

# *Monaview Elementary School*

## *“Every Student Counts, Every Moment Matters”*

### **Teacher Handbook 2019-2020**

This handbook provides important information pertinent to the daily operation of Monaview Elementary School. Our policies and procedures are outlined. Please become familiar with the contents of this document. It should be utilized as a reference source for answering questions. While the handbook is quite comprehensive, there will still be questions and concerns which must be addressed. Please ask a member of the Administrative team for assistance. **This is not a contract of employment.**

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## Monaview Elementary Staff

<p><b><u>Fifth Grade</u></b>  Anna Henson  Lauren Hepner  Shayla Rivera  Leigha Mason</p> <p><b><u>Fourth Grade</u></b>  Kris Boland  Crystal Chappell  Camelia Fernandez  Gina Philyaw  Laura-Catherine Vernon</p> <p><b><u>Third Grade</u></b>  Cortney Broad  Emily Johnson  Amy Lynch  Paige Myers  Celeste Reyes</p> <p><b><u>Second Grade</u></b>  Lisa Craft  Meagan Hawkins  Molly Morris  Robbie Phillips  Ashley Sanders</p> <p><b><u>First Grade</u></b>  Mindy Brown  Ann Chapman  LeeAnna Dickerson  Yvonne Kelly  Jessica Miller  Wanda Thomas</p> <p><b><u>Kindergarten</u></b>  Julie Dennison  Brooke Yearwood (Aide)  Julia Ettari  Sherri Smith (Aide)  Jackie Rosa  LaShondia Bonaparte (Aide)  Julianne Gaillard  Lisa Beyah (Aide)</p>	<p><b><u>4K</u></b>  Christi Jones- McNeill  Autumn Porter (Aide)  Carol Griffin  Lisa Sherrill (Aide)</p> <p><b><u>Special Education</u></b>  Melissa Renninger - Primary ED  Edith Alston - Intermediate ED  Kristin Williams - Resource  Diana Pasternak - Resource</p> <p><b><u>Related Arts</u></b>  Amy Hammond (PE)  Emily Berry (Music)  Miriam Anderson-Davis (Art)  Katie Jones (Media Center)  Michele Grabiec (Clerk)</p> <p><b><u>Instructional Coach</u></b>  Sara Awtrey</p> <p><b><u>Literary Specialist</u></b>  Sarah Cox</p> <p><b><u>RTI Support</u></b>  Jody Reed</p> <p><b><u>Speech</u></b>  Kari Osborne</p> <p><b><u>ESOL</u></b>  Patty Lyons  Margery Manchester  Amber Vargas</p> <p><b><u>Newcomer Support</u></b>  JoAnne Baker</p> <p><b><u>Innovation Lab</u></b>  Rachelle Andino  Michelle Holliday (Adie)</p>	<p><b><u>Office</u></b>  Damon M. Qualls, Principal  Kara Holley, Assistant Principal  Shannon Land, Title I Facilitator  Pam Monto, School Secretary  Monica Varela, Attendance Clerk</p> <p><b><u>Title I Social Worker</u></b>  Ken Brooks</p> <p><b><u>School Counselor</u></b>  Abby Rucker</p> <p><b><u>Parent Involvement Coordinator</u></b>  Melissa Munoz</p> <p><b><u>School Psychologist</u></b>  Michelle Sutton</p> <p><b><u>Mental Health Therapist</u></b>  Ann Garner Williamson</p> <p><b><u>Challenge</u></b>  Sabrina Jones</p> <p><b><u>School Nurse</u></b>  Ann Taylor</p> <p><b><u>Custodial</u></b>  Sharon Whitesell (Plant Engineer)</p> <p><b><u>Food Service</u></b>  Judy Marks (Manager)</p>
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## Monaview Mission, Vision, and Beliefs

**Mission:** The mission of Monaview Elementary School is to provide a learning community that challenges all students to realize their greatest potential.

**Vision:** A successful and empowered student has the ability to relate to his peers, community and the world in a positive, meaningful way. The following are the curriculum, instruction, assessment, and environment factors that support effective learning for Monaview students.

**Beliefs:** Our staff believes...

- All students can learn.
- Students have the responsibility to be active learners.
- Curriculum and instruction should meet the needs of all students.
- A safe and physically comfortable environment promotes student learning
- Education is the shared responsibility.
- Each student is a valued individual with unique physical, social, emotional, and intellectual needs.
- A student's self-esteem is enhanced by positive relationships and mutual respect among and between students and staff.

## PTA

PTA meetings will be held monthly by the PTA members to discuss school matters, and PTA-sponsored school event dates/times will be published in advance. The President, Vice-President, Secretary and Treasurer will be determined soon and names will be updated in this handbook when possible.

## **School Improvement Council Members:**

- Damon Qualls, Shannon Land, Melissa Munoz, Anna Henson, Felicitas Gonzalez, Maria Palmer, Maria Garcia, Michael Jones, Isidra Sanchez, Janice Sargent

The SIC meets monthly.

## Sunshine Committee:

The bylaws will be reviewed at a faculty meeting this year. The annual dues are \$15 for certified staff and \$10 for non-certified staff. You can review the guidelines for Sunshine [here](#).

## Morning Duty:

Please be at your duty station on time. If you are on morning duty, sign in before you report to your station. If you are late for duty, student safety is compromised. Being late for duty is serious and could result in disciplinary action for repeat offenders. If you cannot be at your duty (sick/doctor's appointment, etc.), it is your responsibility to contact another teacher to cover your duty. Be alert and aware of where students are at all times.

**Morning Check-In:** All certified staff must sign in using the Raptor system every morning. It is important to be in your room by 7:45 in order to greet your students. Failure to sign in on time could result in disciplinary action for those that are frequently tardy. Being on time ensures that all students are being properly supervised. \*\*During the first week of school, all staff should be at school by 7:30.

**Daily Schedule:**

7:15-7:45	Children arriving on school buses, car riders, and walkers will start reporting to their designated holding area. Staff on morning duty should report at 7:15 to supervise students. Breakfast will be available in the cafeteria.
7:45	All classrooms will be opened and teachers will pick up students from designated holding areas. Teachers will greet students at door daily with a hug, handshake, and/or fist bump.
8:00	Students and teachers should be in their classrooms and ready to begin school day at 8:00am. Instruction begins promptly at 8:10am. After 8:00 students are tardy. If they do not have a tardy slip, please send them to the office.
2:24	Afternoon announcements will begin. If announcements are late, follow the time schedule below for dismissal.
2:25	Dismiss K4 and K5 to go to gym and buses- Dismiss walkers to gym- First list goes up on screen for Car riders. Bus, Van and Car riders are dismissed to their designated areas when the 2:25 bell rings. Patrols are dismissed to the atrium.
2:30	All Walkers are dismissed to gym. Outside duty teachers go to assigned post.

