

# **QUIET WATERS ELEMENTARY SCHOOL STAFF HANDBOOK**



**“WHERE DREAMS SET SAIL”  
2015-2016**

**<http://quietwaters.browardschools.com>**

This handbook is provided as a means of reference regarding Quiet Waters Elementary Schools’ policies and procedures. The primary purpose of this handbook is to provide useful information, which you will need on a daily basis. This handbook covers many key aspects related to school management, procedures, evaluation, record keeping, and School Board Policies.

The School Boards Mission and Belief statements, as well as the District’s Major System Priorities are included to help you better understand the educational focus and direction for Quiet Waters and all Broward County Schools.

I hope this handbook serves as a useful resource for you. The organization of the handbook is intended to provide the greatest amount of help with ease for the staff. This handbook will be updated periodically as changes occur. The QWE Staff Handbook will be in our school’s CAB Conference so you can readily access it. All topics/items are arranged in alpha order. By referring to the table of contents, you should be able to go directly to the topic by page number. You may want to just print out the table of contents as a reference and then access the CAB Conference for specific topics. Our School Responsibility and Discipline Handbook is also attached. Please make sure you are familiar with its contents.

As we work together to provide a school environment that promotes educational excellence, I value your involvement and suggestions for improvement. I have been blessed with an outstanding staff committed to providing an optimum learning environment for our students.

Proud to Be Your Principal  
*Geoffrey Henning*

# STRENGTHENING *the* PATHS to SUCCESS

**VISION:** Educating today's students to succeed in tomorrow's world.

**MISSION:** Broward County Public Schools (BCPS) is committed to educating all students to reach their highest potential.

## **WHAT ARE BROWARD COUNTY PUBLIC SCHOOLS TRYING TO ACCOMPLISH?**

To ensure that EVERY student receives the very best instruction in pursuit of becoming a well rounded individual that addresses not only his or her academic success but also social-emotional needs that serve as a catalyst to student achievement beyond expectations.

## **WE HAVE THREE PRIMARY GOALS:**

### **1. HIGH-QUALITY INSTRUCTION-Measure and Increase High Quality Instruction**

**COLLEGE & CAREER READINESS:** Increase graduates who meet college/career readiness to 80% by 2015.

**GRADUATION SUCCESS:** Increase four-year graduation rate to 90% by 2015.

**HIGH SCHOOL READINESS:** Increase grade 8 combined proficiency (Level 3+ in reading, math, and science) to 57% by 2015.

**MIDDLE SCHOOL READINESS:** Increase grade 5 combined proficiency (Level 3+ in reading, math, and science) to 69% by 2015.

**EARLY CHILDHOOD (GRADE 3):** Increase grade 3 combined proficiency\* (Level 3+ in reading and math) to 84% by 2015.

### **2. CONTINUOUS IMPROVEMENT- Engage in continuous improvement. Processes will shift to efficient from inefficient services.**

**TECHNOLOGY:** Ratio of students to computers is 2.5. Average all-other districts 2.1.

**FOOD SERVICE:** Elementary lunch participation rate is 62%. Average all other Districts 78%.

**TRANSPORTATION:** Cost per total mile operated is ~\$5. Average major districts in Florida ~\$3 (Note: We want to be better than average and in the top 25%.)

### **3. EFFECTIVE COMMUNICATION- Communicate more effectively and with transparency.**

**PROMOTE** our accomplishments through TV, radio, print advertising and social media

**TELL** powerful success stories in our school community

**CREATE** surveys to get customer feedback

**INCREASE** the utility of data with powerful analytics

## **WHY AREN'T ALL STUDENTS COLLEGE AND CAREER READY?**

**Socioeconomic factors such as poverty and/or language barriers can create student achievement gaps.** We have programs in place to address these factors as well as special programs developed for gifted students and for early childhood education.

**Early Childhood Education Department** provides leadership to support internal and external partners in providing a coherent and quality education program for students from birth to third grade.

**Gifted and Talented Student Initiative:** The District is continually recognized for being the first in the state to initiate a universal screening process that successfully closes the gap of underrepresentation in demographic subgroups of identified gifted students.

**Black Male Task Force:** To reach the ambitious educational goals that we have set for all of our students in Broward County Public Schools, the District has formed the Black Male Task Force. The work of the task force will focus on the development of plans and processes for addressing Black Male Success (BMS) in Broward County.

**English for Speakers of Other Languages Department (ESOL):** Through its Parent Outreach Office, the District will expand outreach through the addition of Bilingual Community Liaisons to assist parents in becoming partners in their children's education and prepare them for the college or career paths of their choice.

**Exceptional Student Education Department (ESE)** will provide support and leadership to families of gifted students and students with disabilities by assisting our students in achieving their potential.

# **QUIET WATERS ELEMENTARY SCHOOL**

## **VISION**

*To create a positive teaching and learning environment that fosters self-motivated and lifelong learners.*

## **MISSION STATEMENT**

*Quiet Waters Elementary School's students, staff, parents, and community will strive to ensure that all students reach their maximum potential in a safe and nurturing learning environment.*

## **BELIEFS**

- We believe the basic skills in reading, writing, and math is the cornerstone of education.
- We believe all members of the school community should respect themselves and others.
- We believe educational decisions need to be based on individual student needs.
- We believe that parents, staff, students, and the community are a team that share in the responsibility for each student's achievement.
- We believe it is our responsibility to meet the challenges of change and keep abreast of current educational research and strategies.
- We believe a safe and nurturing environment is needed to promote learning.
- We believe in the importance of creating an environment, which accepts and respects the diversity of individuals.
- We believe the curriculum support classes play an integral part of a well-balanced education.

Quiet Waters Elementary School has been identified as a Title I School for the 2015-2016 school year, based on our number of free and reduced lunch students. Title I is a federally funded program for economically disadvantaged children who reside in school attendance areas with a high concentration of children from low income families. Since a high incidence of poverty in a school has a direct correlation with low academic student achievement, Title I funds are used to provide supplementary instruction to raise the achievement of students who are failing to meet the challenging state standards. Title I funded personnel are instructional or support staff that directly contribute to the education of children and parents. Please visit our school website and follow the links to find our more information about our: 2015-2016 School Improvement Plan, Title I Parent Involvement Plan, and our Title I School Parent Compact.

# **QUIET WATERS ELEMENTARY SCHOOL STAFF HANDBOOK**

## **TABLE OF CONTENTS**

<b>TOPIC</b>	<b>PAGE</b>
Absences	8
Accident	
Students	8
Staff	9
Arrival Procedures	9
Assembly Procedures	9
Attendance Procedures-Students	9-10
Bus Information	11
Cafeteria Procedures	11
Campaign/Political Activities	12
Cell Phones	12
Certificate of Absence	12
Change of Name, Address & Phone Number	12
Child Abuse	12
Classroom Care & Appearance	13-14
Clinic/Health	14
Coffee, Soda, Food	15
Communicable Diseases	15

<b>TOPIC</b>	<b>PAGE</b>
Communication	15
Copying Materials Procedures	15
Copy Right Issues	16-22
Credit Union	22
Cumulative Folders	22
Cumulative Folders Procedures	23
Dismissal Procedures	23-24
Dress Code	24
E Mail	24
Emergency Drills	
FIRE	24-25
TORNADO	25
Employee Assistance Program	26
Employee Work Hours	26-27
Equipment/Property Passes	27
Evaluation Process	
<i>iObservation</i>	27-29
Fax Machine	29
Federal Drug Free School Act	29-30
Field Trip Procedures	30-31
Grading	33
Half-Day Procedures	34
Hall Passes	34
Heat Index	34

<b>TOPIC</b>	<b>PAGE</b>
Intercom	35
Internal News	35
Keys	35
Laminating	35
Leaves	35-36
Mailboxes	36
Materials/Supplies	36
Money Collection	37
Opening Exercises	37
Parent Link	37
Paycheck Inquiries	37
Playground Rules	37-38
Pony Mail	38
Professional Library	38
Rainy Day Procedures	38
Recess/Physical Education	39
Report Cards/Interims	39
Room Parents	40
School Community	
PTA	40
SAC	40
SAF	40
PIE	40
Smoking	41
Speech & Dress	41
Staff Lounge	41

<b>TOPIC</b>	<b>PAGE</b>
Staff Meetings	41
Staff Members Children	41
STAR Program	42
Student Absences	42
Student Activities	42
Student News Magazines	43
Student Tardies	43
Substitutes	43
Sunshine Club	44
Supervision of Students	44
Teaching Certificates	44
Telephones	44-45
Television Use	45
Temporary Duty Authorization	45
Textbooks	45-46
Tutoring	46
US Mail	46
Vandalism	46
Videotapes/DVD's	47
Voice Mail	47
Volunteers	47-48
Worker's Compensation	48
<b>Schoolwide Responsibility &amp; Discipline Handbook</b>	49-73

## **ABSENCES**

1. Sick Leave-up to 10 days per year-*Instructional/Para's (196 days)*  
Sick Leave up to 9 days per year – *Non-Instructional/Paras (186 days)*  
Unused sick leave is cumulative.
2. Personal Leave - 6 days per year- *Instructional*.  
Personal Leave – 4 days per year per year –*Non-Instructional*.  
Personal Leave – 6 days per year-*Federation Clerical & Custodial*  
*Personal Leave Days are taken from sick leave and are not cumulative. (For your records, please keep track of how many personal days you take during the year).*
3. Personal Leave (before/after a holiday) – must be requested in writing, and approved by the Principal. You must make prior arrangements by securing a substitute's name and the job number along with your letter of request to the Principal.
4. All TDA's (Temporary Duty Authorization forms) are to be approved by the Principal prior to attending the activity/event within 3 days of the activity/event. This also applies to class field trips. District *blackout dates* will be adhered to.
5. Bereavement Option – these are not extra days but allow you to use your sick days for death in the family. Please choose this option in *Smart Find Express* when appropriate. You may use 4 days, or 5 if you must travel more than 250 miles. Verification is required within 30 days-*obituary or funeral card* are examples of proof.

***Florida State Statute 1012.67: Absence Without Leave -Any district school board employee who is willfully absent from duty without leave shall forfeit compensation for the time of such absence, and his or her employment shall be subject to termination by the district school board.***

## **ACCIDENTS**

### **Students:**

In case of any injury that occurs in the classroom or on the school grounds, the person in charge will report it to the office and fill out an accident report. Even though doctor or hospital care may not be required, an accident form must be completed in black ink and filed as soon as possible. This record of the injury and circumstances will be given to the nurse/secretary who will notify the parents of the child. Be sure that the accident report is completed before leaving campus.

To avoid charges of negligence, be certain students are supervised at all times. Teachers may find it helpful to keep a record of any injury to students during the school year.

### **Student Insurance:**

Parents are given the opportunity to enroll children throughout the school year in a school insurance plan at a very reasonable cost. This coverage can be for up to 24 hours or only during the school day. The school merely provides the applications and necessary forms to the parents. The school is not legally liable for school day accidents unless negligence is proven. (See Supervision of Students)



**School Personnel:**

All accidents, no matter how insignificant, should be reported to the office. Please follow proper safety precautions at all times. For example, do not use chairs or tables for stepladders or attempt to move heavy objects without custodial assistance. Most accidents can be avoided. Refer to Board Policies 4000.2 and 4000.4 for information on compensation and disability (*see workmen's compensation section in handbook*).

**ARRIVAL PROCEDURES**

Students may enter the cafeteria at 7:15 A.M. if they are eating breakfast. **(Students must enter the cafeteria by 7:30 A.M. to be served breakfast.)** All Students who are not participating in the breakfast program must report to the cafeteria in the morning and wait until their class is dismissed, as there is no supervision in the buildings until 7:40 am. If you see students on campus prior to this time direct them to the cafeteria where supervision is provided. It is the responsibility of each teacher to carry their building key and keep the building doors locked until 7:40 am. At 7:50 A.M. students should enter their classrooms, and class begins at 8:00 A.M. Students who arrive by car must arrive between 7:30 A.M. and 7:50 A.M. **Students will be marked tardy at 8:01 A.M.**

**ASSEMBLY PROCEDURES**

All school assemblies will be held between the hours of 8:10 am-10:00 am. It is essential for all teachers to follow directions as closely as possible. Classes need to wait until they are called before reporting to the assembly.

Line up children single file and walk them to the cafeteria. All students will enter the assembly and be assigned a specific location for seating. All children are to sit quietly and demonstrate good assembly manners. The person in charge will dismiss children. Depending on weather conditions, often times classes will be dismissed from the assembly using the cafeteria doors on the north side of the cafeteria.

**ATTENDANCE PROCEDURES/STUDENTS**

Attendance needs to be taken daily- no later than 8:30 am. It is extremely important that attendance is done accurately and timely. Even if your class has 100% in attendance, you still must go into the attendance portion of the database.

1. You are only marking the student absent, tardy or leaving it blank for present. You will not mark the student's absence "excused or unexcused", the front office clerk will do this.
2. Please tell parents that they should call the front office to excuse their child's absence. Although parents can write a note regarding the absence, it is more efficient to have them call the office. We have a twenty-four hour voice mail to receive these calls during non-school hours. Parents can also e-mail the front office clerk to excuse their child's absence.
3. If you receive a written note excusing a child's absence it is very important that the front office clerk receives this note ASAP. Please check your student's planners/agendas for notes written regarding absences.
4. You will be marking tardies from 8:01-8:15 am. After 8:15 am tardy students will come to the front office and receive a pass to be admitted to class. Their absence status

will be changed from the front office. Please be very consistent with your tardies.

5. Please check your attendance history periodically and have conferences with parents whose children are absent frequently (excused or unexcused) or tardy. Document these conferences.

6. After conferencing with the parent, if further attendance/ tardy issues persist, please discuss concerns with our Guidance Counselors.

7. If you are having trouble accessing your attendance see your team leader.

8. When you have a sub, please instruct them to take attendance on a piece of paper and send it to the clerk in the front office.

Attendance records are legal documents and it is imperative that they be accurate! They are subject to review by state auditors and are used by the School Social Worker when visiting parents to discuss attendance concerns. Each student's attendance record must indicate the exact day he/she entered your class and the exact day he/she left your class. If a student is reassigned to another teacher within the school the office clerk will adjust attendance records.

### **Procedures for Taking Attendance- PINNACLE**

The URL for the Elementary Grade book is: HYPERLINK

"<http://gradebook.browardschools.com/es>" <http://gradebook.browardschools.com/es>

The Login page will appear.

Type in your user name. *Username* which is your 3-digit teacher number.

For the **FIRST LOGIN ONLY** you will leave the password **BLANK**.

Click on the arrow next to **School** and select school site.

Click on **Sign In**

You will be prompted to create a password.

Click on **Attendance**

New School Year Attendance:

(1) Select Homeroom Tab (2) Make sure the correct date is chosen.

All students must be marked with an E1 for the first day the student is present.

Click on the small arrow next to P or Present

Only select E1 the first day the student is present in your class.

A student is marked with an AU for everyday they are absent until they are physically present in class for the first time, then they are marked with an E1.

Pinnacle Daily Attendance after E1

Select the Homeroom Tab

Make sure the correct date is chosen

Click on **ALL PRESENT**. This marks all of the students present.

For students who are Absent or Tardy click on AU or TU. ID and PN are not used at the Elementary Level.

AU-Absence unexcused

TU=Tardy to School

ID=ID (secondary)

PN=Present Not in Class

The comment field is used to record the number of minutes a student is tardy to class.

Click **HOME** to go back to the Main Menu

Click **LOG OUT** in the upper right hand corner to exit Pinnacle.

## **BUS INFORMATION**

Bus transportation is provided for students residing more than two miles from school or when there is a safety concern. Only students who are assigned to a bus may ride the bus. Bus students must obey the bus rules. Failure to do so will result in suspension from the bus. Bus suspension does not excuse an absence from school. Parents will be expected to transport students.

The importance of proper conduct at the bus stop and while riding the bus cannot be overemphasized. Any behavior that distracts the driver instantly endangers all students. Parents are encouraged to review bus safety rules and the necessity for following them. A copy of these rules will be sent home with each bus rider. If a student receives two bus referrals, he/she may be excluded from the next class field trip in which a bus is involved. Specific consequences for different levels of bus misbehavior can be found in the Code of Student Conduct Handbook.

## **CAFETERIA PROCEDURES**

Lunch and breakfast are served each day. Students are encouraged to pre-pay breakfast, lunch or milk by the week or the month. Meals may be purchased in advance in the cafeteria on Monday mornings. Checks should be made payable to: Quiet Waters Elementary School. When a student pre-pays, his/her name is placed on a roster for the number of days, and then one day is deducted each time he/she eats a meal. Breakfast is \$ 1.20; lunch, including milk, is \$2.00 daily; and milk alone is \$ .40. Reduced price breakfast is \$ .30, and reduced price lunch is \$ .40. Adult lunches cost \$2.65 and Adult breakfast is \$1.45.

U.S.D.A. regulations require that all reduced price breakfast/lunches be paid for on Monday morning for the whole week. Free and reduced price meals are available to eligible students based on the total gross household income. A free or reduced application must be completed each year, and income will be verified. These applications will be sent home with the first day packet.

Only one charge for lunch and breakfast will be allowed. A receipt will be given to the child when he/she pays a charge. If a child forgets his meal money a second time and has not paid his first charge, he/she will be given a jelly or cheese sandwich and milk provided by the Quiet Waters PTA.

