

# Fredric W. Watson Elementary School

## Staff Handbook

2021-2022

### MOTTO AND MISSION STATEMENT

#### MOTTO

“We are branded for success.”

#### Mission Statement:

At Fredric W. Watson Elementary School, our mission is to support the academic, social, and emotional needs of all students in order for each individual to reach maximum potential in a global society.

# Fredric. W. Watson Staff Handbook

Staff List

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School Map

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### *Personal Commitment Expectations expected from the Staff:*

1. Taking ownership of personal performance.
2. Setting performance goals that are realistically aligned with district, school, and personal goals and determining the actions and behaviors required to achieve these goals.
3. Seeking out and using input from others.
4. Committing to the development required for current jobs and career goals.

### *Personal Commitment Expectations from the Administration:*

1. Communicating job requirements, district goals, school goals, and performance expectations.
2. Coaching to achieve success in current assignments.
3. Supporting career aspirations and plans.
4. Creating an open and trusting culture.
5. Resolving systemic issues.

### *Personal Commitment Expectations Shared between Staff and Administration:*

1. Preparing SMART goals.
2. Aligning individual goals with the goals and initiatives of the school and district.
3. Assessing contributions during and at the end of the appraisal period.
4. Giving and receiving candid feedback.
5. Following through on actions agreed upon during supervisory conferences.

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### Administrative Expectations 2020-2021 Academic Year

#### School-Wide Directives:

Implement the Three Tier Reading Model as defined by Clark County School District and our school-wide professional development so that students are able to maximize achievement. Be able to discuss with your supervising administrator instructional decisions based on student assessment data within the Three Tier Reading Model.

#### Reading Instruction:

All grade level classrooms will follow Ready reading with fidelity. All grade level classrooms will provide grade level and customized small group reading instruction in alignment of NVACs and student needs during the 2021-2022 school year.

#### Writing Instruction:

Grade levels may select their own writing program. All classrooms will provide multiple opportunities for students to engage in authentic writing-opinion, informative/explanatory and narrative-with specific feedback from the teacher which will enhance student proficiency. In general education and grade level classrooms, writing instruction will take place daily with the standard for acceptable student performance in alignment with the samples provided in the CCSS Appendix C.

#### Mathematics Instruction:

All grade level classrooms will follow Envisions math with fidelity. All grade level classrooms will use Number Talks as a component of their mathematics instruction. Teachers will facilitate students in the development of skills described in the Standards for Mathematical Practice of the NVACS. Supporting materials from EnVisions (2.0), and Elementary mathematics.org have been purchased or are available in the professional resource library of the school or through your grade level. Any materials not specifically mentioned above must be approved by an administrator prior to their use in classroom instruction.

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### Response to Instruction:

Teachers will be expected to provide daily scheduled interventions to their own students within the structures of their own classrooms and with the support of special education staff and/or instructional support staff and community volunteers. The Data Tracking system for Harris that will be utilized to record data include:

- Progress Monitoring: red students - once a week, yellow students - once a month
- Benchmark: green students - 3x a year
- Assessments include: AimsWeb+, MAPS, Core Phonics, Brigance

### Structured Teacher Planning Time:

All grade levels will meet for regular STPT sessions which will focus on student achievement and improving instruction for all students. This is an opportunity for teachers to discuss practice, intervention techniques, students, classroom and grade level achievement trends, implementation of instructional strategies to address those trends and to monitor instructional progress. Grade level input about students being referred to the RTI committee should be part of these meetings. Minutes of those meetings will be provided to the administration and each member of the grade level. These meetings will be scheduled a minimum of one time a month, with additional sessions scheduled as needed.

### Lesson Plans:

Teachers will be expected to have lesson plans available for review which will reflect the specific needs of the students in the classroom and to be posted no later than the Monday at 8:30 a.m. the week of. As a minimum, plans should include: clearly identified Nevada Academic Content Standards specific to instruction, lesson objectives, assessment measures, grouping strategies, instructional procedures, resources and time allocations that are age and content appropriate (refer to the components of an effective lesson plan). Plans are to be available for review by Monday at 8:20am for the subsequent week. Substitute plans should be readily available in the front office in case of emergency absences.

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### Grading

Students will receive a minimum of 2 grades a week for each content area, with grades balanced through equal representation of all standards within the semester. Please follow the 2021 CCSD grading procedures

Classroom Management: Teachers are expected to work with classes continuously to ensure students follow appropriate school behaviors.

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### EVALUATION OF LICENSED PERSONNEL

The evaluation process will follow the procedures specified in CCSD Regulation 4322. Formal written evaluations will be made at any time during the contract year.

#### Post-Probationary Employees:

- At least once a year a formal written evaluation will be made on or before April 15.

#### Probationary Employees:

- At least once a year a formal written evaluation will be made on or before April 15.

The written evaluation will be based on the following considerations:

1. The extent to which instructional processes, as described by the Licensed Employee Appraisal Report Rubric, are effectively accomplished.
2. The extent previously identified directions, recommendations, or goals for improvement are effectively accomplished.
3. The extent to which district, school, and individual priorities are addressed.
4. The extent to which the expectancies of the district and school policies, regulations and procedures, administrative directives, and contractual obligations are effectively met.
5. The extent to which overall professional expectancies are effectively met.

(See CCSD Policy/Regulation 4320 and 4322)



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### EVALUATION OF LICENSED PERSONNEL EVALUATION INSTRUMENTS

Instruments utilized in the supervision and evaluation process may include the following:

1. Record of Personnel Notification (CCF-21)

This form is used by the administrator to provide written notification of specific teacher performance (e.g., commendation of exemplary performance, notification of need for improvement).

2. Teacher Evaluation Conference Summative Scoring Tool

This form is mandated by the district. It constitutes the formal evaluation report and certifies an employee for reemployment or non-renewal of contract.

3. Principal's Observation Form

This form is used to record brief comments regarding classroom observations made by the principal. The observation forms become a part of a log of observations and may be used in written evaluations and/or individual conferences.

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### NEWSLETTERS AND OTHER WRITTEN COMMUNICATIONS

#### Watson Weekly

- Informs the staff of happenings, meetings, etc. for the current week.
- Should be accessed through Google Team Drive.
- Can be found in the “Watson Weekly” Team Drive.
- Items must be submitted to Mr. Davis by Thursday afternoon for inclusion in next week’s memo.

#### The Wrangler Round-up (School Newsletter):

- Monthly Newsletter
- Contains school-wide information for parents and the community
- Is an effective way to inform parents about upcoming events.
- Is published at the beginning of the month.
- Will focus on:
  - ❖ School-wide teaching and learning goals
  - ❖ Family strategies to support learning
  - ❖ Goals and celebrations
  - ❖ Upcoming events
  - ❖ Grade Level Updates
  - ❖ MTSS/PBIS Updates

#### Other Written Communications:

The principal is charged with the responsibility of ensuring correctness and accuracy of all school communications.

#### All correspondence sent home by teachers or other personnel:

- Should be approved by administration in advance of issue.
- Are expected to be well-written, strong tools for public relations.
- Should be professional in establishing a positive school image.
- Should be kept on file by the teacher. NOTE: This does not include notes written to individual parents.

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### Digital Communication Tool:

The teacher is charged with communicating with the parents daily/weekly.

All teachers are required to use a digital communication tool (Class Dojo, Bloomz, etc):

- Should communicate with parents on student behavior, goals, and academics
  - Are expected to be well-written, strong tools for public relations.
  - Should be professional in establishing a positive school image.
- (See CCSD Regulation III O.)