# Instructional Items and Teacher Responsibilities

## Lesson Plan Expectations:

Please refer to the lesson plan template, required by all staff to use weekly. Plans are due to your Google Drive folder Sunday evening by 8pm each week.

Refer to the [Balanced Literacy Documents](#) for all ELA requirements in lesson plans. This document answers all questions regarding ELA instruction in Greenville County Schools, and specifically Monaview Elementary.

An Essential Question/Learning Target addressing your current standard should be visible to everyone (written on the board, displayed on promethean board) during that instructional period. Learning Targets must be listed for the day in each subject visible to the children. Learning Targets are required in each grade level K4-Fifth.

Teacher lesson plans need to include the instructional times (schedule) for each subject each time they are submitted. If you schedule changes over the course of the year, this should be indicated in your lesson plans and new time listed.

Lesson plans may be made collaboratively, but should be “fine-tuned” to meet the needs of your individual classroom and schedule for the week. Make them personalized to your students and their progress and learning.

Be sure to include the following items in your weekly plans when appropriate to enhance student learning.

- Manipulatives
- Differentiation
- Small Group instruction
- Connections to real world
- Videos that match the objective
- Varied assessments
- Opportunities for writing across the curriculum

## Grade Level Syllabus:

Develop your grade level syllabus as a framework for the year. This should be created and discussed as a team. Include the timeline for each subject, as specified by the Greenville County landing page.

## Teacher Website:

Websites will be checked weekly and must be current. As a minimum, websites should include these tabs - About Me, Newsletters, Syllabus, Pictures. Other items added to the website could include your favorite math and reading sites, student projects, student of the month, homework expectations and more.

Correct spelling and grammar need to be evident at all times. All written communication, such as report cards, notes to students and parents, etc. needs to be free from errors. Proofreading all written

communication. All “blanket” notes or letters that are sent home should be approved first by the Administration Team.

### Learning Environment Classroom Checklist and Building Displays/Bulletin Boards for Monaview:

**(Neat, Organized, Inviting, Clutter Free) PAS-T #5 Learning Environment:** An attractively decorated building makes school a more pleasant place for students, faculty members and visitors. Visitors in our school should be able to identify exciting instruction and learning taking place in our school just by walking down our hallways or into our classrooms. Titles and standards need to be posted on displays inside and outside of the classroom. Display student work. Be creative. Ask for student input!

#### Academic Items Present

- Teacher Data Notebook
- Grades from PowerSchool
- Assessments identified in PowerTeacher with concept assessed and date

#### Required Displays in the Classroom

- Content Word Wall
- Editor’s Checklist
- Essential Question for each subject
- Schedule posted in the classroom and in the Google Drive Folder
- Current Student Work posted for all children (Work can be displayed from various subject areas or all of one subject area as long as there are representative samples from each child)
- PBIS Expectations
- Writing Rubric posted

#### Display in the Hallways

- Hallways should be updated on a regular basis with student work (at least once a quarter).
- A spot for every child in your classroom should be posted.
- Nothing older than a maximum of 4 weeks for the student work posted.
- Each display should have a title, standard and explanation of the activity.

### Faculty Expectations

Communicate with parents on a weekly basis. All classroom teachers are required to send a weekly memo or newsletter home that gives parents upcoming events, school information, and homework. Send notes or copies of all papers and projects graded each week. All teachers will maintain a communication log through IMS during the year. Evidence of positive calls should be noted as well as those calls that require student improvement. E-mails and phone calls are to be returned within 24 hours.

1. All students must receive a mid-term progress report each quarter and a report card at the end of each nine weeks period. Teachers should enter students grades weekly.
2. Change hall displays monthly and display current student work.
3. Be loyal to the school and to each other. We are working as a team, and we are all qualified professionals. If you have a question or concern, please talk to the person involved rather than to others. Misunderstandings can be handled more effectively through open communication.

4. Be professional when discussing students. Parents should be involved in discussions of their child only. Though you may have to discuss areas of concern, all children have positive traits that can also be shared with the parent.
5. Reserve all Wednesday afternoons as professional meeting and planning days at school, until 4:30.
6. Establish and maintain a welcoming, neat, and inviting learning environment. Room and materials should be organized and clutter free.
7. Teachers should have at least one scheduled parent/teacher conference in the fall. These conferences should be documented on the provided form from the Title I Facilitator. **This one page form is a required document from the District Title I Office and must be completed and signed by the parent.** We could be cited during an audit (district or state) if we do not have a form completed by every teacher to show that we are in compliance.
8. Every student must have a Parent/School/Teacher compact on file. These forms will be available to teachers in late September. **This one page compact is a required document from the District Title I Office and must be completed and signed by the parent.** We could be cited during an audit (district or state) if we do not have a compact completed by every parent/child's teacher/principal to show that we are in compliance.
9. Mandated Reporting- By law, you are a mandated reporter. If you suspect, see signs of child abuse/neglect, or a child reports it you must report the incident. \*\* See information from Ken Brooks\*\*

### Supervision and Safety

Our first order of business is to ensure the safety of all students. We must carefully supervise our children at all times. Caution must always be practiced and chances must not be taken. In the event that an accident does occur, a report must be completed by the supervising teacher, and submitted to Administration on the same day of the accident. Administration must always be informed of the accident immediately. The accident report forms are available from the office.

In the lunchroom, teachers will sit with the classes to monitor and reinforce appropriate behavior and noise volume. Before dismissing, students will be instructed to pick up any trash on the table or floor before leaving the tables.

On the playground, teachers must actively monitor all students. **\*A walkie-talkie must be on the playground any time a class is at recess in order to radio in for help if needed!\***

Any student who goes to the Health Room for illness or injury must have a note from his or her teacher to that effect. The health room follows policies and procedures established by The School District of Greenville County. According to the policies, the nurse will decide if the student should go home and will be responsible for contacting the parent.

