

**LUTIE LEWIS COATES STAFF
HANDBOOK
2011-2012**

**Lutie Lewis Coates
Elementary School**



This handbook belongs to

Coates Elementary School

Staff Handbook

2011-2012

Preface

This handbook is intended to be a general guide to the daily operation of Coates Elementary School. In specific situations, staff members will need to use professional judgment regarding decisions and the resolution of problems.

This handbook will be reviewed periodically in order that material may be added, changed or deleted as necessary.

The guidelines included in this handbook are based upon Policies, Bylaws, and Regulations of Fairfax County Public Schools.

Introduction

Congratulations! You are a member of a very special learning community. You have been chosen for the gifts and beliefs that you bring to Coates Elementary. As a lifelong learner, you endeavor to impart your joy of learning to your students, their parents, and your colleagues. You rise to each challenge and turn it into a success. You are a contributing member of several smaller teams – all dedicated to enriching the lives of children.

We value collaboration because we know that we are wiser, stronger, and more creative when we are together. As we build our school community, we will base all decisions on what is best for our students' growth – socially, emotionally, and academically. As we strive for excellence in all that we do, we help our students reach for the stars.

Karen and Sharon and Satonya

Fairfax County Public Schools

Mission

Fairfax County Public Schools, a world-class school system, inspires, enables, and empowers students to meet high academic standards, lead ethical lives, and demonstrate responsible citizenship.

Vision

Looking to the Future

FCPS prepares all students for the world of the future, by giving them a broad spectrum of opportunities to prepare for education and employment beyond high school. All graduates are productive and responsible members of society, capable of competing in the global economy and motivated to pursue learning throughout their lifetimes.

Commitment to Opportunity

FCPS values its diversity, and acknowledges that all people contribute to the well-being of the community. FCPS provides opportunities for all its students and employees to grow educationally, personally, and professionally.

Community Support

Fairfax County embraces its schools. Businesses and community members generously volunteer their time and resources to help students. Schools are integrated into the fabric of the community, and residents take pride in their schools. The success of FCPS draws businesses to Fairfax County. Citizens support the financial and capital needs of the school system.

Achievement

Fairfax County students achieve at high levels across a broad spectrum of pursuits. FCPS values a well-rounded education that goes beyond basics, and encompasses the arts, literacy, technology, and preparation for the world of work. FCPS provides a breadth and depth of opportunities to allow all students to stretch their capabilities.

Accountability

FCPS is accountable for the academic achievement of all students. FCPS measures academic progress to ensure that all students, regardless of race, poverty, language, or disability, will graduate with the knowledge and skills necessary for college and/or employment. FCPS spends money wisely. FCPS directs funds to the classroom, and finds ways to improve performance across the spectrum of academic programs and business processes.

Lutie Lewis Coates Elementary School

Mission

The mission of Lutie Lewis Coates ES is to collaborate with all members of the community, to engage and support all students in a nurturing environment, and to challenge them to be innovative thinkers.

Vision

Lutie Lewis Coates ES is a unified community of reflective and compassionate learners that empowers its members to be successful, positive thinkers in their passionate quest for knowledge and their march towards excellence.

Core Values & Beliefs

At Lutie Lewis Coates ES we believe and commit to:

- the collaboration of school, home and the community so all students use their strengths and talents to achieve excellence in a community of lifelong learners;
- our strong belief that every child can be successful and that our diversity is a strength;
- holding high expectations for all members of our community in order to contribute and promote a healthy global society.

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Acceptable Use Policy (AUP)

The Acceptable Use Policy for Student Network Access is a contract, which needs to be signed by parents and students, which establish the rules for using the FCPS network. Please review this policy with your students.

There is also an Acceptable Use Policy for Staff Member and Contractor Computer Systems and Network Access contract for FCPS staff members and contractors to sign, which gives the guidelines for use of the FCPS network. Please read, review and adhere to these guidelines, found in [Regulation 6410](#).

Accident Reports

Student Injuries

Student accident or injury reports must be completed as soon as possible after the accident and not to exceed ***five*** days after the accident or injury when medical treatment by a physician is required:

- Whether or not the student is taken for treatment by the school or the parent
- When one-half day or more of school is missed from school
- When a parent /guardian suggests a claim will be filed against the school
- When a parent/guardian claims that the accident resulted from unsafe conditions or inappropriate actions or procedures by the school

Accident report forms are completed by the Office Assistant online. The administration is notified when an accident report is filed.

Employee Injuries

[Regulation 4720](#) explains the procedures to be taken in the event of an employee work-incurred injury. This regulation also explains how eligibility for workers' compensation is determined and the procedures for processing claims.

Any adult witnessing an emergency has the authority to call 9-1-1. Inform the office and administration immediately after calling.

Advanced Academics Program– AAP

At Coates, we provide a continuum of AAP services at Levels I, II, and III. Students in kindergarten through grade 2, who have exceptional abilities in one or more areas, receive differentiated services from the classroom teacher (Levels I and II). The AAP Resource Teacher (AART) serves as a resource and should be consulted by the classroom teacher before the decision is made to provide differentiated services. Teachers should be aware that using terms like “brilliant,” “gifted, and “very bright” may give parents false hopes for Level IV (AAP Center) placement. Beginning in third grade, advanced students receive Level III services from the AART both within the general education classroom and in a pull-out setting.

Students in grades 3-6 demonstrating characteristics of superior learning may be considered for the AAP Center Program (Level IV). All recommendations are to be discussed with the Principal before consultation with a parent is authorized. There should be no exceptions to this procedure. The AAP Center Program for Coates students is offered to center-eligible students at McNair Elementary. The center curriculum is taught to eligible students in a self-contained AAP classroom setting, which presents instruction in greater depth, breadth, and open-endedness.

Screening begins in January. Teachers in grades 2-6 rate each student on a multidimensional screening instrument. The higher scoring students who are not eligible for the center-based program are considered for the school-based program.

Gifted and talented programs in the elementary school are designed to match the cognitive abilities and developmental levels of identified students and to support their unique personal and social needs. A range of services is available:

- K-2 response lessons for all children; differentiated services matched to the individual needs of identified students.
- 3-6 process lessons for all children
- 3-6 school-based pull-out program providing resource assistance for multitalented students.
- 3-6 center-based program providing full-time services for highly intellectually gifted students.

Criteria for the identification of gifted and talented students have been developed by the Fairfax County Public Schools in accordance with the Standards of Quality for Public Schools in Virginia.

Alcohol/Drug free Workplace

[Regulation 4418](#) outlines FCPS policy relating to an alcohol and drug-free workplace. Please review this regulation if you have questions.

Animals in the Classroom

Any animal **visiting** must have prior approval from the administration and teacher and be accompanied by a parent. All animals must have rabies shots and be gentle in nature. Dogs and cats may stay only as long as the parent is present. If a pet such as a rabbit, hamster or bird is to spend the day, it must be suitably caged (this means an enclosed cage, not one where fingers can be put between bars on the cage). In addition, the teacher must check with all the parents to determine any student allergies. No pet shall remain overnight.

The maintenance of live animals in elementary classrooms can provide learning experiences that are both pleasant and instructive. When choosing an animal to be housed in a classroom, its educational value must be weighed against the potential for a bite, sting, or a health hazard created by its presence. Consideration should also be given to the well-being of the animal. As in all activities, teachers are legally responsible for the safety of students in their charge.

Appliances

Heat producing appliances (toaster ovens, hot plates, coffee makers, space heaters, etc.) and microwave ovens not used in the curriculum process, should not be allowed in classrooms. Heat producing appliances and microwave ovens have obvious safety hazards associated with their use and the potential for student injury. Students should not be allowed to use microwaves. Coffee makers must have an automatic shut off feature.

Refrigerators in the classroom raise concerns about food in classrooms and associated hygiene issues (pest control), energy consumption, non-approved/inspected appliances, and electrical infrastructure overload.

If an appliance is going to be used in a classroom, it must first be approved by the program manager (principal). A DC-407 must be submitted so that Facilities Management may inspect the appliance to assure that it is UL listed to meet fire code requirements and to ensure that the proper electrical circuitry exists to safely operate the appliance.

The School Board is currently reviewing the financial and safety implications of these and other appliances in schools. If the regulation changes, we will update the staff accordingly.

Arrival of Students

Encourage students to arrive and leave on schedule. Train students to follow procedures identified for arrival:

- Daily Arrival: Students should be encouraged to arrive for school no earlier than 9:00 a.m. each morning. Please notify administration if this presents an undue hardship on any families whose children are not in SACC.
- Room Arrival: Kindergarten students arriving in the classroom should be greeted by their teacher during the first marking period. All other grade levels will gather in the cafeteria and the gym. The school workday should begin as teachers leave these spaces with their classes and walk to their room.

Assemblies

Teachers should discuss appropriate, expected assembly behavior prior to attending an assembly and follow up on assembly behavior afterwards.

Classes will be called down to assemblies using the PA system.

Please sit with your class, observe students throughout the program, and stop any inappropriate behavior immediately. When possible, please prepare your students for assemblies by discussing the content ahead of time.

Please do not use assembly time to catch up on paper work. Model appropriate audience behavior for your students.

If the assembly occurs during your planning time, you will still have your planning time, as the specialist will monitor your class in the assembly. All resource teachers and IA's should attend with their grade level classes if scheduled during your class or group time.

Attendance

Teachers must take attendance daily using FCPS attendance cards to record students' absences and tardies. Students are tardy if they arrive in the classroom after the tardy bell due to circumstances other than a late school bus or the breakfast program. Record tardies with an "X" (excused) or "R" (unexcused) on

the SASI attendance form. Tardy students must report to the office before going to class to pick up a pass and have their tardy recorded.

Any notes received from parents regarding absences should be forwarded to the office in the attendance folder. Parents are required to be called daily when students are absent. It is very important to accurately record attendance for this reason. It is entered into the FCPS SASI database daily.

New Students and withdrawals

Teachers will be notified of a new or withdrawing student in as timely fashion as possible. A notification paper will be put in all staff mailboxes (teachers and specialists) whom the student has according to the grade level schedule.

Extended Absences

If a child will be absent for more than five days parents are asked to complete the Extended Absences form obtained from the main office and submit it to the classroom teacher and the office for signatures. We do not provide homework for extended absences due to travel. Teachers may suggest that students keep a journal and read personal books during time away from school.



Bell Schedule

To ensure that children arrive safely and will be adequately supervised walkers and car riders **should not arrive** at school before **9:00 a.m.** nor later than **9:15 a.m.** Our building staff is on duty from 8:55-9:15 a.m. All students should be in the building by 9:15 a.m. The tardy bell rings at 9:15 a.m. **Instruction should begin immediately following the news show.**

	Monday	Tuesday – Friday
Grades K-6	9:15 a.m.-1:25 p.m.	9:15 a.m. -3:55 p.m.

Blackboard.com (24/7)

This online resource allows Fairfax County Public Schools (FCPS) to extend learning beyond the traditional school day and beyond school facilities. Students, parents, and teachers are invited to use FCPS 24-7 Learning to access homework and classroom assignments, to view class calendars, to explore links to enrichment activities, and to do much more.

The expectation is that all teachers will have a 24/7 site accessible by students, parents, and the administration before Back to School Night, and that this site will be updated regularly. **Classroom teachers are expected to update at least weekly, and specialists at least monthly.**

Through 24/7 teachers will be able to access the “Gateways”, online FCPS instructional guides, and materials.

Blinds

Blinds should be open during the day. Students do better in a room with adequate light. Do not hang posters, etc. from the blinds. Blinds, for security purposes, should be closed at night.

Building Access

Coates is a safe and secure school. All entry doors are kept locked and resecured each morning at 9:15. Exit doors should never be propped open. Staff members have Microprox Tags attached to their FCPS ID badges. The badges electronically open building doors. Lost badges are to be reported immediately to an administrator. The tags provide entry to the building during the school work week between the hours of 7:00 a.m. and 6:00 p.m. **Do not enter the building unless you are sure a custodian or administrator has disengaged the security alarm system.** Microprox tags **cannot** be used for entry to the building on weekends.

Any strangers that you see in the building, who are not wearing an FCPS badge or a “Visitor” sticker, should be immediately directed to the office. Non-complying visitors should be reported to the administration. If students encounter a stranger, they should go to the nearest staff member and report the situation.



Cafeteria Responsibilities

It will be the Teachers' Responsibility to:

- Review the expectations for student behavior with all students in detail-**as many times as needed!**
- Emphasize respect for all and the privilege of eating with friends in the lunchroom.
- Review the following issues:
 - Assigned tables
 - Where and how to enter or leave the lunchroom
 - How to pick up items from the line
 - Bathroom and clinic procedures
- Make sure students have the opportunity to use the restroom before lunch, and pick up medication before or after lunch as required.
- Walk students to the lunch line or wait at the door until your class has entered the lunch line.
- Bring and pick up your class on time.
- To model appropriate behavior, teachers will eat lunch with students for the first week of school.
- Teachers of younger students are encouraged to visit the cafeteria and “practice” before lunch begins.
- Provide feedback to administration on what’s working and what’s not working. Suggestions are welcome.
- Kindergarten IA’s remain and assist with their classes in the cafeteria throughout the school year.