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## STAFF RELATIONSHIPS

### Each staff member should:

- Assume a positive role in maintaining cordial interpersonal relationships.
- Cooperate in resolving staff concerns.
- Act as a team member.
- Attend and be a productive member of all grade level meetings and structured teacher planning sessions.

### Teamwork and Staff Involvement are:

- Essential for developing and maintaining a positive school climate.
- Essential for a productive learning environment for students.

### Problems are normal occurrences in every school; however, effective schools:

- React to concerns in a positive manner.
- Resolve problems cooperatively.
- Make attempts to resolve the issues with the staff member involved.
- Keep an open, two-way communication.

Staff needs and concerns should immediately be brought to the principal's attention if they cannot be resolved by the individuals.

### The Staff Relationship Goal at Fredric W. Watson is to:

- Work together cooperatively to make quality decisions
- Encourage and welcome staff input in a positive manner
- Accept and celebrate the individual differences and uniqueness of each staff member
- Refrain from behavior or talk that is destructive to the well-being of individuals and the school community

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### MEETING SCHEDULES

Tentative based on Leader In Me Lighthouse Committees

### MEETING NORMS

1. Have an objective
2. Respect all input
3. Respect the agenda
4. Refrain from side conversations
5. Ensure meetings are relevant and purposeful

### COMMITTEES AND MEMBERS

Design Team addresses school-wide issues related to effective instruction, identifies appropriate resources, implementation of effective teaching strategies and assessment tools. The Design Team is responsible for: gathering, communicating and disseminating information and ideas; making decisions on recommendations submitted by committees and teams; collecting and evaluating evidence of progress made and results achieved in meeting school goals.

Inclusion Fusion committee serves as the group to research, implement and plan instruction based on best practices for students with IEPs in the general education setting. Inclusion will also evaluate the structures used to provide support to students and avenues for improvement. **This team is made of Resource Teachers and inclusion classroom teachers.**

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Literacy Committee is responsible for the analysis of language arts instruction. This committee will review effective instructional practice, differentiated instruction, assessment and needed resources. It will work with the professional development committee to determine areas of need and to plan professional development for the staff. The literacy committee will plan Nevada Reading Week Events, Spread the Word NV, etc.

Multicultural Committee plans and coordinates school-wide multicultural events and parent involvement nights. This team is composed of teachers and support staff.

Safety/Ab521/Behavior Committee considers school-wide behavioral issues, develops procedures and expectations for common areas of the school. The committee will resolve AB521/AB480 concerns and determine what action must be taken when a student engages in behavior that seriously interferes with the ability of a teacher to teach and the ability of other students to learn. The primary goal is to establish a safe and orderly school environment. The team ensures safety of students and staff by maintaining procedures and establishing rules and regulations dealing with safety concerns. This committee oversees character education, peer mediators, and the progressive discipline plan. This committee is composed of the principal, counselor, psychologist teachers, support staff, and a parent.

Student Generated Funds Committee determines the parameters for expenditures of school generated funds within the school district guidelines. SGF makes decisions related to purchasing, distribution, and inventory of supplies and materials. The Design Team also serves as the SGF Team.

Social Committee schedules and coordinates social celebrations and events within the school. It also responsible for the publication, sale and distribution of the yearbook. This committee is composed teachers and support staff.

Events Team committee schedules school wide events, fundraisers, and holidays for the school community that staff members

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participate in. This includes but is not limited to: Fall Festival, Family Day, etc.

Crisis Response Team meets monthly and is responsible of supporting students and staff in high need situations. **This team is made up of the administration, school counselor, school psychologist, social worker, school nurse, and one licensed staff member per grade level.**

Response to Intervention (RTI) Committee will meet weekly to discuss students who are in academic need at the Tier 2 and Tier 3 level. The committee will consist of one person per grade level, strategists, psychologist, counselor, and teachers that are required to meet monthly .

Data Team will meet as needed to discuss data pertaining to I-ready benchmarks. This team will also help with the school wide data bulletin board.

### STAFF DEVELOPMENT PROGRAMS

The principal will meet with each grade level and staff to plan staff development activities for the entire school year. Activities will be planned cooperatively, based upon school/teacher goals and individual needs/interests.

Staff Development activities are considered to be an integral part of increasing teacher and school effectiveness. Teacher involvement is expected. A calendar of activities will be provided following staff input.

**Attendance, unless otherwise communicated, will be mandatory.**

Staff development activities will be planned to begin and end on time. Professional courtesies will be shown to all presenters through active listening and participation. Every effort will be made to make visiting resource speakers feel welcome and comfortable at our school.

### SUBSTITUTE TEACHERS

The CCSD Licensed Personnel Division has established procedures for obtaining a substitute teacher. These procedures must be accurately and consistently followed as specified in the SPAS system procedures provided annually for each teacher. It is the teacher's responsibility to arrange for a substitute, whether it be for illness or personal leave time, through the district substitute service procedures. The office staff will not assume the responsibility for arranging for substitutes. Arrangements for substitutes should be made as far in advance as possible to ensure their availability. To arrange for a substitute via the Internet access the SEMS on the CCSD website. The building administrator must be notified as well as calling the substitute service. Notify the school office between the hours of 7:30 and 8:00 a.m.

Additionally, you must call the school each day at least fifteen (15) minutes before the end of the last class to inform the school whether or not you will return the next day.

District procedures require that, at a minimum, teachers must have available these things for substitutes:

1. Attendance records
2. Current lesson plans
3. Seating charts
4. Routine daily schedule

To ensure that the educational process proceeds without undue interruption, a Substitute Folder for each teacher will be created. This folder will be prepared by each teacher by August 30th, and should include the identified information:

1. line-up location of your students on the playground
2. before/after school and playground duty schedule
3. daily schedule
4. recess/lunch procedures for regular days and inclement weather
5. dismissal procedures



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6. description of office, hall, and nurse pass procedures – specify students who will need to visit the health office for routine procedures
7. description of fire drill/emergency procedures and /or any unique classroom organization
8. classroom rules
9. list of responsible students who can be counted on for help
10. description of discipline techniques with which your students are familiar

### Additional Information (Optional):

1. name and room number of a teacher in the grade level with whom the substitute can consult for advice
2. description of alternative instructional activities that can be used to supplement lesson plans
3. list of students in each instructional group for reading and math
4. substitute letter (provided by office)

**It is the responsibility of each teacher to discuss/involve students in recognizing behavior expected when a substitute is in charge.**

1. Discuss the fact that student behavior gives the substitute an overall impression of the school
2. Develop a willingness on the part of the students to accept the fact that a substitute might do things differently.
3. Encourage students to assume a major responsibility for helping the day go well and to maintain an atmosphere of courtesy and respect.

As determined through grade level input, in the event that a substitute is not available for a class, students in that class will be evenly divided into groups which will be dispersed into the other classes of the same grade level. Due to the instructional impact of

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this procedure, it is essential that teachers confirm substitute assignments prior to foreseen absences.

### Returning from an Absence

Be sure to obtain and complete a CCF-101 from the office manager upon return to school, if you have not already done so prior to the absence. It is the responsibility of the teacher to complete the form and return it to the office manager within three (3) days.

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### OUTSIDE EMPLOYMENT AND ACTIVITIES

Employees shall not assume outside work or activities that will interfere with the regular duties of an employee's assignment, extracurricular duties, or overtime that may be assigned.

Employees will not be excused to attend university or other similar classes during the hours they are responsible for duty as required by the work assignment, extended-day activities, or overtime that may be assigned.

