-2020 Morning Greeters



△ Positions if raining

Daily Between Class Change	Teacher(s) Assigned
Gym - Side Door/Connection Walk	Marshall
Gym - Front Entrance	/ (Current P.E. (In Gym) teacher)
Hallways	All Teachers

Lunch Supervision	Teacher(s) Assigned
Cafeteria – Lunch 1st	Admin, SRO,
Cafeteria – Lunch 2nd	Admin, SRO,
Lunch Detention 1ST Lunch	Assigned Paraprofessionals
Lunch Detention 2nd Lunch	Assigned Paraprofessionals

ABE Detention	Teacher(s) Assigned
Cafeteria	Designee
Classroom (505/508 if needed)	Designee
Hallway/Classroom	Designee

Afternoon Dismissal Schedule
Griggs - Station 1
Cobb - Station 2
Yarber - Station 3
J. Mitchell - Station 4
Hurias - Station 5
Assigned Para - Station 6
Amaro - Station 7
Kheraj - Station 8
Parveen - Station 9
Tahiyat - Station 10
Marshall - Station 11

Americus-Sumter Ninth Grade Academy
2019-2020
Afternoon Dismissal

Legend:

- 11 - Marshall
- 10 - Marshall
- 9 - Marshall
- 8 - Kherai
- 7 - Amara
- 6 - TBA - Para
- 5 - Hurias
- 4 - J. Mitchell
- 3 - Yarber
- 2 - Cobb
- 1 - Griggs
- 0 - Griggs

Staff:

- Principal: C. Anglin
- Bookkeeper: B. Jones
- Front Office: Roberts
- Cafeteria: [Name]
- Kitchen: [Name]
- Admin: [Name]
- Bus Ramp: [Name]
- Weight Room: [Name]
- Gym: B. Mitchell Andrews
- 401: Chorus Room K. Thomas
- 402: Data Room
- 403: Migrant Silva
- 404: JROTC Marshall
- 405: JROTC Drill Hall Marshall
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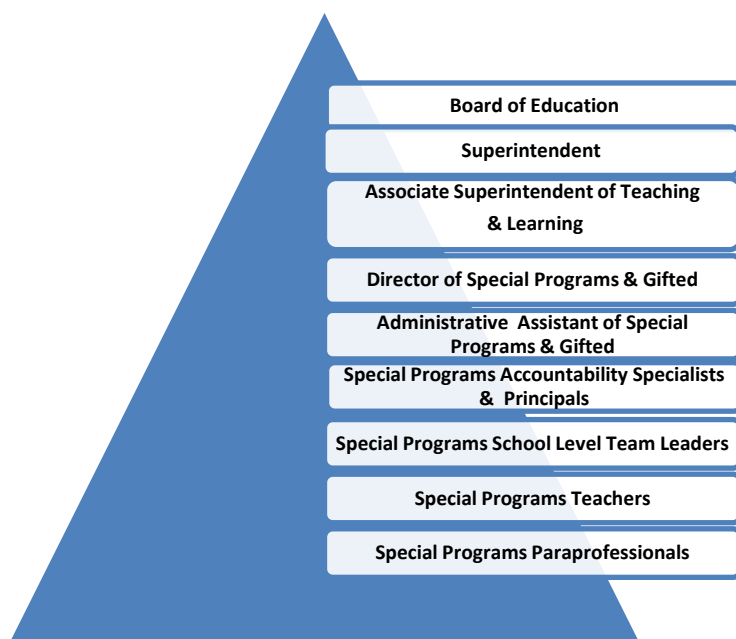
Special Needs
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Wallace