Prescription medication or other medicines such as aspirin, etc. cannot be given in the Health Room without written permission from the doctor/parents. All medicines must be sent from home, properly labeled, and sent to the Health Room.

Anytime **you** are injured you need to alert Kara Holley and consider possible insurance claims. All injuries need to be reported the same day of their occurrence. Kara Holley should be contacted to have the appropriate paperwork completed the day of the injury. An accident is defined as any occurrence that may require a doctor's visit.

### **Safety/Worker's Compensation Protocol**

- All staff members are required to complete 9 safety training videos located on the District's portal. You must complete these videos by their assigned completion date.

- **Teachers/Support Staff** - If you are injured at school, please notify Kara Holley immediately; **Custodial Staff** – notify the Sharon Whitesell; **Cafeteria Staff** – notify Judy Marks.
- You will be asked to complete an injury report.
- If medical attention is needed, Kara Holley, Sharon Whitesell, or Judy Marks will schedule an appointment at one of two locations determined by the District.
- Any paperwork received from the doctor needs to be submitted to Kara Holley.

### Observer Representative

An Observer Representative will be elected by the Monaview staff at the beginning of each school year. This individual will serve as the representative for one year.

### Teacher Absences

When you must be absent for any reason, you will need to log on to the **SmartFind** absence reporting system. Please call the SmartFind system and put absence in before calling your assigned administrator. If you do not have access to a computer, you will need to call into the system instead. Call Pam if you need help with the SmartFind system. **After logging the absence please call or text Mr. Qualls @ 864-567-5853, before 11:00 p.m. or after 6:00 a.m.** Everyone should call SmartFind first, **before** calling Administration. SmartFind should be set up within the **first week of school**.

Please register your absence as early as possible to avoid splitting classes and creating anxious situations for students. Have your emergency substitute folder completed and ready in case the absence is unexpected. **All classroom teachers should have their emergency folders displayed in their classroom, ready for the substitute. These folders should have 3 days of emergency plans at all times.**

It is essential for teachers to attend school regularly in order to maximum learning in the classroom. Research indicates that two and one-half (2 1/2) days of learning are lost as a result of one school day missed.

Personal and professional leave days must be approved at least **5** days in advance by the principal. Secure your substitute before requesting personal or professional leave. Print your absence confirmation and give to Pam Monto for principal signature.

**Mr. Qualls and Ms. Monto will secure substitutes for teachers who will be out for an extended time.** Please let him know as soon as possible if you will need a long term sub during the school year. If you need to make appointments during the school day, please try to arrange it so that you only have to take half of the day.

### Field Trips

Field trips are encouraged, but should be taken only if they are a part of instruction. They must be related to your classroom and have proven value. Before making plans with students for a trip, please discuss plans with Mr. Qualls and fill out a Field Trip Request Form. These forms may be obtained from the office. If approval by the Area or District Superintendent is necessary, the office will send the approved Field Trip Request form to the appropriate person.

Field Trips should be planned as far in advance as possible. All trips must be pre-approved by Administration. After a trip is approved, the following things should be done:

1. District approved field trip permission forms should be completed for each student and signed by parents/guardians before the trip.



2. Notify anyone who will be affected by the field trip in advance (examples: related arts, resource, ESOL, cafeteria, and nurse).
3. Take copies of permission/release forms on the field trip and keep in your possession.
4. After the field trip, **turn in all copies of the permission forms to the front office to hold for one year.**
5. Make sure a list of people going on the trip with parents' names and phone numbers or a copy of each permission slip is left in the front office.
6. All money collected must be receipted the day of collection.

## Discipline Procedures

### **Preventive Measures to Office Intervention:**

- \*Keep students actively involved in meaningful, relevant learning opportunities.
- \*Get to know your students (i.e. home environment, learning problems, emotional problems) and try to understand that schoolwork may be the last thing on their minds if there is turmoil at home.
- \*We are a PBIS School. Follow the PBIS protocol with major and minor infractions.
- \*Enlist parental involvement: try to work as a team with the parents.
- \*Directly teach and model respect for life and property, good manners, conflict resolution, and responsibility.
- \*Always supervise children in the building & on the playground. **It is the teacher's responsibility to watch the children in the building and on the playground.** Teachers who are watching children and are in close proximity to their students are protected from charges of negligence should an accident occur. Teachers who are seated and chatting or checking papers on the playground will not be protected. ***All teachers and assistants are required to watch the safety video under suggested training entitled "Playground Safety" and successfully pass the quiz.***

**If you need help with a difficult student:** Please see Damon, Kara, Shannon, Abby, or the resource teachers if the child is served by them. We are here to make your job easier.

### **Refer Students to the Office For (see Kara Holley):**

- \*involvement in a fight that you have witnessed
- \*destruction of property; theft
- \*possession of a weapon or controlled substance
- \*disrespectful behavior that creates a severe disruption
- \*unauthorized campus exit

**Do Not Refer Students to the Office For:** problems that can be worked out by the teacher, student, and parents OR incomplete homework.

**To Refer a Student to the Office:** If a student needs to visit the office for a problem that doesn't require a district referral, they must bring with them a completed PBIS behavior form. Do not send a student to the office without calling for Ms. Holley. If Kara is not available, contact Shannon or Damon.

Contact Pam (4302) if you can't reach someone and she will radio an administrator. If a student is to stay with an administrator, work must be sent as well.

If a district referral is warranted, it should be filled out completely before bringing the student to the office. \*Remember not to list another student's name on the referral. You may only check off one offense.

**What happens when a student is referred to the office:** Assistant principal/student conference - basic outline consists of the student identifying the problem, stating why rules about that type of behavior exist and fair consequences for breaking them, contacting the parent, and developing a plan for changing the behavior.

Ms. Holley involves parents in an attempt to send a strong message to the students that respectful behavior will make their experience at Monaview pleasant. Working together is one way to help them succeed.

**\*No member of the staff of Monaview Elementary has permission to administer corporal punishment to any pupil for any offense.**

**Consequences (Please review PBIS protocol)**

1. Teacher/Student conference
2. Teacher/Parent – note home
3. Teacher/Students/Parents contact – phone call, contact must be made
4. Teacher/Parent conference-parent comes in or phone conference
5. Referral to office- principal calls parent
6. Principal/teacher/Parent conference
7. Principal/teacher/parent conference - suspension from school/ISS (In School Solutions), After School detention or loss of special event or privilege

Any student who has been suspended from school and returns without permission from the principal is considered trespassing and school district security will be notified.