It will be the hostess' responsibility to:

- Make sure the cleaning supplies are in place.
- Monitor and assist students with lunch.
- Report appropriate and inappropriate behavior to the teachers.
- In the event of a serious infraction, send for an administrator/counselor.

It will be the students' responsibility to:

- Demonstrate respect for each other and adults at all times.
- Use moderate voices.
- Talk to peers at their own tables and not across to other tables.
- Stay in his/her seat.
- Raise his/her hand for assistance and/or permission to leave seat to retrieve something forgotten.

- Not throw or play with food.
- Clean up one's own trash and table area.
- Always walk.
- Follow all rules and procedures as explained by their teacher, hostess and custodian.

It will be the custodian's responsibility to:

- Clean up larger spills.
- Empty trash.
- Clean the cafeteria tables and floors after lunch.

Cafeteria Fire Evacuation Plan

In the event of a fire during the lunch period, the following procedures should be followed:

- Teachers should quickly join their classes in the cafeteria and/or meet their classes outside in the event of a fire emergency during the lunch period.
- If a teacher is temporarily unavailable, another adult will cover until the teacher arrives.
- Students should exit through the cafeteria door nearest the serving line door or the door nearest their table.

Review the fire drill evacuation plan for the cafeteria with your students the first day of school.

Calendars

All FCPS calendars can be found online at <http://www.fcps.edu/cal.htm>.

The calendar of noteworthy events and cultural holidays can be found at <http://www.fcps.edu/schlbld/noteworthy.htm>.

A schedule of staff meetings, inservices, and committee meetings will be provided. Please mark your calendar early and avoid scheduling conflicts.

Chaperones

See Field Trips.

Character Education Program

Coates uses the *Project Wisdom* character education curriculum, which provides one minute of daily character-building instruction and motivation. The program builds character by teaching students to take responsibility for their choices and actions, builds self-esteem by motivating them to be the best they can be, and builds a greater sense of community in school by inspiring students to honor one another's differences and contribute to the world around them.

Child Abuse

[Regulation 2115](#) outlines the procedures for reporting cases of suspected child abuse or neglect.

All teachers and other employees of Fairfax County Public Schools (FCPS) who have reason to suspect that a child is an abused or neglected child must report the matter to Child Protective Services (CPS) within the first 72 hours of the suspicion of abuse or neglect. The CPS child abuse hot line number is 703-324-7400. See [Regulation 2115](#) for more information. Staff should err on the side of reporting to CPS. Staff should remind students that if they believe they have been abused or they know someone who is a victim of abuse, they should tell a trusted adult about it immediately.

Any reports to CPS must be documented in a record which is located in the office (see Karen for this). **The Principal is required to keep a record of all calls made to CPS.** Include child's name, your name and date/time called. The school Social Worker and Counselor also need to be informed. (This is a summary of [Reg. 2115](#)). See Appendix 1 for the complete regulation.

This training module, located online at http://www.vcu.edu/vissta/training/va_teachers/ is specially prepared for Virginia teachers, who are mandated, by law, to report suspected child abuse and neglect, and who are required by Section 22.1-298.8 of the Code of Virginia to complete child abuse and neglect study as part of your licensure process. This curriculum has been approved by both the Virginia Department of Education and the Virginia Department of Social Services as meeting the required curriculum guidelines for teacher licensure certification.

Classroom Assignment of Students

The assignment of students to teachers will occur during mid-August. Several criteria are used to determine assignments. Much consideration is given to information provided by teachers. Teachers are asked to be generous with their comments. In addition, teachers are directed to ensure that no particular teacher

is recommended to a parent for any student for a coming school year. Parents may write a letter to the Principal, giving more insight to help in their child's placement. When parents inquire with respect to student assignments, they should be referred to the Principal for discussion regarding the matter.

Classroom Parties

Each class may schedule its own class parties for behavior incentive plans. Each grade level may hold end-of-unit celebrations once or twice per year, as appropriate to reinforce curriculum objectives. Only two "official" parties may be held during instructional time throughout the year. These should be limited to about an hour during the school day. Be sure that adequate parent supervision is provided and that the school policies for safety and supervision are followed. Parties are to be planned by classroom teachers and responsibilities delegated to room parents. Snacks for class parties and celebrations should be nutritious and should honor dietary preferences and restrictions of students in the class.

All correspondence, from room volunteers to parents, must be approved by the teacher and Principal in advance and sent home in the Tuesday folders. Parties held off school grounds require Principal approval.

Clinic

Students who become ill should be sent to the clinic with two students. If a student is seriously injured, do not move the student. Please alert the office by sending two student messengers or via the walkie-talkie if outside. Injury of students (or adults) may require the completion of an accident report.

The clinic will maintain a list of all students in need of special medical attention (red flag list). Teachers should identify any "medical attention" that a student in their class may need and make a note of procedures the student requires. This information needs to be included in the substitute folder. **The medical alert list is confidential information for staff use only and should not be posted for students or classroom visitors to see.** A student's medical condition should only be discussed with his/her parents.

Students requiring the dispensing of any medications must receive it at the clinic from the clinic aide or Principal designee. A medication use form must be on file.

Collaborative Learning Teams (See Professional Learning Communities)

Communication

Mailboxes

All staff members have a personal mailbox located in the office. Messages, materials, information to send home, mail, and other useful and interesting things will be placed there. It is important to check your mailbox regularly; it is highly recommended for staff to check upon arrival, around mid-day, and at the end of the day. **Students are not permitted to remove items from mailboxes, as confidential records and messages are often placed there.**

E-mail (Refer to the E-mail Guidelines)

<http://fcpsnet.fcps.edu/it/ITI/security/qs/email.html>

Always assume that EVERYTHING you send on e-mail can be read by others. When communicating about students or other confidential school issues, use abbreviations or codes and avoid putting any sensitive information on e-mail. Even if you delete messages, they can be retrieved.

E-mail messages should be professional and relate to FCPS business. It is encouraged to arrange your settings so that your text is automatically spell-checked before sending. E-mail signatures may include name, title, addresses, and phone and fax numbers. School or department mottos may also be included. Please refrain from including other slogans or sayings in the signature portion of your e-mail messages or background "wallpaper." The Acceptable Use Policy ([Regulation 6410](#)) has been updated to reflect this information.

Exercise good judgment in the timing of your e-mail and general computer use. Before and after school, or during lunch or planning periods are appropriate times to conduct your electronic communication. E-mail and Internet use at school should be limited to school business.

It is your professional responsibility to check your Outlook Inbox daily.

Parent Communication

Communication with parents is essential in maintaining good relationships.

Involve parents by:

- Keeping your 24/7 site up to date
- Sending home and posting on 24/7 your rules/procedures
- Explaining your program and procedures to parents whenever there is an opportunity
- Calling before problems arise
- Sending student work home regularly
- Providing a system for two-way communication (Tuesday folders are mandatory)
- Keeping parents well-informed about instructional or disciplinary problems

- Following up on and decisions made in conferences
- Notifying parents of any changes in behavior or learning
- Enlist the parents' help: It is easier to get parental help for a problem if positive communication has already been established

Classroom teachers and mentors are encouraged to call all parents during the first week of school to commend each student for something and to invite the parents to Back-to-School Night. These calls should not require more than five minutes each.

Written

- All written communication (newsletters, flyers) to parents must be submitted to an administrator for review by **Friday** if possible in order to be sent home in the Tuesday folder.

Verbal

- Please keep a communication notebook or e- log of all phone calls made to/from parents. The log should include the date, name of parent, time of call, and the main points of the discussion.
- Please return all parent phone calls/emails within 24 hours of receiving a message whenever possible.
- Remember to call with good news; parents appreciate compliments.
- If you choose to call from home in the evening, push *67 before placing the call. (There is no charge for this!) The use of *67 will prevent your phone number from being "read" by someone you call that has Caller-ID, and this should save you from unwanted phone calls.

Committees

Staff committees are an essential part of the decision-making and planning process. Teachers are empowered through committee responsibilities and decisions to make a major impact on the school program. More information about committees will be decided by the staff in the beginning of the year.

Conferences

Conferences can help you and the parents understand the student. Parents share information about the child at home, and you share the information about the student at school.

Although a conference may be scheduled at any time you feel it is necessary, a parent conference should be scheduled for every student at the end of the first marking period.

Translation Services

If you need to arrange a translator for a parent conference, please arrange this with Renee Stegman.

Confidentiality

As per [Policy 2730](#): All employees and volunteers, shall be expected to maintain personally identifiable student information, whether oral, written, or automated, in a confidential manner. Personally identifiable student information shall be disclosed within the school division only to individuals who have a legitimate educational interest and bona fide need for access to the information. Such information shall not be otherwise disclosed within or outside the school division without appropriate consent or as otherwise authorized by law. For purposes of these requirements, **volunteers** shall be held to the same standards as are employees.

Oral and written communication with persons or agencies outside the school must be approved in advance by the Principal. Student information is confidential and a signed, parent release form is required. This procedure is for your protection. These forms are available in the office.

Controversial Issues

Class discussions will often result in consideration of controversial issues. Prudence and good judgment should prevail in each case. Review the following guidelines for your program:

- Discuss controversial topics as impartially and objectively as possible. Do not include your own biases.
- Handle all such topics in a manner suited to the range of knowledge, maturity, and competence of your students; this is important!
- Have teaching materials related to all possible aspects of the topics readily available.
- Do not manufacture an issue. Discuss only those issues that are pertinent to the instruction based upon Program of Studies.
- Do not expect or require that the class reach an agreement.
- Consult with administration before proceeding with a discussion whenever you have doubt about the advisability of discussing a particular issue.
- Remember that School Board Policy already exists to provide parameters for discussions of controversial issues. In some cases, School Board Policy bans discussion of controversial issues.
- When in doubt, consult with the administration.

Copier Use

The photocopiers in the workrooms are available for everyone's use; however, discretion should be used in selecting items to be copied. The reproduction of

copyrighted materials for classroom use is under the control of federal law. The copyright bill (P.L. 94-553) signed into law on October 21, 1976, clarifies what can and cannot be copied in educational institutions. If you should have any questions about this, see the Principal.

Cumulative Files (Student Registration files and records)

Student records are kept secure in the central office file system. The files are alphabetized and kept per grade level. Special education and ESOL folders are included with the cumulative file. Files or parts thereof should never be removed without signing out the record. It is better to review in the office conference area when needed. The school SIA is responsible for all school records. No records may be transferred or shared without legal permission from parents.

It is very important that FCPS maintain complete access to all student and office records (both paper and electronic), particularly over the summer months and other times when schools may be closed or staff may be absent. This includes not only records in the main school files, but also any such records maintained by teachers or staff members in locked file cabinets, desks, individual offices and on PCs and laptops (including emails). Any records created in the course of employment are the property of FCPS and must be maintained in an accessible location at one's school or office, not at one's home or elsewhere. In addition, teachers and staff should brief administrators about their electronic filing systems, or make themselves available by telephone or e-mail over the summer, so that administrators can locate documents on their PCs and laptops as needed. Federal and state law (FOIA, FERPA, subpoena statutes) require us to respond to records requests within the specified time periods, without regard to FCPS practice and policy. Response times are quite short, and "staff are on vacation" is not a valid excuse for noncompliance. FCPS may be legally liable if it does not timely provide requested records.

Curriculum Mapping (See Planning for Instruction)

Custody Issues

Teachers should review the cumulative files kept in the office to notice any legal issues surrounding the child. Legal files are yellow.

Custodial Help

During the school year, the custodians will maintain the building; however, staff and student assistance is important in maintaining our goal of a superior facility. Put a note in the custodian's mailbox to request minor repairs, desk adjustments and emergency cleanups. Emergency cleanups and major repair work should be reported to the office staff. Please have students stack their chairs and pick up all books, papers, etc., on the floor so that floor can be vacuumed more efficiently each night. When something is spilled on an area with carpet, please notify the office immediately.



Discipline Procedures

Primary responsibility for classroom discipline lies with the classroom teacher, supported by all staff members and the administration. Keys to good discipline include teacher consistency, a meaningful instructional program, and individual classroom management plans which emphasize student responsibility. The Coates PBIS Committee (Positive Behavior Intervention Support) has developed guidelines for all areas of the school. Staff should refer to the PBIS information (posted on 24/7) for specific information about the school wide behavior expectations.

Chronic Misbehavior

When a child shows evidence of chronic misbehavior, the teacher should:

- Contact the parents to inform, find out if there are related problems at home, and establish a specific follow-up plan between school and home.
- Arrange a conference with an administrator and the counselor to determine causes of and ways of improving problem behavior.
- Determine whether the administration's help will be needed directly with that child, such as in-office suspension, and establish a systematic, prearranged program with an administrator.