10 - Tahiyat

Appendix C – SPED & GIFTED Communicative Protocol

Sumter County Schools Special Programs & Gifted Communicative Protocol

● Flow Chart



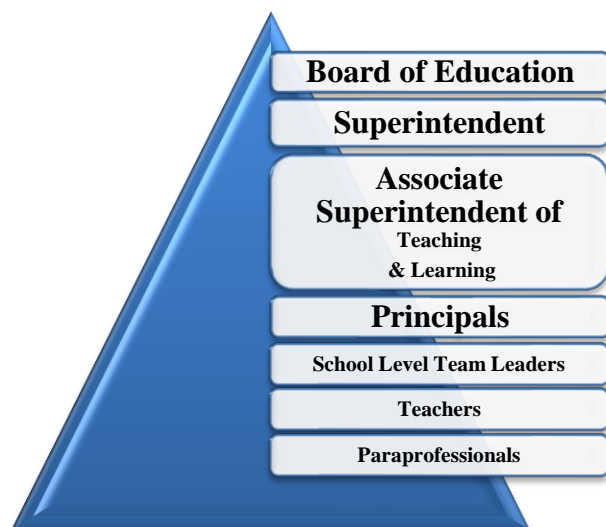
● Process

1. All verbal and written communications will be communicated via the Sumter County Schools Special Programs Communicative Protocol ([See the above flow chart](#)) without exception effective July 1, 2018.
2. Special Education Department paraprofessionals, teachers, team leaders, and accountability specialists will not contact the *Superintendent*, *Associate Superintendent*, or *school board members* directly at any time. Only the Special Programs Director will communicate Special Education Department matters directly to the Superintendent and/or Associate Superintendent when indicated.
3. Principals, their designees, and *Accountability Specialists* are expected to and may contact the *Special Programs Director* or *Special Programs Administrative Assistant* directly at any time.
4. Special Education department paraprofessionals, teachers, and team leaders will not contact the *Special Programs Director* prior to initial contact with the *Accountability Specialists*. Accountability Specialists will notify the Special Programs Director and Special Programs Administrative Assistant of all communications made to or by principals, team leaders, or parents.
5. School level Special Education teachers and paraprofessionals will not contact the *Accountability Specialists* prior to initial contact with their school level *SpEd Team Leader*. SpEd team leaders are expected to communicate SpEd issues directly to their *Principal* and, if warranted, *Accountability Specialists*.
6. Special Education department staff members who fail to comply will be redirected to reference and adhere to the **Special Programs Communicative Protocol** as outlined in the above flow chart effective July 1, 2018. Any Special Education Department staff member's failure or refusal to comply with the protocol may be subject to disciplinary action effective July 1, 2018.