Section 59-24-60 Code of Laws of SC. now requires administrators to contact school district law enforcement when there is a conflict of any magnitude that may result in injury to another person or property. This includes any school fighting or severe intimidation toward another student or adult. This law applies to all students, regardless of age, on school property or a school sponsored event.

Anytime a knife or weapon is taken from any student, it will be confiscated and a report is made to School District Security.

## **Student Information**

### **Student Absences**

After a student has accumulated 3 or 4 unexcused absences the principal's designee, Ken Brooks will initiate the district procedure of completing forms and conducting an intervention conference with the parents. Teachers may be called to the meeting with Mr. Brooks and the parents. If you have a concern about a student's absences, do not hesitate to talk to Mr. Brooks.

## Dismissals

### **Procedures for early dismissal:**

1. If you receive a written parent request for early dismissal, send it to the office in the morning
2. The office staff will call the classroom for the student.
3. LAST early dismissal is at 2:00. This is district policy.

### **Procedure for change in transportation:**

1. A change in afternoon transportation for students will only occur with a written parent note.
2. If you receive a written parent request for early dismissal, send it to the office in the morning.
3. Pam Monto will email a list of changes to 069staff by 1:30. If she is absent, Ms. Holley will send an email to 069staff to let teachers know to send parent notes to her office. Please assist your grade level if there are substitute teachers who do not have access to that email.
4. If there is an emergency, it will be handled through the office.

**\*UNDER NO CIRCUMSTANCES SHOULD A CHILD BE RELEASED TO ANYONE WITHOUT HAVING CLEARED IT THROUGH THE OFFICE.**

## Personalized Learning Devices and Technology

Please read Board Policy JCDA for regulations on students use of personal learning devices.

<http://www.boarddocs.com/sc/greenville/Board.nsf/Public#>

Board Policy IFBG: All student use of computer technology within the school district must support the district's curriculum.

The superintendent will develop rules for the appropriate use of computer technology by students. Instruction on computer technology, including networks, will include these rules and the rights and privileges of network use. Students will agree to comply with these rules and any local school rules. Students may be disciplined for violating them.

Employees must read the Board Policies on acceptable use of technology: Policy Item EFE-R Data Security, Policy Item EFE Data Security and Use of Technology, Policy Item JCDA Behavior Code

## Permanent Records

Permanent records are kept in the records room behind the office. This room is kept locked and all records must be signed out in the front office before being removed from the room. All work on them must be completed by the teacher. Parents, volunteers and students must not have access to these records, nor help with them. Permanent records must be prepared neatly and accurately and the information should be written in pencil. **The cumulative record folders must not be taken out of the building. When removing them from the file in the office, please sign the check-out form.**

Parents may see student records upon request. An appointment must be made with the Principal or Administrative Assistant to review the records.

Each teacher will indicate on the form given to you the names of children for which you have no permanent record. This form is to be given to the clerk when complete.

The clerk will fill out permanent record folders for children coming from outside of Greenville County. The permanent record folder will be placed to the appropriate file in the record's room. The teacher will place the student's picture on the record later in the year.

When a child moves away from Monaview Elementary, it is the responsibility of the Guidance Counselor and/or Attendance Clerk to see that the permanent record, and all information therein, is up-to-date and complete, and that a Transfer Form has been completed.

### **Permanent record forms will be stationed in the Records Room.**

#### Things teachers should do when a student withdraws from your room and school:

1. Make sure all library books are turned in.
2. Make sure all textbooks are turned in.

#### **\*District Records Policy**

Do not throw away or recycle any items with student information other than name on them! Any document with student information (perm number, grades, test scores, etc.) must be placed in the locked shredding bin.

#### **Promotion and Retention Letter**

##### **(More Information to come in Spring)**

Parents are to be notified about retention no later than the end of the third quarter. Grades must reflect a child's need to be retained in grade for the next school year.

#### **Textbooks**

- All students are entitled to one textbook per subject area
- Distribution will occur the first week of school and will be set up between Ms. Holley and the classroom teacher
- Students who lose a book will not receive a replacement until the lost book is paid for
- The administrator or designee will receipt all lost/damaged books
- All books are owed by the State of South Carolina and are kept in a location in Columbia (all requests are sent to the Textbook Depository)

#### **Related Arts**

Related Arts classes are like reading, math, science, and social studies. They are a part of the required curriculum. Teachers should escort students to and from related arts classes. **The related arts schedule is very tight. It is important that teachers bring and pick up their students on time.** Please do not keep students in the classroom for make-up work, discipline problems, etc. during their related arts/Challenge time.

#### **Homework**

- Never give homework or writing tasks as punishment.
- Teach students the skills they need to study independently including organizing, outlining, note-taking.
- Assure that students have the concepts and skills necessary to do the assignment; insufficient preparation for homework may result in higher levels of student frustration.

- Homework expectations should be clear for students with completing assignments and turning them in on time.
- Review and complete the assignment before giving it to students and anticipate difficulties. Feel confident that students at various levels of achievement have a reasonable chance of successfully completing the assignment, or differentiate it as needed.
- Design and assign homework that is meaningful, engaging, and supportive of the curriculum.
- Vary homework assignments: short-term and long-term; practice of new skills; written or oral reports; preparation for upcoming lessons; enrichment exercises; assignments to spur creativity, etc.
- Make sure students understand the reasons for the assignment and know how to complete it successfully. Provide specific written explanation and rubrics to students and parents for long-term assignments and check progress periodically.
- Make sure students have access to any materials needed to complete an assignment.
- Direct students to write down assignments or hand out rubrics for long-term assignments.
- Daily assignments should not be overly long; research shows that teachers usually underestimate the amount of time necessary for students to complete homework.
- Give consideration to limiting assignments over holidays, vacation time, and weekends.
- Refer to homework content in class and use in classroom assignments to reinforce its value.
- Give prompt feedback on checking homework, correcting errors, and reviewing important concepts.

**School Policy** - No homework is to be assigned during ITBS/SC Ready testing. No tests or lengthy assignments are to be assigned on PTA/school function nights.

**Homework Makeup** - The amount and frequency of homework assigned varies among grade levels and subjects taught. **A homework policy has been established for the school that will help parents know what to expect. There will be no more than ten math problems or English sentences per night assigned to students. All students will read for twenty minutes each night and maintain a reading log.** Students, upon return from an excused/unexcused absence have five days to contact the teacher to work out provisions for making up missed work. If a student misses one day, he/she has one day to make up the work, two days, etc. A test will not be given on the day of return, but can be given one day after the student returns.