A certified employee shall not receive compensation to tutor a student who the employee instructs during regular duty hours.

Appointments for any tutoring shall be arranged so that they will not interfere with curricular or extracurricular assignments.

Use of the school building, supplies, or equipment in conducting private tutoring assignments is not authorized.

Employees who engage in any political activities shall do so according to adopted policies and regulations which, among other things, prohibit such activities during duty hours.

(See CCSD Policies 4250 and 4251)

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### EMPLOYEE LEAVE

#### Sick Leave

All employees shall earn or accrue paid sick leave at the rate of 1.5 days for each month of service during the regular school year to a maximum of fifteen (15) days in any year. Paid sick leave may not be accrued for summer school during the summer months except by employees in those schools in which the summer months constitute a part of the regular school year.

Sick leave is granted to an employee who is unavoidably absent because of personal illness, accident, or because of serious illness or accident in the immediate family. The term "immediate family" pertaining to the use of sick leave shall mean mother, father, husband, wife, son, daughter, brother, sister, mother-in-law, father-in-law, foster child, step child, step parent, or any person living in the immediate household of the employee.

Unused sick leave shall be accumulated from year to year without limit. If it appears that an employee's use of this time allowance is excessive, questionable, or not in accordance with the provisions of the agreement, the immediate supervisor shall submit to the director of certified personnel a report of the employee's use of sick leave.

#### Bereavement Leave

Leave with full pay shall be allowed for three (3) days for each period of bereavement or absence due to death in the immediate family of the employee. Two (2) additional days with full pay may be approved by the employee's supervisor. Time may be allowed for travel, with maximum bereavement leave, not to exceed seven (7) days. Bereavement leave shall be deducted from sick leave.

The term "immediate family" pertaining to the use of bereavement leave shall include those persons named above (sick leave) and also grandmother, grandfather, grandchild, sister or brother-in-law, son-in-law, daughter-in-law, and foster parent.

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### Universal Leave

All employees are entitled to one day of universal leave. Four days notice is required for use of universal leave

### Personal Leave

Employees who in the prior school year used five (5) days or fewer of sick leave, exclusive of bereavement leave and religious observance, shall be entitled to two (2) days personal leave with pay. Employees who use no sick leave, exclusive of bereavement, universal or personal leave, shall be entitled to four (4) days personal leave with pay. Employees who in the prior school year used more than five (5) days sick leave, exclusive of bereavement or religious observance leave, are not entitled to personal leave as per Article 20.2 of the negotiated agreement.

Earned personal leave shall be granted to employees without any limitations on the purpose for the use of such days and shall not be limited by the following provisions:

1. Employees qualifying for personal leave shall notify their immediate supervisor of the intended use of a day's personal leave at least four (4) days prior to the date to be used except in the cases of personal emergencies. In the latter case, notice should be given as early as possible.
2. Personal leave shall not be taken during the first five (5) days or last five (5) days of the contracted school year except in the case of emergencies or graduation of the teacher's child from school.

Teachers who have earned personal leave in accordance with the contract may elect to buy-out earned personal leave at the negotiated rate in lieu of taking them.

### Employee Family and Medical Leave: All Employees

Eligibility: To be eligible for FML benefits, an employee must:

1. Have worked for the district for at least 12 months, and

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2. Have worked at least 1,250 hours during the twelve months preceding the first commencement of the FML. Entitlement is determined by a "rolling" 12-month period measured backwards from the date an employee uses any qualified FML.

Eligible employees may take up to a maximum of 12 work-weeks of leave per "rolling" 12-month period for one or more of the following qualifying events or conditions:

1. for the birth, care, or placement of a child for adoption or foster care; or
2. to care for an immediate family member (spouse, child, or parent) with a serious health condition; or
3. to take medical leave when the employee is unable to work because of a serious health condition.
4. "Serious health condition" means a serious illness, injury, impairment, or physical or mental condition.
- 5.
6. All FML, whether regular or intermittent, is non-paid unless declared otherwise by the employee (with certain restrictions). Calculation for the amount of FML available begins when a qualifying event commenced: whether the accrued earned leave or non-paid leave was taken. The use of accrued paid leave for a qualifying event or condition will reduce the amount of the FML subsequently available to an employee.
7. Birth, Care, Placement of a Child
8. Spouses who are both employed by the district are jointly entitled to a combined total of 12 work weeks of family leave for the birth of placement of a child for adoption or foster care and to care for a child.

### Intermittent Leave

Under some circumstances, employees may take FML intermittently - which means taking leave in blocks of time or by reducing their normal weekly or daily work schedule.

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### Health Benefits

The Clark County School District will continue to contribute its portion of the appropriate group health insurance coverage in force at the time FML begins during eligible FML. The employee must pay his/her required contributions to the appropriate insurance administrator for the respective bargaining unit. If the employee fails to return from FML, the district may recover any premiums that the district has paid for maintaining group health insurance coverage during FML.

### Job Restoration and Benefits

Employees returning from FML may be restored to the same position held prior to their leave or may be assigned to an equivalent position. The district is not obligated to return the employee to the position held by the individual prior to FML.

- Additionally, the law places certain restrictions upon FML which apply to requests by employees employed principally in an instructional capacity or whose presence in the classroom is necessary to the educational process.
- Employees who take FML do not earn service credit for retirement or advancement on the salary schedule and do not accumulate other benefits.

### Notice and Certification

Employees seeking to use FML are required to provide:

- 30-day advance written notice of the need to take FML when the need is foreseeable. When the need for FML is not foreseeable, the employee must submit a written request for FML to the appropriate administrator, Human Resources Division, as soon as it is determined that leave is necessary;
- medical certifications on approved district forms supporting the need for leave due to a serious medical condition affecting the employee or an eligible family member.

This is intended to be a brief explanation of the federal law or CCSD Regulation (4359) which details implementation procedures and requirements for district employees wishing to request FML.

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A copy of CCSD Regulation (4359) is available on the CCSD website at the District Link / Policies and Regulations.

All employees should contact 799-5065 for specific details regarding Family Medical Leave.



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### EMPLOYEE DRESS AND GROOMING

#### CCSD Policy 4280

Employees are expected to dress in a manner that projects a positive and professional image for the employee, the school, and the district. The following are not considered appropriate attire:

1. Jeans with tears or ragged edges, shorts, revealing/provocative shirts and tops, tank tops, muscle shirts, short skirts (more than four inches above the knee), sweat suits, warm-ups, spandex/lycra as an outer garment or similar tight outfits;
2. Slippers, house shoes, work boots, thongs, and other similar foot apparel;
3. Footwear without appropriate socks or stockings

All employees are expected to exemplify grooming standards in a manner that projects an appropriate image for the employee, the school, and the district.

1. Employees shall keep their hair neatly groomed. Beards and mustaches shall be neatly groomed;
2. Employees shall not wear on the outside of their clothing jewelry or similar artifacts that may be considered obscene or distracting, may cause disruptions, or which may present a safety hazard to the employee and those with whom they work. Hats are not to be worn inside the work site building.

#### Exceptions

The following exceptions may be designated for special events or circumstances only, as approved by the principal or designated site administrator:

1. Shorts (no more than four inches above the knee) and costumes (in good taste and not revealing nor provocative); and

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2. Clothing appropriate to a special instructional assignment such as, but not limited to, physical education classes, vocational classes, and self-contained special education classes.