Appendix D – ASNGA Communicative Protocol

Americus-Sumter Ninth Grade Academy

● Flow Chart



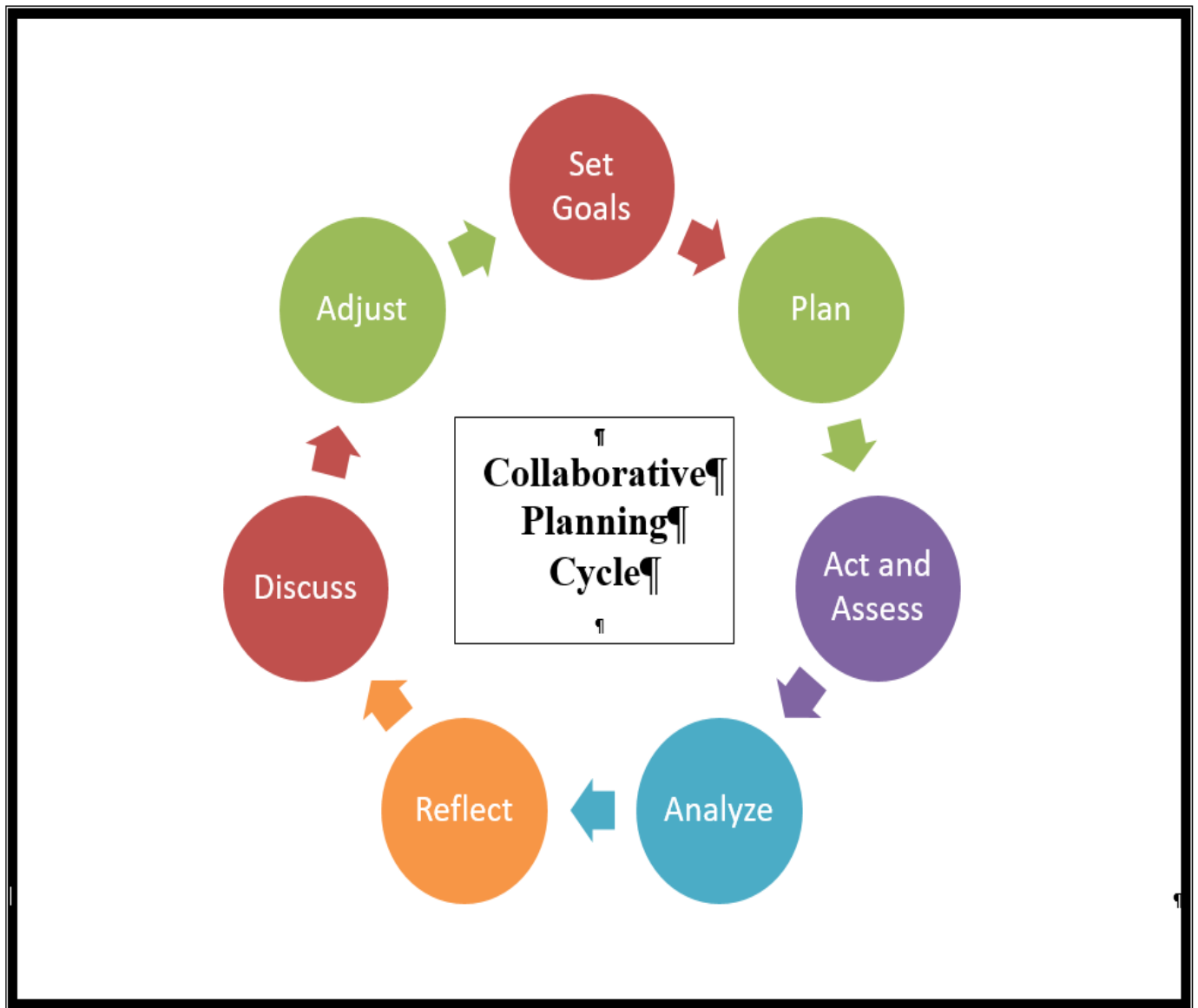
● Process

1. All verbal and written communications will be communicated via the ASNGA Communicative Protocol (**See the above flow chart**) without exception effective July 1, 2018.
2. Paraprofessionals, teachers, and team leaders, will not contact the Superintendent, Associate Superintendent, or school board members directly at any time. Only **Principals** will communicate matters directly to the Superintendent and/or Associate Superintendent when indicated.
3. Paraprofessionals, teachers, will not contact the **Principal** prior to initial contact with **Team Leaders**. **Team Leaders** will notify **Principals** of all communications made to them.
4. **Team leaders** are expected to communicate all issues directly to their **Principal**, if warranted.
5. Faculty and staff members who fail to comply will be redirected to reference and adhere to the **Communicative Protocol** as outlined in the above flow chart effective July 1, 2018. Any faculty and staff member's failure or refusal to comply with the protocol may be subject to disciplinary action effective July 1, 2018.

Appendix E – Admittance Pass (Copies will be provided)

<p style="text-align: center;">AMERICUS-SUMTER NINTH GRADE ACADEMY</p> <p style="text-align: center;">ADMITTANCE PASS</p> <p>Name _____</p> <p>(circle location to report to)</p> <p>Admit to:</p> <p> <input type="checkbox"/> Media Center <input type="checkbox"/> Classroom <input type="checkbox"/> Counselor <input type="checkbox"/> Locker <input type="checkbox"/> Locker <input type="checkbox"/> Restroom <input type="checkbox"/> Student Services </p> <p>Reason:</p> <p> <input type="checkbox"/> Late (Excused, Unexcused) <input type="checkbox"/> Sick <input type="checkbox"/> ID <input type="checkbox"/> Check Out </p> <p>Attention _____</p> <p>Date _____</p> <p>Hour _____</p> <p>Issued By _____</p>	<p style="text-align: center;">AMERICUS-SUMTER NINTH GRADE ACADEMY</p> <p style="text-align: center;">ADMITTANCE PASS</p> <p>Name _____</p> <p>(circle location to report to)</p> <p>Admit to:</p> <p> <input type="checkbox"/> Media Center <input type="checkbox"/> Classroom <input type="checkbox"/> Counselor <input type="checkbox"/> Locker <input type="checkbox"/> Locker <input type="checkbox"/> Restroom <input type="checkbox"/> Student Services </p> <p>Reason:</p> <p> <input type="checkbox"/> Late (Excused, Unexcused) <input type="checkbox"/> Sick <input type="checkbox"/> ID <input type="checkbox"/> Check Out </p> <p>Attention _____</p> <p>Date _____</p> <p>Hour _____</p> <p>Issued By _____</p>	<p style="text-align: center;">AMERICUS-SUMTER NINTH GRADE ACADEMY</p> <p style="text-align: center;">ADMITTANCE PASS</p> <p>Name _____</p> <p>(circle location to report to)</p> <p>Admit to:</p> <p> <input type="checkbox"/> Media Center <input type="checkbox"/> Classroom <input type="checkbox"/> Counselor <input type="checkbox"/> Locker <input type="checkbox"/> Locker <input type="checkbox"/> Restroom <input type="checkbox"/> Student Services </p> <p>Reason:</p> <p> <input type="checkbox"/> Late (Excused, Unexcused) <input type="checkbox"/> Sick <input type="checkbox"/> ID <input type="checkbox"/> Check Out </p> <p>Attention _____</p> <p>Date _____</p> <p>Hour _____</p> <p>Issued By _____</p>
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Appendix F – Collaborative Planning Cycle



Collaborative Planning for Science

Norms for collaborative planning:

- ▷ Stay focused on teaching and learning.

All participants will bring

- Standards we will be teaching next week
- Any lesson plans/unit plans we have
- Calendar
- Student formative assessment data
- Resources found for next week's lessons (labs, activities, websites, CER ideas, manipulatives, phenomena)

AGENDA: What are we going to do?

- ▷ Leadership Updates

- ▷ What standards will we teach next week?