## Policies and Procedures

### Grading Scale and Percentages

Elementary school students will receive number grades for each subject based on the state grading scale. This grading system does not include first grade. Progress reports will be sent to all students in all grades no later than the midpoint of each quarter.

The updated statewide grading system with the ten point scale has been in effect since the 2016-17 school year. The policy requires that the lowest grade given to a student at the end of a course is a 50. This grade would be considered a “floor” for grading. Elementary and middle schools will have a floor of 50 for each grading period.

**The following grade scale will be applied to students in grades 2-12.**

<b>100-90</b>	<b>A</b>	<b>89-80</b>	<b>B</b>	<b>79-70</b>	<b>C</b>	<b>69-60</b>	<b>D</b>	<b>59-50</b>	<b>F</b>
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District protocol must be followed when entering grades in Powerschool. Grades must be updated weekly in Powerschool.

## **Elementary Reading Language Arts**

Assessment and evaluation in the area of language arts is multi-faceted. Typically students are assessed on reading comprehension, application of reading strategies, reading fluency, writing style, and writing conventions. Writing conventions include capitalization, punctuation, grammar usage and spelling. The report card is divided into reading and language arts. The grade is the final evaluation of the student's progress throughout the nine weeks. As teachers assess student progress, there are several avenues through which the teachers can gather the needed information to establish the student's final evaluation, the "grade."

<b>Reading</b>	Major grades count 40% and Minor grades count 60% <b>2 Major Reading grades and 7 Minor Reading grades are required each quarter</b>
<b>Major Assessments Examples</b> -End of Unit Portfolios, End of Unit Tests, End of Unit Projects <b>Minor Assessment examples</b> - Response Journals, Stop and Jots, Quizzes, Anecdotal Records	
<b>ELA</b>	Major grades count 30%, Minor grades count 60% and Spelling is 10% <b>2 Major, 7 Minor and 8-9 Spelling grades are required each quarter</b>
<b>Major Assessments</b> - Major Writing Selection (Portfolio) and Tests <b>Minor Assessment examples</b> - Response Journals, Learning Logs, Writer's Craft, Writing Conventions, Writing Process, Writing Rubrics, Research Process, Reference Materials, Use of Technology, Presentation Rubrics, Writing Prompts, Constructed Responses, Anecdotal Records, Observation Checklists.	
<b>Math</b>	Major grades count 40% and Minor grades count 60% <b>2 Major Math grades and 7 Minor Math grades are required each quarter</b>
<b>Major Assessment examples</b> - major tests, culminating projects, performance assessments, portfolios <b>Minor Assessment examples</b> - grades based on daily activities/assignments including subject-specific content knowledge, quizzes, writing assignments, extending/refining assignments, presentations, performance assessments	
<b>Science</b>	Major grades count 40% and Minor grades count 60% <b>2 Major Science grades and 5 Minor Science grades are required each quarter</b>
<b>Major Assessment examples</b> - major tests, culminating projects, performance assessments, science fair projects, portfolios <b>Minor Assessment examples</b> - grades based on daily activities/assignments including subject-specific content knowledge, process skills including communication, and/or effort; quizzes, science lab participation, science lab/class journal entries, writing assignments, extending/refining assignments, presentations, performance assessments	
<b>Social Studies</b>	Major grades count 40% and Minor grades count 60% <b>2 Major SS grades and 5 Minor SS grades are required each quarter</b>
<b>Major Assessment examples</b> - major tests, culminating projects, performance assessments, portfolios <b>Minor Assessment examples</b> - grades based on daily activities/assignments including subject-specific content knowledge, process skills including communication, and/or effort; quizzes, writing assignments, extending/refining assignments, presentations, performance assessments	
<b>Note:</b> At the elementary level it is important to see growth over time; a combination of daily achievement and snapshots of growth through minor assessments are as important in early grades as higher-stakes major	

assessments. Therefore, a combination of those smaller assessments, whether formative or summative, should be weighted at a higher level (60%) than major assessments (40%).

### Assessment Reminders

1. Assessment must be an ongoing process.
2. Effective assessment is an integral part of instruction.
3. Assessment must be authentic, reflecting “real” reading and writing.
4. Effective assessment is multidimensional.
5. Assessment must be developmentally appropriate.
6. Assessment must be based on what we know about how students learn to read and write.
7. A student’s behavior (for example, failure to return signed forms, talking at lunch, etc.) must not be taken into consideration when evaluating **academic** progress, e.g. what a student knows and is able to do.
8. Incentive programs that are used to stimulate student interest and participation in any arena within the school’s program must not be used in determining the student’s grade.

### **Purpose of the Grades:**

1. to give students and parents feedback about students’ progress and achievement
2. to provide guidance for instructional planning and implementation
3. to provide guidance to students and parents about future academic progression and coursework
4. to make administrative decisions

Interim progress reports are to be sent by teachers to parents no later than the midpoint of the grading period. **\*\*Teacher will contact parents when a student receives a failing progress report.**

### **Incentive Programs:**

Incentive (definition)-something that incites or has a tendency to incite to determination or action  
The ultimate goal is to motivate students to become avid readers and to create the intrinsic value of reading within each student. Reading should not be perceived as a punishment.

1. Incentive programs should be customized according to each student’s independent reading level and should entail individual goal setting. Goal setting works best when the individual student sets their goal as a collaborative effort with the teacher.
2. Students should be taught to monitor their progress and evaluate their efforts at the end of the incentive program/period(s). They should not be penalized with a grade if the goal has not been met. Teachers can assist with the monitoring process by conferencing with students, providing sharing sessions in the form of book talks, and determining if the desired goal or reading level is appropriate to meet the students’ **independent reading level**.
3. Rewards should be carefully determined to inspire students to a greater determination or action within the program. Rewarding reading with reading tends to work best.
4. Reading incentives should help develop the intrinsic value of reading and not be weighed by a great deal of extrinsic motivators. The true test of success is if students continue to read after the incentives no longer exists.

### Grading in Related Arts

**Elementary Physical Education** The recommendation below takes into consideration that related arts teachers meet with approximately 500 students for 45 minutes once each week.