Children bringing their own lunch to school should bring straws, plastic utensils, and napkins, as these are not provided by the cafeteria. Glass containers, metal cans, and aluminum foil cause our trash compactor to jam. We strongly discourage the sending of soda as a beverage. **We also discourage parents from bringing in fast food lunches from outside vendors, since most of our students are not afforded this special treat. *Parents may have lunch only with their own child. Other classmates and friends cannot be included.*** If parents visit the school at lunchtime, they will need to sign in at the school office and obtain a visitors pass (*See STAR*).

Breakfast and lunch menus are published weekly in our local newspapers and on our school website. If a child forgets his/her lunch money or packed lunch, parents are asked to bring it to the front office and we will make sure the child gets his/her lunch or

lunch money. Ice Cream Day is Wednesday- .60¢ and Juice Bar is .50¢ on Fridays.

*As per the Broward County Public Health Department, all food items that are prepared in a private home shall not be served to students at the school. Cupcakes, cookies, etc. that are brought in for the children must be store purchased and not homemade.*

### **CAMPAIGN & POLITICAL ACTIVITIES**

Political activities and/or campaigning by candidates are prohibited on school campuses or in School Board Facilities. This includes the distribution of campaign materials, the posting of campaign posters or the presence of a candidate on campus for campaign purposes. The only exception is when a facility is rented after school hours by a recognized group for such a purpose.

### **CELL PHONES**

Personal cell phones need to be placed on mute during instructional teaching time. They should only be used during your lunch or break time. Staff members should not be walking around campus talking on their cell phones.

### **CERTIFICATE OF ABSENCE**

When you are absent from work, a certificate of absence will be completed. Please stop by the Payroll Contact's office and sign it.

### **CHANGE OF NAME, ADDRESS, and PHONE NUMBER**

Please secure a Staff Information Sheet from the front office secretary to change your name, address or telephone number. It is your responsibility to go into the ESS System to update your personal information at the district level as well as with the Department of Education - for teachers-[www.fldoe.org/edcert](http://www.fldoe.org/edcert). (this is a secure website). If you need assistance with this process, see the Office Manager or the MicroTech Specialist.

Confidential Address: As employees of public schools, our personal files and general information is considered public record. Certain employees are exempt from having this information disclosed (i.e., spouse of law enforcement personnel). See *CAB-Alerts* for specifics and the form required to be submitted. Be aware- these employees will have their addresses listed, as the school address and mail will be delivered to the school location. Staff addresses and phone numbers will no longer be distributed to the staff. Only the phone numbers on the *staff emergency relay* will be given out. If someone asks for this information, we will obtain the employees permission before giving it out.

### **CHILD ABUSE**

If you know or have reasonable cause to suspect that a child has been subject to abuse/neglect it is mandatory that you report this knowledge or suspicion to the Abuse Hotline (1-800-96ABUSE). If there is some question or reasonable cause, please consult with our Child Abuse Coordinator.

## **CLASSROOM CARE AND APPEARANCE**

It is the responsibility of instructional personnel to establish a neat and attractive environment for learning that encourages proper pupil respect for neatness and order. The cleanliness of the building can greatly influence both students' and teachers' attitudes about school.

Each room should have centers in curriculum areas such as reading, math, handwriting, composition, and technology.

Bulletin boards should be pertinent to classroom instruction and changed regularly.

Standards to be maintained for displays and bulletin boards:

1. Correct spelling.
2. Pertinent to curriculum unit or management procedure.
3. Inclusion of rules, good work papers, composition/creative writing.
4. Student-made; avoid commercial materials.
5. Holiday themes are encouraged; however, religious symbols, etc. may not be included.

Particular care is to be taken when using supplies such as water, paints, glue, and other substances which may stain walls and furnishings. Juices containing red dyes are not to be given out in classrooms. Teachers should contact the custodian immediately when there is a paint spill. Early cleaning will prevent permanent stain. Use caution when using colored chalk. It stains carpet areas and chalkboards.

**Sticky Tack and tape are not to be applied to any of the painted areas in your classroom or hallway. There is to be no tape applied to cubbies, cabinets, walls, doors and carpets.**

The Fire and Safety Department has issued a directive that only 20% of the walls in each classroom may be covered with papers, etc. Therefore, only bulletin board areas in your hallways and classrooms should be used to display student work, mountain math/language, etc. They have also issued that all classroom furnishings (bean bag chairs, rugs/carpet, etc.) must meet the Florida Fire Prevention Code (NFPA1). Pillows, stuffed animals, air freshener plug-ins, etc. are not permitted.

*The Florida Fire Prevention Code-Chapter 633 Florida State 2000; 10.2.4: Furnishings and Decorations and 10.2.4.5: Child Prepared Artwork: Child prepared artwork and teaching materials shall be permitted to be attached directly to the wall and shall not exceed 20 percent of the wall area.*

Cooking utensils are to be cleaned and stored properly. Food should be stored in airtight containers to avoid insect and rodent infestation. **NO PAPERS, OBJECTS, ETC., ARE TO BE STORED ON TOP OF THE CLASSROOM STOVES.**

The breaker switch should always be turned **off** when not in use (All stoves have been disconnected by the district). Hot pots, coffee pots, microwaves, etc., are not permitted in classrooms.

All chairs should be removed from desktops and tables daily before instruction begins

(even if a student is absent). Floors should be cleared of books, paper, backpacks, and litter at all times. Students can learn responsibility by keeping their classroom clean. The cabinet under the sink should be kept uncluttered and orderly.

***CLASSROOM VERTICALS MAY NOT BE USED TO DISPLAY STUDENT WORK.***

***Please leave space between the verticals and furniture. Windows on classroom doors are to be clear and nothing should be taped on the glass or on the doors.***

Counters, student desks, and teacher desks should be neat and organized. Students should clean their desk each Friday. Again, the best method for teaching this skill is by example.

PLEASE BE CAUTIOUS OF ROOM SECURITY SENSORS. Hanging items **must not** be hung in alignment with these sensors. Clotheslines across the room are **not** permitted.

Please turn off lights, computers and printers when leaving the classroom.

All closets/shelves must have a gap of approximately 18 inches from the top shelf to the ceiling.

**NO TAPE IS TO BE APPLIED TO THE OUTSIDE POLES OR EXTERIOR DOORS.**

Teachers should inventory furniture and have only that necessary to carry out their program. An excessive amount of furniture in the classroom causes traffic problems and makes cleaning time-consuming and difficult. **THERE MUST BE A CLEAR EXIT PATH BETWEEN INTERIOR AND EXTERIOR DOORS, WITHOUT BLOCKAGE OF FURNITURE, ETC.**

Any needed repairs or concerns with room cleanliness should be brought to the attention of the Head Facilities Service Person **in writing**.

**We are requesting that the back doors of the classrooms not be used except for emergency evacuations. This causes a lot of tracking in and out of mud and dirt.**

**All windows and doors need to remain closed at all times. If there is a temperature concern in your classroom, please notify administration who will then notify our Head Facilities Serviceperson.**

### **CLINIC/HEALTH**

The school clinic is located in the office. By law, school clinics are centers for first aid and emergency care only. Often rest, reassurance, and TLC will solve the problem. If a child still feels ill after 15 to 30 minutes, the clinic policy is to call the parent and ask that they come for their child. In an emergency situation, there are several staff members trained in first aid that will handle the situation.

### **COFFEE, SODA, FOOD, ETC.**

Please do not eat or drink in the presence of students unless they are also given the opportunity to eat and drink. Staff members should not be walking around with hot cups of coffee or teaching with soda cans/coffee mugs next to them.

## **COMMUNICABLE DISEASES AND INFESTATIONS**

School Board policy states that students infected with any communicable disease or infestation or suspected of being infected with a communicable disease or infestation shall not be permitted to attend school until shown by examination to be free of infection or infestation. This policy shall also apply to pediculosis, impetigo, scabies, or ringworm.

## **COMMUNICATION**

The community considers “all members of our staff” -principal, teachers, support staff, para’s, clerical, food service, and facilities service staff, to be experts on the educational programs at the school, no matter what role each individual may serve at the school. Everyone needs to be “in the loop.”

A commitment and buy-in from all staff is needed, because the satisfaction of customer needs is vital to the success of the school. In order to meet all customer needs, all members of the staff, professional and support staff members alike-must have effective communication that is open and honest, and provides opportunities to listen, as well as provide information. Each staff member must understand that you are highly regarded communicator and a “Public Relations Image Maker - an ambassador for our school.”

When the first contact a parent or other community member has with a school, either in person or on the phone is a frustrating one, future involvements by that person is lost. Be sensitive to non-English speaking parents who call or come into the school. Be accommodating and seek-out a staff-member to interpret, don’t rely on a student for that purpose. Communication is everything!



## **COPYING MATERIALS PROCEDURE**

1. Examine material to be duplicated. If it can be put on the chalkboard or if a permanent transparency can be made, do this instead of duplicating. Use both sides to save paper whenever possible.
2. The copied item should correlate to a teaching activity or special project.
3. When running copies for an entire team, please make certain each team member will use the copies.
4. All teachers will use their personnel number code for copying. Each teacher will have a monthly limit of 1000 copies (500 per each machine).

## **COPYRIGHT ISSUES**

In 1978 Public Law 94-533 took effect; for the first time since 1909 there was a new copyright law. The law has enormous implications for school library media specialists and teachers. It has affected what were standard operating procedures and many educators raise questions about this very specific legislation. In order to assist media specialists in dealing with copyright issues, the school district's policy and guidelines follow:

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA- 6318

**COPYRIGHTED MATERIALS - REPRODUCTION AND USAGE-** ALL SCHOOL BOARD EMPLOYEES SHALL CONFORM WITH ALL EXISTING FEDERAL AND STATE COPYRIGHT LAWS INCLUDING, BUT NOT LIMITED TO, PUBLIC LAW 94-533, THE COPYRIGHT ACT.

Authority: F.S. 230.22 (1) (2)

Policy Adopted: 3/5/87

### **Rules**

1. The regular legal and/or liability insurance protection provided by the School Board will not be extended to Board employees who knowingly violate copyright laws.
2. To avoid violation of copyright laws by Board employees, the Superintendent's designee(s) shall make available to all employees appropriate guidelines, training and assistance with copyright law compliance.

Authority: F.S. 230.22 (1) (2)

Rules Approved: 3/5/87 Title 17 USA 101, ct.seg.

## **REPRODUCTION AND USE OF COPYRIGHTED MATERIALS**

### **I. PURPOSE**

This regulation provides guidelines for the reproduction and classroom use of copyrighted materials such as: print materials, off-air recordings, prerecorded video cassette programs, music, and computer software.

### **II. INTRODUCTION**

The reproduction and use of copyrighted materials are under the control of federal law. Public Law 94-533 (known as the Copyright Act) sets forth limitations on the copyright owner's exclusive rights. These limitations provide for the reproduction and use of copyrighted materials by educators. The "fair use" limitations (Section 107) apply to reproduction and instructional use of print materials and off-air recordings. The "educational exemption" limitation (Section 110 (1) applies to use of rented or purchased prerecorded video cassette programs in the schools. Public Law 96-517 governs the reproduction of computer software.

This regulation has been organized in the following manner. First, specific sections of copyright law are cited which apply to the medium under discussion. Second, the guidelines for reproduction and/or use of copyrighted materials for that medium are presented.

### **III. FAIR USE: PRINT MATERIAL AND OFF-AIR RECORDING**

#### **A. Legal Justification of Guidelines**

Fair use is the right to use copyrighted materials in a reasonable manner without consent of the author. This limitation permits teachers, librarians (media specialists), researchers, scholars, and others to use copyrighted works without paying the copyright holder a royalty. Section 107, "Limitations on Exclusive Rights: Fair Use," states:

Notwithstanding the provisions of Section 106, the fair use of a copyrighted work, including such use by reproduction in copies of phone records or by any other means specified by that section, for purposes such as criticism, comment, news reporting, teaching (including multiple copies for classroom use). Scholarship or research is not an infringement of copyright. In determining whether the use made of work in any particular case is fair the factors to be considered shall include:

1. The purpose and character of the use, including whether such use is of commercial nature or is for nonprofit educational purposes;
2. The nature of the copyrighted work;
3. The amount and substantiality of the portion used in relation to the copyrighted work as a whole; and
4. The effect of the use upon the potential market for or value of the copyrighted work.



## **B. Guidelines for Reproduction of Print Materials:**

The following guidelines governing reproduction and use of copyrighted print materials and television broadcasts are in accordance with Section 107 of the copyright law.

### **1. Single Copying for Teachers**

A single copy may be made of any of the following by or for a teacher at his or her individual request for his or her scholarly research or use in teaching or preparation to teach a class:

- a. A chapter from a book;
- b. An article from a periodical or newspaper;
- c. A short story, short essay, or short poem, whether or not from a collective work
- d. A chart, graph, diagram, drawing, cartoon, or picture from a book periodical, or newspaper.

### **2. Multiple Copies for Classroom Use**

Multiple copies (not to exceed in any event more than one copy per pupil in a course) may be made by or for the teacher giving the course for classroom use or discussion, provided that:

- a. The copying meets the tests of brevity and spontaneity as defined below; and,
- b. Meets the cumulative effect test as defined below; and,
- c. Each copy includes a notice of copyright.

### **3. Definitions**

#### **Brevity**

- (i) Poetry: (a) A complete poem if less than 250 words and if printed on not more than two pages, or (b) from a longer poem, an excerpt of not more than 250 words.
- (ii) Prose: (a) Either a complete article, story or essay of less than 2,500 words, or (b) an excerpt from any prose work of not more than 1,000 words or 10% of the work, whichever is less, but in any event a minimum of 500 words. (Each of the numerical limits stated in "i" and "ii" above may be expanded to permit the completion of an unfinished line of a poem or of an unfinished prose paragraph.
- (iii) Illustration: One chart, graph, diagram, drawing, cartoon or picture per book per periodical issue.
- (iv) "Special" works: Certain works in poetry, prose or "poetic prose" which often combine language with illustrations and which are intended sometimes for children at other times for a more general audience fall short of 2,500 words in their entirety. Paragraph "ii" notwithstanding such "special works" may not be reproduced in their entirety; however an excerpt comprising not more than two of the published pages of such special work and containing not more than 10% of the words found in the text thereof, may be reproduced.

#### **Spontaneity**

- (i) The copying is at the instance and inspiration of the individual teacher, and
- (ii) The inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission.

#### **Cumulative Effect**

- (i) The copying of the material is for only one course in the school in which the copies are made.
- (ii) Not more than one short poem, article, story, essay or two excerpts may be copied from the same author, or more than three from the same collective work or periodical volume during one class term.
- (iii) There shall not be more than nine instances of such multiple copying for one course during one class term. (The limitations stated above in "ii" and "iii" shall not apply to current news periodicals and newspapers and current news sections of other periodicals).

## **Prohibitions**

Notwithstanding any of the above, the following shall be prohibited:

- (a) Copying shall not be used to create or to replace or substitute for anthologies, compilations or collective works. Such replacement of substituting may occur whether copies of various works or excerpts there from are accumulated or reproduced and used separately.
- (b) There shall be no copying from works intended to be "consumable" in the course of study or of teaching. These include workbooks, exercises, standardized tests and test booklets and answer sheets and like consumable material.
- (c) Copying shall not:
  - (i) substitute for the purchase of books, publishers' reprints or periodicals;
  - (ii) be directed by higher authority;
  - (iii) be repeated with respect to the same item by the same teacher from term to term;
  - (iv) no charge shall be made to the student beyond the actual cost of the photocopying.

## **C. Guidelines for Off-Air Recording**

Educators should be aware that off-air videotaping for classroom use remains a very controversial issue in the application of the copyright law. In accordance with the fair use doctrine, nonprofit educational institutions may record television programs and use these recordings for instructional purposes. Such practices, however, must meet the following guidelines.

1. The guidelines were developed to apply only to off-air recording by nonprofit educational institutions.
2. A broadcast program may be recorded off-air simultaneously with broadcast transmission (including simultaneous cable retransmission) and retained by non-profit educational institution for a period not to exceed the first forty-five (45) consecutive calendar days after date of recording. Upon conclusion of such retention period, all off-air recordings must be erased or destroyed immediately. "Broadcast programs" are television programs transmitted by television stations for reception by the general public without charge.
3. Off-air recordings may be used once by individual teachers in the course of relevant teaching activities, and repeated once only when instructional reinforcement is necessary, in classrooms and similar places devoted to instruction within a single building, cluster or campus, as well as in the homes of students receiving formalized home instruction, during the first ten (10) consecutive school days in the forty-five (45) day calendar day retention period. "School days" are school session days - not counting weekends, holidays, vacations, examination periods, or other scheduled interruptions - within the forty-five (45) calendar day retention period.
4. Off-air recordings may be made only at the request of and used by individual teachers, and may not be regularly recorded in anticipation of requests. No broadcast program may be recorded off-air more than once at the request of the same teacher, regardless of the number of times the program may be broadcasted.
5. A limited number of copies may be reproduced from each off-air recording to meet the legitimate needs of teachers under these guidelines. Each additional copy shall be subject to all provisions governing the original recording.
6. After the first ten (10) consecutive school days, off-air recordings may be used up to the end of the forty-five (45) calendar day retention period only for teacher evaluation purposes, i.e., to determine whether or not to include the broadcast program in the teaching curriculum, and may not be used in the recording, institution for each student exhibition or any other non-evaluation purpose without authorization.
7. Off-air recordings need not be used in their entirety, but the recorded programs may not be altered from their original content. Off-air recordings may not be physically or electronically combined or merged to constitute teaching anthologies or compilations.
8. All copies of off-air recordings must include the copyright notice on the broadcast program as recorded.
9. Educational institutions are expected to establish appropriate control procedures to maintain the integrity of these guidelines.