- ▷ What will our Learning Targets be for each day? (What is the learning progression to meet this standard?)

- ▷ What instructional strategies should we use to make sure each student meets the Learning Target? (labs, activities, websites, CER ideas, manipulatives, phenomena)

- ▷ Who will create/design/organize the materials we decide upon?

- ▷ What formative assessments will we use to make sure EVERY student is learning?

- ▷ What will we do to address students who are struggling?

- ▷ What will we do to address students who have mastered the standards?

Collaborative Planning for ELA

Norms for collaborative planning:

- ▷ Stay focused on teaching and learning.
- ▷ Stay focused on what students are to know and do:

Goal: Data Driven Component— Use the Lexile and Milestone Quadrants to guide the work within the Collaborative Planning

All participants will arrive on time and will bring:

- Jim Burke: *The Common Core Companion: The Standards Decoded* Mentor Text:
- Units of Study with Student Work from the daily lesson(s)—NSFR Protocols
- Additional Resources not included in the original Units of Study

The AGENDA— (distributed to all stakeholders)

- ▷ What standards will we teach next week in the upcoming lessons? What are the teachers and students to know and do (see Jim Burke Mentor Text).
- ▷ What will our Learning Targets be for each day? (What is the success criteria to meet this standard in student friendly language?
- ▷ What instructional strategies will we use to make sure each student meets the Learning Target?
- ▷ What formative assessments will we use to make sure EVERY student is learning within the Lexile and Milestones quadrants?
- ▷ What will we differentiate and reteach the lesson for the students who are struggling?
- ▷ What will we do to address students who have mastered the standards?

Collaborative Planning for Math

Norms for collaborative planning:

- ▷ Stay focused on teaching and learning.
- ▷ Stay focused on getting students to think.

All participants will bring

- Standards we will be teaching next week
- Tasks and curriculum documents
- Teacher Notes
- Calendar
- Student formative assessment data
- Resources found for next week's lessons (growth mindset lessons, activities, websites, manipulatives, etc.)

AGENDA: What are we going to do?

- ▷ Arrive on time with all materials. Remember to use the lesson plan format on the task.

- ▷ What standards will we teach next week? Deconstruct the standard. Work the task.
- ▷ Identify where students will struggle and write questions to ask to help move them forward. Think about the time needed for each part of the lesson.

- ▷ What will our Learning Goals be for each day? (What is the learning progression to meet this standard?) Remember to put in student friendly language.

- ▷ What instructional strategies should we use to make sure each student meets the Learning Target? Remember to think about our Anchor Chart: What teachers and students should be doing during the Work Session.

- ▷ Who will create/design/organize the materials we decide upon?

- ▷ What formative assessments will we use throughout the lesson to make sure EVERY student is learning?
- ▷ Remember to close the lesson properly- this is very important.

Remember to use the Student work Protocol after your CFA's at least once per 9 week. Remember to include writing commentary and teaching students to write commentary on their own. When we will do this?

- ▷ What will we do to address students who are struggling?

- ▷ What will we do to address students who have mastered the standards?

Collaborative Planning for Social Studies

Norms for collaborative planning:

- ▷ Stay focused on teaching and learning.
- ▷ Stay focused on getting students to think.

All participants will bring

- Standards we will be teaching next week
- Teacher Notes for the standards
- Calendar
- Student formative assessment data
- Resources found for next week's lessons (source documents, activities, websites, etc.)

AGENDA: What are we going to do?

- ▷ Arrive on time with all materials.

- ▷ What standards will we teach next week? Deconstruct the standard.

- ▷ What will our Learning Targets be for each day? (What is the learning progression to meet this standard?) Remember to put in student friendly language.

- ▷ What instructional strategies should we use to make sure each student meets the Learning Target? (Incorporate SWIRL into each lesson)

- ▷ Who will create/design/organize the materials we decide upon?

- ▷ What formative assessments will we use to make sure EVERY student is learning?

- ▷ What will we do to address students who are struggling?

- ▷ What will we do to address students who have mastered the standards?

Collaborative Planning for CTAE

Norms for collaborative planning:

- ▷ Stay focused on teaching and learning.

All participants will bring

- Standards we will be teaching next week
- Any lesson plans/unit plans we have
- Calendar
- Student formative assessment data
- Resources found for next week's lessons (labs, activities, websites, manipulatives, etc.)

AGENDA: What are we going to do?

- ▷ Leadership Updates

- ▷ What standards will we teach next week?

- ▷ What will our Learning Targets be for each day? (What is the learning progression to meet this standard?)

- ▷ What instructional strategies should we use to make sure each student meets the Learning Target? (labs, activities, websites, manipulatives, projects, etc.)

- ▷ Who will create/design/organize the materials we decide upon?