Sending Students to the Office

There are two types of circumstances in which a child will spend time in the office. One is under terms of a prearranged plan developed together by the

teacher and the administrator. The other is during a crisis. A situation is a crisis if it meets one or more of the following criteria:

- Student is causing immediate danger to himself/herself or others.
- Student physically attacks the teacher or another student.
- Student categorically REFUSES to obey teacher or authorized staff member.

If a crisis exists, the teacher must get another teacher to cover the class and accompany the child to the office or send for an administrator. The student is NOT to be sent to the office unaccompanied. The teacher must complete a discipline referral form and should see an administrator to explain the situation as well. If unable to speak with an administrator, the teacher should give the discipline referral form to the administrative assistant if he/she plans to leave the student in the office. Blue Discipline Referral forms can be found in the mailroom and on Blackboard under PBIS.

If an administrator is not in the building, the teacher may not leave the student in the office. A counselor or alternative specialist should be contacted for supervision.

Reporting Incidents to the Office

If a teacher feels the need for an administrator to speak with a student regarding a behavior issue that is not critical the teacher should:

- Fill out a Discipline Referral Form.
- Place in an administrator's mailbox.
- An administrator will send for the student. The student is NOT to be sent to the office.

Dismissal Procedures

Coates Elementary practices silent dismissal. Students should be seated and quiet by 3:55 p.m. in order to watch the dismissals on the TV screen. Student dismissal should be orderly, with teachers standing by the door of their classroom.

Responsibilities

- Classroom teachers should make sure students are packed and seated quietly and watching the TV.
- Classroom teachers should make sure that students leave at the appropriate dismissal times.
- Specialists, with an assigned duty, should be on duty by 3:50 p.m.
- Be aware of your assigned duty post and be on time. It is your responsibility to find a replacement if you are unable to fulfill your responsibilities. Notify the office or administrator if you are not able to switch duties with another individual.

- Report problems to appropriate classroom teacher, patrol sponsor, and/or administrator.
- Patrols will be at designated duty posts inside and outside the school at dismissal. Encourage responsibility and compliment patrols when they are doing a good job.

Order of Dismissal

- Patrols
- Walkers and SACC
- Students meeting an adult/Kiss and Ride
- Buses, in order of arrival

Please complete a Student Dismissal Information form found in Blackboard under forms and return to the office by the end of the first week of school.

Dress

Please make sure that you are dressing in a professional manner. Below is a copy of the dress code for students. While this regulation is part of the [Students Rights and Responsibilities Regulation](#), as adults, we must make sure we are also in compliance with the dress standards as mentioned in this regulation. For example, if you see any skin from the midriff area it should be worn at home or on the weekends, not at school. Clothing that exposes cleavage should not be worn to school. Remember we are the role models for our children and we always want to demonstrate the appropriate attire for work and school. Please read the Dress Code below and make sure we, as professionals, are in compliance.

FCPS Student Dress Code

All students are expected to dress appropriately for a K-12 educational environment. Any clothing that interferes with or disrupts the educational environment is unacceptable. Clothing with language or images that are vulgar, discriminatory or obscene, or clothing that promotes illegal or violent conduct, such as the unlawful use of weapons, drugs, alcohol, tobacco, or drug paraphernalia, or clothing that contains threats such as gang symbols is prohibited. (See SR & R for additional information regarding gang-related clothing.) Clothing should fit, be neat and clean, and conform to standards of safety, good taste and decency. Clothing that exposes cleavage, private parts, the midriff, or undergarments, or that is otherwise sexually provocative is prohibited. Examples of prohibited clothing include, but are not limited to: sagging or low-cut pants, low-cut necklines that show cleavage, tube tops, halter tops, backless blouses or blouses with only ties in the back, and clothing constructed of see-through materials.

Parents of students requiring accommodation for religious beliefs, disabilities, or other good causes should contact the Principal. Students not complying with this code will be asked to cover the non-complying clothing, change clothes, or go home. Repeated infractions will result in disciplinary action. The current version of [Regulation 2613](#) provides additional details.

Duty Responsibilities and Schedule

A schedule of before and after school duties will be established early in the school year. To ensure adequate supervision for all students, before and after school, it is expected that instructional staff not assigned to an AM Homeroom will participate in these duties. AM duty is from 8:55 -9:15 a.m. and PM duty is from 3:50 p.m. until all students have departed.



Early Release

If a child is to be released early, the office will contact you when the parent arrives. **Please do not send the student to wait in the office to be picked up.** Students should remain in the classroom to avoid missing valuable instruction. Students shall not be released during the day except when they have a note from the parent, or when the parent comes to the school to take the student. In either case, the parent should sign the sign-out sheet in the office before leaving. No early dismissals will be allowed after 1:00 PM on Mondays and 3:30 PM on Tuesdays – Fridays. Review permanent records carefully to determine students who have special arrangements made regarding release. Students may not be released early on a regular basis for activities outside of school. Please notify an administrator if a parent requests that a student be dismissed early on a weekly basis for any reason.

Elementary Science Schedule of Delivery/Return

See provided schedule on 24/7. We are a “green” school.

Elevator

The elevator is not to be used by students without permission from administration. It is primarily used for moving equipment and for those with mobility issues.

Emergency Care Forms

All staff members must complete an emergency care form and submit it to the Office Assistants. Please keep all information up to date.

The school must have an emergency care form for each student. Please follow up with parents when necessary to ensure that we have the necessary information on file for each student. These forms are kept in binders in the main office. Parents may view and change emergency information through their Parent View 24/7 account.

Employee Assistance Program (EAP)

The school system offers an employee assistance program which provides confidential referral on personal matters which may interfere with job performance. See [Regulation 4960](#) and <http://www.fcps.edu/DHR/employees/oec/eap.htm> for more information.

Evacuation of the Building (Other than fire)

A bomb threat, a chemical spill, or gas leaks are examples of school evacuation emergencies.

- Prior to an evacuation, the Crisis Team will be assembled in the office conference room, if feasible.
- A fire alarm may be used to evacuate the building. Follow normal fire drill reporting procedures.
- The PA system, using plain language, may be used to direct teachers and students to evacuate the building.
- Teachers may be notified of the evacuation in segments, with direction provided by one or more members of the crisis team.
- In the event of a bomb threat, use of school radios, walkie-talkies, cell phones, should not take place inside the school.
- In the event of inclement weather, teachers will have a few children collect coats and distribute them once outside. Teachers should take several books for reading aloud in the event of an extended outside stay.

- One or more houses in the neighborhood will be identified for necessary bathroom use.
- Staff will take with them their red crisis plan binders (on the backs of their doors) and will be directed to wear the enclosed vests.



Family Life Education

The Family Life Education (FLE) program is an important part of the curriculum. The program, due to its sensitive nature, includes an opt-out provision for parents and guardians. Parents and guardians have until early October each year to respond to an opt-out letter. Parents have the right to fill out an “opt-out” form and have any or all of the FLE program eliminated from their child’s education in school (other than handwashing lessons). The parents, teacher, and/or Principal will work together to make the necessary academic adjustments in such cases.

Note: DO NOT TEACH any items on the FLE list until the October deadline for the return of opt-out forms has passed, and you have notified the Principal.

The elementary FLE program is taught by the regular classroom teacher. The early elementary program emphasizes the importance of families, distinction between good and bad touch, the recognition and avoidance of poisons, the identification of common emergencies and sources of help, and the importance of friendships. Human sexuality is first introduced in grade five. In the Human Growth and Development unit, students learn about the male and female reproductive systems. Students view age-appropriate videos and learn the maturational process, prenatal development and the changes which occur during puberty. Students study the effects of peer pressure and begin to examine the influence of media on behavior and attitudes. Students begin an understanding of HIV/AIDS and are taught that AIDS is a disease that can be totally avoided.

Field Day

Field Day is a school-wide event. Please do not plan to be absent on this day. Everyone’s support is needed to make this event successful.

Field Trips

Field trips are encouraged as an extension of classroom instruction. They should be used as a basis for discussion and student writing. All classes may take two field trips per year. Preliminary planning for a field trip should be accomplished early in the school year. As each team completes their first nine week plans, also make plans for team field trips. Teachers must complete a Field Trip packet and submit it to the Principal for approval before scheduling a field trip. This packet will be provided to teachers in August and extras will be located in the mail room. See the Finance Officer (Principal's Secretary) with questions.

Be aware that there are cut-off dates at the end of the school year. Don't wait until the last minute. Please allow sufficient response time.

Remember to notify the cafeteria of any changes in your lunch schedule due to a scheduled field trip. Also remember to notify any specialists that may be working with your students.

Teachers should be aware that additional specific grade-level field trips are scheduled by the Department of Instruction each year.

Some field trips are fairly expensive. It's both a parent and a student responsibility to return a signed permission slip and the necessary money. Normally, if a child has not brought in the money or the form for a field trip before the trip, the classroom teacher should simply call the parent and ask whether or not they intend for their child to go on the field trip. Then, privately, the teacher can tell the parent that we have funds to cover the cost of a student if the parent is unable to do so at this time.

Students should not be kept in from recess for not bringing in the money. We don't want to call attention to students whose parents may be struggling financially or whose parents are too busy to give them the necessary money and signed permission form. It isn't fair to punish students for things their parents cannot or will not do.

Fire and Fire Drills

In every public school fire drills will be held once a week during the first month of school. Drills will be held monthly for the remainder of the school year. See the school map for the evacuation routes. **Please post fire drill exit maps on the wall nearest the door. ALL DRILLS SIMULATE ACTUAL FIRE CONDITIONS.**

Actual Fire

Sounding the Alarm

To evacuate the building rapidly, any person who discovers a fire, observes smoke coming from any part of the building, or smells gas, may sound the alarm,

without asking permission. The person shall immediately notify the administration of this action.

Any person who discovers a fire that has been extinguished or has burned itself out at the time of the discovery, shall not sound the alarm, but shall immediately notify the administration.

In the event of an actual fire, the Fire Department Officer in Charge, who is responsible for crowd control, will make the decision when to authorize people to re-enter the building.

Drills

A fire drill will be held each week during the first month of school and once a month thereafter. A loud buzzer will sound the onset of the drill. Each drill is to be treated as though it were a real emergency. **Other than the first drill of the year, no advance notice will be given for drills except for teachers working with students with special needs who might become extremely frightened and disoriented.**

All students are expected to know and follow the quickest exit route, no matter where they happen to be when the alarm sounds. Each classroom and instructional area must have a fire exit route map posted near the door. Each map should have highlighted the specific route their students take during a drill right on the drill route map.

On the first day of school, teachers are to review with students the exit plan for their own classroom as well as plans for common areas such as the cafeteria, gym and library. Students should also be familiar with alternate (secondary routes) to use in case of a blocked exit. Fire drill procedures must be implemented consistently.

Fire drills shall be executed at different hours of the day, that is, during the changing of classes, when the pupils are at assembly, and during recess and physical education periods, in order that students become familiar with the procedures to be followed regardless of what time it is or what is occurring. Sometimes an exit may be blocked to keep everyone focused on safety and problem solving in an emergency.

- EVERYONE shall evacuate the school building during fire drills or fires. This includes students, teachers, clerks, cafeteria workers, and visitors. In case of fire, the custodial staff members should report immediately to the Principal's office to ascertain the fire's location.
- Certain staff members may be assigned to assist certain students with special needs.

- Cafeteria workers must see that all utilities are turned off and doors are closed before they leave the building.
- The fire alarm must be sounded continuously until the building is evacuated completely.

Evacuation Procedures

- Once the alarm sounds, students line up quickly and quietly at the door with the teacher in front. Do not stop to get coats, etc.
- Teachers/specialists must grab the emergency folders containing class lists, red and green cards, and forms to indicate missing children.

Each classroom teacher should appoint a student monitor and alternate (in case monitor is absent) to see that the classroom door is closed. Closed doors help prevent the spread of smoke. It is not necessary to close windows.

Classes walk to the nearest exit of the building quickly and quietly (following the fire drill route provided), leaving the building in an orderly fashion. There is absolutely no talking or running during the fire drill. If a class is in another part of the building other than their room, get out of the building via the nearest exit! If a student is not with his class or another adult, he should use the nearest exit and report to the closest adult with a walkie-talkie. **Be sure students know what to do if they are not in their own classroom when the fire alarm sounds:** "Go to the nearest exit and leave the building. Then report to the nearest adult carrying a walkie-talkie."

Teachers who have bathrooms should make sure no child is in the bathroom. Should the alarm sound during lunch, all teachers without classroom responsibilities must assist with student evacuation in the area nearest them at the time and then meet up with their classrooms outside.

"Outside of the Building" Procedures

Each class should proceed to a predetermined point outside the building. All persons should line up as far away from the building as possible within their assigned places.

Teachers take roll using their attendance sheets. Individual students or small groups who happen to be with a specialist are to exit the building and remain with the specialist. Classroom teachers should remember that a child is in a special class. The specialist will report any missing children, for whom they have supervision responsibility during the fire drill period. Teachers, make sure that you have directions to your sub to always have a class list available should they take the children outside for recess or other activities away from the classroom.