#### **D. Rented or Purchased Prerecorded Videocassette Programs (Legal Justification of Guidelines)**

Section 110 (1) of the copyright law provides educators with the right to use copyrighted materials for instructional purposes without consent of the author. This limitation on the copyright owner's exclusive right encompasses the use of prerecorded videocassette programs in an instructional setting. Section 110 (1), "Limitations on Exclusive Rights, Exemption of Certain Performances and Displays" states: the following are not infringements of copyright; performance or display of a work by instructors or pupils in the course of face-to-face teaching activities of a non profit educational institution, in a classroom or similar place devoted to instruction...

#### **Guidelines for School Use of Rented or Purchased Prerecorded Videocassette Programs**

The following guidelines governing use of prerecorded videocassette programs in the schools are in accordance with Section 110 (1) of the copyright law. Teachers may use rented or purchased videocassette programs for instructional purposes only if all the following requirements are satisfied:

1. The programs must have been made or recorded in a lawful manner.
2. The programs must be used in the course of face-to-face teaching activities. The teacher must be able to point to justify how the program assists in attaining these objectives. If the teacher is not able to make such a justification, use of the work in the classroom is not lawful.
3. Programs may be used only in classroom or similar place devoted to systematic instructional activities.
4. Programs may not be used for recreational or entertainment purposes.
5. Unlawfully made programs, or programs which teachers know or have reason to believe are not lawfully made may not be used under any circumstances.
6. Teachers can "display" any type of copyrighted work and be covered by S.110, but only the performance of non-dramatic literary or non-dramatic musical works are covered. That is, the exemption does not cover the performance of such works as motion pictures, operas, musical comedies or filmstrips.
7. The transmission must be made primarily (not solely) for one of these three purposes:
  - a. Reception in classrooms or similar places normally devoted to instruction.
  - b. Reception by persons to whom transmission is directed because special circumstances, such as their disabilities, prevent their attendance at class;
  - c. Reception by government employees as part of their official duties.
8. A teacher may not make an archival or backup copy of a copyrighted film or videotape.
9. In-library and In-classroom Use
  - a. License restrictions, if any, should be observed.
- b. If only one program is owned under license, ordinarily it may only be used on one machine at a time.
  - c. Most licenses do not permit a single program to be loaded into a computer which can be accessed by several different terminals for into several computers for simultaneous use.
  - d. If the machine is capable of being used by a patron to make a copy of a program a warning should be posted on the machine, such as:  
MANY COMPUTER PROGRAMS ARE PROTECTED BY COPYRIGHT.  
17 U.S.C.S. 101. UNAUTHORIZED COPYING MAY BE PROHIBITED BY LAW.
10. Examples
  - a. **A high school English teacher wants to show a videotape on the film "The Grapes of Wrath" to her class. The videotape has a label which says "Home Use Only".**  
As long as the S. 110 (1) requirements for the classroom exception apply, the class may watch the videotape.
  - b. **Same situation as 1, but 4 classes are studying the book. May the videotape be shown in the school auditorium or gym?**  
Yes, as long as the auditorium and gym are actually used as classrooms for systematic instructional activities.
  - c. **Several students miss the performance. May they watch the**

**videotape at some other time in the school library?**

Yes, if the library is actually used for systematic instructional activities, the classroom exception applies. Most school libraries are probably used as such. If it is not, such a performance may be a fair use if the viewing is in a private place in the library.

**d. May several students go to the public library and borrow the videotape to watch it at home?**

Yes, the library may lend the videotape for in-home viewing by a student and a small group of friends, because no public display is involved.

**e. May the students go to the public library and watch the videotape in a private room?**

This may not be permitted because more than one person would be watching the videotape because such viewing may be deemed a public display. However, such a use probably would be fair under S. 107 because of its relationship to the classroom activities.

**Guidelines for Educational Uses of Music**

Guidelines for the five tapes of permissible minimum uses of music as included in HR94-1476 follow:  
Permissible Uses:

1. Emergency copying to replace purchased copies which for any reason are not available for an imminent performance provided purchased replacement copies shall be substituted in due course.
- 2(a) For academic purposes other than performance, multiple copies of excerpts of works may be made, provided that the excerpts do not comprise a part of the whole which would constitute a performable unit such as a section, movement or aria, but in no case more than 10% of the whole work. The number of copies shall not exceed one copy per pupil.
- (b) For academic purposes other than performance, a single copy of an entire performable unit (section, movement, aria, etc.) that is,
  - (1) confirmed by the copyright proprietor to be out of print or
  - (2) unavailable except in a larger work, may be made by or for a teacher solely for the purpose of his or his scholarly research or in preparation to teach a class.
3. Printed copies which have been purchased may be edited or simplified provided that the fundamental character of the work is not distorted or the lyrics, if any, altered, or lyrics added if none exist.
4. A single copy of recordings of performances by students may be made for evaluation or rehearsal purposes and may be retained by the educational institution or individual teacher.
5. A single copy of a sound recording (such as a tape, disc or cassette) of copyrighted music may be made from sound recordings owned by an educational institution or an individual teacher for the purpose of constructing aural exercises or examinations and may be retained by the educational institution or individual teacher. (This pertains only to the copyright of the music itself and not to any copyright which may exist in the sound recording).

**Prohibitions**

1. Copying to create or replace or substitute for anthologies, compilations or collective works.
2. Copying of or from works intended to be "consumable" in the course of study or of teaching such as workbooks, exercises, standardized tests and answer sheets and like material.
3. Copying for the purpose of performance, except as in A (1) above.
4. Copying for the purpose of substituting for the purchase of music, except as in A (1) and A (2) above.
5. Copying without inclusion of the copyright notice which appears on the printed copy.

**F. Reproduction of Computer Software**

1. Federal Guidelines for Copying

The reproduction of copyrighted computer programs (software) for classroom use is under the control of the federal law. Federal law defines a computer program (software) as: "A set of statements or instructions to be used directly or indirectly in a computer in order to bring about a certain result." (Emphasis added, 17 U.S.C.S. 101) The copyright law, P.L. 96-517, Section [7 (6)] 10(b) clarifies what can and cannot be done in educational institutions. Section [7 (6)] 10(b). Making a copy of a computer program:

"...it is not an infringement of the owner of a copy of a computer program to make or authorize the making of another copy or adaptation of the computer program provided:

- (a) that such a new copy or adaptation is created as an essential step in the utilization of the computer program in conjunction with a machine and that it is used in no other manner or
- (b) that such a new copy and adaptation is for archival purposes only and that all archival copies are destroyed in the event that continued possession of the computer program should cease to be rightful."

Adaptations of computer programs are still under the original copyright.

2. Prohibitions for Educators

- a. Copyrighted programs may not be reproduced on school equipment except for those for which rights have been procured.
- b. Copies of programs which have been reproduced in violation of the copyright law may not be used on school equipment.

**IV. RESPONSIBILITIES**

A. The principal of each school is responsible for establishing practices that will enforce this policy at the local school level.

B. Educational staff members and students will be informed as to the legal, ethical, and practical problems caused by the illegal use and copying of materials.

C. The superintendent or his/her designee is responsible for signing license agreements for materials purchased and used by school staff.

**V. LIABILITIES**

The legal or insurance protection of Broward County Public Schools will not be extended to employees who violate copyright laws. Material is protected for the life of the author +50 years.

**TAPING OFF-AIR:**

- Taping commercial television for instructional purposes is permissible.
- Taping Cable television is NOT permissible. (Disney, HBO, Cinemax, Showtime, Movie Channel, and Olympics)

**PURCHASED OR RENTED VIDEOTAPES:**

- Many companies (Disney included) have granted permission for schools to use material purchased by the Media Center. (Closed circuit and individual sets).

**WHAT ABOUT "BLOCKBUSTER"?**

Tapes MAY be borrowed if:

- They are written into lesson plan in planbook.
- They are not shown on closed circuit system.
- They are shown only to students (not a PTA group).
- They are shown only for the purpose of EDUCATION.

**PENALTIES FOR INFRINGEMENT:**

- \$250 - \$10,000 fine
- One to two years imprisonment

**EQUIPMENT**

Staff members may check out AV equipment and other types of equipment each year. Each person is responsible for the return of this equipment unless a security report has been filed. Do not loan to another staff member. Return items to Media Center to be checked out by another teacher when you've finished using them.

**FILMS**

To order films use the following procedure:

1. All films should be relevant to the curriculum.
2. Choose film from the film catalogue in the library.
3. Complete the County film order form.
4. Send the order to the County through the media specialist.
5. The person who orders the film will be responsible for returning it, on time, to the media specialist.
6. It is not the responsibility of the media specialist to select films for you or complete your request forms.

**GUIDELINES FOR REVIEWING & APPROVING AUDIOVISUAL MATERIALS FOR CLASSROOM USE**

Any audiovisual materials, including films and videotapes, purchased or borrowed from sources outside the Broward County School System for use in Board-approved courses of study must be approved by the

administrator in charge of the school setting. To provide guidance both for the evaluation and for the approval of such media, the guidelines and procedures listed below shall be followed:

Each department within the school should establish a committee to evaluate, review, and recommend the films, videotapes or other audiovisual materials to be used in classes within the department. During the review process, the committee should use the evaluative criteria specified in School Board Policy 6101, Rules Amended: 6/4/91, which state that curriculum materials shall

- a. be consistent with School Board of Broward County policies.
- b. support and be consistent with the educational goals of Broward County Schools and the objectives of specific courses.
- c. be positive in approach.
- d. have literary, aesthetic or social value.
- e. impart social values consistent with core values as identified by a community- wide task force established by the School Board.
- f. be free of bias.
- g. help students gain awareness and understanding of the many contributions made to our society by minority and ethnic groups and women.
- h. be appropriate in content and in references.
- i. be accurate in content.
- j. be relevant in curriculum continuum.
- k. be timely.
- l. exhibit quality in language and format.

The department review committees (or team leaders) should submit to the principal the films, videotapes, or other audiovisual material recommended for approval. The principal (or the principal's designee) shall review the recommendations from the departmental review committees and deny or grant approval. Films or videotapes rated R, X or NC-17 are prohibited in Broward County Public Schools.



### **CREDIT UNION**

There is a credit union for employees of the School Board of Broward County. The School Board provides payroll deductions for deposits to the Bright Star Credit Union. Your entire check or a portion can be deposited in your checking or savings account or a payment can be credited to any loan through the payroll department.

### **CUMULATIVE FOLDERS**

These are legal records and must be handled as such. They may not be taken off of school grounds. They will be housed in the front office.

Records for students transferring to another school must be completed in a timely manner. Please complete a request for a CUM folder within 3 working days. Remember, the child's new teacher needs the information.

CUM folders will be supervised by the Guidance Counselor, the ESE Specialist, and the Information Management Technician. They will check incoming and outgoing folders

for accuracy and completeness. CUM folders must be kept up to date. The following records will be filed separately in the office for easy access:

1. Emergency/Registration Cards for current year
2. Health Records (individual folders, alphabetical by grade)
3. ESE Folders

Parents may see their child's CUM folder. If you receive such a request, please refer the parent to the Guidance Counselor. You may not discuss a child's records with anyone except the natural parent or legal guardian. Either legal parent may examine records unless there is a court order to the contrary.

When a student withdraws, please use the same format used to complete CUM folders at the end of the year. (See next page). Exception: Use pencil in areas of grades, attendance, etc.

### **CUM FOLDER PROCEDURES**

When a new student arrives at a school, the clerical staff will write the student name and Florida State Identification (FSI) number on the cum folder sleeve.

Once the student information is entered in TERMS, the Information Management Technician will print a copy of the Elementary Cumulative Record Report. If a student leaves the school prior to the end of the year, the Elementary Cumulative Record Report will be printed and placed in the cum folder prior to sending to the next school.

### **CONTENTS OF THE CUM FOLDER:**

- Copy of the Registration Form (most recent on top)
- Signed Student Conduct/Discipline Code/Media Release
- Acceptable Use Form
- Conference/Interim Forms (most recent on top/date)
- Progress Reports (most recent on top)

### **ADDED TO CUM FOLDER BEFORE SENDING TO NEXT SCHOOL**

- LEPSEP Folder
- ESE Folder
- Health Folder

### **DISMISSAL PROCEDURES**

Students are expected to leave the school immediately and go directly home unless otherwise directed by the parents. No student will be kept after regular dismissal time unless the parent has been notified. Parents must sign a permission form for all after school clubs or activities. Please do not dismiss students from your classroom until the student's dismissal vehicle has been called/or displayed on closed circuit TV (channel 19) (i.e., Red Bus, La Petite, etc.)

Our teachers utilize each minute of the day in order to maximize learning. All students are expected to be in attendance until 2:00 P.M. Early dismissals should be for

emergencies only. **There will be no early releases after 1:30 P.M.** Students will be released only to the parent who registered and signed the registration form or to another adult as indicated on the form. **A photo I.D. will be required to sign a student out of school. This is for each child's protection.** All students must be signed out through the office in the case of early dismissal (*SEE STAR Program*). Dismissal procedures begin at 2:00 P.M.

*If you have been informed by the parent (via a note or phone call) that their child is going home in a different way for that day, please notify the front office before 1:00pm*

Parents are requested to wait in the designated outside areas and are not permitted to go to the classroom door. All visitors must report directly to the office to sign in and get a visitor's pass. If you see someone on campus without identification, politely direct him or her to the front office so they can check in.

### **DRESS CODE**

Quiet Waters Elementary has a school unified dress program. The school uniforms will consist of the following:

Bottoms: Navy Blue or Khaki-Pants, shorts, skirts, culottes, skirts, jumpers.

Tops: Collared shirts or blouses-Navy Blue, Forest Green, White and Pale Yellow.

All shirts and blouses must be tucked in. Sneakers are required on PE days.

Students will have ten days from the first day of registration/attendance in school to comply with applicable provisions of the Elementary Code of Student Conduct. Parents/Guardians may request exemptions for their child from participating in the mandatory uniform program by completing an "Application for Exemption."

### **E-MAIL**

All employees must follow and abide by School Board Policy 5306 –the Acceptable Use of Network and Online Communications and the sections on the Code of Ethics for Computer Network and Online Telecommunications Users. All e-mails are subjected to the Florida Sunshine Law. All staff must check their email accounts at least twice daily.

### **EMERGENCY DRILLS**

#### **Fire Drills:**

In keeping with the laws of Florida and for the sake of safety of the pupils in our school, we are obligated to conduct a series of ten fire drills each year.

The first fire drill will be held within 5 days after the opening of school. Subsequent drills will be held monthly. The emergency evacuation route for each room is posted in each room. It is the teacher's responsibility to be familiar with the evacuation plan and to familiarize the students with the plan.

#### **To prepare for this drill, each teacher will:**

1. Explain procedure to their class. The signal will be a continuous (loud) buzzing alarm. A brief discussion of the drill is in order immediately after the class returns from the drill.



2. Teachers are to be the last out of classrooms and must carry classroom record books. Close all doors. The teacher is responsible for each student. Take roll outside.
3. Pupils should walk fast, but not run or talk during the entire drill. Silence while exiting is mandatory in order to hear directions.
4. Classes remain together on leaving the building and remain together while returning to classrooms. Everyone remains outside until the inspection of the building is completed, and returns when the bell rings.
5. Students attending special classes will exit the building with that teacher. The classroom teacher should meet them in the holding area to be sure that all students are accounted for.
6. Students not with their class when the alarm sounds should not try to return to their classroom, but locate the nearest adult. They will be taken to their teacher once the building has been cleared.
7. Remove children as far from the building as possible but they must be off the driveway and streets to allow for emergency vehicles.
8. Evacuation routes must be posted in each room.
9. Please walk through the route as many times as necessary to familiarize your children with the procedure.
10. If the fire alarm sounds while your class is in the cafeteria, go to the cafeteria immediately and assist with the evacuation as per the attached diagram. Please practice cafeteria evacuation with your class. Teachers should instruct their children that if they are evacuated from the cafeteria they should leave all food and belongings on the table and follow the aides' instructions.

## **TORNADO DRILL PROCEDURES**

Will be conducted twice a year, to familiarize all students and staff with the procedures  
We will utilize the public address system to announce the start of the drill: "Tornado Drill  
-All students and staff report to their assigned areas."

Physical Education students will assemble in the back hallways of the closest building.  
Art Room and Music Room students will assemble in the hallways of Building 2.

At the sound of the "Hi-Lo" alarm, (sounds like British Police siren) students will take cover under their desk or table in the classroom and teachers will give the instructional command. Please have students as far away from windows as possible. Portable students will assume position facing interior wall in assigned hallway areas.

When students are assembled during a tornado drill or during a tornado warning and danger is imminent, they should be instructed to respond to a specific command to assure protective postures. Such a command might be:

**"EVERYBODY DOWN - CROUCH ON ELBOWS AND KNEES. HANDS OVER BACK OF HEAD!"**

It is essential that this command be instantly understood and obeyed. Most tornado deaths are caused by head injuries. The public address system will also be utilized to announce the end of the drill.