- ▷ What formative assessments will we use to make sure EVERY student is learning?

- ▷ What will we do to address students who are struggling?

- ▷ What will we do to address students who have mastered the standards?

Appendix G – ABE Incident Report Process

Code of Conduct – ABE PROCESS

RESPECT

Students will:

- Respect each other, and all property to ensure a positive and safe learning environment.
- Display appropriate behavior according to the Student Handbook at all times.
- Cooperate with all school personnel.
- Use respectful, appropriate language. Avoid using sarcasm, gossip, belittling, or putting down of others.
- Consume food and drink in the Commons Area only.
- Place all trash and discarded materials in trash cans throughout the day.
- Move quietly through the building to avoid being a distraction to classrooms along the route.
- Display appropriate behaviors that will allow the bus driver to reach each destination safely.

RESPONSIBILITY

Students will:

- Wear proper and acceptable attire to school (see the chart below).
- Arrive to school and to every class on time and be ready to work.
- Move to class when the bell rings at 7:55 a.m.
- Take proper care of textbooks, materials, and equipment.
- Remain on school property during school hours.
- Present a note signed by a parent/guardian to explain any absences.
- Advise the school office, guidance regarding changes of address, phone number, and emergency information on a consistent basis.
- Keep backpacks in lockers from 7:55 a.m. to 3:45 p.m.
- Exit the building promptly at the ringing of the dismissal bell. Students involved in after school activities must report to that activity by 4:00 p.m., and remain under direct supervision of the staff while in the building.
- Wear I.D. card above the waist at all times.

READY TO LEARN

Students will:

- Conduct themselves in a manner that allows the teachers to teach, and all students to learn.
- Strive for success and believe it is possible.
- Carry materials needed for each class according to teacher expectations.
- Utilize a planner for organizing assignments and due dates.
- Complete and turn in assignments on the due date.
- Return as quickly as possible whenever out of class in order to maximize learning.