**Active Class Participation counts as 80%** - Students are on task and actively engaged in standards-based learning experiences. Effort refers to energy expended to achieve competency. Effort also includes teamwork, sportsmanship, cooperation, following procedures to complete tasks, and work completion. Students must be dressed for physical activity in order to participate safely in class activities. A participation grade should be documented each time the class meets.

**Standards-based Assessments count as 20%** - These assessments may be formal or informal, written or performance oriented, projects, skill development, portfolios, rubrics, checklists, etc. At least 2 standards-based assessments should be recorded each quarter.

**Elementary Art and Music Classes** Taking into consideration that elementary specialists only see their 350-700 children once a week for 45 minutes, the following is recommended for each 9 week grading period.

**Active Class Participation counts as 80%** - Students should earn 5 – 9 grades. This could include: students' on-task attention, following directions, work with other students, taking care of materials/instruments, wise use of time on projects, minor quizzes or projects, etc.

**Standards-based Assessments count as 20%** - These 2 – 4 grades could be larger standards-based projects or performances, portfolios or group based activities, based on rubrics or established guidelines within the discipline.

### **Defined Minimum Programs**

Instruction in the subject area listed below shall be scheduled for each pupil for a minimum of time on a weekly basis, or the equivalent time.

<b><u>Grades 1-3</u></b>	<b><u>Minutes Weekly</u></b>	<b><u>No. Weeks</u></b>
Language Arts	550	36
Mathematics	225	36
Natural Science	125	36
Social Studies	125	36
Health and Safety	75	36
Physical Education	75	36
Art	40	36
Music	40	36
<b><u>Grades 4-5</u></b>	<b><u>Minutes Weekly</u></b>	<b><u>No. Weeks</u></b>
Language Arts	550	36
Mathematics	250	36
Natural Science	175	36
Social Studies	175	36
Health and Safety	75	36
Physical Education	40	36
Art	40	36
Music	40	36



## Professional Development Requirements for Greenville County Teachers

- All teachers must participate in a minimum of 24 hours of professional development during each school year.
- Professional development may include workshops, conferences, in-services, and coursework.
- At least 12 of these 24 hours will be offered by the school/principal. This is a minimum requirement and does not limit the authority of the principal to require additional training to meet individual and school needs.

### **Exchange Days**

- Teachers may earn one or two days off for professional development received during “off contract” time from the day after school is out in one year until the day school is out in the next year.
- “Off contract” time includes weekend, holiday, after school, and summer hours that are outside of the teacher’s regularly scheduled working hours.
- Hours used toward the day off cannot have been used to gain in-service credit for certificate renewal, college course credit, or a stipend. They can be part of the district yearly required 24 hours.
- Seven hours of professional development may be exchanged for one day off.
- Days off must be taken on the predetermined professional development exchange days on the school district calendar, and they must be pre-approved by the principal.
- Two PD/exchange days are eligible to be used during this school year and the administration will select the specific dates for Monaview. These are October 28, 2019 and March 20, 2020.

### **State Certificate Renewal Guidelines**

- New teachers and PACE teachers who hold a South Carolina Initial Certificate are not eligible to begin accruing renewal credit points toward certificate renewal until they have received a South Carolina Professional Certificate.
- Teachers holding a SC Professional Certificate with less than a Master's degree must earn at least one 3-hour graduate level course from an accredited college or university and 60 renewal points or an additional 3-hour graduate course within a five-year validity period to renew their state Professional Certificate.
- Teachers holding a SC Professional Certificate with a Masters degree or higher must earn 120 renewal credit points, 6 college credit hours, or 60 renewal credit points and 3 college credit hours within a five year validity period to renew their state certificate.

***For more information on certificate renewal: visit the district’s InfoWeb, click on Downloadable Resources, go to Certificate Renewal, then to Renewal Guidelines and to Renewal Credit Matrix.***

## Dress Code and Grooming

**The following updates were published last year by the school district and are still in place.**

All employees are expected to contribute to a professional atmosphere that enhances learning, prevents disruptions, avoids safety hazards, and serves as a positive example for students. All employees in the performance of their employment are expected to dress professionally and appropriately at all times. Accordingly, the District has adopted the following requirements that ensure an educational atmosphere that is conducive to learning:

- There is professional and appropriate attire for every position. Employees must dress in a neat, clean, and well-groomed manner.
- Appropriate attire includes suits, collared shirts with or without ties, skirts, dresses, slacks, khakis, blouses, knit tops, jackets/blazers, appropriate shoes, and clothing with District or school insignia. Dress shirts should be tucked in at all times. Depending on the position, uniforms may be work and/or provided. Jeans are not appropriate attire and may only be worn at the discretion of the supervisor under limited circumstances.
- Inappropriate attire includes flip flops/slippers, shower shoes, leggings worn solely as pants, jeggings, sweatpants, yoga/exercise pants, see-through clothing, tank tops and other tops that do not have modest necklines, and short dresses and skirts. Shorts, sweatpants, coveralls and other job specific clothing may be worn if professional in appearance and acceptable to the position for that employee. For example, it is permissible for a physical education teacher to wear shorts or an automotive instructor to wear coveralls.
- Clothing must not be revealing in nature and undergarment must never be exposed.
- Employees are prohibited from having visible piercings or tattoos that serve as an instructional distraction, may foreseeably disrupt the school environment, or present a safety hazard.
- Professional attire consistent with the above requirements is expected during all employment activities unless otherwise specifically approved by a supervisor.
- Supervisors may make exceptions to the above requirements for special circumstances such as field trips, teacher workdays, and special school events. All exceptions must receive prior approval.

The enforcement of these requirements shall be the responsibility of the school principal or supervisor. The above requirements cannot capture all employee attire, and principals and supervisors retain the ability to address employee dress that is unprofessional. An immediate supervisor, in consultation with Human Resources, may make an exception to this administrative rule to accommodate an employee's legitimate medical or religious concerns.

### **A-Team Process** **\*\*This year we will participate in On-Track as a school.**

<b>What is the purpose of <b>A-Team</b>?</b>	It is to offer assistance with a struggling child (academic or behavioral). The team brainstorms and chooses strategies and interventions that will address the needs of the child. It is NOT just to have a child tested.
<b>Items to keep in mind</b>	<ul style="list-style-type: none"> <li>*ED or Behavior referrals require observations over time (3 months or more).</li> <li>*Communication with parents prior to meetings can make or break the process.</li> <li>*Successful interventions are the goal, not being placed in special education.</li> <li>*Purpose of the screening is to predict the eligibility of qualifying.</li> <li>*Parents can request A-Team. It is a team decision to follow through with testing.</li> <li>*Completion of paperwork is most important.</li> <li>*Some cases qualify for exemption. See an administrator if you are unsure.</li> <li>*Set cut off dates are to assure testing before summer.</li> </ul>
<b>Before the meeting</b>	<u>Step 1</u> - Teacher reviews permanent record. Check for previous referral. Talks with the student's parent.