### **EMPLOYEE ASSISTANCE PROGRAM**

This program exists to assist employees who have personal problems that may affect their health, work/family relationships and emotional life. Call (754) 322-9900 to make an appointment.

1. Information about drugs and alcohol counseling rehabilitation are available through the School Board's Employee Assistance Program.
2. Board employees must notify their supervisor of any criminal drug statute conviction for a violation occurring in the workplace no later than five (5) days after such conviction.
3. All of the above provisions are also required pursuant to School Board Policy #2400 (Drug Free Workplace)

### **EMPLOYEE'S WORK HOURS**

The work hours for teachers are 7:30 am to 3:00 pm. (See School Board Policy 4008). It is important for all staff members to sign in on a daily basis-not weekly. If for example you are having car trouble in the morning prior to arrival, a quick check of the sign-in sheet will indicate the need to immediately cover the class. School Sign-in sheets are used as school documentation for payroll attendance verification.



Teachers working full-time must have a schedule that includes a duty-free lunch period of thirty minutes. Staff members may not leave the school grounds without the permission of the principal and must sign in and out in the Payroll Contact's Office. All employees are expected to report to work on time and fulfill the requirements of the school days stated in his/her contract. Appointments should be made outside the working day. On Employee Planning Days, instructional staff are entitled to a one-hour lunch, however it must be taken from 11-12 or 12-1 pm. You may not adjust your work hours and leave at 2:00 pm, stating that your lunch is from 2-3 pm.

Employees are to request permission from administration to leave the campus prior to regular dismissal time and for only extreme circumstances or emergencies. Once permission is granted you are required to sign out with the Payroll Contact. You must also, sign back in on your arrival back on campus. Please be aware that the time off campus will be recorded as personal time.

All employees are expected to report for their various duties on time. Such duties may include bus duty, hall duty, before and after school supervision. Teachers are required to keep a daily schedule in their plan book, so in the event of a substitute, the sub will know his/her obligations. The schedule should include any duties for which the teacher is held responsible along with the correct time and location.

When it is necessary for you to report to work late (i.e., accident on I-95, inclement weather, etc.), please call the office and give us an estimated time of your arrival. Understanding the difficulty with scheduling certain medical, or dental appointments, there may be an occasion in which you may need to leave work prior to 3:00 pm. (*This privilege should not be a daily or weekly occurrence*). Administration approval is required and you must sign out with the Payroll Contact.

***All employees will be entitled to fifteen minutes for these special circumstances. Any additional time over fifteen minutes will be recorded, as personal time and a certificate of absence will be issued.***

### **EQUIPMENT/PROPERTY PASS**

Any equipment that leaves the school needs to be checked out and checked back in through the office. A Property Pass form must be completed and then approved by the Principal. These forms can be obtained from the Office Manager or the Microtech Specialist.

School Board insurance will not pay for items lost, damaged, or stolen while they are signed out to you. Be sure that your Homeowners Insurance Policy will cover such loss or be prepared to pay for the damage yourself. All items checked out must be for a school related project. Please do not leave your laptops unattended or in your car. If a loss occurs, you will be responsible for acquiring the police report, which is necessary for loss of school board equipment. You will not be permitted to check out any additional school board equipment until all the necessary paperwork for the loss is completed and submitted.

### **EVALUATION PROCESS**

Broward County Schools is using the Marzano Causal Teacher Evaluation Model based on the Art and Science of Teaching by Dr. Robert Marzano in accordance with Senate Bill 736-Student Success Act ( FS 1012.34 revised 2011). If you go to the following website- the Marzano Observation and Evaluation System is thoroughly explained: <http://obs-evalsys.pds-hrd.wikispaces.net/home>



**Quick Start Guide:  
Getting Started  
with the iObservation System**

## A. Generate New Password

Note: New Users only

1. Open an **internet browser**.
  2. Type [EffectiveEducators.com](http://EffectiveEducators.com) in the address bar.
  3. Click the Click Here link next to '**First Time User?**'
  4. Type your email address in the **Email Address** box.
  5. Click **Submit**.
  6. Go to your school email account to find an email from noreply@learningsciences.net containing your username and password.
- Note: Check your spam/junk email folder if you do not see the email.
7. Click the link in the email or copy and paste the link into an internet browser.
  8. Verify that the first name, last name, and email address displayed are correct.
  9. *Optional:* If the first name, last name or email address are incorrect type in the corresponding box to correct the information.
  10. Type a password in the **Change Password** box.
  11. Retype the password in the **Confirm Password** box.
  12. Click **Save**.

## B. Log In

1. Open an **internet browser**.
2. Type [EffectiveEducators.com](http://EffectiveEducators.com) in the address bar.
3. Type your username in the **Username** box.
4. Type your password in the **Password** box.
5. Click **Login**.

## C. Change Password

1. Click **My Profile** in the top right corner of the screen.
2. Type a password in the **Change Password** box.
3. Retype the password in the **Confirm Password** box.
4. Click **Save**.

## D. Forgot Password

1. Open an **internet browser**.
2. Type [EffectiveEducators.com](http://EffectiveEducators.com) in the address bar.
3. Click the **Forgot your password?** link.
4. Type email address in the **Email Address** box.
5. Click **Submit**.
6. Go to your school email account to find an email from noreply@learningsciences.net containing your username and password. Note: Check your spam/junk email folder if you do not see the email.
7. Click the link in the email or copy and paste the link into an internet browser.
8. Verify that the first name, last name, and email address displayed are correct.
9. *Optional:* If the first name, last name or email address are incorrect type in the corresponding box to correct the information.
10. Type a password in the **Change Password** box.
11. Retype the password in the **Confirm Password** box.
12. Click **Save**.

## **E. Update Profile Information**

1. Click **My Profile** in the top right corner of the screen.
2. *Optional:* Edit your first name or last name in the corresponding boxes.
3. *Optional:* Edit your email address in the Email box.
4. *Optional:* Check the checkbox to receive information from iObservation.
5. *Optional:* Upload a photo to for a profile image by clicking Browse, then select a file and click Open.
6. Click **Save**.

## **F. Update Email Address**

1. Click **My Profile** in the top right corner of the screen.
2. Type your new email address in the **Email** box.
3. Click **Save**.

## **G. Set or Update Email Notification Preferences**

1. Click **My Profile** in the top right corner of the screen.
2. Scroll down to the **Email Notification Preferences** section near the bottom of the page.
3. *Optional:* Check the check box next to any or all of the email notification options.
4. Click **Save**.

### **Technical Training**

Virtual technical training sessions are available. During the 45 minutes session an experienced technical trainer will spend one-on-one time with individual users around using iObservation features. Contact us at [iObform@iObservation.com](mailto:iObform@iObservation.com) to learn more or purchase sessions.

### **FAX MACHINE**

School Board Policy prohibits personal and long distance faxes. The clerical staff, support, staff, the QWE Aftercare Site Director, and administration staff will have access to the FAX machine. There is an additional FAX machine in the front office mailroom for staff to use to send out a fax - however, it must be a local fax number and you will not be able to receive any faxes on this machine. If you have an item that needs to be faxed, you must complete the FAX request form in the front office and a clerical staff member will send your FAX and place the confirmation FAX in your mailbox.

### **FEDERAL DRUG-FREE SCHOOL ACT**

Pursuant to the requirements of the Federal Drug Free Workplace Act of 1988, Florida Statutes 112.0455 Drug Free Workplace Act, and School Board Policy 2400 - Drug Free Workplace, please note the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance, including alcohol, is prohibited at all School Board of Broward County work sites and school activities. All employees are subject to reasonable suspicion drug/alcohol testing in accordance with School Board Policy 2400, Rule 5. Any employee who refuses to submit to testing, for any reason, will be recommended for termination of employment.

The Federal Schools and Communities Act (PL 101-690) requires the School Board to notify all employees of the following facts:

1. School Board Standards of Conduct for its employees prohibit

the unlawful possession, use, manufacture, or distribution of illicit drugs and alcohol on school premises or as part of any of its activities.

2. Any employee who violates the Standard of Conduct listed in #1 above will be subject to immediate disciplinary action up to and including termination of employment and referral for prosecution. Disciplinary action may include the completion of an appropriate rehabilitation program.

3. Information about drugs and alcohol counseling rehabilitation are available through the School Board's Employee Assistance Program (754) 322-9900.

4. Board employees must notify their supervisor of any criminal drug statute conviction for a violation occurring in the workplace no later than five (5) days after such conviction.

5. All of the above provisions are also required pursuant to School Board Policy #2400 (Drug Free Workplace).

### **FIELD TRIP PROCEDURES**

Field trips will be limited to activities that are considered educational. An educational field trip is one which has value in meeting educational objectives. These objectives are a part of the teacher's current unit of study. For classroom teachers, this will include units dealing with social studies, science, language arts, math, or health.

Field trips are designed to enhance the educational curriculum, they shall not be considered a "privilege" to attend or participate. Therefore, students shall not be required to earn points or be required to meet other teacher established objectives to attend or participate. However, a teacher may deny a student the right to attend or participate on a scheduled field trip based upon his/her record of disciplinary behavior. The student's record of behavior must be that it presents a danger to themselves or others on the trip. Parents have the right to appeal any disciplinary exclusion directly to the school principal.

Schools must make provisions to assist any student who is unable to attend or participate on an educational enhancement field trip due to his/her inability to pay the required cost/fee.

The Principal's approval must be obtained before making plans for a field trip. Complete a Request for Field Trip form. **Completed TDA's will be required to be submitted once the Request for Field Trip form** has been approved. The Field Trip Authorization form, will be sent to the Office of Service Quality for approval of out-of-tri-county field trips. It is necessary to get administrative approval before notifying the parents or students.

Team leaders should be responsible for coordinating grade level field trips. Schedule the trip with the organization, firms, and/or owner of property being visited.

*(Refer to Money Collection Procedures below when applicable)*

When initiating a field trip, please complete the Field Trip Packet obtained from the office designee (Business Support Center). At the time of submitting the request the

items to be completed are as follows:

Completed Field Trip Packet

All TDA's are signed and thoroughly completed by all staff members that are participating

All staff participating must call in their TDA into *Smart Find Express*

The *Business Support Center* will initiate the Bus Request. When applicable (need to specify if a handicap bus is needed)

Once the packet is completed please submit to the office designee (Business Support System) to establish due dates for permission slips/money. The packet will then be submitted to the principal for approval. Copies of permission slip, bus request, and notice to cafeteria/specials/support will be made by the office designee. All field trips with a cost involved must be paid online at the *estore*. Once the collection window opens, please do not accept any money. Make sure all permission slips have been signed.

Parents shall sign permission slips for the student to be away from school as a participant of an authorized field trip. The District approved form must be used and the signed form on file in the office before the field trip. Telephone authorization will not suffice. Parent permission/authorization forms must also include emergency information, including phone numbers for contacting the parent. Permission slips will be generated by the (Business Support Center).

Students must have a Medication Authorization form for any medication needed during a field trip. Parents must provide the principal with an emergency care plan specific to the intended field trip for the involved student.

Collection of permission slips must be completed two weeks prior to the date of the field trip. Refunds may be made for students who paid but did not attend the trip except for transportation costs. The cost of transportation is based on the number of students planning to attend the field trip.

Complete the form to notify the cafeteria manager if lunch will be missed or delayed. The office designee will give this form to the Cafeteria Manager. This should be done two weeks in advance, or as soon as travel arrangements are made, because food is often ordered weeks in advance. It also may affect the hours assigned for cafeteria workers that day.

Broward County School Buses may be used. Coolers are not permitted on buses. Requests for school buses must be placed two (2) weeks in advance of the trip on form W18782. Please provide bookkeeper (Business Support Center) with full address of destination. The earliest time School Board buses may pick up students is 9:30 am and they must return back to the school no later than 1:30 pm. The person responsible for the trip must check the times of arrival and departure on the form that is signed in the school bus driver's presence. This determines the hours charged.

A list of names of all the students and chaperones attending the trip must be given to the driver and the office designee (Business Support Center) before leaving the school.

Use buses for all field trips unless specific permission is given by the principal to do otherwise. Any time private cars are used, the driver must complete a form for proof of proper insurance a *month prior* to the day of the trip.

**One chaperone is required for every ten (10) elementary students. A male chaperone must accompany ALL field trips as a chaperone. All chaperones must be approved volunteers. On all overnight field trips, there shall be at least one chaperone of each sex.** Overnight chaperones must have a level 2 fingerprinting clearance. It is recommended that an "alternate" chaperone be on call in case the need arises.

On all overnight field trips, a list of all participating students and chaperones, dates of departure and return, itinerary and mode of travel must be submitted to the Director of Risk Management **three months** prior to departure.

Teachers must provide supervision arrangements for students not attending the field trip. Before leaving on the trip, teachers are required to give the office designee (Business Support Center) a list of those students remaining at school and their room assignment for supervision during the time of the field trip.

A child who is not enrolled as a student at Quiet Waters Elementary may not go on field trips. This must include siblings of our students and the children of chaperones.

Attendance must be taken and sent to the office before departure.

Bring **copies** of the permission slips with you on the field trip, as they contain emergency information you will need to have with you on the trip.

As part of the completed field trip packet, team leaders must turn in the "checklist" envelope to the office designee (Business Support Center) before departing. The **original** permission slips must be included as part of this packet. Slips will have teacher's name and grade level in top corner. These permission slips must be maintained in the school records for a period of three (3) years.

Students are expected to maintain acceptable standards of behavior. Teachers are required to review School Board Policy 6Gx6-6303 before going on any field trip. A copy is provided for your convenience.

*There shall be an established "Field Trip Exclusionary Period" at which time student field trips shall not be initiated. The exclusionary period shall include the first week of the school year: one (1) week prior to and during the February/March-April administration of the FCAT Test; and during the last week in the school year. This exclusionary period does not preclude a field trip being initiated on a teacher planning day or on the weekend. There shall be no exceptions to this exclusionary period unless authorized by the Superintendents Designee.*



## **GRADING**

When grading student's daily work papers, only papers which are recorded in the teacher's grade book are to be marked using "A", "B", "C", "D", and "F" in Grades 3-5. In checking regular daily assignments, mistakes are to be identified. Teachers should use discretion as to whether correct answers are to be written on the papers for students. The majority of papers should be returned and mistakes corrected by students. A brief comment or mark of approval or correction shall appear on daily work papers. Teachers should always keep in mind that if they assign a paper to be completed by students, it is important that the teacher review it and return it to the student. Never send unchecked papers home! All academic work that is sent home must be graded accurately. **ONLY TEACHERS** should grade papers. It is appropriate at times, for students to check their own papers under teacher supervision; however, grades can only be affixed by the teacher.

The grade book must contain all information necessary to justify any report given to a parent or if necessary to a court of law. All marks must be recorded using the symbols approved by the School Board as in Policy 5104. Numerical grading is not used in elementary school in Broward County. It is the responsibility of the teacher that sufficient grades are recorded to justify a given mark on a report card. You should have least nine grades per marking period in each subject area. Plan/Grade Books will be collected at the end of each year and stored for audit purposes.

When grading students' work, please remember these things:

1. Consider the "whole" child. The attitude, cooperation, and participation as well as other criteria can be used to evaluate a child in each subject area.
2. The grading scale is a guide to help teachers determine grades. "A", "B", "C", "D", "F" must be placed in the grade book (not percentages).
3. At report card time, divide grades in fractional parts. For example:
  - 1/4 Test grades (weight by doubling each entry)
  - 1/4 Classwork/Homework
  - 1/4 Project/Activities
  - 1/4 Attitude, Cooperation, Participation (one subjective grade per 9 weeks)
4. When maintaining your grade book:
  - (a) Arrange grade book pages with students listed alphabetically.
  - (b) Compile the general categories:  
Suggested list: Tests; Quizzes; Classwork; Homework; Extra Credit; Cooperation/Participation
  - (c) Record letter grade using the same system as the report card.
  - (d) Label and date each grade.
  - (e) Eliminate conference problems by not showing percentages.
  - (f) Have at least one grade per subject each week. Average the nine grades at the end of the marking period for the report card grade.

### **HALF-DAY PROCEDURES**

It is difficult to secure a substitute for a half-day. If you plan on being out for a half-day, be certain that you make these arrangements ahead of time. Do not wait until the morning of the day you wish to be absent to request a substitute.

A half day for the morning is: 7:30 am-11:15 am (3.75 hours)

A half-day for the afternoon is: 11:15-3:00 pm (3.75 hours)

A substitute must be guaranteed 3.50 hours.

*Hourly increments can only be used when a substitute is not required (i.e., employee planning days) for your absence.*

**INSTRUCTIONAL STAFF** (BTU Contract: Article 23-2-Use of Sick Leave) An employee shall have the right to use sick leave in one half day or full day units for the purpose of dental or medical appointments.

**PARAPROFESSIONAL STAFF** (Article XII-A-2) An employee shall have the right to use sick leave in half and full day units for the purpose of medical and dental appointments.

**CLERICAL and MAINTENANCE STAFF**: (Article 19 A-2) An employee shall have the right to use sick leave in one half day or full day units or upon the request of his/her administrator, immediate supervisor, or designee approval of hourly increments may be used for the purpose of medical or dental appointments.

### **HALL PASSES**

Students are not permitted to leave your room without the pass demanded by the occasion, such as restroom, clinic, media center, guidance, etc. Students should not interrupt another teacher's classroom without permission from the teacher. Students should always be sent in "twos" when leaving the classroom.