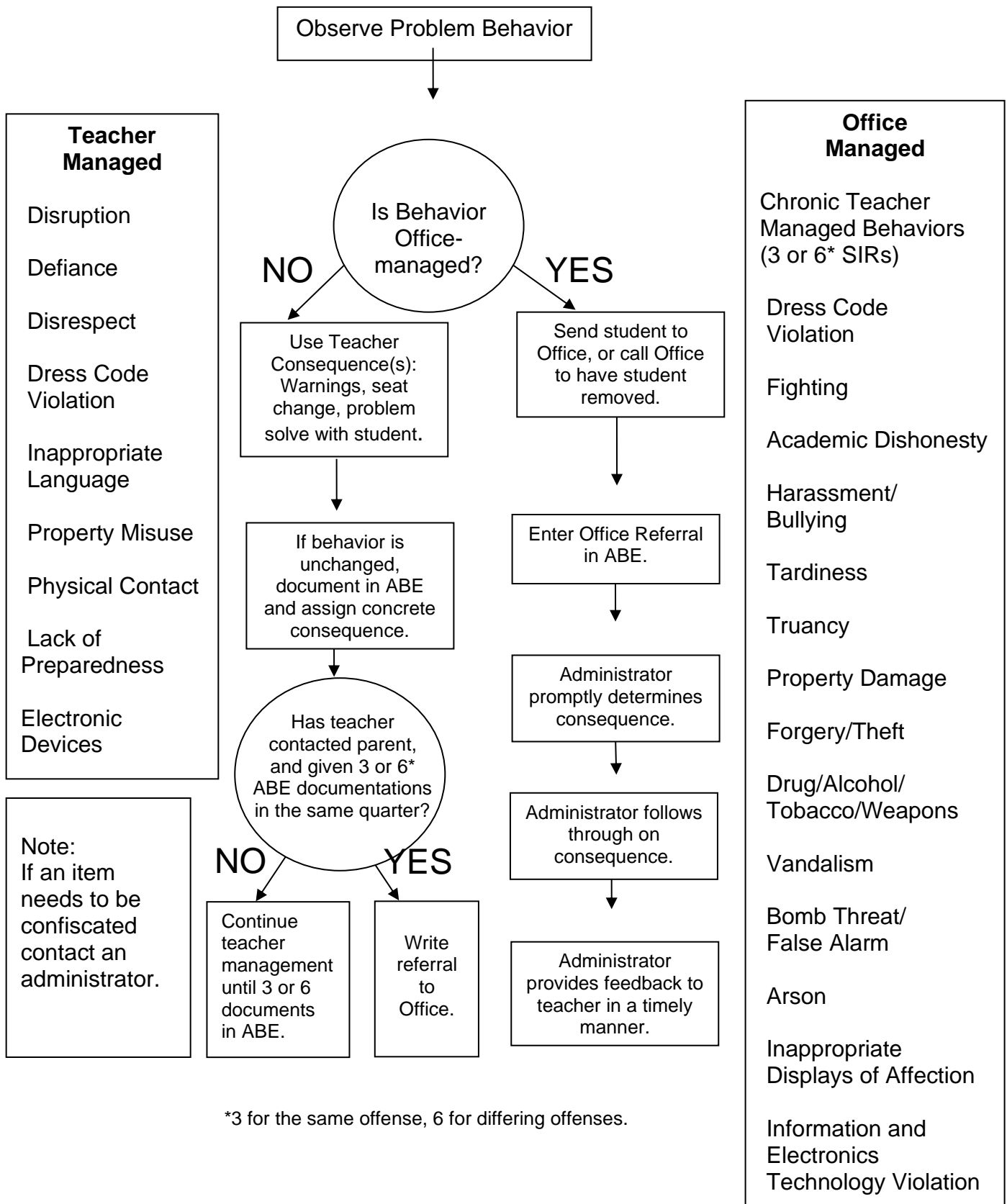
DRESS CODE

EXAMPLE

• Dress appropriately for learning.	<ul style="list-style-type: none"> • Abbreviated or scanty clothing is <u>not</u> acceptable, which shall include, but not limited to: excess cleavage, see-through shirts, exposed midriffs or buttocks, and sleeveless undershirts as outerwear. • Pajamas and other bedroom attire are not acceptable.
• Clothing or accessories, including bandanas, belts, belt buckles, jewelry, or chain wallets with inappropriate slogans or pictures are not acceptable.	• Items with references to drugs, alcohol, weapons, sex or race are not acceptable.
• Headgear of any kind is not acceptable.	• Hats, visors, scarves, bandanas, etc. Bandanas anywhere on your person will not be acceptable at any time.
• Heavy coats should not be worn in the building during the school day.	<ul style="list-style-type: none"> • Heavy outerwear MUST be placed in locker. • Keep a sweater or sweatshirt in locker for cold conditions.

Americus-Sumter Ninth Grade Academy

Behavior Management Flow Chart



Review of the ABE Incident Report Process

STUDENT MISBEHAVIOR

IS IT TEACHER MANAGED OR OFFICE MANAGED?

1. Use flow chart to decide
2. Post flow chart for all

TEACHER MANAGED

WILL I TALK ONLY OR WILL I TAKE CONCRETE ACTION?

1. Talk only no paperwork
2. Concrete action-ABE documentation

WHAT ARE POSSIBLE CONCRETE ACTIONS I CAN TAKE?

1. Contact home
2. Assign detention
3. Reflective assignment
4. Participation grade deduction
5. **Time-Out from classroom** (Each teacher must have a folder to document times in and out.)
 - *You Must Send Work*
 - *You Must Have an Arrangement with the Receiving Teacher*

THE DIALOG AND THE PAPERWORK

1. Teachers manage what they can, recognizing that behavior management will require dialog with the student.
2. Student is informed (dialog) of: 1) problem behavior, 2) replacement behavior and 3) consequences of behavior.
3. SIR is completed clearly and accurately.
 - **Teacher retains a copy of the disciplinary interaction**

EXAMPLES OF ABE SITUATIONS

Student uses inappropriate language.

Teacher decides that it is a teacher-managed behavior and that he/she will take concrete action.

The concrete action chosen is to call the parents.

The student/teacher interaction or dialog is:

- Johnny your language is inappropriate. I will not tolerate cursing in the classroom.
- You need to use other words when you are angry or you may be asked to work in another room.
- The consequence for this behavior will be a phone call home. If it happens again I will be forced to take a more severe approach in my actions.

Student has used inappropriate language on several occasions.

- The first time- the teacher may simply say “**watch your language.**”
- The second time- the teacher documents in ABE and **calls home**.
- The third time- the teacher documents in ABE and keeps the student for ABE detention.
- The fourth time- the teacher documents in ABE and calls the parent, and assigns another detention.
- The fifth time- the teacher writes an office referral, and emails the administrator.

Before the administrator will process a referral that is received via ABE or IC the teacher must document all incidents in ABE. Once the administrator has reviewed the documentation in ABE and confirms that the appropriate steps have been taken then and only then will the referral be handled. If the process is not followed, students will be sent back to class after the administrator has made contact with the teacher. **Teachers must take three of the same and six different documented concrete actions before referring a student.** The parents are aware of the problem and the student has served two detentions **either during lunch detention or after school detention**. The next step would be at the administrator’s discretion.

Once the administrator has taken action, it is recorded. The referring teacher will be informed of the outcome.