Use the green card to show that all students are accounted for and the red card to indicate that there are students who are not accounted for. If your red card is

showing, the adult in charge of your evacuation zone will check which students are missing. An “all clear” signal from an administrator will be given to indicate when it is safe to quietly return to the building in an orderly fashion.



GetIEP

GET-IEP is a secure web-based application designed for use by general education teachers. GET-IEP allows the teacher of record in the student information system and other teachers with delegated rights to see a list of the special education students they serve and to view the PDF version of each student’s current individualized education program (IEP). Upon login, every GET-IEP user must agree to a confidentiality statement prior to gaining access to the application. Each time an IEP is accessed, the system will record the name of the user and the time of access. General Education teachers are required to be informed and knowledgeable of the IEP for each of their students with disabilities. GET-IEP will replace a paper IEP distribution process and ensure that current IEPs are readily available and easy to access.

See more at: <http://fcpsapprod01.fcps.edu/pls/fcpsapps/f?p=106:1>

General Education teachers must “designate” their specialists (ESOL, Art, Music, PE, Strings, Band, etc.) in GetIEP so as to allow them to see the students they teach. This is required by law, and **shall be completed by Friday of the first week of school.**

Grading (See Progress Reports)

Refer to the **Elementary Grading and Reporting Handbook** for more details regarding FCPS grading policies.

[Regulation 2424](#) establishes procedures for reporting student progress in grades 1-6. [Regulation 2420](#) establishes procedures for evaluating kindergarten students.

The link for the Grading and Reporting Handbook is below.

<http://www.fcps.edu/DIS/SchoolCounseling/ElementarySchoolCounselingServices/elemgradereport/index.htm>

ESOL, Special Education, and specialist staff should add specific comments from the Grading Handbook each quarter that highlight their work with their particular students.

Teachers are expected to collaborate on behavior, achievement, and citizenship grades and comments specific to the children they share.

More information will be provided later on the electronic progress report.



Homework Philosophy and Guidelines

Homework is very important if used in the proper manner. It is a way to provide opportunities for reinforcement of selected skills as well as a way to foster positive relations between the home and school.

[Regulation 3205](#) on Homework Guidelines says:

- A. Homework should serve a positive purpose for learning and support the instructional program. Homework should be a vehicle through which students practice skills introduced in the classroom or expand knowledge by means of research, application, experimentation, or reflection. Homework should never be used as punishment.
- B. Homework assignments should be tailored to match the needs of students whose learning styles, primary languages, needs for enrichment or practice abilities, and home support systems vary. All students are expected to complete homework assignments.
- C. Schools should develop common practices to ensure consistent homework expectations within grade levels, teams, and/or courses.
- D. Homework expectations and their effect on academic grades should be communicated in writing to students and their parents or guardians.
- E. Homework assignments should be meaningful, with an emphasis on quality rather than quantity.
- F. Teachers should provide clear guidance and necessary instruction so that students can successfully meet the expectations of each assignment.
- G. Students should receive timely feedback on all homework, and feedback should reinforce student learning.
- H. Homework should result in continued development of concepts, skills, and processes related to classroom learning in order to increase student achievement.
- I. Schools should provide parents with the following strategies for helping their children to develop effective study skills and to complete homework assignments:
 - a. Provide space for doing homework and a specific time for study.
 - b. Provide books and opportunities to read.
 - c. Read to the child.
 - d. Encourage exploring the world outside the classroom.
 - e. Provide the tools to aid learning.
 - f. Maintain communication with teachers and counselors.

Homework assignments should be meaningful for students, extend classroom instruction, reinforce skills and enrich content. Assignments should also be balanced across curricular areas. In addition, most homework should not be graded because its purpose is to check for understanding and provide additional

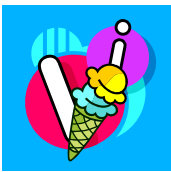
practice. When projects are assigned, students should be given incremental due dates to assist them with pacing. **We do not provide advance homework for children taking extended trips. Students are expected to maintain a journal and read daily. We do not allow FCPS textbooks to be taken on extended trips.**

Suggested guidelines for homework:

Grade K weekly family project

Grades 1-3 no more than 30 minutes per day given 3 or 4 times per week.

Grades 3-6 no more than one hour daily.



ID Badges

All elementary school employees should wear their identification badges in a manner that makes them readily visible to students and staff in the building to comply with [Regulation 4215](#). Badges are to be worn at all times while in the building or while visiting another FCPS facility. If a badge is lost or misplaced, staff members should wear a "Visitor" sticker procured from the office. Lost badges should be reported as soon as possible to the Department of Human Resources (**571-423-3000**) and replaced within ten days.

Incident Weather Schedule

A schedule will be developed in the fall for classroom teachers to follow in the event of a two hour delayed opening.

Instructional Materials

Program of Studies and approved materials by the FCPS School Board for use in FCPS schools are to be used to provide basic instruction.

Only approved supplemental materials may be used. Refer to [Regulation 3005](#). These are listed in the Approved Instructional Materials (AIMS) catalog and on 24/7. This regulation also addresses videotapes or film productions. All requests for videotape and print materials from sources other than the county guide must be submitted to the Principal two weeks prior to schedule viewing for approval. Do not, under any circumstances, allow students to view materials that have not

been approved. All videos shown to students must be on the approved FCPS list and G rated. All instructional materials and resources can be accessed through 24/7.

Instructional Time

The scheduling of the school day provides a framework for instruction and is vital to the success of all students. Teachers and administrators manage numerous scheduling variables and interruptions during the school day. It is essential to attend to the needs of the students and protect the integrity of the instructional program and its intended outcomes.

Research indicates that children demonstrate higher achievement on performance and standardized assessments when they have **uninterrupted** blocks of time to read, write, and solve math problems. In order to maximize time in the elementary schools, it is necessary for the teachers to integrate instruction. Teachers provide additional instruction and opportunities for students to apply language arts skills in the content areas. These opportunities include communication in math (reading, writing, and talking about math), writing about and discussing observations in science, and reading, research, and writing about social studies topics. Teachers also use content reading materials for instruction in language arts. Trade books for science and social studies can be used for small guided reading groups.

Recommended Minimum Time Allocations

The following time allocations are intended to provide guidelines to achieve a balanced and complete instructional program. In an elementary school, a minimum of 21 hours per week is devoted to the four core disciplines. The following time allocations are similar for all grades:

Language Arts: Instruction in reading, writing, language study, spelling, and handwriting is scheduled for two hours daily, with one hour and 30 minutes in an uninterrupted block in the primary grades, and one hour and 15 minutes in an uninterrupted block in the upper grades (10 hours weekly).

Mathematics: Instruction is scheduled for one hour daily (five hours weekly).

Science: At least four hours weekly (one hour per week is integrated with language arts).

Social Studies: At least four hours weekly (one hour per week is integrated with language arts).

The remaining instructional time is used as follows:

- **Physical Education** and **Music** are taught by physical education and music teachers for a combined minimum total of two hours per week.
- **Art** is taught by the art teacher for 80 minutes every other week or 60 minutes weekly where staff allows.
- **Health Education (including Family Life Education)** should be scheduled for 45 minutes per week. Lessons can be blocked or taught weekly.

Technology instruction is integrated throughout the day in all subject areas.

Interims

Interim reports are sent home to students in the middle of each quarter as required for appropriate notification if there is a drop in the previous quarter's mark.

Interims are due for review by the Principal and AP by noon the Friday before they are to be sent home and will be sent home in the Tuesday Folder. Specialists should give their interims for the students they teach to teachers the day before they are due to the Principal and AP. Teachers can then attach these interims by staple or copy them onto the classroom interims.

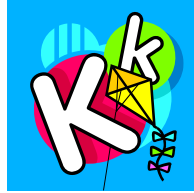
Interims also are sent at any time during the quarter when a drop in performance occurs. If unsatisfactory or needs improvement marks are to be given on the progress report, an interim indicating difficulties in those areas **must** be sent. An interim must be sent if the student's mark may drop by more than one increment (e.g. O to S or A to C).

The schedule for sending home interims and progress reports will be distributed in August to all staff.

Internet Security

The staff should exercise reasonable supervision when students are using online services. All students will sign an Acceptable Use Policy (AUP) agreement, which will remain on file for the school year.

Staff must also adhere to the guidelines. See [Regulation 6410](#) for more information.



Keys

Keys will be issued to teachers at the beginning of the school year and collected as part of the end of the year checkout procedure. Students must not have access to keys. DO NOT keep your key on the Coates lanyard or otherwise identify it as a key to Coates Elementary School. This is important should the key be lost.



Lead Teacher Meetings and Professional Conferences

If you go to a lead teacher meeting, (i.e. science, math, reading, SBTS, social studies) or professional conference, please share the information you get with the administration and/or staff in a timely manner. E-mail is a good vehicle for sharing the learning. Another way to share is to ask to be on the monthly staff meeting agenda.

Leaving the Building

Staff members needing to leave early or leave the building during the day must clear this with the Principal. If the Principal is not in the building, check with the Assistant Principal or email the Principal. Fill out a leave slip whenever you leave. This is for security and safety purposes. Inform the office or Principal when you return.

Leave – Sick and Personal

Authorization of Leave

- All sick leave for support employees and less than 11 month instructional employees is to be given to the Assistant Principal for approval (11 or 12

month instructional employees should contact the Principal). If you have been out unexpectedly, complete the leave request immediately upon your return to work and submit it to the Assistant Principal. The leave slips are located in the mail room.

- All personal leave requests should be given to the Principal.
- All long term leave requests (greater than five days) should be given to the Principal.
- Remember it is your responsibility to get a substitute and to log the absence into [SmartFindExpress](#). See Substitutes.
- In the event of an emergency or unexpected absence, (evening, early morning), you need to:
 - Enter the absence into [SmartFindExpress](#) as soon as possible.
 - Email the Assistant Principal and a teammate
 - Call the school office, **703-713-3000**, and leave the job number, location of lesson plans, and a phone number where you can be reached.

Aspects of leave, both sick and personal, are specified in [Regulation 4819](#). Appropriate highlights follow. Consult the regulation for more details, such as earning rate, eligibility, and rates of pay.

Medical Related Sick Leave

Leave may be used by all eligible personnel as follows:

- Personal illness, injury, quarantine, or temporary physical or mental incapacity
- Medical, dental or optical appointments for self or members of immediate family
- Illness, injury, quarantine, or temporary physical or mental incapacity within the immediate family
- Exposure to contagious disease when attendance at work might jeopardize the health of others

Bereavement Sick Leave

Leave may be used by all eligible personnel as follows:

- A maximum of five days sick leave may be used during the seven calendar days following a death in the immediate family. Immediate family shall include father, mother, sister, brother, husband, wife, child, mother-in-law, father-in-law, daughter-in-law, brother-in-law, foster parent, foster child, stepparent, stepchild, grandparent, grandchild, or member of one's own household regardless of relationship.
- A maximum of two sick days sick leave may be used during the four calendar days following the death of an uncle, aunt, a nephew, a niece, or other family member at the discretion of the Assistant Superintendent, Human Resources or his or her designee.

Sick Leave Used as Personal Leave

- A less-than-12-month employee may request the use of up to three days of his or her sick leave per year as personal leave during his or her normal contract and/or work year. This leave request is subject to approval by the program manager or designee contingent upon whether the absence of the employee on the dates for which the leave is requested can be accommodated without unacceptable disruption of the program.
- This leave request is subject to approval contingent upon whether the services of the employee are required on the date(s) for which the leave is requested.
- Requests for personal leave must be submitted to the Principal for approval at least two working days in advance of the date the leave is to commence, except, that in the event of an emergency, the request shall be made by the employee as far in advance as possible. The employee shall not be required to specify a reason for personal leave.

Religious Leave

- Refer to [Regulation 4817](#). Specific guidelines for arranging for leave and the time make up plan that must be submitted.

Disability

An employee who is out of work due to an illness or injury must call Liberty Mutual at 1-800-524-0740 on the fifth consecutive day of absence, the fifth day out for the same illness in a month, or when diagnosed with an illness or injury that will require time out of work. A 20-workday elimination period requires an employee to use his or her own sick or annual leave; otherwise, the employee must take leave without pay. After the 20th workday, STD (short-term disability) benefits will be paid at 100 percent of salary for up to five months, as long as the employee continues to be medically unable to work. After STD ends, the claim will be considered for LTD (long-term disability) benefits because a separate approval process exists.

Workers' compensation claims must be reported to Liberty Mutual at 1-800-524-0740 as soon as possible after a work-related illness or injury occurs. An employee who needs to seek non-emergency medical treatment should select a physician or medical facility from the workers' compensation provider panel. If approved, workers compensation pays 66 2/3 percent of an employee's salary. After the 20- workday elimination period, STD and workers' compensation benefits combine to bring salary up to 100 percent.