It is emphasized that the Board of School Trustees, CCASA, CCEA, and ESEA believe that appropriate attire and grooming are important to all of us as professionals. Therefore, it is a joint expectation that all employees will comply with the standards discussed above.

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### HARASSMENT EQUAL OPPORTUNITY EMPLOYER

#### Harassment

Harassment of an employee or student will not be tolerated. All persons can seek employment, attend school, work in security and dignity and are not required to endure insulting, degrading, harassing or exploitative treatment.

#### Sexual Harassment

Title VII of the Civil Rights Act of 1964 and the Civil Rights Act of 1991, as amended, prohibits discrimination based on sex. Sexual harassment is generally defined as a repeated or unwanted verbal or physical sexual advance, sexually explicit derogatory statements, or sexually discriminating remarks made by someone in the workplace which are offensive, objectionable, or intimidating to the recipient or which cause the recipient discomfort or humiliation or which serve to create an intimidating, hostile working environment.

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### EQUAL OPPORTUNITY

#### Employees

The Clark County School District is an equal opportunity employer and will not knowingly discriminate in any area of employment practices, including recruiting and hiring, against any United States Citizen or legal alien on the basis or race, color, creed, religion, sex, age, marital status, national or ethnic origin, or disability. This shall extend to working conditions, training, promotion, and terms and conditions of employment.

Under the provisions of the Americans with Disabilities Act of 1990, as amended, qualified applicants and employees with disabilities will not be knowingly discriminated against in hiring, promotion, discharge, pay, job training, fringe benefits, and other aspects of employment. Support and consideration will be given to any employee who in spite of medical conditions or disability, is able to perform all of the essential functions of the assigned position with reasonable accommodations, if necessary, and is not a health or safety threat to students or fellow employees as determined by competent medical authority.

#### Students/General Public

The Clark County School District does not knowingly discriminate against any person on the basis of race, color, creed religion, national or ethnic origin, sex, age, or disability in admission or access to, or treatment or participation in its programs and activities. Under Section 504 of the Rehabilitation Act of 1973, appropriate public education, including reasonable accommodations and equal opportunity to participate in school programs and activities, will be provided to disabled students.

#### Child Abuse and Neglect

Nevada Statutes require school authorities, school teachers, and others to report to Nevada State Welfare or to law enforcement agencies any suspected case of child abuse or neglect. Immunity from civil or criminal liability is provided under the law to those making such reports.

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Nevada Statutes define child abuse and neglect as “physical or mental injury of a non-accidental nature, sexual abuse, sexual exploitation, or negligent treatment or maltreatment of a child under the age of 18 years by a person who is responsible for the child’s welfare under circumstances which indicate that the child’s health or welfare is harmed or threatened thereby.”

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## SCHOOL HOURS

### TEACHERS

- Teachers are expected to arrive at school at 8:25 a.m. each school day and leave at 3:36 p.m.
- If the teacher wishes to go off campus for lunch, he/she must notify the principal or office staff and sign out.
- At all times during the defined working day, exclusive of lunch, all teachers should be on campus. Please confer with the principal to obtain a variance to this expectation.
- Teachers will have one-half hour duty free lunch daily.
- When early or irregular dismissal times are observed, due to emergencies, it is imperative that teachers not leave school until all students have gone or special provision has been made for their supervision.

### STUDENTS

- Students are expected to adhere to district times set for the school day 9:15 am to 3:26 p.m.
- Students are NOT to be on the playground before 8:50 a.m. for any reason and are expected to go home immediately following school. Teachers are expected to communicate this to parents, guardians, and students.

Office Hours: 7:30 a.m.-4:00 p.m.  
a.m.-3:30 p.m.

Custodians: 7:00

3:00 p.m.-11:00 p.m.

Breakfast: 9:00 a.m.-9:30 a.m.  
a.m.-3:26 p.m.

Grades K-5: 9:10

Lunch: See yearly schedule  
a.m.

A.M. PreK: 9:10 a.m.-11:40

P.M. PreK: 12:50-3:26 p.m.

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### Morning

Teachers are to meet their students at 9:00 am in their classroom.

### Dismissal:

Teachers are to dismiss their students from the south side of the school at 3:26. When the student sees their parent/guardian, they must notify the teacher and walk to their parent/guardian. \*Two teachers from every grade level will walk students out to the gate who walk/are picked up by vehicle and dismiss students in a single file line. All teachers must remain on duty until all students have been dismissed or until 3:36.

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## MASTER BELL SCHEDULE

The bell schedule for the 2021-2022 school year is as follows:

9:00 a.m. .... Gates Open

9:15 a.m. ....Instruction begins

3.26 p.m. ....Dismissal of Students

- When a bell or whistle sounds to end activities, students are to STOP playing and FREEZE.
- Students must WALK immediately to their classroom line when entering the gate
- Teachers are expected to be at their classroom by 9:00 a.m. and greet students individually.
- Response is expected of all students and should be reinforced by each teacher.



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### Announcements

District Regulation 6113.3 discusses the Board of School Trustee's desire and direction that children in the Clark County School District be taught that the American flag is to be accorded the respect befitting the loyalty and gratitude to the United States of America held by those who enjoy its benefits. In accordance with Nevada Revised Statute, each teacher should set aside a period of approximately one-half minute at the beginning of each school day during which all persons must be silent for voluntary individual meditation, prayer, or reflection. (See CCSD Regulation 6113.3)

At 9:15 a.m. Opening Ceremonies will begin with the following activities:

- Pledge to the flag
- Moment of silence
- Daily Announcements

Student behavior expectations are:

- When students are walking in the hallway, students must stop while the Pledge of Allegiance is being announced.
- Participation during the pledge and song
- Quiet during the moment of silence and any announcements
- A "Get Ready to Learn" attitude

End of the Day DISMISSAL DUTY

For the Sake of Student Safety, Expectations are:

- Teachers may dismiss students who ride the bus with a "bus buddy"
- Teachers are to dismiss their students from the dots at 3:26. When the student sees their parent/guardian, they must notify the teacher and walk to their parent/guardian.

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- Two teachers from every grade level will walk students out to the gate who walk/are picked up by vehicle and dismiss students in a single file line.
- Teachers should not engage in conferences/conversations with other teachers or parents that distract from the responsibilities of supervising.
- Teachers need to consistently enforce the rules and intervene before problems arise.
- Teachers need to remain on duty until all children are off the school grounds.
- Any children who have not been picked up at the end of the assigned duty time must be sent to the front office for their families to be notified.
- Teachers are expected to be on duty after school from 3:26-3:36 p.m.

## Fredric. W. Watson Staff Handbook

### LUNCHROOM PROCEDURES

Teachers are expected to practice lunchroom procedures with students quarterly to ensure respectful and responsible lunchroom behavior.

GRADE	LUNCH	RECESS

Please review these guidelines throughout the school year:

1. Cold lunch students will place their lunchboxes in the classroom lunch basket in the morning. Lunch monitors (assigned by teacher) will walk the lunch basket to the multipurpose room to the designated tables/stage.
2. Students will line up according to "hot lunch" and "cold lunch" in the \_\_\_\_\_ hallway. Students will follow the lines to receive their lunches and proceed to their table. If the tables are not clean, cold lunch students will stand at the table until it is cleaned.
3. Kindergarten & Fifth grade students - These students will sit with their assigned buddies at any table they'd like. Kindergarten buddies should sit in between the fifth grade buddies. If this becomes a problem, table assignments will be used. Students must remain seated once they have been directed to a seat.
4. Students in grades 1st through 4th must sit boy/girl starting from the end of their row that is closest to the MP restrooms. Students must remain seated once they have been directed to a seat.
5. Students must raise their hands for assistance.
6. Students must use "bathroom" signal for bathrooms
7. Students will follow all lunchroom guidelines and the duty personnel will remind them as needed.