### **HEAT INDEX**

Caution should be used when exercising children at certain heat index levels. Hot weather does not mean that physical activity should stop, but certain measures should be taken to avoid heat related illnesses. Children are not little adults and do not adapt to extremes of temperature as effectively as adults do.

As a result, Weatherbug and the Physical Education Department of the School Board of Broward County are recommending the following Heat Index (HI) thresholds and accompanying physical activity.

When the HI is 85 degrees use discretion as to the type of physical activity the children should do (aerobic vs. non-aerobic). Make sure the children have the opportunity to drink plenty of water.

When the HI is 90 degrees, activity should be in the shaded area. If no shade is available, stay indoors. Exposure to direct sunlight can increase the HI by up to 15 degrees. Sunstroke, heat cramps and heat exhaustion are possible with physical activity at this level. When the HI is 100 degrees, stay indoors. Sunstroke, heat cramps and heat

exhaustion are likely at this level, and heat stroke is possible.

### **INTERCOM**

An attempt will be made to limit all announcements to the time before classes start and five minutes after the children leave. An intercom call is to be answered by the teacher only, or in his/her absence, one student only (such as the student council representative) should be designated as responder. Teach children to get quiet immediately when you are called by the office. Remember, parents and visitors can hear classroom chatter over the intercom.

When you are calling the office for assistance, keep your message brief. The more you try to explain, the longer it takes for the staff to assist you, and anyone (including visitors in the office) can hear your distress. Please identify who you are and merely say, "This is Mrs. Brown - I need assistance in Room 420 for (student's name)".

Each classroom has an intercom system. Speak appropriately when using the intercom. You never know who might be listening at the other end. The front office will attempt to limit intercom interruptions.

### **INTERNAL NEWS**

A TGIF Bulletin will be emailed weekly to all staff members to communicate upcoming events, share news, remind you of deadlines, etc. Please make sure you read this attachment weekly.

### **KEYS**

As you sign out your room, desk, file cabinet, and building keys you will be signing a form stating that you are responsible for them. If lost, please report the loss to the front office immediately. All master and grand master keys shall be stamped "School District of Broward County-Do Not Duplicate." Violation of this policy will result in disciplinary action up to and including termination.

Employees are not to loan out site keys or have additional authorized keys made. Violation of this policy will result in disciplinary action up to and including termination. Employees on vacation, sick leave or out for more than 2 weeks will turn in all site keys to the site administrator.

### **LAMINATING**

Due to the cost of laminating film, please laminate only those items to be kept and used over a period of time. Do not laminate student projects which will be sent home. You may do your own laminating. Please follow guidelines when operating the machine, and seek assistance from Media when you have a problem.

### **LEAVES**

Personal leaves, maternity leaves, professional leaves, and disability leaves can be granted. See School Board Policy 4480 for an explanation of these leaves. The Payroll Contact can obtain further information, however, leaves must go through the District's Leave Department. Call 754-321-3130 if interested in applying for a leave or see the

School Board web site: [web/benefits](http://web/benefits) - for more information.

#### **A. LEAVE for LEGAL COMMITMENTS/SUBPONEAS**

Employees shall be granted a leave for legal commitments and shall receive their regular salary while serving as jurors or witnesses in any case except when appearing as a witness in a non-job related case. The employee may retain all monies received. Please obtain and return your verification of jury duty to the Payroll Contact.

If you receive a subpoena for a school related case, please see the Payroll Contact so she may fax to the district. However, if you are subpoenaed for a personal matter, you must call in your absence as a personal day.

#### **B. MILITARY LEAVES**

Military Orders must be submitted to the Payroll Contact at least a week in advance, so appropriate coding of payroll can occur.

#### **MAILBOXES**

Staff members should check their mailboxes at least three times day. It is suggested that this be done first thing in the morning, during lunch break, when checking out at the close of the day. The boxes are limited in size and should not be used for storage and we are asking that *stickers, etc. not be placed on your mailbox*. Most phone messages will be transferred to your voice mailboxes. Please do not send students up to the front office to pick up your mail.

#### **MATERIALS / SUPPLIES**

Teaching supplies such as paper, pencils, tape, etc. have been ordered for the year and will be dispersed prior to or during employee planning days in August. Special supplies and/or materials must first be approved by the principal. Your requests must be in written form having supplier's name, requested items listed with price and page number if applicable.

Materials purchased by individual staff members after approval by the principal require a receipt in order for the purchaser to receive reimbursement. The school auditor requires that such a receipt be attached to the check requisition. In order to avoid paying sales tax for these items, see the office designee (Business Support Center) for the School Board's tax exemption number before making the purchase. Any items purchased in this manner become the property of Broward County School Board.

Teachers purchasing materials with their own funds without prior authorization must assume the financial responsibility of the purchase. Teachers leaving the school or transferring to different grade levels or programs are to leave all materials and supplies in the room they occupied during the school year. All materials and supplies purchased with school or PTA funds become the property of the school.

### **MONEY COLLECTION PROCEDURES**

When an event requires collection of money in any way, it must be pre-approved by the Principal. All collections will be arranged through the Business Support Center made through the *estore*.

### **OPENING EXERCISES**

Opening exercises will be televised daily at 7:55 a.m. sharp! Teachers and students should watch and listen attentively as many important announcements will be made at this time.

### **PARENT LINK**

Quiet Waters Elementary uses an automated telephone program called "Parent Link". This program is a parental involvement tool that helps schools increase communication with parents. This program is used in many ways by the school and the district to notify parents of important information. We will also be using this system to notify parents of unexcused absences as well as lunch charges in the cafeteria and late library books. At the end of each day, all unexcused absences will be entered into the system and the system will then make phone calls to notify parents of their child's absence. The calls are scheduled to be made between 5:30 pm and 9:30 pm.

### **PAYCHECK INQUIRIES**

If you have any questions or concerns regarding your check, you may go online to the ESS (Employee Self Service) and see your specific paycheck, etc. If you have further questions you may email or see the Payroll Contact. The district requires that all employees authorize direct deposit. This is especially beneficial in the event of school closings (i.e., hurricane) or if you become ill and misses work. *Summer Pay Options- for those that chose the "Summer Pay Option" you will see "summer pay" under deductions on your check statement. At the bottom you will see "Summer Pay Balance" giving you a running total of your deduction.*

### **PLAYGROUND RULES**

These are the rules/guidelines set by the School Board of Broward County for the use of the playground. For everyone's safety, please take the time to inservice your students. Do not allow your students on the equipment until you have conducted this inservice.

- BALANCE BEAMS
  - a. only one person on the beam at a time
  - b. travel in the same direction
  - c. do not use when wet
- CLIMBING BARS
  - a. keep at least one hand on the bars at all times
  - b. hold bars with the thumb locked around the bar to meet opposing fingers
  - c. climb down from bars, do not drop or jump off
- HORIZONTAL OR ARCHED LADDERS/ABC CLIMBER
  - a. only one person on the equipment at a time
  - b. travel in the same direction
  - c. hold bars with the thumb locked around the bar to meet opposing fingers
  - d. do not stand or sit on the top ladder
  - e. do not hang by legs

- **HORIZONTAL BARS**
  - a. only one person on the bars at a time
  - b. keep at least one hand on the bars at all times
  - c. hold bars with thumb locked around bar to meet opposing fingers
  - d. do not stand or sit on top bar
  - e. do not hang by legs
- **PARALLEL BARS**
  - a. only one person on the bars at a time
  - b. travel in the same direction
  - c. do not stand on bars

### **GUIDELINES - SUPERVISION OF PLAYGROUND**

1. Remain on the playground during the entire play period. Children may not be left unattended.

***Classroom chairs are not permitted outside on playground areas.***

2. Be alert at all times.
3. Continuously patrol the entire play area in use.
4. Maintain visual supervision over as much area as possible.
5. Remain visible to the students.
6. Encourage and reinforce good playground behavior.
7. Take prompt action to stop inappropriate behavior before problems or accidents occur.
8. Complete an accident report form reporting all playground injuries.
9. Report to the school principal if playground or play equipment maintenance problems are observed or suspected.

### **PONY MAIL**

The primary purpose of the Pony is for school business. The Pony also handles pickup and delivery of testing materials, some audiovisual equipment, printed materials, and other authorized items.

Due to postal regulations: union, organization, or personal mail is not to be sent via Pony.

No package over 40 pounds is permitted.

No chain letters are to be sent via the Pony.

### **PROFESSIONAL LIBRARY**

Professional libraries are available at the school and county levels and are available to all teachers. See our Media Specialist for a list of materials that are available.

### **RAINY DAY DISMISSAL PROCEDURES**

Children will not be released in a thunderstorm. We also have Lighting Rods that go off at Quiet Waters Park and with the use of our Weatherbug Radios, an announcement will be made if “lighting strikes” are in the area and caution needs to be taken. When the administration determines that the storm danger has passed, an announcement will be made to dismiss students. Parents are instructed to have a prearranged rainy day plan. Refer to Parent/Student Handbook.

## **RECESS/PHYSICAL EDUCATION**

Policy 6000.1 states that all students grades K-5, must have 150 minutes of physical education each week to be delivered as 30 consecutive minutes per day. Physical education is defined as the development and maintenance of skills related to strength, agility, flexibility, movement, and stamina, including dance; the development of knowledge and skills regarding nutrition and physical fitness as part of a healthy lifestyle; and the development of positive attitudes regarding sound nutrition and physical activity as a component of personal well-being.

## **REPORT CARDS / INTERIM REPORTS**

### **General**

Report cards are issued at the end of every nine weeks of school and cover a period of approximately 45 school days. Such reports shall be distributed to the students for delivery to their parents on the sixth school day following the end of the marking period except for the final report.

Not later than midway between marking periods, an interim report shall be sent to parents of students who are experiencing difficulty; including but not limited to the following:

- failing
- a drop of two or more grades
- unacceptable behavior
- excessive absences

Interim reports may also be sent to parents at other times during the quarter up to the eighth week. Report cards may not be withheld from students because of failure to pay dues, fees or charges for lost or damaged books or property. Report cards and cumulative folders must be transferred from one school to another without delay.

A student must be in attendance twenty-five (25) days to receive a grade.

In reporting student performance in Grades 3-5, the letter grades "A", "B", "C", "D", and "F" are used, which represent the equivalent numerical grades as shown below:

A - Outstanding Progress	90 - 100
B - Above Average Progress	80 - 89
C - Average Progress	70 - 79
D - Lowest Acceptable Progress	60 - 69
F - Failure to meet lowest acceptable progress	Below 60

All report cards shall be turned in to the administrators prior to being sent home. The principal will review these cards carefully in order to monitor student progress and prevent or solve problems which might arise from a misrepresentation of the card. A schedule of due dates will be provided.

The elementary report card envelope shall be signed by the parent or legal guardian and returned to the teacher. Report cards may not be withheld from students because of failure to pay dues, fees, or charges for lost or damaged books or property. Report cards and cumulative folders must be transferred from one school to another without delay.

## **ROOM PARENTS**

Teachers, working closely with our PTA representative, will choose a room representative and an alternate for their home room. Both working and non-working parents can organize class parties, chaperone field trips, and arrange for other parents to assist.

Personal contact by the teacher is the most effective method for obtaining room mothers. Names, addresses, and phone numbers of room mothers are due to the principal during the first month of school. Students/parents are strongly discouraged from recognizing birthday's, anniversaries, etc. for staff members. Funds are not to be collected from students for gifts or class parties.

## **SCHOOL COMMUNITY**

### **PARENT TEACHER ASSOCIATION (PTA)**

The school's PTA is a partnership of parents and teachers whose primary interest is the education and well-being of our students. PTA enables parents to learn more about school programs, meet teachers, work on schoolwide projects and become acquainted with other parents in the school community. **All Quiet Waters staff is strongly encouraged to join the PTA!**

### **SCHOOL ADVISORY COUNCIL (SAC)**

The School Advisory Council is a combination of parents, teachers, and community members working together to meet state accountability goals focusing on school improvement. The team provides leadership in the areas of school improvement as it relates to increased student achievement and the fulfillment of School, State, and District goals.

### **SCHOOL ADVISORY FORUM (SAF)**

The School Advisory Forum serves to help bridge the gap between the parents, teachers, students, and community. It serves as a vehicle to present opinions to the District and Area Advisory Councils on broad issues faced by the School Board. Its function also covers the areas of assisting in the development of school goals, serving as liaison with the community, conducting surveys, and disseminating information. The School Advisory Forum studies, reviews and advises on matters of curriculum, safety, budget, and other areas of interest.

### **PARTNERS IN EDUCATION**

Partners in Education are the business/education partnership programs for Broward County Public Schools. Through partnerships, businesses and schools work together to provide exciting opportunities to enhance and improve the quality of education in the district. Partnerships are collaborative efforts to achieve mutually agreed upon goals and objectives by matching community resources to identified needs of the school.



### **SMOKING**

Smoking is prohibited in every Florida public school building. This is in accordance with School Board policy and Florida Statutes.

### **SPEECH AND DRESS**

At Quiet Waters Elementary School, we take pride in the fact that our personnel maintain a high standard of professionalism. Teachers are expected to dress in appropriate attire and speak professionally. We teach by precept and example. Speech and dress are as important to teaching children as they are to impressing adults. Teachers who represent high standards of education and culture neither dress sloppily nor speak poorly. Children learn through seeing and listening as well as reading. They tend to mimic adults; therefore, it is expected that teachers will set a good example for our students to follow. Be conventional when dressing for work. Worn blue jeans, warm up suits, T-shirts, shorts, and sneakers are not considered appropriate. Field trips, athletic activities, work days, and school spirit days are exceptions to the rule. School Board policies establishing dress codes, as described in the Discipline Code Book, also apply to staff members. Since we have implemented a mandatory uniform policy, all staff members will need to abide by our dress code. Jeans will not be an acceptable form of dress.

### **STAFF LOUNGE**

This room is available during the 7.5 hour day for the staff to relax and enjoy themselves. Do not leave your valuables in the lounge. Label your lunches. Please respect the property of others. As we have limited refrigerator space, please do not store large juice containers, etc. in the lounge refrigerator.

Parents, visitors, and/or volunteers will occasionally use the lounge to purchase a snack or soft drink. This is the only place available for them. Please be aware of their presence. Be professional regarding conversation in this room. It is inappropriate to discuss students or other staff members in the presence of parents or volunteers. Comments taken out of context have a way of finding their way back to the community.

### **STAFF MEETINGS**

We are asking all staff to reserve the first Tuesday of the month for staff meetings. Please do not schedule any conference at this time. All staff members are to reserve this day and be present at all scheduled meetings.

### **STAFF MEMBERS' CHILDREN**

Staff members who have children are asked to be responsible for supervision of these children before and after class hours. ***All staff members' children must be registered in our aftercare program from 2-3 pm as well as on early release days.*** Children should not be given free access to the school. All rules and regulations that apply to the student body also apply to children of staff members. Students are not permitted in the lounge, nor are they to be present on workdays. Staff members' children are not permitted to be on the school campus while school is in session. If they are in a private school and have the day off, they need to spend it elsewhere. In case of an emergency, an exception can be made for children to be present on planning days, however, administrative permission is needed

and children **MUST** be enrolled in a Broward County public school in order to qualify. These children are to be in a supervised setting with planned activities.

### **STAR PROGRAM (Security Track And Response)**

For the safety and security of all students schools in Broward County, including Quiet Waters Elementary, have implemented a system to document and track visitors and volunteers/mentors as they enter and exit the school site. The STAR security system identifies, monitors, and stores digital images of people as they enter and leave the school campus. Parents/visitors will be asked to provide a Drivers License, passport or other picture identification in order to enter the campus or pick up a student.

### **STUDENT ABSENCES**

The School Board recently approved a major change to the District's attendance policy. Both excused and unexcused absences along with tardiness and early sign-outs will be counted when determining a **student's pattern of non-attendance**. This is a change from previous years when excused absences had no impact on a student's attendance record. A student will have a "pattern of non-attendance" if he or she is absent from school a total of 30 hours (5 days) in any one marking period or 60 hours (10 days) within 90 days. If it is determined by a school that a student has developed a "pattern of non-attendance", sanctions may be imposed. Sanctions may range, for an elementary age student, from having his or her report card withheld if the student was in school for less than 25 days in a marking period, to the child's parent being required to appear in court. It is also important for parents receiving Temporary Assistance to Needy Families (TANF) payments from the state to know that if their child has a pattern of non-attendance, payments may be suspended.

### **STUDENT ACTIVITIES**

#### **Calendar**

A student activities/clubs committee will plan school wide activities for the school year. All activities and dates will be posted on the master calendar. Additional individual class or grade group activities need to be reviewed by the administration.

#### **Holiday Parties**

When planning holiday parties for the year, teams should plan together for consistency within grade levels. Each grade level should limit their class parties to two per year.

The front office staff must be informed of any special activities that you are having in your classroom which will involve the signing-in of parents, so they can have a sign out and badges ready to avoid lengthy sign-ins. If you are having a classroom activity or party, all parents wishing to take their child home early, must sign out their children no later than 1:30 pm. It gets too hectic after that time.

In the event of fifth grade day, parents cannot just take the students home from the activity. Parents must sign them out in the front office and then they will be called for in

the classroom to be released. These procedures will help to ensure the safety of all of our students.