If the administrator has seen the student often, Parent contact will be required and the student’s discipline record will be reviewed. Additional documentation in ABE and referrals in IC from other teachers will be on record. This report will give everyone in the conference a clear picture of the behaviors the student is presenting in all settings of the school. For example, if the student referred is having problems with inappropriate language in other classrooms, it will be found at this time.

Classroom Actions:

After-School Detention w/Teacher
Lunch Detention w/Teacher
Mentor Time
Parent Conference
Parent Contact
Refer to Counselor

Conference with Principal
Student Conference
Teacher/Student/Admin Conference
Warning
Other

Americus-Sumter Ninth Grade Academy

Suggested Teacher Interventions

The following are intervention suggestions that may be utilized in correcting student behavior. The list is not comprehensive or hierarchical within each level and not all intervention strategies for each level need to be used.

Level 1: Behavior causes minimal interference with instructional process.

- Proximity control
- Nonverbal cues
- Verbal warning
- Conference with student
- Modified seating

Level 2: Interference with instructional process and/or repeated level 1 behaviors.

- Fill out SIR
- Referral to guidance
- Out of class time with another teacher
- Parental contact (phone call, letter, email)
- Detention
- Participation grade deduction

Level 3: Behaviors requiring parent notification, including repeated level 2 behaviors.

- Parental contact (phone call, letter, email)
- Parent/student/teacher conference
- Parent/student/team conference
- Parent/student/team/administrator conference

Level 4: Office managed behaviors.

- Complete an office referral

Americus-Sumter Ninth Grade Academy

Time: _____ **OFFICE REFERRAL** Date: _____

Student Name: _____

Grade Level: 9

Referring Staff Name:_____

IEP 504 Plan

[illegible]

Administrator's Signature: _____ **Date:** _____

Buddy Room Procedures - OCS

Sometimes it is necessary to stop a disruption immediately or remove a student from a situation to prevent escalation. When, in a teacher's judgment, this is necessary, but the situation does not warrant going the office-managed route, the "Buddy" room is a useful alternative. To make the "Buddy" room function optimally for all concerned, follow these procedures.

1. Arrange ahead of time.

- Choose a colleague who is teaching at the same time as each of your classes.
- Make sure the "Buddy" is next door, directly across the hall, or no more than a couple of doors away. That way, students will not be tempted to wander the halls, and you will be able to watch to ensure that they do indeed report to the "Buddy" room.
- Reciprocate for your colleague. If he/she is willing to take in your students, you should do the same.

2. Send work with the student.

- Send student with a green hall pass.
- Make sure the work is something the student can do independently; if what the class is doing at that moment is something that can't be sent, have something else to give the student.
- Arrange with the colleague to collect the work for you and return it to you.
- Give the student directions to turn in the work to the "Buddy" teacher.

3. Follow up on the SIR with a parent contact.

- Whenever a student is sent from the classroom, he/she is missing instructional time. The parent needs to know this.
- If the parent cannot be reached by phone after reasonable effort has been made, send a letter.

*NO students shall be left unattended in a hallway or other location.

Class Tardy Procedures

IN ORDER TO CURB TARDINESS; WE ASK THAT EVERYONE ASSIST BY:

- Consistently monitoring the hallways during class changes
- Make sure that parents are aware of the issue
- **At the teacher discretion**, provide an incentive for students who are on time

POLICY See Handbook

Restroom Expectations

- Utilize the Restroom Journal.
- Quietly sign out and obtain pass.
- Go directly to the Restroom and back.
- Be courteous to your classmates by returning in a timely manner.
- Sign in, return pass, and quietly return to your seat and continue working.

It is the student's job to maintain this privilege of "responsibility" by adhering to the expectations.

Americus-Sumter Ninth Grade Academy

Class Restroom Journal

Restroom use is not permitted the first 10 minutes and the last 10 minutes of class.

Teacher: _____

Room #: _____

Student Name	Date	Time Out	Time In
Susie Mann	8/9/19	8:05 am	8:08 am

Appendix H – Fire Drill Report Form

Americus-Sumter Ninth Grade Academy Fire/Emergency Drill Reporting Form

Date: _____ Block: _____ Teacher: _____

Number of students on roll: _____

Are all students on your roll present for drill? Yes No

If you circled “No” complete chart below. When you complete this form, turn in to Front Office immediately after drill.