## Fredric. W. Watson Staff Handbook

8. Students may talk with their neighbors using indoor voices.
9. NO FOOD LEAVES THE LUNCHROOM. ALL FOOD MUST BE PLACED IN CLASS BUCKETS.

### LUNCHROOM EXPECTATIONS (TBD):

- S - Stay seated in designated area
- N - Neat
- A - Always use your manners
- C - Clean up
- K - Keep a "level 2" voice level

### Inclement Weather Schedule

GRADE	INDOOR ACTIVITY	LUNCH

1. Teachers will arrive to the cafeteria on time to drop off students in the lunchroom.
2. Teachers will pick up students from the lunchroom at the designated times
3. Teachers will keep students in their classrooms during recess times and may do activities.

## Fredric. W. Watson Staff Handbook

### SPECIAL DAY ACTIVITIES

If a student wishes to celebrate a birthday at school, they may distribute a snack at the end of the school day in *your* classroom. Do not drop off birthday snacks in the lunchroom. Balloons, decorations, and party favors are discouraged. Please add this information to your beginning of the year newsletter.

#### Holidays

In observance of recognized special days, teachers and students may prepare and carry out suitable educational activities. Please do not begin earlier than one hour before dismissal time.

Activities are appropriate in grades K-5 for (see administration):

- Halloween
- Thanksgiving
- Christmas\*/Winter Holiday
- Valentine's Day
- End of the Year

\*At Christmas, do not arrange for or allow students to exchange gifts; to do so often places undue burden on parents and students. District regulations and city ordinance require that Christmas trees be fireproof if they are in classrooms.

*State Law stipulates that no books, papers, or equipment of a sectarian nature may be used.*

Birthday celebrations for students are not to be held during the school. Birthday invitations are not to be distributed at school. Those students not invited may feel left out.

Please plan worthy activities for holiday celebrations and parties. Make every effort to clean rooms after holiday celebrations or parties. Care should be taken not to schedule significant activities or examinations on other major religious holidays not identified above.

## Fredric. W. Watson Staff Handbook

All food served at holiday parties shall be in compliance with CCSD nutritional guidelines.

(See CCSD Regulation 6113)

## Fredric. W. Watson Staff Handbook

### BULLETIN BOARDS

Standards based format moves bulletin boards from "fluff" to teaching and learning boards. The idea is that a bulletin board is a window into the instruction in a classroom. The boards are used to show teaching that is going on inside, but are also used for learning as other teachers, classes, students, parents, and visitors all stop to read the student work. Bulletin boards are one of the ways that we make our teaching visible and transparent.

	Checklist for Bulletin Board
	Teacher Name, and Grade Level Posted
	Title Displayed
	CCSD Standards & Student Objectives are Posted
	Student Work has been checked and approved for neatness, edited, has student name, and date.
	Student Work displayed is Current (within the past 35 days)
	Border/ paper Intact (no rips or tears)
	Student Work mimics classroom instruction

- Bulletin board displays must be standards-based and changed monthly.
- NO WORKSHEETS! Do not use worksheets unless it is a really cute, unique project. It is best if the work is student-generated and not fill in the blank.
- Be proud of your class representation! Please note on the board your class name and emphasize/bold the title of the bulletin board. All bulletin boards must be academically based and relate to the Nevada Academic Content Standards as applicable.
- Backing: If fading occurs, please ensure that the backing on bulletin boards is changed in a timely fashion.

## Fredric. W. Watson Staff Handbook

- Border: Every board must have a border. Besides the basic paper border, some more appealing ideas may be ribbon, yarn, characters, flowers, grass (chalked or real) or a ruffled fabric border. Should a border become torn or tattered, please repair it immediately.

Student Assemblies:



## Fredric. W. Watson Staff Handbook

### NEVADA ACADEMIC CONTENT STANDARDS

The Nevada Academic Content Standards (NVACS) will serve as the basis of instruction in all curricular areas for the instructional program in this school.

The District has the responsibility to prescribe curriculum content and to ensure that instructional methods and media utilized be consistent with curriculum objectives and proven educational principles and practices.

Specific teaching techniques will remain the prerogative of the teacher under the supervision of the principal insofar as the techniques are consistent with the district criteria and objectives and reflect “best practices in education.”

For ease in planning, it is recommended that teachers utilize a teacher-made binder that includes just the objectives pertaining to their grade level for each curricular area.

(See CCSD Regulations 6122 and 6150)

## Fredric. W. Watson Staff Handbook

### INSTRUCTIONAL PROGRAM

The instructional program at Fredric W. Watson is organized on a self-contained classroom basis in Grades PreK-5 with various pull-out programs provided to enrich the learning experience and better meet the needs of students.

Each K-5 Grade teacher should expect to teach all of the academic subjects to all assigned students. Any proposal for regrouping of students between classrooms must be discussed with, and approved by, the principal.

Teachers and support staff are expected to:

- Create a pleasant school and classroom environment
- Emphasize displays of student work over teacher made materials
- Willingly seek ways to improve classroom instruction
- Utilize a variety of teaching techniques
- Work towards meeting district, school, and individual goals
- Design appropriate, motivating lessons
- Assign appropriate homework
- Support school functions
- Communicate regularly with parents
- Keep complete and accurate records

## Fredric. W. Watson Staff Handbook

### K-5 Allocation of Academic Time

Subject	Per Day	Per Week
Reading	110	550
Language Arts	240	48
Math	350	70
Science	20	110
Social Studies	15	80
Art	Varies	50
Music	Varies	50
PE	Varies	100
Library	Varies	50
Lunch	15	75
Recess	20	100
Student Week - 1,855 --- Academic Time - 1,580		

1. A CCF-109 "Weekly Instructional Program Schedule" must be completed by all teachers, counselors, and specialists by the first week of September.
2. The original form must be given to the principal. A copy of the form must be placed in the front of the teacher's lesson plan book with the second copy taped inside the door of the classroom
3. Teachers are expected to list the daily agenda on the board or bulletin board.

## Fredric. W. Watson Staff Handbook

### General Guidelines

The safekeeping and effective use of student instructional time must be a major consideration for administrators and teachers. Allocation of time at schools must be accomplished in a manner beneficial to students. How best to meet this expectancy should be determined at the building level, taking into account the uniqueness of the school facility, the schedules of assigned specialists, the overall organization of the instructional day and the need to allocate additional time to academic areas of focus. Identified *Integrated Academics* should be embedded in the *Core Academics* as appropriate through interdisciplinary units of instruction.

Breaks – Short breaks can be provided for students to take care of personal needs (restroom, drinks, etc.). Time allocated should be within the recommended time and should total no more than 10-15 minutes maximum. As students transition from specialist periods, a minimum break should be allowed, taking the place of any otherwise scheduled break for that day.

### Effective use of Instructional Time

Research studies have clearly proven that there is a positive correlation between engaged learning time and student achievement. It is noted that by increasing allocated time and academic learning time, basic skill achievement can be promoted. Further, when a learning activity is task-oriented and is a successful experience for the learner, time becomes a positive factor in increasing student achievement.

### Teachers:

- Ensure that students are productively engaged in meaningful learning activities.
- Activities, instructional methods, and media must be consistent with district objectives and regulations.
- Routine classroom management procedures shall be in place to minimize interruptions, such as pencil sharpening, bathroom breaks, etc.