Family Medical Leave Act (FMLA)-authorized leave is also administered through the disability and leaves unit. Employees are eligible for up to 12 weeks of unpaid leave once they have been employed for 12 months. If an employee has sick and/or annual leave, he or she may use it during an FMLA-authorized leave period.

For additional information, employees may contact the disability and leaves unit at 703-750-8564 for STD, LTD, LOA, and FMLA information or 703-914-8113 for workers' compensation information. See [Regulation 4760](#) for more information.

Lesson Plan Design

LEARNing by Design is the common lesson plan design FCPS is using across disciplines. There are lesson templates on the 24/7 Gateways under "Resources". The L-E-A-R-N is an acronym to help teachers remember the key features of each lesson.

L is for LINK (5 minutes) The teacher begins the lesson by making a connection to recent learning, something the students learned yesterday, the day before, or within the last week.

E is for ENGAGE and EDUCATE (10-20 minutes) The teacher presents a large group lesson based upon the Program of Studies/SOL and student assessment information. Student learning objective is stated (outcome) beginning with the end in mind.

A is for ACTIVE LEARNING (20-30 minutes) Guided practice. Students work in small groups, pairs, at centers or individually. This allows the teacher to differentiate instruction based on students' strengths and needs. The teacher observes and assesses students' understanding. If resource teachers work in the classroom, they also work with students during this time. Teacher facilitates groups, checks for understanding and documents observations.

R is for REFLECT (5-10 minutes) The teacher facilitates a brief student discussion about what they learned today based on stated outcomes. Teacher may dipstick; students may share in pairs, or write in journals. If homework is assigned, it would be discussed here.

N is for NOW and THEN (5 minutes) The teacher ends the lesson by making a connection to long-term learning. This is something that the students learned last month or before and may connect to other content areas.

You can view a sample lesson at http://www.fcps.edu/DIS/OEIAS/tech/lessonplan/math_example/example1.htm

Local Screening

The Local Screening Committee will discuss all teacher/parent referrals within 10 working days of their receipt. The committee will review all available data and recommend possible actions which **may** include testing.

A referral should be made on any child you work with who:

- Has specific academic or behavior difficulties
- Has had continuous difficulties over a long time
- Has failed to make progress despite several documented interventions made on his/her behalf
- Has been discussed at least three times during CLT team meetings
- Has been brought to the Responsive Instruction Team

Forms are available from any Special Education teacher.

In order to make a referral:

- Pre-discuss the student with a Special Education teacher.
- Submit a referral to the Responsive Instruction Team
- Depending on the outcome of the interventions: notify the parent/guardian to explain your concerns and inform them that you will be referring their child to the Local Screening Committee to discuss difficulties and possible interventions
- The parent will be invited to attend the Local Screening Committee meeting. It is not necessary for parents to attend, but they must be invited. Inform them that a letter will be sent with the date and time.

If a recommendation for testing is made, the responsibilities of the classrooms teacher are as follows:

- Assisting in sending out and monitoring the return of parent permission and medical forms.
- Completing a teacher narrative collaboratively if required.
- Collecting work samples, including a written language or other content sample.

The agenda for the Local Screening Committee is posted at least a week prior to the meeting being held; homeroom and special education teachers who are participating in that week's meeting will receive the agenda. It is not appropriate to send the agenda to everyone in the school because this information is confidential. Due to confidentiality, it is the homeroom teacher's responsibility to notify any additional teachers who work with the student of the upcoming meeting. At this time, additional comments from teachers that work with the student should be given to the homeroom teacher so that they can be included in the meeting. These additional comments are a very important piece in the Local Screening process and should be included whenever possible. Likewise, it is the homeroom teacher's responsibility to disseminate any decision made or information received at the Local Screening to teachers who directly work with the student.

Lockdown Procedures-Stay-in Building Emergency

An emergency may prevent the safe evacuation of a school building and require steps to isolate students and faculty from danger by instituting a school lockdown. A threat from an outsider, fugitive, agitated adult, etc. is an example of why a lockdown could be necessary.

All school personnel must be familiar with these procedures and the specific actions they must take during a lockdown. Prior to any announced lockdown, the Crisis Team will assemble in the office conference room, if feasible.

Crisis Team Members may be dispatched to share information with classroom teachers. The following announcement may be made: **“Teachers, please come to the doors of your classrooms for some important information.”**

If a lockdown is ordered, the following announcements will be made and repeated: **“Teachers, please secure your students in your classrooms immediately. All students report to your classrooms and ignore any fire alarms.”**

If classes are in progress and lunch is in session:

“Students in the cafeteria, follow the instructions of the teacher or adults in the cafeteria.”

More specific directions will be provided as necessary.

Once the lock down announcements are heard, these instructions are to be followed:

- If the room is so equipped, lock the classroom door immediately
- Keep all students sitting on the floor, out of common view, away from doorways and windows
- Close shades or curtains and turn out lights if possible
- Use extreme caution and discretion in allowing anyone entry into the classroom
- Advise students there is some unknown type of emergency
- Take roll; prepare a list of missing and extra students. Take this list if directed to leave room
- Project a calm attitude to maintain student behavior
- If there is a phone in the room, do not use to call out. Lines must be kept open unless there is an emergency situation in the classroom.
- Ignore any fire alarm activation; the school will not be evacuated using this method
- Remain in the room until a public safety official comes to the room with directions.

- If the students are moved out of the classroom, assist them in moving in an orderly manner as quietly and quickly as possible.

Lunch Charges

If a student forgets lunch money or have no money left on the lunch card, we will not let them charge his or her lunch account or call home for money or lunch. Peanut butter and jelly or grilled cheese and milk are provided for students who have forgotten their lunch. **Please do not lend money to students.**



Mailboxes-see Communication

Management of Your Classroom

Classroom management means more than disciplining students. Research findings reveal a strong relationship between disciplinary problems and a teacher's knowledge and use of effective management skills.

Well-managed classrooms provide positive environments for learning. Students know what is expected of them and how to succeed. Disruptions and confusion are minimal and the classroom atmosphere is pleasant and relaxed.

Studies show that effective teachers create these positive environments for learning by using management skills to organize time, space, materials, resources, aides, volunteers, and students. They carry out these tasks in a setting in which events happen quickly and are often unpredictable, and they carry out these tasks in full view of their students. Effective teachers ORGANIZE and SCHEDULE classroom activities, keep accurate records, and plan learning experiences for students who vary widely in skills and interests.

Two studies of teacher effectiveness produced some interesting findings:

- The long-range goals of effective teachers included establishing a climate for learning in the classroom.
- Short term goals established procedures for maintaining students' task involvement.

Further studies showed that effective teachers shared the following characteristics:

- **Starting the Year:** Effective teachers make rules and classroom procedures an essential part of instructional content during the first few weeks of school. They give students practice in classroom procedures, including responding to signals, receiving feedback, and having appropriate behavior acknowledged.
- **Analyzing Classroom Tasks:** Effective teachers analyze the tasks of the first few weeks of school in precise detail. They clearly and concisely present information and rules, procedures, and assignments, and they give their students specific feedback about inappropriate behavior.
- **Taking a Student's Perspective:** Effective teachers are able to predict and deal with students' confusions, distractions, and concerns.
- **Monitoring Students' Behavior:** Effective teachers monitor students closely, deal with problems immediately and **DO NOT** ignore deviations from classroom rules. Most discipline problems can be avoided by the use of sound instructional practices, clear classroom rules and procedures, and an emphasis on positive recognition and reinforcement. If a discipline problem arises, the following steps are suggested:
 - Make every effort to ensure the student is working at an appropriate instructional level.
 - Make certain the student is aware of the problem, or what rule was broken, and discuss corrective measures. Carry through on consequences.
 - Inform and involve the parents. Together you may be able to solve the problem.
 - Enlist the aid of the Counselor. The Counselor may be able to offer suggestions, or provide support in the form of a small group or individual session focused on a particular topic. The Counselor should **NOT** be asked to determine or impose consequences for a student's misbehavior.
 - Discuss the problem with an administrator. Together you may work out a course of action.
 - In the event of a serious infraction (fighting, injury to another, etc.) notify an administrator.

Other Tips (See Discipline)

- Before setting class rules with students, thoroughly read our PBIS information on 24/7.
- Make sure all students have a daily break. **Do not withhold recess as a consequence.**
- Consider logical consequences for infractions. Do not impose illogical or inappropriate consequences such as writing something 50 times, or using any other academic activity as punishment. This sends an extremely confusing message to a student. We are here to encourage writing, reading and learning, not to use them in contradictory ways.

Master Calendar

A Master Calendar of events will be maintained in Microsoft Outlook. If you wish to have an event added to the master calendar, send the master calendar secretary (Gale) an e-mail or put a paper request in her mailbox. The secretary will check with an administrator about scheduling the event. Please be sure to include all the details of the event (i.e. event, time and place, and students involved).

Master Schedule

No changes can be made to the master schedule without prior approval from the Assistant Principal. The Master Schedule is a collaborative process begun each summer prior to school opening.

Medication

School personnel are not permitted to administer medication to students except in extenuating circumstances. Refer to complete instructions in the FCPS Student-Parent Handbook or the Students Rights and Responsibilities Handbook. Only parents may carry medication to school for students.

Money

When handling money, School Finance Deposit Slips with a list of sources and the amount received must accompany each deposit given to Melissa, our finance secretary. A list of student names, that may be copied and used throughout the year, will be provided for teachers to use for each collection of money. Special care must be taken when handling money. This is a serious matter. **Do not maintain personal possession of money or hold onto money in your desk or room.** Money collected from students must be given to the finance secretary on the day it is collected. When dealing with book orders, have parents make checks payable to the book company (Troll, Trumpet, etc.).

Always get administrative approval before purchasing any items with your own money for which you want reimbursement. You will not receive reimbursement for sales tax. Provide an original detailed receipt for reimbursement. Personal items must not be on the receipt with items purchased for the school. Sale taxes are not paid. Please take tax free form for school purchases. Copies are available from the Finance Officer, Melissa Fields. *You may not be reimbursed for any items you purchase without prior approval.*



Nine Week Plans (See Planning for Instruction)

Non-Categorical Service Model

The Non-Categorical Service Model serves base school students with more complex learning needs. This may include some students who previously were served in cluster programs such as Non-Categorical, Autism and Mental Retardation. The Non-Categorical Service Model should not be confused with the traditional Non-Categorical Class/Program. It is a service, not a place for students. The emphasis of Coates' Non-Categorical Service Model is to provide services and support in a variety of general and special education settings within the school. The school's Non-Categorical Service Model reflects the actual base school students. Therefore, each year the model will differ based on the needs of the students it serves. However, all models will provide for an expansion of the special education continuum within a school. The service model can only be effective with two or more programs working together to provide resources to support a range of students at different grade levels. Joint ownership of all special education students within the school are the hallmarks of the model.



Opening Expectations

Classroom Preparation

Classrooms do not have to be “picture-perfect” before students arrive! Many teachers have found that inviting students to participate in setting up the classroom assists in developing the spirit of a learning community. Anticipate ahead of time what parameters you will set. What is up for negotiation and group discussion and what is not? This will be different for each teacher. When setting up your room, please refer to the **Guidelines for Displays and Decorations in Schools** (<http://www.fcps.edu/fts/safety-security/publications/saf-30.pdf>)

Some things to keep in mind:

- Please avoid clutter in the instructional area. In your attempts to make things bright and cheery, don't overdo. Everything displayed for children should have a reason and be labeled.
- Bulletin boards should be backed with fadeless paper from the rolls. Construction paper does not hold up to wear.
- Avoid hanging student work, posters, etc. right beside, or on your classroom door. In the event of a fire, such material may catch fire and block the classroom exit. (See Display Guidelines on 24/7.)
- Fire Drill map and red, plastic Crisis Management Security Plan should be hanging near the door. The Fire Drill Map may need to be hung upside down to orient properly.

Classroom and School Procedures

- Establish specific classroom guidelines. These would include:
 - a. Safety procedures
 - b. Instructional procedures
 - c. Behavioral expectations
 - d. Consequences

- Enlist the parents' help: It is easier to get parental help for a problem if positive communication has already been established; Classroom teachers are encouraged to call all parents during the first week of school to commend each student for something and to invite the parents to Back-to-School Night. **These calls should not require more than five minutes each.**
- Post agreed upon "Rights/responsibilities" and consequences on charts where all students and visitors can view and refer to them as needed. Some classes refer to these as their class constitution. They should be clear, simple, and understood by all students.
- Establish a back-up system so that the classroom procedures handle most behavioral disruptions. Use of administration should be a last step and reserved for the **most severe discipline problem.**
- While establishing classroom routines, only consider a morning/afternoon snack if you have a very late/early lunch period. Students should not be eating, at will, during instructional blocks.
- During the first week of school, every classroom teacher, along with their class, should practice the appropriate way to walk in the halls, especially how to stop and wait for the teacher at designated locations.
- Teachers should plan to walk their students through the lunch line and see that they are seated. Teachers are expected to eat with their class the first week of school to establish behavior expectations. Specialists are asked to join a class in the cafeteria during this time. Joining the students will set the tone for our lunchroom expectations from day one.
- All teachers will maintain a 24/7 site. This online resource allows FCPS to extend learning beyond the traditional school day and beyond school facilities. See the School Based Technology Specialist (SBTS) for assistance.
- The Principal and Assistant Principal will meet with each grade level to introduce SR & R during the first weeks of school.
- Classroom teachers must teach the required SR & R lesson plans and administer the test date given by FCPS. Please refer to the SR & R Memo you will receive in September. See Student Rights and Responsibilities for more information.