### **STUDENT NEWS MAGAZINE/BOOK CLUBS**

School Board policy prohibits the collecting of funds for news magazines such as Scholastics and Weekly Reader. Monies collected for book clubs are receipted on a "Report of Monies Collected" form and turned in to the office designee (Business Support Center).

*There will not be any collection of Book Clubs until after October 15 and there will be no book collections or orders taken the entire month prior to and during the PTA sponsored Book Fair.*

### **STUDENT TARDINESS**

Punctuality is an important character trait. Students may enter the classroom at 7:50 A.M. and classes begin at 8:00 A.M. Students will be marked tardy if they arrive after that time. Late students should report to the main office for a late pass after 8:15 A.M. and will be asked to sign in. Disciplinary action, which may involve the School Social Worker, may be taken for excessive tardiness as this interferes with student progress. Teachers in the classroom will mark their attendance cards tardy if students arrive after 8:00 A.M. Since many of our classes go to their specials by 8:15, students need to be in class on time for attendance and morning announcements.

### **SUBSTITUTES**

Teachers must have a substitute folder with detailed plans and explanations of classroom procedures so that class progress can continue during their absence. This folder needs to be turned into the grade chair within the first week of school. If conference or appointments need to be cancelled during your absence, please notify the office. You must have daily lessons for a full week of classes in this folder, so in the event of an emergency, the substitute will have plans to follow ***Smart Find Express (754-321-0050)*** – website: ***sems.browardschools.com*** will be used to acquire a substitute teacher. Please see our Substitute Contact for "inservice" or updates on use of the system. It is imperative that you place your call early (prior to 6:30 am) and input correct information so that a substitute can be secured for the position.

***SUBSTITUTES are not permitted to take students outside for recess. Recess activities must be scheduled for in-class during your absences.***

All absences must be recorded through Sub Finder whether or not a substitute is required. Please see the Sub Coordinator if you have any questions.

Make sure the date of your absence is accurate.

If you cannot get into the system due to the system being down or busy phone lines, you can enter your absence on-line.

If you are having difficulty getting into the system, please call the Sub Coordinator (**754-322-8108**) or the Principal (**754-322-8109**), so arrangements can be made for a substitute.

### **SUNSHINE CLUB**

To be a recipient means to be a participant. All members of the staff are invited and urged to join the Sunshine Club. The club membership dues will be established by the Sunshine Committee. Monies are used to provide flowers, cards, and miscellaneous gifts throughout the year as well as accessories for parties and other functions arranged by the Sunshine Committee.

Individuals responsible for purchases through the club's account must submit itemized

39

receipts for all purchases in order to be reimbursed. The sales tax exempt number cannot be used for any purchases, but any tax paid will be reimbursed. Individuals responsible for collecting monies to be deposited in the club's account must issue proper receipts (a receipt book can be obtained from the bookkeeper) and deposit monies with the bookkeeper for the internal account daily. Club minutes must also be maintained.

### **SUPERVISION OF STUDENTS**

Responsibility for creating an atmosphere of meaningful order rests with the classroom teacher. Students are to be supervised at all times in the instructional areas as well as on the playground. If it becomes necessary for you to leave your students, another instructional person should be left in charge or you should notify the office so that someone can cover your class.

Teachers and staff are *not to take chairs outside when children are being supervised during an outside activity*. Active supervision demands the teacher/para's attention. Moving among students at play is necessary. All teachers in Headstart-grade 5 are to adhere to this policy.

The administration shall cooperate with the teachers in maintaining a positive and consistent attitude toward the conduct of children in classrooms, other parts of the building and school grounds as well.

A child shall not for disciplinary reasons:

1. Stand outside or be seated outside the classroom or portable (or other location) unsupervised by an adult.
2. Be excluded from special classes or recess.

School Board policy prohibits corporal punishment as an option in the discipline process.

### **TEACHING CERTIFICATES**

A current copy of each teacher's Florida Teaching Certificate is maintained in the schools files. New teachers must bring their certificate to the office so that a copy can be made for the office files. Returning teachers who may have changes or additions to their certificate should also submit their new certificate to be copied.

### **TELEPHONES**

Telephones are available in all classrooms and office areas.

Directory Assistance and long distance calls are prohibited. The bookkeeper cannot accept payment for any of these personal calls. If you need to make a long distance phone call relating to a school matter, please get administration approval and complete a long distance phone call log and submit to the Bookkeeper. Please do not have 411

Directory Assistance calls dialed automatically. This dialing charge adds \$.30 per call each time it is activated.

If you are waiting for a phone call from a parent, please alert the front office staff, so they can transfer that call to your classroom. The front office staff can make a (561) call for you. You may have the office staff call the parent for you and then transfer the call to your classroom.

Phone calls to the office: The front office staff will transfer calls to your classroom from 7:30-7:50 am and from 2:00-3:00 pm. During instructional time, the calls will be sent to your voice mail. Please be sure to check for messages. Emergency calls- will be put through. Please let the office know if you are expecting other important calls that must be put through to your classroom.

### **TELEVISION USE**

Televisions are provided for student instruction. Limit the television use to educational programs that meet the needs of the students. Please include the television program you watch in your plans. Closed circuit TV is Channel 19.

### **TEMPORARY DUTY AUTHORIZATION**

Temporary Duty shall be defined as the employee performing his/her duties in a different location than his/her regular assignment. This may include inservice activities, field trips or district sponsored meetings.

A Temporary Duty Authorization (TDA) form must be completed any time an employee leaves for an assignment out of the classroom or off the school campus. These forms are available in the front office. The teacher is responsible for securing this form and filling it out in its entirety before submitting it to the principal for approval (3 days prior to the assignment).

Temporary duty outside the tri-county (Dade, Broward, Palm Beach) area may be granted or assigned to an employee by the principal or area superintendent. A Temporary Duty request shall be presented for approval at least 10 days in advance (*See School Board Policy 4007 for a full explanation of this policy*). Out of country. requests must be approved by the Superintendent's Designee one (1) calendar year prior to the anticipated date of departure.

### **TEXTBOOKS**

Our textbook budget covers all state-adopted textbooks as listed in the catalog held by the textbook chairperson.

Students are to use textbooks according to their instructional level, not grade level.

Sufficient time should be taken at the beginning of the school year to establish the instructional level of each student before textbooks are assigned to him/her.

Books may be issued for math, spelling, language, social studies, and science. Books that do not go home should be stored on a shelf and handed out daily by student helpers. Soft cover materials are not constructed to take the wear and tear of hardback books. Children

will have more room to manage papers, notebooks, etc. if reading books, dictionaries, science, and health books are stored on shelves.

Textbooks are to be checked out to students and a record kept of books checked out. Lost or damaged books are to be paid for in full by the student. The teacher must turn the student's name in to the Textbook Coordinator and notify the parents. A request shall be made that lost or damaged textbooks are paid for in full. Payments for lost textbooks will be receipted by the Textbook Coordinator. If the book is found later, the money will be refunded upon presentation of the lost book and the receipt. Book damages are collected at the time books are returned. Damage to a book is determined by the teacher. The amount of damage collected will be based on cost of the book as listed on the State Book List. Teachers are responsible for teaching pupils how to care for books. The inspection of books at the termination of each nine weeks will make the student aware of the importance of book care. DO NOT allow texts to go home unless they have been properly signed out and number recorded.

### **TUTORING POLICY-Policy 4202**

By maintaining a high quality instructional staff and providing a rich, varied curriculum, the need for individual tutoring should be minimized. *Every effort should be made by the principal and teachers to help the student with educational problems before recommending that parent(s) engage a tutor.* Tutors are expected to work with the classroom teacher in the best interest of the child.

A teacher may not receive compensation for tutoring any student who is assigned to one of his/her classes.

A music instructor may give private lessons to his/her own students when other qualified tutors are not available in the area.

Work completed under private instruction shall not be accepted for credit unless strictly in accordance with accreditation standards for Florida schools, Florida State Board of Education administrative rules and/or statutes.

Broward teachers who receive compensation for tutoring shall not use public school facilities for such purpose. Private instruction by music instructors shall be an exception to this rule. Said instructors who tutor students in music in a District facility must complete and have on file a rental lease agreement pursuant to the provisions of the Board Policy 1341 and a weekly schedule of lessons.

### **US MAIL**

Outgoing US mail may be deposited for carrier pick up in the front office. Mail is received and picked up by the postal service. Mail will not be taken to the post office by the office staff. We are not permitted to sell stamps.

### **VANDALISM OR PROPERTY DAMAGE**

All staff members must report any incident of property damage by pupils or others so that restitution can be gained and repairs made. This refers to the damage of equipment, materials, furniture, textbooks, library books, or the building proper.

Florida School Law Section 231.09, part 9, states that one of the duties of instructional personnel is to see that the school building, and all things pertaining thereto, are not unnecessarily defaced or damaged.

### **VIDEOTAPES/DVD's**

Videos are to be used to reinforce and/or extend a unit of classroom study. **They are not to be scheduled to entertain students during instructional time.** Teachers are expected to read and comply with the guidelines for the use of audiovisual materials and with copyright law. (These guidelines are included in the copyright section of the handbook).

### **VOICE MAIL**

Instructional staff will not be called to the telephone during the instructional day, except in extreme emergencies. Messages will be transferred to each staff member's voice mailbox. ***Please make certain that you check your voice mail on a daily basis.***

### **VOLUNTEERS**

All parents are encouraged to be actively involved in their child's education. We need volunteers in classrooms, the library, the Manatee Press, for PTA special projects and even to prepare materials at home. **Volunteers may not bring younger siblings to school when working directly in the classroom or when going on field trips.** All Parent Volunteers **MUST** complete a volunteer registration form ***getinvolvedineducation.com***. Parents must come into the school to activate the process before volunteering in the classroom or accompanying the class on field trips (*See STAR Program*).

No exceptions will be made to accommodate parents at the last minute due to the *Jessica Lunsford Act*; all volunteers must be cleared ahead of time. Parents, spouses, family and friends can register to be a volunteer by going on line to the following website:  
[www.getinvolvedineducation.com](http://www.getinvolvedineducation.com)

### **VOLUNTEER POLICIES AND PROCEDURES**

1. A staff member or members will be designated Volunteer Coordinator(s).
2. All volunteers must complete a registration form and must attend a volunteer orientation meeting.
3. All volunteers must record their hours of volunteer service.
4. All volunteers must wear a name badge while working in the school.
5. School volunteers do not:
  - A. Diagnose student weaknesses and strengths
  - B. Prescribe activities for students
  - C. Evaluate student progress-grade papers
  - D. Discipline students
  - E. Supervise students in the teacher's absence
  - F. Bring younger children while working in the classroom.

### **RESPONSIBILITIES OF TEACHERS WHEN UTILIZING VOLUNTEERS**

1. Provide meaning tasks
  - A. Volunteers feel as if time is spent meaningfully
  - B. Tasks actually relieve teacher of work

2. Plan for volunteer's assistance
  - A. Maximize the volunteer's time; prepare before he/she arrives
  - B. Provide alternative when teacher and/or students are absent
  - C. Plans should include:
    - task to be performed (vary the tasks)
    - amount of time needed for task
    - location of materials and area to work

### **WORKER'S COMPENSATION SELF INSURANCE PROGRAM**

(SCHOOL BOARD POLICY 6GX6-4.2)

The Workmen's Compensation Act was revised August 1, 1979. This act requires that all work-related injuries be reported promptly. Failure to do so will result in penalties. All accidents must be reported to the Division of Worker's Compensation, Tallahassee, FL, within seven days.

It is imperative that you report all work-connected injuries to the office immediately. You will be given a phone number to report your accident and to obtain medical treatment from a doctor or hospital authorized by Worker's Compensation. In case of extreme emergency, the office will communicate Worker's Compensation information to emergency personnel.



# **Responsibility and Discipline Policies**

## **A Staff Manual For Establishing Student Responsibility**

### **QUIET WATERS ELEMENTARY SCHOOL**

All staff members will agree in writing to strive to implement the procedures and philosophies outlined in this manual. Individual staff concerns should be put in writing, discussed with the administrator and placed on file. Without written exceptions on file, it is assumed that each staff member agrees to implement the procedures outlined in the following pages.

#### **I. Foundations**

- A. Mission .....
- B. Guidelines for Success .....
- C. Staff Guidelines for Teaching Student  
Responsibility and Discipline .....
- D. Responsibility and Discipline:  
An On-going Process .....

#### **II. Roles and Responsibilities**

- A. Staff.....
- B. Students .....
- C. Parents .....

#### **III. Encouraging Responsible Choices**

- A. Acknowledging Responsible Behavior .....
- B. Chronic Misbehavior .....
- C. Intervention Assistance Team .....
- D. Severe Misbehavior and Office Referral .....
- E. Exceptional Student Education.....

#### **IV. Responsibility in Common Areas**

- A. Playground .....
- B. Halls .....
- C. Restrooms .....
- D. Cafeteria .....
- E. Assemblies .....
- F. Before School/After School .....

## **I. Foundation**

### **A. Quiet Waters Elementary School's Mission**

*Quiet Waters Elementary School's students, staff, parents, and community will strive to ensure that all students reach their maximum potential in a safe and nurturing learning environment.*

### **B. Guidelines for Success**

All staff and students at Quiet Waters Elementary School will work together to help each other reach their fullest potential. Everyone will be treated with respect and dignity. Any behavior or action that helps someone grow and mature will be encouraged. Staff will keep students focused on our school guidelines.

- 1. Be responsible.**
- 2. Always try.**
- 3. Do your best.**
- 4. Cooperate with other people.**
- 5. Respect the rights and property of others.**

Throughout the year, we will emphasize our vision, *"To create a positive teaching and learning environment that fosters self-motivated and lifelong learners."* These efforts will make Quiet Waters Elementary School a warm and exciting place where new learning occurs each and every day.

### **C. Staff Guidelines for Teaching Student Responsibility and Discipline**

All staff contribute to Quiet Waters Elementary School's friendly inviting environment. We set the tone through our actions and attitudes. Our support and encouragement will be demonstrated through four important procedures.

1. We will teach students expectations for responsible behavior in every school environment by relating student actions to our motto, and the importance of being responsible, trying one's best, cooperating and respecting the rights and property of others.
2. We will provide positive feedback to students when they are meeting expectations and following the guidelines for success.
3. When minor misbehavior occurs, staff will view the misbehavior as a teaching opportunity, responding with calm, consistent corrections or consequences.
4. We will work collaboratively to solve problems that are chronic or severe in nature.

### **D. Responsibility and Discipline: An On-going Process**

Establishing a sense of responsibility and discipline is an on-going process not a one-time product. The policy stated in this document will not ensure school discipline or individual responsibility. It will however facilitate the process. Staff must work continuously to achieve as much consistency as possible, and be prepared to revise and adapt procedures as needed. To keep this process alive our Responsibility Team will meet on a regular basis, seek input from staff, students and parents on possible improvements and will facilitate a yearly review of procedures.

## II. Roles and Responsibilities

### A. **Staff**

Our staff accepts the responsibilities outlined in this manual. Through consistency, we will encourage all students to develop the skills and attitudes needed to develop self-confidence and to maximize learning.

### **Classroom Teachers**

The classroom teacher is the facilitator of our school responsibility and discipline policy. Teachers will continually emphasize to both students and parents the importance of, “Be responsible. Do your best and help the rest.” Teachers will focus on teaching and encouraging responsible behavior, rather than trying to “control” irresponsible behavior. This will be accomplished by helping students see how their behavior relates to our school-wide guidelines emphasizing responsibility, trying, doing one’s best, cooperating with others, and respecting the rights and property of others.

- a. Three basic principles of behavior management will be implemented by all teachers.
  - 1) At the beginning of the new school year, and as necessary through the school year, students will be taught how to behave responsibly in each type of classroom activity.
  - 2) Teachers will strive to interact frequently with each student when the student is behaving appropriately.
  - 3) When misbehavior does occur, teachers will calmly and consistently implement mild classroom consequences. The focus of interactions with each student will continue to be primarily positive with a ratio of at least three positive interactions to every correction required.

Though these principles will guide teachers in their classroom management, each teacher, each student, and each situation is unique. Specific procedures to be used will be at the discretion of the teacher and will be based on student needs, the situation, and the principles described above.

When chronic misbehavior occurs, staff will work collaboratively to assist a student in learning to behave responsibly. At Quiet Waters Elementary School, staff acknowledges that teachers do not cause chronic misbehavior, but may provide a student’s best hope for learning to be more successful. When working with a challenging student, staff will follow the guidelines found in “Section III: Encouraging Responsible Choices.”

Each teacher will have a classroom discipline and responsibility plan on file in the office.

## Quiet Waters Elementary School Classroom Discipline Plan

Teacher \_\_\_\_\_

### **Rules and Expectations**

1. \_\_\_\_\_ 4. \_\_\_\_\_
2. \_\_\_\_\_ 5. \_\_\_\_\_
3. \_\_\_\_\_ 6. \_\_\_\_\_

### **Possible Consequence for Infractions**

Verbal Reminder  
Positive Practice  
Time out desk (in classroom)  
Contact parent  
Principal (dangerous, illegal, insubordination)

### **Reinforcement Procedures**

Class

Individual

### **Monitoring**

### **Teaching Responsibilities**

## **Classroom Discipline Plan**

### **Rules and Expectations**

1. Be responsible
2. Always try
3. Do your best
4. Cooperate with others
5. Treat everyone with respect

### **Possible Consequence for Infractions**

Verbal Reminder  
Positive Practice  
Behavior Improvement Form  
Alternative recess  
Time out desk (in classroom)  
Contact parent  
Principal (dangerous, illegal, insubordination)

### **Reinforcement Procedures**

Class points given on an intermittent basis when everyone is working on the goal of the month:  
September #5 Respect; October #4 Cooperate, etc. Points are charted.  
Participate in a preferred activity  
Individual praise  
Positive feedback - verbal & written  
Individual conferences on progress and goals  
Intermittent Rewards  
Contracts - when necessary

### **Monitoring**

Teacher observation  
Students - self evaluation at end of the day

### **Teaching Responsibilities**

Teach and practice all school wide expectations  
Teach all class routines for the first two weeks  
Any behaviors in which students have difficulty, then the teaching of acceptable behaviors will be part of the plan.