	<p><u>Step 2</u> - Teacher completes A-Team referral form online.</p> <p><u>Step 3</u> - Teacher will receive the invitation and Interventions and Strategies forms. The referral problem is identified.</p>
<b>At the meetings</b>	<p><u>Step 4</u> - <b>First</b> Meeting is held. Teacher <b>must bring</b> the following items: <i>Work samples for both student and classmates and current progress report or report cards.</i> Discuss problems and interventions attempted, prior to meeting. Develop new interventions. Begin A-Team paperwork folder. Schedule the second meeting.</p> <p><u>Step 5</u> - <b>Second</b> Meeting is held. Discuss progress and outcomes of interventions. If no progress is made, possible screenings will be discussed. We will obtain permission from parents. Schedule the third meeting.</p> <p><u>Step 6</u> - Screenings, KBIT and WRAT conducted, and observations completed.</p> <p><u>Step 7</u> - <b>Third</b> meeting is held. Discuss the results of screenings. Complete the Recommendation page.</p> <p>Parents will complete the Social and Developmental Information form.</p> <p><b>**In some cases, the meetings can be combined to only require two. This will be a team decision. **</b></p>
<p><u>Meeting Dates</u> Meeting schedules will be communicated to staff via email by A-Team Coordinator.</p> <p>A-Team members consist of: Administrator, Guidance, Speech, Classroom Teacher, Resource Teacher, Interventionist, Parent, and our School Psychologist.</p>	

## Receipt Books

- District and Board policy will be enforced this year as follows:
  - Teachers will maintain their own receipt books.
  - When a teacher receives money, it must be receipted the same morning and receipt book must be turned into the office by 2:00pm. No money is to be kept overnight.
  - No person other than the person who wrote the receipt can bring the receipt book to the office this includes aides. No students can bring receipt books to the office for any reason.
  - Teachers must check & verify they were receipted for the appropriate amount of money.
  - Sign a verification form with the secretary at the end of each day that you are receipting.
- If a teacher misplaces his/her receipt book, another receipt book will be issued. The school will be cited and given an "audit exception." Teachers need to understand their responsibility in regard to receipt book- If one is lost, a letter of reprimand will go to their personnel (School & District) file.
- All receipt books will be held in the secretary's office until you have signed the yearly protocol for teacher receipting form.
- Teachers will need to meet and determine the total amount of field trips scheduled for the year. A grade level letter must be drafted, approved by administration, stating the total amount of funds parents will be required to pay for field trips taken during the year.
- Parents will be allowed to pay the total amount of the field trip utilizing three methods:
  - 3 specific stated dates, 2 specific stated dates, or 1 full pay amount (decided on by grade level)
  - Please make sure that this is clearly written on all receipts when you fill them out. I am receipting into the account you have written the receipt for. If you say \$2.00 for RMSC and \$3.00 to the Children's Museum then the money will go in each of those accounts.

## Copyright Guidelines

**Impact Statement** In order to provide educators with a better understanding of the influence that the copyright guidelines play in individual work situations, we are addressing specific job situations with an impact statement. This impact statement addresses the responsibility of the professional educator to be knowledgeable of the law as it applies to that position and how it affects other persons (students, co-workers) influenced by that educator.

**Teachers** For years many teachers considered themselves to be immune from prosecution because of educator misinterpretations of "fair use" principles which apply to copyright restrictions and also because publishers seemed unwilling to attempt prosecution of members of the education community. This attitude is changing, however, because of abuses by educators who are poorly informed about "fair use" and because advances in technology have made unauthorized duplication easier. Several recent court cases indicate an increasing willingness on the part of the copyright holders to protect their interests. THE COPYRIGHT LAWS ALLOW RESTITUTION OF UP TO \$10,000 FOR EACH VIOLATION FOR WHICH TEACHERS CAN BE HELD PERSONALLY LIABLE.

***Under fair standards teachers are permitted to:*** Make a single copy of a short literary work for academic research, in teaching or in preparation to teach a class. Make an overhead transparency from a workbook if not more than 10% of the workbook is used. Use recordings of student performances of a copyrighted work for evaluation and instruction. Make the maximum number of copies that are permitted by special arrangements with copyright holders. Licensing agreements in literary works, videotaping, and microcomputer software may supersede the copyright law.

***On the other hand a teacher violates the copyright laws when he/she:*** Photocopies or duplicates pages from a consumable workbook. Photocopies or duplicates pages from a book or magazine for use in a learning activity without securing permission from the copyright holder and reuses the pages in later activities or re-copies the same material for each new use. Makes non-emergency photocopies of music to use by students in performances or when emergency copies are not later replaced with purchased ones. Makes duplicates of copyrighted microcomputer software to avoid purchasing one copy for each microcomputer. Makes audio tapes from phono-records. Reproduces or photocopies any copyrighted material without permission from the copyright holder where the primary purpose of duplication is to circumvent the need for purchase of the material. Makes a reproduction or photocopy of any kind which does not include the copyright notice.

## Board Policies and Administrative Rules

Employees are expected to read and become familiar with the District's Board Policies and Administrative Rules. These policies and rules are found on the District's website, linked [HERE](#) (GCSD Board Policies, Student Policies and Technology Policies). Please contact your immediate supervisor if you have any questions related to the expectations and requirements contained in the policies and rules.

## Frequently Asked Questions

### **Employee Assistance Program (EAP)**

- Greenville County Schools has contracted with an outside company to provide employees with comprehensive Employee Assistance Program (EAP) services, at no cost to the employee.
- More information regarding the Employee Assistance Program can be found under the employee tab on the GCS website, as well as in the following pamphlet.

### **Workers' Compensation (WC) Process**

- Workers' Compensation (WC) is a statute governing an employee's rights regarding medical care, disability benefits, and lost-wage compensation should an employee be injured in the course of the performance of their job.

- Please note that there are specific procedures for employees and supervisors. Forms and information may be found under the employee tab of the Greenville County Schools website.