Organization

Coates School is organized into self-contained, heterogeneously grouped classrooms. Grade levels range from kindergarten through grade six. Regrouping of students within each classroom for reading, word study, and/or mathematics occurs to meet instructional requirements.

The educational staff is organized according to grade level teams. Grade level team members meet regularly as Professional Learning Communities. Teams also meet with the administration, instructional coach, school-based technology specialist, and lead teachers to discuss curricular requirements and instructional issues and problems.



Personal Property

Responsibilities for Students' Personal Property: [Regulation 5725](#).

Students shall be responsible for the personal property that they take into a school building, on school grounds, and on a school-sponsored function such as a field trip, or on a school bus.

The school division may provide desk, wardrobe, or locker storage to help students care for their textbooks and personal property.

Fairfax County Public School does not assume any responsibility for the personal property of students and does not purchase insurance for their property. Students and their parents should be urged, therefore, to carefully consider the types and value of property that students take to school. Items of significant monetary or sentimental value are strongly discouraged, including certain types of apparel and jewelry.

With regard to items that are relevant to the instructional program and that students take to school to share with the class, parents and students should give consideration to the value of the property relative to the limited storage and security that is available in schools.

Teachers or other employees shall not accept responsibility for student personal property on behalf of the school or the school division. This applies primarily to those situations when a student requests that a teacher or administrator hold some personal item(s) for a period of time as a favor to a student. Teachers and administrators are encouraged to refuse such requests, because they may be held personally responsible for the item(s) if lost or stolen.

Teachers and school administrators who confiscate student personal property because student possession or use violates FCPS regulations or local school rules (CD, iPod, cell phone, etc.) shall take every available precaution to protect that property until its dispersal can be determined.

Phone Messages

Phone messages, unless of an emergency nature, will be put into voice mail. All staff members should set up their voice mail by the first day of school. If the staff member does not have voice mail, the message will be put in their mail box as soon as possible. The school day will not be interrupted by intraschool phone calls.

Physical Education

In general, students should participate in all activities of the school day. Students will not miss PE instruction for completing class work assignments, making up assignments when absent, or as a punitive measure unless prior approval by the Principal has been given. Students may be excused from PE for the following:

- Following a short-term condition such as returning to school after an illness, with written parental request, a student may be excused one or two days from vigorous activities or from going outside in the cold or wind. The student may go to the PE area and be a spectator.
- When a student has a broken bone or must wear some special appliance.
- When a student has a written statement from the doctor, he or she may be excused from physical education for the specified period of time. In such cases, appropriate activities and supervision should be arranged after planning with the Principal.

Planning for Instruction (See also Lesson Plan Design)

Good planning is essential for a sound instructional program. All classroom instruction is to be based upon the Program of Studies (POS) for Fairfax County Public Schools, and the Standards of Learning (SOL) for the State of Virginia. All planning should also be based on careful assessment of individual and group

needs, and the use of successful teaching techniques and best practices. All teachers should maintain both long and short range plans to serve as a road map to excellent instruction.

Each grade level team and specialists should create an overview of the next quarter, called a nine week plan, and post it on their 24/7 site. Please be specific about units of study and SOL objectives.

Nine Week Plans (broad, general units of study) for the first quarter should be shared with parents at Back to School Night. Second quarter, third quarter and fourth quarter nine week plans should be posted on 24/7 sites for parents.

Curriculum Mapping

Curriculum maps are valuable planning tools to unpack the standards and to help teachers to begin with the end in mind and chart a course for the quarter.

Typically, curriculum maps are organized quarterly and provide an overview of:

- Daily learning goals for reading, writing, and math
- the unit's theme, essential question(s), and enduring understandings
- the standards-based essential skills and concepts
- the methods of assessment that the teacher and students will be working on throughout the year (e.g., major writing assignments, projects, performances)
- the major content resources

Curriculum Maps are due electronically to the Principal and Assistant Principal:

- 1st quarter September 16
- 2nd quarter November 4
- 3rd quarter January 31
- 4th quarter April 9

Some curriculum map templates can be found at

<http://sde.state.ok.us/curriculum/curriculumdiv/currilummap/default.html> .

Resource teachers/specialists should arrange to meet with grade level teams in order to become familiar with the teams' long range and short range plans and to coordinate their efforts with those of the classroom teachers.

All FCPS teaching resources can be accessed via 24/7 through the Gateways.

Playground Safety and Supervision

General recess periods are not included in the master schedule. However, recess is required by the Code of Virginia. By the Code of Virginia, all students have the right to ten minutes per day of unstructured physical activity, i.e., recess. A teacher may take students outdoors during the day for a break when he/she feels it is in their best interest and most appropriate. This period should not exceed twenty minutes including lunch recess. No more than three classes should be on the playground at one time. Total daily recess time will not exceed 30 minutes. Professional judgment should be used during inclement weather.

Teachers should closely supervise their students during recess periods. No students are to be left unsupervised in the classroom. When a student must remain inside for health reasons, please arrange with another teacher to have the student stay in his/her classroom. Be sure the student has work or an activity to occupy that time.

Teachers are responsible for the supervision, safety, and well-being of students on the blacktop areas and playground. Teachers should be in a location to actively observe all students.

Teachers will take walkie-talkies from the office to the playground at recess and pass off to the next teacher who comes out. The last teacher will return the walkie-talkies to the office. Please make sure the walkie-talkies are on channel 5 so the office can hear you.

Teachers may share explicit responsibility of supervision in agreed upon areas with colleagues. Recess must not be viewed as a break or conversation time for teachers; the liability issues are too great to put yourself at risk! Please monitor the number of students outdoors. Use your professional judgment! Too many students outdoors at one time increases the chance of an accident.

Students may not bring any playground equipment from home including footballs, soccer balls, etc. to use at school. If a student brings equipment, it is the teacher's responsibility to take the equipment and return it to the student at the end of the day. Call the parent to come to pick up the equipment if it cannot be safely taken home on the bus. Teachers should assure proper use of school equipment at all times during P.E. classes and identified "recess time."

All students must follow the playground rules, which include the following:

- Play safely!
- Wear safe shoes
- Watch out for others

- Use equipment only when dry
- Go down the slide feet first
- Climb only on the climbing equipment
- No tag on the equipment
- No rough play
- No dodge ball
- Report dangerous or unsafe things to an adult
- Think first

See **Accident Reports**.

For more information on Playground Safety and Supervision refer to the Safety and Security Fact Sheets located online

<http://www.fcps.edu/fts/safety-security/publications/saf-2.pdf>

Pledge of Allegiance and Minute of Silence

Students at each school are expected to recite the Pledge of Allegiance and to observe one minute of silence, on a daily basis, at the direction of the Principal. If the student or his or her parent objects to participation in such exercises on philosophical grounds, the student is still expected to show respect for the flag. No student shall be subjected to unfavorable comment or stigmatization for his or her decision to participate or to abstain from the recitation of the Pledge of Allegiance or observation of one minute of silence. Nonparticipating students are expected to sit quietly, or to stand silently, during the Pledge of Allegiance or the observance of one minute of silence and to engage in no disrupting or distracting activity.

No disciplinary sanctions may be imposed for refusal to participate in saying the Pledge or in the observance; however, willful disruption or interference with the exercise of pledging allegiance by others or interference with other students' exercise of their choice to meditate, pray, or engage in any other silent activity may result in the same disciplinary measures accorded to other instances of classroom disruption in school.

Policies, Bylaws and Regulations

The School Board's policies, bylaws, and regulations are online at <http://www.fcps.edu/Directives/index.htm> for your review.

Positive Behavioral Intervention and Supports (PBIS)

Coates adheres to the tenets of PBIS within the classrooms and in all common areas of the school. Staff models positive communications at all times. Our three goals are Respect, Responsibility, and Ready to Shine. The PBIS Committee will present to the staff regularly about the program and orient new staff members yearly.

Professional Learning Communities (PLC)

Fairfax County Schools' are designed as professional learning communities. This means we collaborate in our efforts to provide the best teaching and learning possible for our students. It is a process not a program. We meet regularly in Collaborative Learning Teams (CLTs) to analyze data, discuss student progress, and develop next steps.

We ask:

1. What did they learn?
2. How do we know they learned it?
3. What do we do if they didn't learn it?
4. What do we do if they already know the information?

Program of Studies

The Fairfax County Public Schools Program of Studies (POS) and the Virginia Standards of Learning (SOL) give us the framework for choosing appropriate objectives and materials for our instructional program. The POS also provides guidelines for establishing routine aspects of the instructional program such as scheduling and record keeping. It is expected that each member of the instructional staff will be thoroughly familiar with the aspects of the POS and the objectives of the SOLs, which are relevant to the age group of his or her students.

Planning and Scheduling

Formative assessments must be the first step in planning instruction for students. Only through pre-tests or other assessment tools can the teacher determine what students have already mastered (and in which areas they need additional instruction). Flexible grouping within the classroom should be used whenever possible. Planning is basic and essential for a good teaching-learning situation.

It gives purpose, direction, and security to the students and teachers; balance and continuity to the overall program; avoids teacher and student frustrations; saves time and avoids omissions and repetitions. A variety of methods should be used to assess and evaluate student learning following instruction, guided practice, and independent practice. Teachers should post a daily schedule and the learning goals they plan to cover in each subject area.

Plan Book

It is suggested that teachers prepare daily lesson plans one week in advance. Short-range plans should be in the plan book two to three weeks in advance. Details should be added as the daily/weekly plans require. Long range and/or overall yearly plans in each content area, i.e., math, social studies, language arts, art, etc., should be prepared during the period before school opens, work days and revised when necessary. Grade level teams should share quarterly plans with specialists and parents at the beginning of each quarter.

Plan books should be kept in the teacher's desk for substitutes or a location that has been approved by the administration and known by teammates. Emergency "generic" lesson plans will be turned in to the Assistant Principal by September 30 in case you will be out due to an emergency and have not had time to prepare lesson plans for the substitute.

Progress Reports

Students are formally evaluated every nine-week grading period. A parent-teacher conference shall be scheduled at the end of the first grading period. A parent conference schedule will be submitted to the office prior to the November conference days.

Interims are due for review by the Principal and Assistant Principal the Friday before they are to be sent home and will be sent home in the Tuesday folder. If unsatisfactory or needs improvement marks are to be given on the progress report, an interim indicating difficulties in those areas **must** be sent.

In addition, interims should be sent at any time during the quarter when a drop in performance occurs. Reporting symbols shall not deviate from those specified on the progress report. Additional symbols such as plus or minus **shall not be used.** Refer to [Regulation 2424](#).

There is NO numerical calculating scale used to determine student marks in elementary school. Teachers may view guidelines provided in the [Elementary Grading and Reporting Handbook for Teachers K-6](#).

PTA

The PTA is not just a parent organization. It is a joint effort on the part of parents and staff to support the educational program at Coates. **Staff members are encouraged to join the PTA**, and are invited to attend PTA meetings and to participate in PTA activities. This helps to strengthen the educational program and to develop positive relations with the school community.

The PTA coordinates volunteers for school and across grade level events. Please encourage parents to contact the PTA Volunteer Coordinator for this purpose. Consider how you would like to use volunteers in your classroom.

Room Parents

Room parents are organized to assist the teacher upon request. The teacher should select at least two room parents from parents who have volunteered and/or who are recruited. These names should be forwarded to the PTA volunteer coordinator.

Within the guidelines of the PTA, room parents collect money from the children for the two parties of the year and provide refreshments. **The teacher should plan with the parents to ensure that appropriate refreshments are served in the classroom.** Room parents will assist in directing the activities, which have been designated by the teacher.

Teacher Requests to the PTA

Any teacher requests for materials and or special activities should be made by completing the PTA Request form and submitting it to the Principal.

PTA Meetings

General PTA meetings are held monthly. In order to promote positive community relations it is important to have teacher representatives at each PTA meeting. A teacher will be designated as the PTA representative from the faculty.



Regulations

The following regulations have significant implications for all personnel and should be reviewed by staff. All Regulations and Policies are available online at <http://www.fcps.edu/Directives/>.