### **The Principal / Assistant Principal**

- a. The role of the Principal/Assistant Principal in responsibility and discipline is to guide staff and students in their efforts to achieve the school's mission—student success.
- b. The Principal/Assistant Principal will be responsible for making sure that the Responsibility Team meets on a regular basis. The Principal/Assistant Principal and the team will examine records of office referrals, suggestions from staff, and any other relevant information to continually evaluate the efficacy of current procedures. The principal and the team will guide the staff through a yearly review and update of this manual.
- c. The Principal/Assistant Principal will keep a classroom discipline and responsibility plan on file from each teacher.
- d. The Principal/Assistant Principal will have a thorough working knowledge of this manual and provide assistance to staff in implementing the classroom management and school-wide management procedures. In this capacity, the principal will provide training and continued support to teachers as they strive to teach students to follow the guidelines for success.
- e. The Principal/Assistant Principal will assist staff with handling severe misbehavior such as physically dangerous situations, illegal acts, flagrant disrespect of adult authority and any chronic and recurring problems by implementing isolation, parental conferences, in-school suspension, external suspension, contacting the appropriate authorities, or other severe consequences.
- f. It is not possible for the office to accept discipline referrals for minor problems. If minor problems are referred to the office, students soon learn that being referred to the office is “no big deal”. To maintain potential effectiveness of office referrals, they must be used only for severe or recurrent problems.
- g. Records will be kept by the Principal/Assistant Principal on all office referrals. These records will be compiled and shared with the responsibility and discipline committee at least four times a year. Using these records, the responsibility and discipline committee and the administrative staff will determine if there is a need to revise the written policies within this manual or if there is a need for further staff development to encourage greater consistency on the part of staff in implementing current policy.

### **Nurse, Guidance Counselor, Family Counselor, ESE Specialist , Reading Resource Specialist, and School Psychologist**

Our support staff is available to assist with instruction that may prevent problems, and with solving special problems that may occur.

- a. A Nurse may be assigned assigned to Quiet Waters five days per week (pending). If a student is suspected of being ill or hurt, they should be sent to the office. If the nurse is not available, the office staff will make the decision whether the parents will be contacted and the student sent home. The nurse is also available to consult with staff on students' suspected drug involvement, a child who is depressed, threats of suicide, child abuse or neglect, children with hygiene problems, children with nutrition problems, and so on.
- b. The Guidance Counselor coordinates small group counseling sessions and arrange for certain students to be assigned a mentor or listener. These groups will cover topics such as self esteem, conflict resolution, and social skills training. The guidance counselor will meet with individual students who need individual counseling services, with the schedule to be worked out with classroom teachers.

The Guidance Counselor will be available to consult with staff on chronic behavior problems,suspected drug abuse, child abuse or neglect, depression, threats of suicide, teacher stress, etc.

Students should not be sent to the guidance counselor as an immediate consequence to misbehavior. However, the guidance counselor will meet on a prearranged schedule with individual students who would benefit from counseling.

- c. The School Psychologist is assigned to Quiet Waters Elementary School, two days per week. The role of our psychologist is to assess all students referred for exceptional education programs and to consult with staff on interventions for students with behavior and/or learning problems.
- d. The Family Counselor's primary responsibility is working with our emotionally handicapped students, their families, and their teachers. The Family Counselor serves as a resource person to the entire school and assists with behavior management and social skills training.
- e. The ESE Specialist coordinates exceptional education staffings, reevaluations, and parent conferences for exceptional students. The ESE Specialist also provides assistance to regular teachers of mainstreamed exceptional students to provide appropriate educational experiences for these students as well as assisting teachers in implementing effective classroom management strategies.

### **Teacher Assistants, Paraprofessionals, Bus Drivers, Office, Custodial and Cafeteria Staff**

All staff have an equal and contributing part in the teaching of responsibility and discipline at Quiet Waters Elementary School. Our guidelines of cooperation and mutual respect include all students and staff. Through positive interactions with students, our non-certified staff members will encourage students to be responsible, try their best, cooperate with others and treat everyone with respect. Each staff member should be knowledgeable of the rules and guidelines specified for school-wide areas, and implement the procedures outlined in this manual when misbehavior occurs. (These procedures are outlined in Section IV, Responsibility in Common Areas.)

### **Responsibility Team**

The Responsibility Team will include the principal, assistant principal, one primary teacher, one intermediate teacher, two non-instructional staff members, and a representative from exceptional student education and student support services.

Through quarterly meetings the Responsibility Team will:

- a. Manage the development and on-going implementation of this manual.
- b. Review office referral records in order to make recommendations to staff regarding changes in policy and/or suggest staff development activities.
- c. Gather input from staff and parents regarding current policies so that appropriate actions may be taken.
- d. Refer individual students with chronic office referrals, chronic truancies, grade decline, or problems of substance abuse to the CPST team.
- e. Conduct a formal end-of-the-year review of discipline policies and procedures. This will include:
  - 1) A review of all suggestions made during the year.
  - 2) A review of all office referrals.
  - 3) A staff review of all common area procedures.
- f. The committee will review the policy for specific areas and present any suggested changes to the entire faculty for feedback.
- g. Based on faculty feedback, policies will be rewritten.
- h. At the beginning of each new year, the Responsibility Team will review guidelines and policy with staff to ensure that students will be taught (or retaught ) expectations in all classrooms and common school



areas.

B. Students

1. Students at Quiet Waters Elementary School will take pride in their efforts to follow our vision: *To create a positive teaching and learning environment that fosters self-motivated and lifelong learners*. Throughout the day, our students will put the school-wide guidelines into action.
  - a. Be responsible.
  - b. Always try.
  - c. Do your best.
  - d. Cooperate with others.
  - e. Respect the rights and property of others.
2. In the classroom, students will follow the teacher's classroom rules. Because each teacher structures activities a little differently, teachers will clearly communicate their expectations for each activity.

C. Parents

1. Parents are encouraged to participate in the educational process. We need the support and cooperation of parents to effectively help each student reach his or her fullest potential. The major role of parents in assisting us with school discipline and responsibility is to consistently demonstrate interest and support in how their child is doing in school. When children see that parents support their best efforts, they are given a real incentive to strive for excellence. We will keep parents informed of student responsibility and efforts through conferences, report cards, phone calls and notes.
2. Parents may be asked to help teach a child specific skills such as remembering homework, learning to be more independent, or managing anger in a mature way. If parents are asked to assist staff, specific information will be provided on ways to help the child.
3. If there is a severe or recurring problem, parents will be asked to help staff teach the student an alternative set of behaviors. In such a case, everyone must recognize that teaching a child to get along in the school environment will make it possible for the student to be successful when going to middle school and high school. By working together, parents and staff can help the student learn behaviors that will increase opportunities for success, and improve self-concept.

### III. Encouraging Responsible Choices

#### A. Acknowledging Responsible Behavior

##### 1. Positive Interactions and Positive Feedback

The most important means of encouraging students are the minute-by-minute interactions that occur between staff and students. We will strive to interact with students in a friendly supportive manner at all times. Staff will attempt to interact with each student three times more frequently when the student is engaged in responsible behavior than when the student is not being responsible.

Positive interactions will include greeting students, talking to students, making eye contact, smiling, and use of overt praise. When praising students, staff will attempt to provide students with specific information about what behaviors are contributing to success. "Alicia, you have been very responsible about remembering to hand in your homework on the day it is due."

##### 2. Special Attention

Occasionally a student exhibits chronic misbehavior. In these cases, it is difficult for the teacher to maintain ratios of three positive to every negative interaction. When this becomes apparent, it is the responsibility of the teacher to discuss the problem with the principal. The principal and the teacher might consider asking all staff to make a conscious effort to interact positively with the student. As various staff members stop to chat with the student, and greet the student, the ratio of positive interactions will increase dramatically. This strategy may reduce the student's need to get attention and recognition through misbehavior.

##### 3. Lunch with the Teacher/Administrators

The purpose of this procedure is to reward students for their academic and behavioral improvement and to provide an opportunity for informal conversation with the teacher and or principal/assistant principal.

#### B. Helping Students with Chronic Misbehavior

As we implement our basic classroom management procedures, we know that the great majority of our students will strive to meet our expectations for responsibility and self-discipline. However, we also know that no single set of procedures will work to help every student develop the behavioral skills and attitudes needed to be successful in school. Therefore, we will design a series of interventions for any students who have not been motivated by our school-wide procedures. As we adapt our procedures, the focus will remain positive, while recognizing a continuing need for calm and consistent consequences.

We also recognize that some students will present an extreme challenge. We therefore urge our teachers to keep the following concepts in mind:

1. No one is expected to have all the answers.
2. We live in a culture where an adequate education is critical to success. Therefore, we will make every effort to teach students to be successful in the school environment.
3. The Quiet Waters staff works collaboratively. Teachers are encouraged to seek assistance from other teachers, specialists, the principal, the assistant principal, the CPS/RtI Team, or the Core Behavior Team.
4. Request assistance in planning interventions from the above resources before referring a student to the Core Behavior team and/or CPS/RtI.
5. Although the teacher is not the cause of the student(s) misbehavior, the teacher is probably the student(s) best resource for learning to be more successful.

The following sequence demonstrates the types of plans we will develop for students with chronic misbehavior. The sequence shows how a plan may evolve over a period of four to five months, with more energy devoted to encouraging success rather than punishing failure.

Sample Sequence: Encouraging a student who engages in chronic misbehavior to assume greater responsibility.

**R= Reinforcement    P=Punishment**

1. Discuss the problem with the student, helping the student to see how his specific actions can be changed to reflect the school rules, “Be responsible. Do your best and help the rest.” The goal of this discussion will be to clarify how the student can take control of his behavior. Suggestions will be clear and direct. R
2. Set-up an in-class time out as a mild consequence. P
3. Catch the student doing something right and provide positive feedback. R
4. Set written goals with the student. R
5. Encourage other staff members to interact positively with the student. R
6. Call the parents when problems occur. P

7. Diagnose whether the student is capable of being academically successful. If not, arrange for a peer tutor. R
8. Call parents on days when improvement takes place. R
9. Supply intermittent reinforcers when the student improves. R
10. Change the time out consequence to an alternative recess activity. P
11. Give the student responsibilities in the classroom. R
12. Ask for assistance from the Child Study Team.
13. Arrange for a conference with the parents and the student to discuss future goals for behavior long term expectations.
14. Set-up an individual reinforcement system. R
15. Work on improving self-image through positive self-talk. R
16. Send the student to the principal for encouragement when improvement occurs. R
17. Prearrange for the student to be isolated in a designated time-out area for short periods after each misbehavior. P
18. Arrange for the school counselor to work with the student on relaxation and anger management. R
19. Pair the student with an adult mentor who will meet with the student once a week. R
20. If the student's behavior hasn't improved, ask for an observation from a school administrator, school psychologist, or other staff members who might collaborate. R
21. Consider referral to CPST for an evaluation. R

**Note:** This is a sample sequence, designed to demonstrate how a series of interventions can be set-up with energies directed into proactive-positive interventions, rather than into reactive-punitive interventions. Within this basic approach, the teacher has tremendous latitude for professional judgment in setting-up a series of interventions to help a student with a recurrent behavioral problem.

C. Collaborative Problem Solving Team (CPS)

After establishing a positive classroom environment with clear behavioral expectations, one or more students may still be behaving irresponsibly. The teacher may wish to brainstorm additional behavioral or academic interventions that may help the student learn to be more responsible. The CPS Team may be convened to assist in this effort. The CPS Team will include the requesting teacher, guidance counselors, ESE Specialist and at least two other teachers. The team may also include other staff members who work with the student.

Other meetings may be scheduled at the request of the referring teacher or counselor.

D. Severe Misbehavior and Office Referral

1. Most misbehavior will be dealt with by discussion or mild consequences as indicated throughout this manual. However, three categories of severe misbehavior will result in the student being sent immediately to the office.

- a. Physically dangerous behavior: fighting, assault, physical intimidation.

Adults should firmly inform students to stop a physical altercation. If students do not respond, adults should use professional judgment to determine whether or not to intervene physically. Staff are not required to take action that could be physically dangerous. Another student should be sent immediately for assistance.

- b. Illegal acts

If an adult is aware that a student has done or is doing something illegal, the staff member is obligated to refer the situation to the office. The principal must make all decisions regarding whether or not to contact any relevant authorities.

- c. Severe insubordinate behavior

Insubordinate behavior is defined as the direct and immediate refusal to comply with a reasonable adult instruction within a specified period of time. A student forgetting homework, or being disruptive in class are not examples of insubordinate behavior. Below is an example of insubordination.

Adult:	Jason, you need to slow down and walk in the halls.
Jason:	You're just the custodian. I don't have to do what you say!
Adult:	Jason, that was disrespectful. At Lincoln, we work hard to respect everyone.
Jason:	I don't have to do what you say! (Begins walking away)
Adult:	Jason, you have a choice. You can stand by the wall

or you can walk away. If you stay, we can work out a consequence for your disrespect. If you walk away, I will need to report this to the principal. It is called insubordination and it is a very serious problem. This is your choice.

If the student walks away, he is insubordinate and should be referred immediately to the office. If the student refuses to go to the office, make no effort to coerce the student. Simply inform the office of the chain of events. If the student's name is unknown, describe the student to the office staff. There is an excellent chance that the office staff will be able to identify the student.

Insubordination is a breakdown of communication. When a student has been referred for insubordination, the principal will arrange a conference between the student and staff member involved. The administrator may or may not include parents in this conference. The purpose of the conference will be to set-up a plan that will help the student communicate more responsibly in the future.

Office referrals are to be reserved for severe and chronic misbehavior. The office staff is unable to accept referrals for minor problems as students soon learn that being referred to the office is "no big deal." To maintain effectiveness, office referrals must be used only for severe or recurring problems.

1. When making an office referral, the referring adult will complete a Student Referral Form as soon as possible.
2. Call the office before sending a student with a referral to make sure an administrator is available.
3. Records will be kept by administration on all office referrals. These records will be compiled and shared with the Responsibility Team quarterly. Using these records, the Responsibility Team will determine whether there is a need to revise policies, or whether there is a need for further staff development to ensure more consistent implementation of the current policies.
4. When the principal is in the building, office referrals will be handled by the principal/assistant principal. When administrators are not in the building, the Lead Teacher will be the Principal's designee.
5. The Board approved discipline Matrix will be followed when handling referrals.

E. Exceptional Student Education

All students are encouraged and expected to develop responsibility at Quiet Waters Elementary. Though we will do our best to teach students how to assume responsibility, we recognize that there are special cases where a disability will require that adaptations be made and additional training required. Students with disabilities will be assisted by appropriate staff to meet the expectations of a student's Individualized Educational Plan (IEP). In some cases, expectations will be modified to allow for student success. A student confined to a wheelchair would not be expected to follow a guideline such as, "Walk in the halls."

Consequences for violations will include choices so that a student's unique disability may be taken into account at the discretion of the school staff, or as required by their IEP. Discipline procedures for students on IEP's may be individualized, unique, and inconsistent with district policy.

Staff is aware that suspensions for students on IEP's fall under specific special education regulations. In the case that an IEP student is suspended, staff should review the information below and contact district special education staff if there are any questions regarding compliance of Federal Special Education Laws.

If a student with disabilities has been suspended in or out of school for nine cumulative days or six consecutive school days, the building principal or designee shall refer the student to Core Behavior Team. Before any further suspensions or expulsions may be used, the parents will be given ten days prior notice of a "proposed change in student placement". Notice of all rights under federal special education law, including specifically the right to a due process hearing to challenge the change in placement as recommended by the CPS Team is sent to the parents or guardians. If parents request a hearing, the student's placement will be "frozen" in school. Parents must be informed of this "stay put" provision.

The CPS Team shall determine whether the student's behavior or activity was the result of the student's disability or the result of an inappropriate placement or program. If the behavior was due to the disability or inappropriate placement or program, the team shall prepare a revised IEP. If the team determines that the student's behavior was unrelated to the student's handicapping condition, and that the student's program and placement are appropriate, Quiet Waters' staff may enforce its suspension policies as applied to non-handicapped students.

#### **IV. Responsibility in Common Areas**

##### **A. PLAYGROUND**

Goal: Students will play safely in all games and on all equipment.

Responsible Playground Behavior:

- \*\* 1. Rough play is not allowed on the playground and students will follow posted rules for equipment.
- \* 2. Students will settle differences peacefully using designated strategies.
- 3. Students will show respect for others and follow instructions given by staff.
- 4. Students will stay out of landscaped areas and bushes on all playgrounds.
- 5. Students will leave rocks, bark, sticks, and other dangerous objects alone. Students will not dig in the sand areas. The sand is there for safety

reasons.