## Fredric. W. Watson Staff Handbook

- Allocated time for lunch, breaks, class changes, etc., are to be managed expediently.
- Respect the times of the special classes, such as art, library, music, and P.E., by dropping off and retrieving students on time. Due to the limited time each specialist has with each class weekly, classroom teachers should make sure their students have completed their bathroom breaks before the special begins.

### Specialists (in particular):

- Specialists are expected to start and end their instructional periods on time.
- Special Education teachers (whether in a pull-out program or CC model) also need to respect the instructional times allotted to these special needs students. Any changes to daily schedules need to be communicated between the special education and regular classroom teachers in a timely manner.

### Parents:

- Personal messages and removal of students from class will be limited to emergency situations.
- When possible, routine doctor and dental appointments should be scheduled after the school day.

### Principal, Support, and Office Staff:

- Intercom announcements will not be made during instructional periods except in emergencies determined by the administration.
- Every effort will be made to minimize the amount of time taken for non-instructional events during the school day.
- Advance notice of upcoming events will be provided via monthly calendars and daily or weekly communication via Interact.
- Students will be pulled from class by the principal, nurse, psychologist, and/or other teachers only when necessary.
- Except as a result of unusual circumstances or where additional costs are involved, routine maintenance or repair

## Fredric. W. Watson Staff Handbook

work which may interfere with effective teaching must be accomplished outside the instructional day.

Students:

- Students are expected to be attentive to teacher instruction and direction in order to reduce teacher time devoted to reteaching and repeating directions.
- Students should make every effort to arrive on time and be prepared with materials (pencil, paper, reference materials, assignments, etc.)

### Lesson Plans and Long Range Plans

Planning is essential for successful instruction. Approved CCSD Lesson Plan formats and a paper copy should be used at all times, unless prior arrangements have been made with the principal. The Nevada Academic Content Standards will serve as the basis for all instruction. The Curriculum Engine will be the vehicle used to create lesson plans.

Lesson plans are to be completed at least one week in advance. Lesson plan books are to be available for inspection at all times. They should be visible and open to the appropriate date. In all cases, written plans must provide adequate information for a guest teacher or substitute teacher. The following format should be used:

1. A statement of language objective and content objective - concept/skill
2. A brief description of the procedure/activities/strategies to achieve the stated objective
3. Equipment/materials used, including specific page numbers & activities
4. An indication of student grouping, including student names as appropriate
5. Procedures for assessment to determine mastery

Curricular management should be handled in such a way that each child's progress toward meeting the goals stated in the supplementary documents will be effectively monitored. The end

## Fredric. W. Watson Staff Handbook

effect is that at any time during the year, beginning the first week of October, the teacher will be able to report each child's progress in relation to the concept/skills identified in the benchmarks and supplementary documents. (Reg. 6122)

### Homework

Homework Philosophy:

- It extends the school day in an inexpensive way
- It provides extra opportunities to practice designated skills
- It communicates to parents what the child is learning in school

Homework assignments should:

- Be assigned as appropriate for the lesson and the student
- Take into consideration the individual needs and abilities of the students
- Be a continuation of work taught in the classroom
- Be an aide to learning
- Be explained prior to being assigned
- Be consistently accounted for and given immediate feedback
- Homework assignments should NOT be taken as graded work, but as additional practice for students to strengthen missing skills

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### INSTRUCTIONAL BELIEFS AND PRACTICES

#### Assessment

Knowing that assessment informs instruction and should be aligned with teaching and learning, Fredric W. Watson supports a balanced program of assessment, meaning that use of multiple indicators of student assessment will be used to measure student progress and achievement. Good assessment strategies ensure that all assessments are connected in an ongoing manner.

#### Informal Assessment

Informal measures of assessment used include, but are not limited to, portfolios, student journals, checklists, running records, teacher made tests, anecdotal records, conferencing, teacher observations, interviews, and student self-assessment. It is expected that staff utilizing portfolio assessment will organize portfolios according to the definition below, in order to provide continuity among the grade levels.

#### Portfolio

The portfolio process is an opportunity for students to assemble a purposeful collection of their work, in preparation or completed form, which illustrates their effort, progress, or achievements.

A critical component of the portfolio process should be the students' participation in the selection of the portfolio's content. The student should be involved in this process of selecting the pieces to be included. Criteria for selecting student work for the portfolio, as well as criteria for judging the merit of the student work, must exist. Furthermore, evidence of student self-reflections (i.e., metacognitions) about the included content should be present in the portfolio; otherwise it is a folder, scrapbook, or showcase, but not a portfolio.

Multiple purposes, uses, or levels of data aggregation must not be in conflict. Otherwise the portfolio (process) only complicates the performance description. Portfolios may have different purposes for different performance areas. It is important, therefore, that



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clear communication and agreement about the purpose(s) of the portfolio, its intended use, and the levels (e.g. classroom, school, district, etc.) of data collection be established among all users. The portfolio is to be separate from the student's cumulative folder, but may include test results and educator feedback.

Finally, the components of the portfolio (process) will depend on the grade level, course, skill area, scope, and/or purpose of its use. For example, the portfolio may be "representative" or "bests" of a student, depending on the purpose.

### Formal Assessment

Formal assessments include standardized tools such as MAPS and SBAC. Good instructional planning and curriculum delivery, as well as test-taking strategies, will help to ensure students perform to the best of their abilities on standardized tests.

Regular assessments, such as STAR, will be used to chart student growth and inform instruction

(SBAC) are closely tied to the curriculum and academic expectancies. CRT tests are based on state standards and reflect the grade level curriculum and student mastery of the grade level curriculum.

### Data Tracking

All students will be given a data folder where they can track their attendance, iReady reading/math, and other data. Teachers must ensure that data folders are used daily and are up-to-date as needed.

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## TEST ADMINISTRATION AND SCHEDULE

State-Mandated Testing

**TO BE DETERMINED BY ADMINISTRATION**

Testing Date	Test	Grade Level	Final Due Date

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### COMPUTER SOFTWARE/TECHNOLOGY

#### Software

All staff members are reminded of the CCSD position that duplication of copyrighted computer software, except for backup purposes, is a violation of federal copyright law. Unless specifically exempted by the license agreement that is received when the software is purchased, software may not be used concurrently on more than one computer or duplicated for use on more than one computer. Software licensed for use on networks and multiple-use site licenses are exceptions. Read the license agreement to be sure that you are in compliance. The CCSD will carry out employee due-process disciplinary procedures if software copyright violations are discovered. No software may be loaded on any computer without the permission or assistance of the site ECS (Educational Computer Strategist).

#### Google Drive

Interact will continue to be used as a conferencing/communicating location for all Fredric W. Watson correspondence to include: Principal Communications, Playground Rules, Teacher's Handbook, CCSD Communications, and all school e-mails.

#### Staff/Student AUP

A completed Acceptable Use Policy (AUP) will be required yearly from all staff and students BEFORE access to the Internet will be given.

- Before publishing photos/student work to the Fredric W. Watson website, a permission slip must be signed by a parent/guardian.
- Improper use of the Internet will result in strong disciplinary action.

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### MEDIA CENTER MATERIALS/

#### AV EQUIPMENT

Teachers must check with the librarian for availability of electronic instructional materials or to schedule use of such items. Items can be checked out for extended times, but the teacher who checks them out may be requested to account for their whereabouts at any time and to return them for others to use if they are requested. Do not loan an item you have checked out in your name to another teacher.