- Drug Free Work Place [Regulation 4418](#)
- Just Cause for Dismissal [Regulation 4293](#)
- Sexual Harassment [Regulation 4950](#)
- Discrimination [Regulation 4952](#)
- Professional Conduct [Policy 4410](#)
- Grievance Procedures [Regulation 4461](#)
- Progressive Discipline [Regulation 4429](#)
- Leaves of Absence [Regulation 4822](#)

Religion in the School Guidelines

The First Amendment to the Constitution provides both freedom of religion and prohibition against the establishment of religion by government. Fairfax County Public School, as an agency of the government, shall be neutral with respect to religious beliefs and also shall not engage in any activity that either disparages or advocates religion. FCPS shall treat religions within the educational context in an open, forthright way consistent with the pluralistic nature of our community.

Religion shall not be regarded as a taboo subject but rather should be dealt with directly and objectively when and where it is intrinsic to the learning experience. Teachers shall not teach religion but shall teach about religion as it relates to other elements of human culture and as it naturally appears in literature, social studies, the sciences and the arts.

Refer to [Policy 1460](#) and [Regulation 1461](#).

Responsive Instruction (RI), formerly called Response to Intervention (RtI)

Our school is an RI school, which means we use quality instruction, including differentiated instruction, in the general education classroom, and, if needed,

match interventions to student needs prior to making a referral for special education services, so that each student reaches his/her full academic potential.

If a teacher has concerns about a student, the teacher should discuss concerns with teammates for three weeks in their regular PLC meeting. If that has not been helpful enough, the teacher should fill out the purple "RI Request for Collaboration" form and return it in to Lynn Nichols' mailbox. Lynn will invite the teacher and all any resource teachers that work with the child to the next RI meeting to discuss the student. At that point, the referring teacher will be assigned to a shoulder partner to assist in coming up with interventions that best meet the student's needs for a specified period of time.

More information about RI will be shared with staff in staff meetings early in the school year.

Retention and Promotion

Notification of a possible retention must be noted on the student's third quarter progress report. (see [Regulation 2410](#))

Retention of students shall only happen after prior notification and explanation to the student's parents. Parent approval is necessary to the success of any retention; however, the final decision rests with the Principal. Please discuss all possible retentions with the Principal prior to the discussions with the parent.



Safety and Supervision of Students

The safety and security of all students and staff is of the utmost importance. Teachers are personally responsible and liable for the safety and well being of their students from the time they arrive at school until they depart. Good supervision of students at all times is necessary for our mission to be accomplished. The following procedures are to be used throughout Coates.

- **Never leave a child/children unsupervised in the classroom.** This is in the best interests of protecting a child's health and safety. If you cannot personally supervise them, then you must get another adult to help.
- **Do not place children alone in the hallway for any reason.**
- **Students must always travel in the building with a buddy.**

- A teacher or an instructional assistant must supervise students at all times. Parents and/or volunteers are not to supervise students unless a teacher is present.
- Every staff member shares in the responsibility of creating a safe environment for students. Staff should intervene if he/she observes inappropriate behavior.
- Greeting students as they arrive in the cafeteria at the beginning of the day is a good practice and creates a positive learning environment.
- Teachers should be in the doorway of their classrooms or hallways during dismissal of students. Specialists who are not on duty outdoors should be visible in the hallways. This includes both before and after school hours.
- Teachers are to accompany students to all special classes and remain with them until the specialist greets the class unless transitions are in close proximity to other specials.
- Full attention to student supervision is essential during recess. If more than one teacher is on duty, please split up to monitor all areas.
- Employ a system of requiring students to obtain your permission to go to the restroom.
- Please be aware of other classes when your students are in the hallways. It is expected that there is silence in the halls. Students will walk in single file on the right side of the hallway. We do not want students running in the halls; when caught they should be sent back to their destination.

Safety and Security Procedures

All staff, students and parents have the joint responsibility to provide a safe and secure environment for students. This plan is to establish procedures to protect students, employees, and others involved in school operations at Coates Elementary School from danger.

Chain of Command

The following list identifies the succession of authority and assures the continuity of administration. Notifications will be made if changes are necessary.

Karen Siple	Principal
Sharon Hickey	Assistant Principal
Satonya Dews	Administrative intern
Aida Lopez	Instructional Coach
Tracey Jenkins	Advanced Academic Resource Teacher

Training

1. Security policies, regulations, and procedures will be explained to staff members, volunteers, and other appropriate groups or persons.
2. Information shall be updated as changes occur.
3. Students will be instructed to avoid strangers and to travel to and from school in pairs or groups. This message will be reinforced periodically throughout the school year.

4. Please remind your students to not open the outside school doors to let in adults or strangers.

Social Committee

Social Committee bylaws are posted on 24/7. Information about this important part of our school will be shared at a staff meeting in the beginning of the school year.

Staff Meetings

At least one regularly scheduled staff meeting will be held each month; the dates are listed on the Calendar of Meetings (posted on 24/7). All instructional staff members are expected to attend and to participate fully in all regular staff meetings.

Star Award

The Star Award is a staff-nominated recognition given monthly at staff meetings, with the goal of identifying and celebrating peers who go above and beyond in their professional duties, both with students and adults. To nominate a fellow staff member, simply email either administrator with the name of the person and a brief description of the reason for nomination. This nomination will be read aloud by the nominator(s) at a staff meeting, in order to celebrate the accomplishments and great work of the nominee.

Student Council Association (SCA)

Coates School has an SCA. Officers are elected each year from the fifth and sixth grades. Additionally, classroom representatives will be selected from each classroom grades 3-6. Every effort is made to provide program involvement and leadership training for SCA officers and members.

Student Rights and Responsibilities

The Principal and/or the Assistant Principal will review and discuss the Student Rights and Responsibilities with your students by the end of the first week of school. Teachers should send the student handbooks home after completing the required instruction and after meeting with the Principal and Assistant Principal. Classroom teachers must teach the required SR & R lesson plans and administer the test (grades 4-6) by September 30.

Teachers must maintain a signature log to ensure that each student has had this instruction. Please ask each child to sign the attached signature log following the discussion of the information in the handbook. The class signature list, with students' signatures, your signature and date of discussion, should be returned to the Assistant Principal after teaching the lessons.

The SR & R handbook **MUST** be sent to parents upon completion of the lessons.

The parent signature sheet is required for each student. Please turn these sheets in to the office as soon as you have one from each student and no later than the last school day in **September**. These sheets are included in the handbook.

As new students enroll at Coates, the secretary will give their names to the School Counselor to arrange individual lessons. Lessons must be taught within five days of the students' arrival.

Substitutes

Planning for a Sub

- Register early on [SmartFindExpress](#).
- You must use the online [SmartFindExpress](#) To schedule a substitute. See the [Quick Reference Guide](#).
- Do not wait until you need a sub to register.
- Keep a copy of this information at your house. If you have questions, email the Assistant Principal.

Arranging for a Sub

- Please avoid scheduling a pre-arranged absence on a Friday or before a holiday.
- All sick leave for support employees and less than 11 month instructional employees is to be given to the Assistant Principal for approval (11 or 12 month instructional employees should contact the Principal). If you have been out unexpectedly, complete the leave request immediately upon your return to work and submit it to the Assistant Principal. The leave slips are located in the mail room.
- All personal leave requests should be given to the Principal.
- All long term leave requests (greater than five days) should be given to the Principal.
- Remember it is your responsibility to get a substitute and to log the absence into [SmartFindExpress](#). See Substitutes.
- In the event of an emergency or unexpected absence, (evening, early morning), you need to:
 - Enter the absence into [SmartFindExpress](#) as soon as possible.
 - Email the Assistant Principal and a teammate

- Call the school office, **703-713-3000**, and leave the job number, location of lesson plans, and a phone number where you can be reached.
- Leave adequately detailed plans to cover your absence.
- Make arrangements for someone to cover any AM or PM duty (i.e. bus, hall, cafeteria)
- A half-day of leave is three hours and 45 minutes.

The Substitute Folder

Every teacher will maintain a substitute folder in their classroom, which is easily accessible. The folder will contain the following and should be updated as needed:

1. Plan of the school building
2. Fire Drill instructions
3. Building Security Plan
4. Schedules
 - a. PE/Music
 - b. Library and Counseling
 - c. Duty schedule
 - d. Lunch/Recess Schedule
5. List of students receiving services from specialists, band, Instructional Assistants, etc. and their schedules
6. Class lists
7. Medical Information for specific students
8. Monthly menu
9. Whom to go to for help (team members)
10. Special needs of individual students

Emergency Sub Plans

Emergency substitute plans are due to the Assistant Principal by September 30. These plans are used in the event that you are unexpectedly absent and do not have time to prepare detailed lesson plans. This is different than your Substitute Folder, which is kept in your classroom. Some of the same information may be copied for your emergency sub plans but the emergency sub plans are plans for someone to follow if you are unexpectedly absent and cannot provide detailed plans for the day.

General Guidelines

To increase the likelihood that your substitute will have a successful day with students, make sure that you leave:

- Clear, concise plans and schedules
- Information on the location of needed materials
- Class rules and consequences
- The name of another staff member to go to for assistance
- Notes on particular students or situations that might need attention
- Extra activities or materials to be used as needed.
- A sheet asking for feedback from the substitute



TB Tests

All new employees are required to provide evidence of a negative tuberculosis test. [Regulation 4140](#) explains this in detail.

Teacher Performance and Assessment Process (TPAP)

FCPS has a Teacher Performance Assessment Program (TPAP) in place that requires teachers to be evaluated on a regular basis, according to standards of performance. Each teacher should refer to the Teacher Performance Assessment Handbook to become familiar with the evaluation process. Each school year teachers on the current years' evaluation cycle will be notified in a confidential letter in the first weeks of school.

See [Regulation 4440](#) for more information.

Technology

Computer equipment is distributed to kindergarten, first, second, and third grade classrooms as well as on our mobile labs. Teachers are responsible for care, storage, and security of computers placed in their classrooms and laptops on mobile labs used by their students. Students are to be instructed in care of this equipment and rules governing its use. All students must sign the Acceptable Use Policy (included in SR & R). Staff should not use "Instant Messaging," or social networking sites during the school day, unless directly related to the instructional program and given prior approval by either the Principal or the Assistant Principal.

Laptops

Teachers are expected to use laptops in the classroom to support instruction as well as for ongoing communication (i.e. e-mail) requirements. Laptops are for the assigned teacher's use only; family members may not use or modify laptops. Only FCPS approved software may be installed on any school computer, including laptops. See [Regulation 5720](#) regarding Fairfax County property in your possession. Fairfax County Public Schools has expended significant funds to provide a laptop computer to elementary classroom teachers. FCPS recognizes

the need for teachers to have access to technology, both to enhance the classroom environment as well as to allow you to make your work more efficient.

A laptop may be checked out for teacher use over the summer. If your laptop is lost or stolen over the summer do not delay in reporting the loss or theft. When you return with your laptop at the start of the school year your laptop must be checked in according to procedures established by your local school. These procedures may include installing and updating software, updating virus files, re-imaging computers or other school-specific procedures.

Work Requests

A work request for any technology issue should be submitted using RequestIT, found on any FCPS computer. See the School Based Technology Specialist (SBTS) if you have question.

Integration

All teachers are expected to use technology to support the curriculum. Student computer use is not meant to be a free time activity or reward. Staff must supervise student computer use at all times.

Professional Development

FCPS is continually implementing new technologies. All teachers are expected to upgrade their technology competency by learning new applications, attending training, and applying technology in daily classroom instruction.

Telephone Use

School-related Long Distance Calls

Any long distance calls relating to school business must be approved in advance by the Principal or the Assistant Principal. The office will assist you in making this call, as a long distance code is required. A long distance phone log will be maintained in the office.

Personal Long Distance Calls

Absolutely no long distance personal calls may be charged to the school. Personal long distance calls must be charged to a home phone through the operator or to a personal calling card.

Phone Use by Students

Students should not be sent to the office to phone home. Students may use the telephone in their classroom **with their teacher's permission**, if it is necessary for them to make a call home. Students may not call home except from the clinic if they are ill.

Inviting students to call a parent when they have performed exceptionally well or made a significant leap in learning is a very positive use of the classroom telephone.

It is strongly advised to not allow students to call home for forgotten items.

Cell Phones

All staff cell phones should be on vibrate during school hours. Staff should not use cell phones during the school day other than during a break or in case of emergency. Student cell phones are to be off and out of sight while at school (see SR & R for more information).

Testing Guidelines and Security

The following is a list of test security conditions that must be met when state or county mandated tests are administered in Fairfax County Public Schools, as outlined by the Office of Student Testing. Training will be required for most test administrations, under the supervision of the School Test Coordinator (Brendan).