6. Students will play only on playground areas, not in courtyard, grassy areas, or bushes.
7. Students will show pride in their school by keeping the building and grounds free of litter.
8. Students will take turns on equipment.
9. Students will not chew gum and candy on playground.
10. Students will not bring toys to the playground.

### **Consequences for Infractions**

- Have students involved in an infraction use peer mediation strategies
- Have the student stay with you for two minutes
- Positive practice (have the student do it the right way)
- Student will participate in an alternative recess activity
- Have the student write out a description of the misbehavior and sign it (Behavior Improvement Form)
- Office referral

### **Supervision Responsibilities:**

1. All staff will circulate about the playground and avoid standing in one place. Classroom chairs and furniture are not permitted on the playground areas. Teachers must be in close proximity to all students.
2. Staff will be visible and interact positively with many students by greeting students and engaging in short and friendly conversation.
3. When a student violates a rule, staff will give a gentle verbal reprimand first, using a firm but respectful voice.  
“Jessica, get off the parallel bars. You can get on the parallel bars after the first bell.”
4. For subsequent infractions, implement as mild a consequence as reasonably fits the infraction.
5. Only use an office referral for illegal, physically dangerous, or insubordinate behavior.
6. CRISIS PROCEDURES: Send a responsible student to the office or call the front office for:
  - A. Severe injury/medical crisis
  - B. Fights, physically dangerous acts, illegal acts, insubordination
  - C. Student leaving school site without permission
  - D. Unidentified adults on site
7. Teachers will refrain from cell phone use on the playground.

### **Teaching Responsibilities:**

During the first week of each school year, each classroom teacher will conduct a lesson on playground behavior. These lessons will consist of a discussion of the rules. For younger students, the teacher should actually take the students on a tour of the playground to discuss off-limits areas. With older students, the teacher may want to go through the rules and then spend time teaching and role-playing.



If problems recur, teachers will be asked to resume conducting short lessons on playground rules and conduct.

Student teachers and aides will be taught playground rules, expectations, consequences and reinforcers by the principal or another designated staff member.

## **B. HALLWAYS:**

Goal: The halls and breezeways will be a safe and quiet environment where people interact with courtesy and respect.

Responsible Hallway Behavior:

- \*\* 1. Students will move safely through the hallways. They are not to be touching walls, poles, plants, etc.
- \*\* 2. Normal speaking voices will be used in the hallway.
- 3. During class time, students must have a pass to be in the halls.
- 4. Everyone will be treated with respect.
- 5. If an adult asks to speak with you, stop and talk with that person.
- 6. If an adult requests that you correct a behavior, do what the adult asks you to do.
- 7. Students who arrive prior to 7:50 a.m. will sit quietly and read in their designated area.
- 8. Students should go directly to designated dismissal location.

### **Consequences for Infractions:**

When a student misbehaves, calmly and consistently implement the mildest consequence that might be appropriate.

Verbal reprimand

Positive practice—for example, have the student go back and walk

Have the student practice the responsible hallway behavior for several minutes

Briefly delay the student

Use office referral only for insubordination or for dangerous or illegal situations

### **Encouragement Procedures**

Staff will consistently encourage responsible behavior through positive interactions.

- 1. Initiate friendly interactions with students.
- 2. Compliment individual students on their safety, courtesy, and respect.
- 3. Compliment a teacher (so students can hear) citing examples of individual or class-wide responsibility.
- 4. The principal may write a compliment to a teacher on the class's responsible behavior. Teachers should discuss the compliment with the

class and post the note so students can see it.

### **Supervision Responsibilities of Staff**

1. In the morning, each teacher is responsible for being out in the halls according to the duty schedule. In the afternoon, teachers will stand in their doorways to monitor both their classrooms and the halls.
2. While in the halls or at your doorway, adults will interact positively with students as they pass.
3. If a student violates a rule, use a respectful but firm voice to inform the student of what s/he should be doing. Point out the appropriate behavior the student needs to exhibit.
4. For repeated infractions, have the student go back and walk, or delay the student so he/she is not allowed to socialize with friends.
5. If a student refuses to follow your instructions, inform the student that s/he can choose to follow your instruction or be referred to the office for insubordination. Insubordinate students should be escorted to the office. If the student refuses to accompany you, make no attempt to physically take the student. Simply inform the principal or assistant principal of the incident.
6. Support staff will assist in monitoring the halls but will not replace teacher supervision.
7. Staff will be responsible for escorting their classes to and from lunch and to and from specials.

### **Teaching Responsibilities:**

At the beginning of each school year, there will be a short lesson on hallway expectations in each classroom. These lessons should be conducted in a way that helps students understand why procedures have been implemented (i.e. safety, respect, setting a calm tone for entering class, etc.) Lessons should be presented in a way that implies faculty and students will work together. Teachers of primary students will also take students into the halls to practice appropriate procedures.

If there are recurring problems in the halls exhibited by a large number of students, the Responsibility and Discipline Committee will be asked to reconvene and will attempt to work out new procedures for improving the situation.

The principal or another designee will review hallway expectations with student teachers and assistants.

### **C. RESTROOMS**

Goal: The restrooms at Quiet Waters Elementary will be clean and safe.

Responsible Restroom Behavior:

- \*\* 1. Use restrooms before going to lunch and specials.
- \*\* 2. If restrooms must be used during lunch or specials, students must have a restroom pass.

- \*\*      3.      Use restrooms appropriately and leave them clean.
4.      Put toilet paper in the toilet. Put all other paper in the garbage can.
5.      Flush the toilet.
6.      Leave stalls unlocked after use.
7.      Wash your hands.
8.      Remember to lock the door when using the restroom.
9.      Be helpful to younger children using the cafeteria restroom.
10.     Pencils/markers are not allowed in the restroom area.

### **Consequences:**

When a student misbehaves, calmly and consistently implement the mildest consequence that might be appropriate.

1.      Verbal reprimand
2.      Inform the student's classroom teacher
3.      Parent notification.
4.      Direct supervision of every restroom visit for one week.
5.      Principal referral for insubordination, dangerous behavior, or destructive acts.

### **Supervision Responsibilities of Staff:**

1.      When dismissing students for lunch or specials, have them to go to the restroom first. Remind students that, "Restrooms will be clean and safe."
2.      If a student violates a rule, use a respectful but firm voice to inform the student of what he/she should be doing.
3.      For any repeated infractions, the teacher will call the parent.
4.      If a student refuses to follow your direction or argues, calmly inform the student that he/she can choose to follow your direction or be sent to the office.
5.      If the student refuses to accompany you, make no attempt to physically move the student. Inform the principal or designee of the incident.
6.      During the first week of each new school year, train the students in the restroom rules. Plan on entering the restroom at least once each day. Note positive things to reinforce and areas to be improved. Discuss this information with the class.

### **Teaching Responsibilities:**

Quarterly there will be a short lesson on proper use of restrooms. The rules specified above can serve as the basis for this short lesson. Teachers will be responsible for teaching any new students the rules and expectations.

## **D. CAFETERIA**

Goal: The lunch line and lunch area will be a safe and clean environment where people interact with courtesy and respect.

### Responsible Cafeteria Behavior:

#### Coming to Lunch and Lunch Line:

- \*\* 1. While in line, students will keep hands, feet and objects to themselves.
- \*\* 2. Students will use quiet voices in the lunch line.
- \*\* 3. Remind students to use the restroom before going to lunch.
- 4. Students will be escorted to the cafeteria in one line.
- 5. Students will follow adult directions to their table.
  - A. Fill up one side of the table at a time/only four students on a bench.
- 6. When the first child pays from his/her classroom- the 30 minute lunch period starts for the teacher. Cafeteria supervisors will not dismiss until teacher comes to the exit door.
- 7. All classes must stay on schedule to prevent a back-up of lunches and keep everyone on schedule.

#### Cafeteria Area Procedures:

- \*\* 1. Students will use quiet voices when talking.
- \*\* 2. Students will keep hands, feet and objects to themselves.
- \*\* 3. Students will stay in their seats and raise their hands to get help.
- 4. Students will eat quietly and use good manners.
- 5. Students will walk in the lunch area.
- 6. Everyone will treat others with respect.
- 7. Students will only eat their own food-no trading of food.
- 8. Straws are to be used for drinking only.
- 9. Food is not to be played with.

#### Dismissal:

- \*\* 1. Students will clean up their own area.
- \*\* 2. The supervisor will check each table and dismiss students if the table and floor are reasonably clean.
- 3. All students will clean up their own area:
  - a. Close milk carton
  - b. Take out napkin - wipe your mouth and wipe off the table
  - c. Pick up trash from the floor
- 4. Students will be dismissed one side of the table at a time when the table and floor are clean.
- 5. When dismissed, students will walk in a straight line to the SOMAT area in the same order in which they were seated.
- 6. After depositing trash, students will exit to their left and form a line inside the cafeteria doors. Teacher will pick up their class at the scheduled time.
- 7. Students may be assigned seats by cafeteria supervisors.
- 8. Teachers will meet their class at the exit door while cafeteria supervisors dismiss tables. Teacher will line up class in the

- outer hallway.
9. If teachers are eating in the classroom with their students, a trash bag will be taken to the classroom for students to dispose of trash.
  10. If classes eat in their classroom, they must stay in their class for the entire 30 minute lunch.
  11. If some of the students in the class are not participating in “lunch bunch” and are eating in the cafeteria, the teacher must return to pick up his/her students.

### **Consequences for Infractions:**

When a student misbehaves, calmly and consistently implement the mildest consequence that might be appropriate.

1. Verbal reprimand
2. Positive practice—have the student try it again
3. Misbehavior in lunch line—have student go to end of line
4. Misbehavior at table—Cafeteria supervisor may move student(s) to another location.
5. Excessive noise from any given class—report to classroom teacher
6. Use office referral only for physically dangerous behavior, illegal behavior or for overt insubordination.

### **Encouragement Procedures:**

Staff will consistently encourage responsible behavior through positive interactions.

1. Initiate positive attention and friendly interactions.
2. Provide verbal praise for following lunchroom rules and expectations.
3. Provide verbal praise for meeting one or more of the school’s five goals.
4. Give certificates to classroom teachers for exemplary behavior of the class.
5. Classroom teachers will provide positive reinforcement when the class receives a certificate.  
Examples of positive reinforcement might include extra recess, choice of activity, radio playing during class time, or getting to eat in the classroom.
6. When students demonstrate responsible behavior during lunches over a long period of time the principal may provide a special treat such as ice cream.

### **Supervision Responsibilities:**

1. There will always be at least two supervisors in the cafeteria. These assistants will be trained by the principal/assistant principal.
2. All supervisors will circulate through the cafeteria, interacting with students in a friendly manner.
3. If a student violates a rule, supervisors will use a firm respectful voice to tell the student what he should be doing.
4. For repeat infractions, supervisors will implement a mild consequence such as positive practice or time out.

5. If a student refuses to follow directions or argues, the student will be calmly told that she/he can choose to follow the direction or be referred to the office for insubordination.
6. If a student refuses to go to the office, no attempt should be made to physically move the student. The front office should be contacted using the cafeteria "walkie-talkie."

#### **Teaching Responsibilities:**

1. Quarterly, classroom teachers will teach the rules and expectations as outlined above.
2. During the first week of the year, teachers are encouraged to eat with their classes at least twice to reinforce appropriate behavior.
3. Lunch rules and expectations will be reviewed with student teachers and new assistants by the principal.
4. Each teacher will place a copy of the lunch area rules and expectations in their sub folder

#### **E. ASSEMBLIES**

Goal: Quiet Waters' students will demonstrate respectful behavior during assemblies by listening, participating and following directions.

#### **Responsible Assembly Behavior:**

- \*\* 1. When the leader goes to the microphone and says, "May I have your attention please," stop talking and look at the person at the microphone.
- \*\* 2. Listen carefully.
3. Students will follow their teacher's directions regarding where to sit.
4. Everyone will wait quietly for the program to begin. Quiet talking will be allowed until the program is ready to begin.
5. Communicate with the performers with your eyes and ears.
6. Never boo, whistle, yell, or put someone down. Clap to show appreciation.
7. At the end of the program, the leader will conclude the assembly by thanking the performers.
8. Students will remain seated until the teacher gives them the signal to stand and follow the teacher from the assembly area.
9. Students should be discouraged from leaving the assembly to use the restroom- except in emergency situations.

#### **Consequences for Infractions:**

When a student misbehaves, staff will calmly and consistently implement the mildest consequence that is appropriate.

1. Non-verbal warning
2. A quiet, proximate verbal warning
3. Quietly remove the student from the assembly

**Encouragement Procedures:**

1. If the student body was respectful and followed the rules, the principal will verbally praise the appropriate assembly behavior during the closing comments.
2. After the class returns to their classroom, teachers should give positive feedback to students who followed the rules.

**Supervision Responsibilities:**

1. All teachers should attend every assembly unless prior arrangements have been made with the principal. Classroom teachers should attend with their classes. Support staff should be distributed throughout the audience to assist the classroom teachers with supervision.
2. Model appropriate behavior for your students—no talking while the assembly is in progress, clap at appropriate times, and so on.
3. If a student is misbehaving, give the student a non-verbal signal to stop.
4. If necessary, go to the student and give a verbal warning. Try to be as unobtrusive as possible.
5. If a student needs to be removed, escort the student to the office.
6. The principal will introduce and close each assembly. In the event the principal can not be in attendance, the principal will arrange for an alternate leader to serve this function.

**Teaching Responsibilities:**

1. Every classroom teacher will be given a handout the day before each assembly.  
This handout will include:
  - A. Style of assembly—entertainment or content focused.
  - B. Agenda—times, objectives, etc.
  - C. Learning activities to use before or after the assembly (when appropriate).
2. Prior to each assembly, teachers will discuss the agenda and review the assembly rules as specified above. If appropriate, practice how to show appreciation.
3. All classroom teachers will have a follow-up lesson shortly after the assembly to discuss the content of the assembly.
4. After each assembly, teachers will discuss student behavior at the assembly with their class.

**F. BEFORE SCHOOL/AFTER SCHOOL**

Goal: Students will arrive and depart school in a safe and orderly manner.

**Responsibility Before School and After School Behavior:**

- \*\* 1. Walkers, bike riders, and car riders who eat breakfast at school should not arrive before 7:15 a.m., but need to be in line for

breakfast by 7:30 a.m. Other walkers, bike riders, and car riders should not arrive before 7:45 a.m.

- a. All a.m. bus students and walkers will report to the cafeteria until 7:40 a.m., at which time staff will dismiss them to their classes.
  - b. Students in Grades K-5 will sit in their designated area until 7:50 am.
- \*\* 2. Students cannot play on the playgrounds before school because there is no supervision.
3. No students should be in front of the school building in the morning. They should proceed to their designated area.
4. When students finish with breakfast they will exit the building using the west cafeteria doors.
5. Parents of students' in Headstart-gr. 5 must drop students from the west parking lot or turn-around
6. At the 7:50 a.m. bell, students should line up in an appropriate manner at designated areas.
7. When entering the school building:
  - a. Students in grades K-5 will walk in a quiet and orderly manner to their building.
  - b. Headstart students will be escorted from the cafeteria to their classrooms at 7:45 am.
8. All walkers, bike riders, and car riders exit through the front of the school or through the cafeteria. Bus riders exit through the west side of the building-by-building 7. QWE After school students exit through the cafeteria, while all outside aftercare provider students report to the "tunnel area" to designated areas.
9. Bus students should only be dismissed as their bus is called and will be posted on closed circuit TV/Intercom Walkers, bike riders, and car riders are dismissed by watching closed circuit TV/Intercom.
10. In cases of severe weather (heavy rain, lightning, etc.) one bus will be called and loaded at a time. Car riders and walkers will report to the following locations: Cafeteria: Headstart through Grade 2, Music Room-Grade 3 students, and Front of the School-grade 4 & 5 students.
11. Students waiting for a late bus will line up in an orderly manner in the front of the school.
12. Students should enter the bike area in an orderly manner and should secure their bike with a bike lock (post or back fence).
13. Students should back their bikes in, the front of the bike should face toward the roadway, then students should exit through the rear gate.
14. Students are not permitted to ride bicycles on school property.
15. Students should not leave their classroom until their bus or means of transportation/day care is called.



**Consequences for Infractions:**

When a student misbehaves, calmly and consistently implement the mildest consequence that is appropriate.

1. Give a verbal reprimand.
2. Positive practice —have the student do it the right way.
3. Notify the student's teacher.
4. Contact the parents.
5. For repeated infractions talk to the principal. The principal may then make parental contacts.

**Supervision Responsibilities:**

1. The teacher on duty will supervise until 7:50 a.m. The teacher on duty will be in the halls/portable gate as students enter the building/portables.
2. Supervisors of the bus areas will move up and down the length of the waiting area.
3. When excusing the class at the end of the day, teachers should periodically monitor to see that their students are using the correct exit and are being reasonably quiet and orderly. All staff should stand outside their classroom doors until dismissal is completed.

**Teaching Responsibilities:**

Quarterly, teachers will conduct a lessons on before and after school behavior. The lesson will consist of a discussion of the rules. Primary teachers should have their classes practice appropriate before and after school behaviors. If problems begin to escalate, teachers will be asked to resume these lessons. If necessary, teachers will be required to escort their classes to the appropriate exit at the end of the day.