Teachers should know how to operate electronics before attempting to use it for instructional purposes. Teachers should not rely on students to move or operate equipment and may be held responsible for damage done by students allowed to operate or move the equipment.

When a piece of instructional equipment does not function properly, the user should contact the Tech Specialist.

#### Use of Video Materials

All multimedia presentations must be used for educational purposes and appropriate to the subjects as well as the skill/concept currently under study. All video materials used must be listed in the lesson plan book with the correlation or reference to the appropriate CCSD curriculum concept/skill and be used on a limited basis (ie-once a month). Teachers are to fill out an Instructional Video Use Approval at least one week in advance, to be reviewed by the principal prior to using video materials. Video streams of 5 minutes or less are exempt from this expectation. See form below.

1. Teachers are responsible for returning their own films.
2. All DVD's and videos utilized in CCSD elementary schools must have a "G" rating. NO "PG" or "R" rated movies are to be used in the classroom/school.
3. All DVD's rented from local agencies and those labeled "For Home Use Only" are not to be used in the schools except for face-to-face teaching activities in a classroom or similar

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place of instruction. There must be a direct correlation to the teaching objective(s).

Instructors within the Clark County School District should consider very carefully the appropriateness of the use of any commercially produced movies. With movies available on television, DVD's and in theaters, nearly every young person today experiences overexposure.

### Classroom Use of Commercial Films and Videos/DVDs/Streaming

- Motion pictures must be used for educational purposes
- Motion pictures rated "G" may be considered appropriate for use at any level with the district if there is a direct correlation to the teaching objective(s).
- Motion pictures rated "PG" may be shown to students in grades 7-12, but only after securing written parental permission.
- Films rated "R" or "PG-13" shall not be shown to students at any grade level within the school district under any circumstances.
- Films available through the CCSD Film Center have been approved for use with the grade levels indicated in the catalog.

### Classroom Use of Videos/DVDs/Streaming

- All videos must be used for educational purposes.
- All videos rented from local rental agencies and those labeled "For Home Use Only" are not to be used in the schools except for face-to-face teaching activities in a classroom or similar place of instruction. There must be a direct correlation to the teaching objective(s).
- The school principal is responsible for monitoring the housing and use of films and videocassettes to make sure his/her school is in compliance with these procedures.

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Instructional Video Use Form

Teacher Name: \_\_\_\_\_ Date \_\_\_\_\_ of  
Request: \_\_\_\_\_

Video/DVD to be shown: \_\_\_\_\_

Rating: \_\_\_\_\_

Length: \_\_\_\_\_

Unit of Study: \_\_\_\_\_ CCSS Concept/Skill: \_\_\_\_\_

Date to be Shown: \_\_\_\_\_

Direct correlation to the teaching  
objective: \_\_\_\_\_

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Approved \_\_\_\_\_

Denied \_\_\_\_\_

Administrator Signature: \_\_\_\_\_

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### COPYRIGHT LAW AND TEACHERS

Copyright laws protect the rights of an individual to establish ownership of a creative work. Although the law protects the rights of the copyright owner, provisions in the law allow for certain uses of copyrighted materials. These provisions are known as "Fair Use" and educators are the prime beneficiaries of these provisions. In determining Fair Use, the following factors should be considered:

1. The purpose and character of the work. Is the material for non-profit educational use?
2. The nature of the copyright. Photocopies of a consumable workbook page would be considered depriving the copyright owner of profits more directly than if copying one page from the daily paper.
3. The amount of the portion used. The copying of an entire work automatically is unfair use.
4. The effect on the sales of the work. If the copying reduces the potential sales, it is not within the Fair Use guidelines.

*A teacher may make multiple copies of a work as long as they meet the following three tests.*

- Brevity: A complete poem, if less than 25- words, an article, story, essay of less than 2500 words, one chart, drawing, or picture per book. (Children's picture books may NOT be reproduced in their entirety.)
- Spontaneity: The copying is at the instance and inspiration of the teacher and the moment for maximum use does not allow time to request permission to copy. (A teacher should not claim spontaneous use a second time for the same material.)
- Cumulative Effect: No more than one poem, story, article or two excerpts from the same author.

Copyright laws also pertain to recorded music and printed music. The following guidelines should be considered:

1. Teachers may make recordings of one selection from an album, tape, or CD.

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2. Teachers may make a single recording (video and/or audio) or a student performance.
3. A teacher may NOT make copies of a student performance for general distribution, whether sold at a profit or not. An exception would be a performance of a teacher's original work.
4. Printed copies of purchased music may be edited or simplified, but this privilege does not extend to the alteration or addition of lyrics.

### Controversial Issues

A "controversial issue" is defined as any problem which society is in the process of debating and for which more than one solution may be offered and supported by individuals or any group(s) of people. The teaching or indoctrination of religious or sectarian beliefs in public schools is specifically prohibited in the State of Nevada. Therefore, although the teaching of sectarian beliefs could be considered a "controversial issue" as defined in this regulation, such teaching is not permitted in the Clark County School District (Board Policy and Administrative Regulation 6124.2).

In order to provide the necessary guidelines from which teachers and principals can plan their instructional programs and effectively and systematically handle controversial issues, the following statements are presented:

The District recognizes that a large part of the curriculum is made up of established truths and values and the elements of our American heritage and tradition; however, the District also recognizes that gradual social change is inevitable and that such a change involves controversial issues.

The District believes that sober consideration of such controversial issues is the responsibility of the public schools, since respect for facts and an impartial search for truth are inherent in our American democratic society.

The District shall provide for objective study of controversial issues in a classroom.



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The professional teacher has not only the personal, but the professional, responsibility to uphold, protect, and defend the fundamental freedoms of our American democratic society. In the fulfillment of this responsibility, the teacher has a right to protection from the pressures which would demand any withholding of important facts.

The professional teacher as an impartial moderator and guide shall not attempt, either directly or indirectly, to limit or control the judgment of students on such controversial issues. Individually, however, the right to express a personal opinion is provided insofar as the teacher indicates that it is a personal opinion, and it should not necessarily influence the students' opinions or decisions.

1. All questions and issues used for classroom discussion or investigation should come within the range of the knowledge, maturity, and competence of students. Problems and issues thus selected for discussion and investigation should be significant and of interest to students and add to the curriculum area in which they are being discussed.
2. The issues studied should be allotted only that amount of time needed for satisfactory study by the class. There should be an equitable amount of materials available on both sides of the issue with complete and objective consideration given to the differing points of view and information related to the issues.
3. No group or individual may claim the right to present arguments for or against any issue under study directly to students or to the class without authorization. The teacher, with the approval of the principal or other designated school administrator, may invite representatives of different points of view to appear before the class to discuss their opinions.
4. The teacher's professional judgment shall be a significant factor in the determination of what shall be the instructional program in any classroom. In fulfilling this responsibility and in exercising this professional judgment, the teacher shall be constantly aware of the need to inform the school principal or other designated school administrator of potentially

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controversial issues or activities before they occur or certainly as they occur.

5. Whenever there are disagreements or misunderstandings, either from the public or among the professional staff, concerning the proper handling of any controversial issue, the school principal may request the party or parties involved to complete a "Request for Review of Educational Materials or Procedures" stating their position and requesting a review of the matter.