- Students must never be exposed to test items or to the answers to test items prior to or following test administration. Use of test items in any form, including rewording test items is strictly prohibited.
- The test must be administered strictly in accordance with the instructions outlined in the specific test's examiner's manual. Directions that are to be read to students must be read exactly as they are written.
- No test item which is to be scored to obtain student test results may be used as a sample or practice item for learning how to mark responses.
- Photocopying all or any part of any test booklet is strictly prohibited.
- All persons are prohibited from attempting to formally or informally score answer booklets.
- All persons are prohibited from providing students with the answer to any test item at any time, whether before, during, or after test administration. This prohibition includes provision of cues, clues, hints, and /or actual answers in any written, printed, verbal, and/or non-verbal form.
- All persons are prohibited from changing students' answers to test items or altering students' written responses whether by providing hints or clues during test administration, correcting wrong answers during test administration, or by erasing or correcting answers or responses recorded by the student.
- All known violations of test security procedures shall be reported in writing; signed by the person making the report; and addressed to the Office of Student Testing. All such infractions will be thoroughly investigated. FCPS or the Virginia Department of Education will take action as necessary.

Testing Program 2011-2012

The administration of certain tests is required for all students at a grade level. Some of the tests are required by the Virginia Department of Education; others are required by Fairfax County Public Schools. A schedule of required elementary tests for this academic will be distributed. Detailed instructions concerning test administration will be distributed as far in advance of the testing period as possible. See the Assistant Principal, our School Test Coordinator, for more details.

Textbooks

Teachers should keep a record of every student receiving textbooks from our school. Typically books are numbered and lists of issued numbers are kept in the teacher's files for referral in the case of lost texts. Students will pay for lost or damaged textbooks. Students will also pay for lost or damaged library books. If lost books are found, the money will be refunded. Payment for lost or damaged books will be collected by the office staff during and at the end of the year.

Tornado Drills

- Tornado drills will be held at least once per year (March).
- All tornado drills will be announced ahead of time over the PA system, using a different alarm than the fire alarm.
- Teachers will review the tornado drill posture with their students at some point before the first drill of the year, reminding them of the purpose of this posture (to protect the head and spine).
- Teachers will review the tornado drill classroom evacuation locations with all of their students, so students know where they should go during a tornado drill (see map attached). These locations will be crowded due to the limited amount of locations available—please prepare students for this and request their wise use of space.
- When the alarm sounds, teachers will lead their classes to their assigned spots, helping their students maintain the posture required for the entire duration of the drill. Students are expected to remain silent en route to and from their assigned location and for the entire duration of the drill.
- Teachers will shut their doors and turn off their lights when they exit their rooms for the drill, just as in a fire drill.
- Teachers who have bathrooms in their rooms need be sure no children are left in there.
- Administrators and designees will sweep the halls to check the accuracy of the classroom evacuation plan. Staff members will alert this team if they encounter problems.
- Staff members and other adults without students shall vacate their locations and move themselves to the nearest safe location. This includes all teachers

and aides, office staff, cafeteria workers, custodians, and visitors, with the exception of the administrators, their designees, who will sweep the building in assigned zones.

- Certain staff members may be assigned to assist certain students with special needs.
- Classes located outside of the building (P.E. or at recess) should enter the building upon announcement of a tornado drill. Classroom teachers, if time allows, should head back to their assigned tornado drill location. If time does not allow, they should find the closest available safe location inside the building and remain there for the duration of the drill, being sure to alert the administrator or designee of their particular situation.

Teachers must make sure they have directions for substitutes in case of a tornado drill.

An “all clear” signal from an administrator will be given to indicate when it is safe to quietly return to classrooms in an orderly fashion.

See [Regulation 8625](#) for more information.

Tuesday Folders

All students’ work, PTA notices, and newsletters should go home in the Tuesday folder. Parents will learn to look for and expect the information on this day. Exceptions to this rule should be rare. If a child is absent on Tuesday, the envelope should go home the first day the child returns.

Please make certain that students understand that returning the envelopes on Wednesday is a priority.

Samples of work sent home should include various areas of the curriculum. Papers sent home should be checked/graded. Do not send work home unless it has been checked, or unless you have explained carefully to parents about “practice work.”

All written communication (newsletters and flyers) to parents must be submitted to an administrator for approval by Friday in order to be sent home in the Tuesday folder. Please share this information with your room parent(s).

Tutoring

[Regulation 8420](#) creates a policy regarding the proper procedures to follow when FCPS staff are tutoring.

An FCPS employee providing private tutoring/instruction at an FCPS facility does so as an independent contractor, not an FCPS employee. In order to avoid

ethical problems between the FCPS employment and the private employment the employee must comply with all the requirements of [Policy 4430](#), Conflict of Interest and [Regulation 4427](#), Non School Employment.

Employees may not tutor or provide private instruction for their own students.

Employees may only receive compensation for tutoring/private instruction that occurs outside contract hours.

Employees may not advertise their tutoring/private instruction services through Coates Elementary. FCPS maintains a list of tutors, for which staff may apply.

Employees may not contract with PTAs to provide tutoring or private instruction as a means of avoiding community use fees.

Instructors will file a building use application for each school use to include how many days and the block of time each day. Instructors shall pay a semester rental fee per day that they teach. The schedule of fees can be found in [Notice 8420](#).



Visitors

All visitors will enter and exit through the main entrance and report to the office. A sign is posted in the lobby welcoming and directing them to the office. Trespass notices are posted on exterior doors. Please notify the office immediately if you see someone on the playground without a visitor sticker.

Visitors will utilize the visitor management system and obtain a school ID sticker. The sticker must be displayed on the visitor's person, viewable to sight for the duration of their stay. The sticker authorizes the visitors to be on school grounds or on a field trip with students.

Special provisions are made for events that create large numbers of visitors.

All staff are responsible for stopping and questioning anyone who is not displaying a sticker. Persons without stickers will be escorted to the office for sign-in and assigned appropriate stickers.

Visitors/Observations

Visitors are welcomed in classrooms; however prior arrangements must be made with the teacher and the office. The time is limited to 45 minutes. Requests for children or adults to visit classes for the entire day will normally be disapproved. Lunch in the cafeteria, if approved by the administration, is allowed.

This also applies for observations by non-FCPS therapists/consultants. Prior to observations by outside observers a parent request must be made in writing to the Principal. The parent must also complete a Release of Information prior to the observation.

Volunteers

The volunteer program at Coates has a parent coordinator. Effort is made to provide both clerical and instructional assistance. Please consult with the Principal if additional needs are identified during the year. All new volunteers are required to attend Coates volunteer orientation.

As per [Policy 2730](#): All employees **and volunteers**, shall be expected to maintain personally identifiable student information, whether oral, written, or automated, in a confidential manner. Personally identifiable student information shall be disclosed within the school division only to individuals who have a legitimate educational interest and bona fide need for access to the information.

Such information shall not be otherwise disclosed within or outside the school division without appropriate consent or as otherwise authorized by law. For purposes of these requirements, **volunteers** shall be held to the same standards as are employees. Teachers, please remind your parent volunteers about this policy.



Walkthroughs (Collaborative Learning Visits)

Instructional Walkthroughs are scheduled observations. The observations are conducted by selected staff members that visit classrooms as teams. The data collected is used to identify trends and patterns in the school. It is not used as evaluation of individuals.

Weekly Bulletin

A weekly staff bulletin (Coates Notes) will be sent via e-mail on Friday, with information for the following week. It is your professional responsibility to read this weekly. If you have information to be put in the weekly bulletin, send Sharon the information via e-mail by noon on Thursday.

Work Hours

Coates instructional staff work hours are 8:45 a.m. to 4:15 p.m.

Teachers normally work a 7 ½ hour day. All staff are expected to be in their classrooms early enough to effectively prepare for students, even those without homeroom responsibilities. Teachers are expected to remain in the building until their supervisory duties with students are completed.

When school opens late due to inclement weather, instructional staff may delay their arrival time in accordance with the announced late opening. However, support and administrative staff is expected to report as soon as they can safely do so. On days when schools close early, staff will normally be dismissed after all students have left the building.

Refer to [Regulation 4421](#) for more information.

In accordance with the Fair Labor Standards Act (FLSA) Instructional Assistants are not permitted to work longer than a 7 ½ hour day. Refer to [Regulation 4421](#) for more information.

APPENDIX 1: Regulation 2115.6

Procedures for Reporting Cases of Suspected Child Abuse or Neglect

This regulation supersedes Regulation 2115.5

I. PURPOSE

To provide a procedure for ensuring compliance with required reporting of suspected child abuse or neglect to Child Protective Services (CPS) of the Department of Family Services of Fairfax County and for cooperating with CPS investigations.

II. SUMMARY OF CHANGES SINCE LAST PUBLICATION

- A. Section IV.A., the state hot line telephone number was added.
- B. Section VIII.A. has been revised to reflect the confidential nature of the report.
- C. Section VIII.B. has been revised to reflect the length of time records must be kept.
- D. Section VIII.C. has been added to provide direction on maintenance of records documenting CPS referrals.

III. REQUIREMENTS

- A. The Code of Virginia requires teachers and other persons employed in the public schools to report suspected child abuse or neglect.
- B. An abused or neglected child means any child less than 18 years of age whose parent(s) or other person(s) responsible for the child's care:
 1. Creates or inflicts, or threatens to create or inflict, upon such a child a physical or mental injury by other than accidental means or creates a substantial risk of death, disfigurement, or impairment of bodily or mental functions.
 2. Neglects or refuses to provide care necessary for the child's health, provided, however, that no child who, in good faith, is under treatment solely by spiritual means through prayer in accordance with the tenets and practices of a recognized church or religious denomination shall for that reason alone be considered to be an abused or neglected child.
 3. Abandons such child.
 4. Fails to provide adequate supervision in relation to the child's age and developmental level.
 5. Commits, or allows to be committed, any sexual act upon a child in violation of the law.

IV. REPORTING PROCEDURES

- A. All teachers and other employees of Fairfax County Public Schools (FCPS) who have reason to suspect that a child is an abused or neglected child must report the matter to CPS within the first 72 hours of the suspicion of abuse or neglect. The CPS child abuse hot line number is 703-324-7400. The Virginia state Child Abuse and Neglect Hot Line number is 800-552-7096. If the person suspected of abuse or neglect of a child is an employee of the Department of Family Services, the report shall be made to the director of court services for the Juvenile and Domestic Relations District Court of Fairfax County.
- B. A report may be made in one of two ways:
 1. The report may be made by the staff member directly to CPS. The staff member shall then notify the principal of the school in which the child is enrolled that a report has been made.
 2. The staff member may notify the principal of the school in which the child is enrolled and make the report jointly with the principal.
- C. The principal shall notify the school social worker and/or a social work administrator (senior social worker, coordinator of social work services, or director of social work

and support services) of all reports to CPS.

V. PENALTIES

Any person required to file a report regarding suspected child abuse or neglect who fails to do so may be convicted of a misdemeanor violation of the Virginia criminal code and fined not more than \$500 for the first failure. Subsequent failures incur a fine of not less than \$100 or more than \$1,000.

VI. IMMUNITY

Any person who reports child abuse or neglect or who participates in a judicial proceeding resulting from such a report shall be immune from any civil or criminal liability for such actions, unless it is proven that the person did so in bad faith or with malicious intent.

VII. COOPERATION WITH CPS INVESTIGATIONS

A. The Code of Virginia authorizes a CPS worker or a law enforcement officer to talk to any child suspected of being abused or neglected, or to any of his or her siblings, without the consent of and outside the presence of the parent, legal guardian, or school personnel. If children are interviewed on school grounds, the principal or the principal's designee shall ensure that the CPS worker or police officer has furnished proper identification.

B. A CPS worker or a law enforcement officer may interview FCPS personnel if school staff members are identified as having knowledge that may help ensure the safety of the child.

C. CPS may have access to student records only as allowed by the Family Educational Rights and Privacy Act. See the Management of Student Scholastic Record manual for specific guidance.

D. The Code of Virginia authorizes a CPS worker or a law enforcement officer to take a child into custody for up to 72 hours without prior approval of the parent(s) or guardian and without a court order if CPS determines that there is an imminent danger to the child's life or health. The principal or the principal's designee shall be notified of any such request and shall ensure that the CPS worker or law enforcement officer has furnished proper identification. CPS is required to notify the parent(s) or guardian (s) if such action is taken.

VIII. RECORDKEEPING REQUIREMENTS

A. Any records pertaining to reports or investigations of child abuse or neglect shall be kept separate from the student's other educational records.

B. Records pertaining to reports or investigations of child abuse must be maintained by the principal until the student reaches the age of 20. At minimum, the records maintained must document that a report to CPS has been made and that any action taken by the principal or FCPS in response to notification by CPS that abuse or neglect has occurred.

C. Records are for the principal's documentation of reports and should not be transferred to the student's future schools of attendance.

Legal Reference: United States Code Title 20, section 1232g; Code of Virginia, sections 63.2-1501, 63.2-1509, 63.2-1512, 63.2-1518

See also the current version of: Management of Student Scholastic Record manual
FAIRFAX COUNTY PUBLIC SCHOOLS

Please note: All cases of "sexting" will be treated as the distribution of child pornography and will be reported to CPS.

Please print a hard copy of this page, complete it, and return it to Karen by September 16, 2011.

I have read the Lutie Lewis Coates ES Handbook for 2011-2012.

Questions:

Comments:

Suggestions:

Employee Name

Signature

Date