NOTE: You must indicate REASON for student’s absence from your class by using the following codes:

A (student absent from school)

O (student in office)

M (student in media center)

R (student in restroom)

NK (student’s location is not known)

Number of Adults Present <div style="border: 1px solid black; width: 60px; height: 40px; margin: 0 auto;"></div>	Number of Students Present <div style="border: 1px solid black; width: 60px; height: 40px; margin: 0 auto;"></div>	Number of Students Absent <div style="border: 1px solid black; width: 60px; height: 40px; margin: 0 auto;"></div>
Students Absent	Reason (Code)	

Appendix I – Supply Request Form

ASNGA Supply Request		ASNGA Supply Request	
Name: _____		Name: _____	
Date: _____		Date: _____	
Item:	Quantity	Item:	Quantity
_____ Gem Clips (large) (small)	_____	_____ Gem Clips (large) (small)	_____
_____ Stapler	_____	_____ Stapler	_____
_____ Stapler Remover	_____	_____ Stapler Remover	_____
_____ Manila Folders	_____	_____ Manila Folders	_____
_____ Note Pads (large) (small)	_____	_____ Note Pads (large) (small)	_____
_____ Staples	_____	_____ Staples	_____
_____ White Out	_____	_____ White Out	_____
_____ White Board Markers	_____	_____ White Board Markers	_____
_____ Rubber Bands	_____	_____ Rubber Bands	_____
_____ Tape Dispenser	_____	_____ Tape Dispenser	_____
_____ Tape (Scotch) (Masking) (Clear Parking)	_____	_____ Tape (Scotch) (Masking) (Clear Parking)	_____
_____ Scissors	_____	_____ Scissors	_____
_____ Pencils	_____	_____ Pencils	_____
_____ Pens (Red) (Black) (Blue)	_____	_____ Pens (Red) (Black) (Blue)	_____
_____ Post-It Notes (large) (small)	_____	_____ Post-It Notes (large) (small)	_____
_____ Highlighters	_____	_____ Highlighters	_____
_____ White Board Cleaner	_____	_____ White Board Cleaner	_____
_____ Glue Stick(s)	_____	_____ Glue Stick(s)	_____
_____ Mailing Envelopes	_____	_____ Mailing Envelopes	_____
_____ Dry Erasers	_____	_____ Dry Erasers	_____
_____ Permanent Markers (Rd) (Balk) (Blue)	_____	_____ Permanent Markers (Red) (Black) (Blue)	_____
_____ Copy Paper - White	_____	_____ Copy Paper - White	_____
_____ Copy Paper - Color _____	_____	_____ Copy Paper - Color _____	_____
_____ Construction Paper - Color _____	_____	_____ Construction Paper - Color _____	_____
_____ Card Stock - Color _____	_____	_____ Card Stock - Color _____	_____
Other _____	_____	Other _____	_____
Other _____	_____	Other _____	_____
Other _____	_____	Other _____	_____
**Please allow next day pick up. Please plan accordingly and please do not expect to receive supplies at the time of request. Turn in to Mrs. Roberts.		**Please allow next day pick up. Please plan accordingly and please do not expect to receive supplies at the time of request. Turn in to Mrs. Roberts.	

You may pick up requested items the next day if available.

Please cut in half and use as needed.

Appendix J – Check-Mate Employee Clock In/Out

Check-Mate Employee Clock In/Out

Staff Log In/Out

- Two different ways to clock in/out
 - Kiosk Machine in Front Office
 - Infinite Campus
- No one will be allowed to clock in/out from another outside source
- If attempts are made to clock in/out from an outside source, an “Access Denied” message will pop up on the screen and the attempt will be recorded and reported.

How to Clock In/Out

- **Infinite Campus**
 - Log into Infinite Campus
 - Click on the “Index” tab
 - Find Check-Mate
 - Click on Employee Time Clock (You should see your name and the name of the school you work at)
 - Click on “Check In” (When done you should see a message that say’s “Complete”, you may now leave this page).
 - Repeat same instructions to clock out and you should see the same message that say’s “Complete”, you may now leave this page.
- **Kiosk Machine**
 - The Kiosk Machine will be located in the Front Office
 - Teachers, Students, Substitutes, and Guest will be able to check in through the Kiosk Machine.
 - Teachers will have the option of checking in or out with their Employee ID # or by their Name.
 - If you forget to clock in or out, Ms. Jones will modify your time.
 - If you type in the wrong name, before clicking on check in/out just click on the “x” next to the name and it will be deleted. Then re-enter the correct name and continue.
 - If you happen to clock in someone else, let Ms. Jones know and she will modify your time.
 - Custodians will have to clock in and out on the Kiosk Machine.

Americus-Sumter Ninth Grade Academy

Teacher SIGNATURE PAGE - 2020 – 2021 School Year

- 1. I have received a copy and reviewed the contents of the ASNGA Teacher Handbook. I understand that if I have questions regarding the content of this document, I am to share my questions or concerns with my administrator or principal.**

Signed _____ **Date** _____

- 2. I have carefully and thoroughly read the Board of Education's Policies. I agree, without reservation, to follow all policies.**

Employee's Signature _____

Employee's Name (Printed) _____

Administrator _____

This form must be signed and returned to the Front Office by Friday, August 2, 2019.