### **Changes to Address and Name**

- To maintain accurate information in our Human Resources and Payroll records, you can update your name by completing a Universal Name Change Form (found in the Employee Forms section of the Greenville County Schools website).
- To change your address with the District, please use the Employee Self Service System (found in the Employee Portal). Employees are responsible for updating a change of address.

### **Payroll & Benefits**

- The District processes payroll on a semi-monthly basis. Payroll calendars are published on the District's website.
- Employees must review paystubs each payday and report discrepancies to their supervisor.
- All employees are required to use direct deposit and must have completed the direct deposit information on Employee Self Service (found in the Employee Portal). To submit changes to your IRS W4 form, please use the Employee Self Service System.
- For specific payroll questions or concerns, you can email the payroll department at payroll@greenville.k12.sc.us or contact the Payroll Call Center at (864) 355-0920.
- While the District's Benefits Department is available to assist employees with questions related to retirement, an employee should verify any question or information with the South Carolina Public Employee Benefit Authority as that agency is ultimately responsible for retirement benefits

### **Requesting Accommodations**

- In accordance with Board Policy GBD and the Americans with Disabilities Act, the District will make reasonable accommodations for an individual with a disability who is otherwise qualified for a position unless the accommodation would impose an undue hardship on the District. If an employee needs an accommodation, he or she should contact his or her building administrator.

## **Student Speakers at School-Sponsored Activities**

The School District of Greenville County is committed to maintaining an educational environment in which students of all backgrounds, beliefs and religions are welcome and treated with equal dignity and respect. The District will neither advance nor inhibit religion. In accord with the United States Constitution, the District protects private expression, including religious expression, by individual students as long as that expression does not create a disruption to or interfere with the educational environment.

Student speakers at school-sponsored activities, including graduations, may not be selected on a basis that either favors or disfavors religious speech. Where student speakers are selected on the basis of genuinely neutral, evenhanded criteria and retain primary control over the content of their expression, that expression is not attributable to the school and therefore may not be restricted because of its religious or secular content. In contrast, where school officials determine or substantially control the content of what is expressed, such speech is attributable to the school and may not include prayer or religious content. A school, however, may prevent or remove a speaker if the content of their speech is obscene, contrary to the District's behavior code or substantially disruptive to the school environment.

For a comprehensive overview of student's rights, please review the U.S. Department of Education's guidelines on religious expression in public schools at:

<https://ed.gov/policy/gen/guid/religionandschools/index.html>

## **Reporting Bullying, Discrimination, Harassment, Intimidation and Misconduct**

The District is committed to fostering an environment that promotes learning and prevents disruptions to the educational process. Accordingly, the District prohibits all forms of bullying, discrimination, harassment, or intimidation. As provided in Board Policy and Administrative Rule JCDAAG, students and parents may file a report of bullying, discrimination, harassment, intimidation, or misconduct by other students, employees of the District, or third parties involved in the school setting.

All reports should be filed with the principal or his or her designee. Reports may also be filed by a student's parent. If the allegation is against the school's administration, the student or parent should file a report directly with the District's Parent Resource Representative. (See Policy JA for contact information). Anonymous reports may be made, but those reports must provide the District with adequate information in order to begin an investigation.

Additionally, students and parents should immediately report any concerns related to employee interactions with students that are inconsistent with the requirements and expectations contained in Board Policy GBV. Concerns that should be immediately reported to a school's administration include potential mistreatment of students and other conduct by employees that could constitute inappropriate interaction or communication, including those sexual in nature.

### **Investigations and Consequences**

Reports will be investigated promptly, thoroughly, and confidentially. The investigation shall include appropriate steps to determine what occurred and to take actions designed to end the harassment, intimidation, or bullying, and prevent such misconduct from reoccurring. The student and his/her parent shall be informed of the results of the investigation and shall be advised how to report any subsequent issues. Any discipline of students or staff shall remain confidential.

If the investigation determines that inappropriate conduct has occurred, the administration shall take reasonable, timely, age-appropriate, and effective corrective action. Examples of corrective action include, but are not limited to, disciplinary action against the aggressor, up to and including termination of an employee or expulsion of a student.

The District prohibits retaliation or reprisal in any form against a student or employee who has filed a report. The District also prohibits any person from falsely accusing another person.

### **Appeals**

Notification of the outcome of the investigation will be issued in writing to the complainant and the complainant will be informed of the right to appeal. An appeal related to disability discrimination or harassment should be made to the District's 504 Coordinator. An appeal regarding color, race, or national origin should be made to the District's Title VI Coordinator. An appeal regarding sexual harassment, sexual misconduct, or gender discrimination should be made to the District's Title IX Coordinator. (See Policy JA for contact information). A complainant may then appeal the decision of the coordinator to the Superintendent or his or her designee.

A complete copy of the District's Policy, Administrative Rule, and report form referenced above can be located at <http://www.boarddocs.com/sc/greenville/Board.nsf/Public#>. You may also receive a copy of Policy JCDAAG, Administrative Rule JCDAAG, or the report form from your school upon request.

**Please read this “part II” of the Employee Handbook, as provided by GCSD - [linked HERE](#).**

### DISCLAIMER

THIS HANDBOOK IS INTENDED TO PROVIDE GUIDANCE TO GREENVILLE COUNTY SCHOOL DISTRICT EMPLOYEES. THIS HANDBOOK DOES NOT CREATE AN EMPLOYMENT CONTRACT BETWEEN THE EMPLOYEE AND THE SCHOOL DISTRICT. THE SCHOOL DISTRICT RESERVES THE RIGHT TO REVISE THIS HANDBOOK IN WHOLE OR IN PART AT ANY TIME.

I UNDERSTAND THAT IT IS MY RESPONSIBILITY TO FOLLOW THE POLICIES OF THE SCHOOL DISTRICT AND BECOME FAMILIAR WITH THIS HANDBOOK.

I ACKNOWLEDGE RECEIPT OF THIS HANDBOOK AND UNDERSTAND THAT **IT IS NOT A CONTRACT OF EMPLOYMENT.**

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Printed Name

[Signature]

Date

Please print this page and return it to Shannon Land by August 30, 2019.

  

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I have read and fully understand the detailed protocol regarding receipting for the 2019-2020 school year.

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Printed Name

[Signature]

Date

Teacher Name: \_\_\_\_\_

Receipt Book #: \_\_\_\_\_