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### SUPERVISION OF STUDENTS

1. No child or group of children, either in a classroom, the great room or on the playground, may ever be left unattended.
2. Teachers, at all times, are responsible for the conduct and safety of children and must see that children observe safety rules. An unsupervised classroom or playground is dangerous and a negligent teacher can be held personally liable for accidents or injury. In case of an emergency, call the office for help or ask a neighboring teacher to supervise in your absence.
3. Students are not to be requested to stand unattended outside the classroom.
4. Teachers are not to leave their students in the charge of neighboring teachers unnecessarily. This practice should be reserved for emergencies or situations pre-approved by the principal.
5. Teachers must exercise careful supervision of all students in classrooms, corridors, assemblies, school grounds, or any other place school activities may be conducted.
6. Teachers must not permit students to leave campus during school hours. If necessary for a student to leave school early, teachers should clear that student through the office. No student is to be released to anyone that is not a school employee at any time without first consulting the office. Parents who wish to pull out their child during school time must register their removal with the front office. **TEACHERS ARE EXPECTED TO IMMEDIATELY REPORT TO THE OFFICE ANY STUDENT WHO LEAVES CAMPUS WITHOUT PERMISSION.**
7. Playground Supervision guidelines are:
  - a. Teachers should not congregate on the playground. Specific duty stations have been established for monitoring students.
  - b. Teachers/aides will continuously circulate around the assigned areas.
  - c. Students are not to be left in classrooms or corridors.
  - d. Teachers are to be on the playground immediately following the bell to assist in monitoring the students.
  - e. Teachers should be on time for duties.

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8. Teachers are to walk their classes to and from special activities.
9. All teachers must enforce playground/school rules consistently. Corrective action should be taken with any students when necessary.
10. Students are to be sent back to the point of origin for running or playing after a line-up bell.
11. Students are not to be encouraged to come to the classroom before school unless a pass is provided and the teacher remains in the classroom to supervise.

### FIELD TRIPS

- To arrange an educational field trip, teachers must do these things at least TWO WEEKS IN ADVANCE of the trip date:
- CCF-798 (Field Trip Plans and Request for Approval of Principal) – Give a written plan to the principal stating the educational objectives of the trip, identifying the curricular area being emphasized. District Regulation requires principal approval of these plans before the trip can be taken. Ensure objectives from the CEF are used.
- CCF-795 (Request for Bus) – If a bus is needed, complete this form to be scheduled between 9:00 a.m. and no later than 1:30 p.m. Always ascertain from the principal the availability of funds to pay for transportation. Identify, by name, a responsible school district employee to supervise children on each bus.
- No Parent drivers may be used.
- CCF-796 (Field Trip Permit) – Obtain one for each child signed by parent. NO exceptions are permitted; children without a signed CCF-796 CANNOT go. Such children remain the responsibility of the teacher who must provide appropriate work and supervision of the children at school. Do not postpone this task until too late. These permits can be kept on file for the entire year. The teacher should bring these permits on the trip in case of an emergency and a parent needs to be contacted.
- Send a letter to the parents explaining the destination and date of the trip, along with any specific details, such as

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necessary attire, lunch, etc. A space for parent's signature of approval should be included on this letter.

- Note your field trip on the master calendar in the front office.

### ONE WEEK IN ADVANCE of the field trip:

- Specialists and Food Service - Notify these if their services are affected by your absence. Do not forget the counselor and speech, GATE, ELL, and others.
- Medication or any special services should be considered for the trip. Arrange with the FASA to prepare medications you need to bring on the field trip.
- First Aid Kit - ensure that your kit is replenished and is carried with you during the field trip.
- Children not attending the field trip- arrange for another classroom teacher to supervise them for the day and prepare work for the children to do if necessary. Notify the office in advance of students not attending and the circumstance.
- Verify bus is scheduled and marked for Fredric W. Watson.

### DAY BEFORE the field trip:

- Send home a short reminder to parents about the trip.
- Review bus safety rules and appropriate behavior expectations for the trip.
- Bring any money collected for the trip to pay for entrance fees, etc. The teacher is responsible for paying the establishment and/or transportation services. Any money turned into the office for deposit must follow procedures established.
- Cell phone - make sure it is charged and bring it with you just in case it is needed.

### DAY OF the field trip:

- Notify the office of those students attending the field trip.
- Indicate those students not attending the trip, but present at school, and the classes in which they will be placed.
- Take attendance and turn into the office prior to leaving.

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- *All grade level chairpersons are to be responsible for communicating grade level field trip dates to food service and all specialists in advance. This can easily be accomplished by putting a copy of the CCF798 in the box of the food service person and every specialist.*
- Points to consider before scheduling a field trip:
- Is the trip geared to the maturity level, interest level, and learning objectives of my students?
- Will new areas of student interest be aroused?
- Is the field trip related to a learning goal? Where does it fit into the learning process? Will it serve as an introductory or culminating activity to a unit?
- Is there a more economical form of offering a similar learning opportunity?
- What kind of pre and post-trip activities will be planned?
- How will I assess my students' conduct and evaluate their learning acquired from this trip?
- Whenever a class leaves the school campus, the activity is considered a field trip regardless of the purpose. It is essential that any trip using instructional time or finance be planned for specific educational objectives that are best met by a field trip.

(See CCSD Regulation 6142)

### General Information/Requirements

In accordance with CCSD Policy 6142 (Field Trips) and CCSD Regulation 5135.13 (Trips for Extracurricular Activities), trips should supplement and enrich classroom learning by providing experiences in an environment outside the schools, developing new interests among students, helping students relate school experiences to the reality of the world outside of school, bringing the resources of the community - natural, artistic, industrial, commercial, governmental, educational - within the student's learning experience, and affording students the opportunity to study real things and real processes in their actual environment.

A school-sponsored field trip is recognized as one that:

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1. Meets the criteria specified in CCSD Policy 6142, CCSD Regulation 6142 and/or Regulation 5135.13.
2. Is properly authorized by the school principal/designee, the Academic Manager, and the Deputy Superintendent as applicable.
3. Generally transpires during the course of the regular school year. Trips should be planned so that students are not absent from school. In the event this is not possible, absences shall be limited to the least number of school days possible

Other requirements include:

1. Only the sponsor(s), identified chaperones/volunteers and students eligible for the trip roster may participate in a field trip. No other persons may travel with the group or participate in the field trip. This includes children of school staff and/or chaperones/volunteers. Spouses/significant others not assuming chaperone/volunteer roles are not permitted.
2. Provisions must be made for the proper supervision of students by school employees. Identified chaperones/volunteers are permitted to assist in such supervision, as appropriate.
3. Chaperones/volunteers for elementary school day trips must be at least 18. Chaperones for middle/junior high, high school, and overnight trips must be 21 years of age. All chaperones/volunteers must have signed the Chaperone/Volunteer Agreement Form.
4. The recommended (required) adult/student ratio shall be as follows:

Day Trips	
K-3 Grade	1 adult to every 8 students
4-5	1 adult to every 12 students
6-12 grade	1 adult to every 15 students

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Overnight Trips	
K-3 Grade	Not Recommended
4-5	1 adult to every 5 students
6-12 grade	1 adult to every 10 students

1. If a student group, on an overnight trip, has members of each gender then chaperones/volunteers of each gender should accompany the group. This is recommended for day trips as well.
2. Trips that do not take place during the academic year are non-CCSD sponsored trips with the following exceptions: state competitions, national competitions, state conferences and/or national conferences. These trips must be approved by a CCSD Division/Department and must have prior approval by the Academic Manager.
3. School-sponsored trips involving students traveling by air must be with an FAA-certified air carrier.
4. All trips that involve transporting students by water must be approved by the Risk Management Department.
5. Trips going outside of the state or the country must have additional insurance to cover the students in the event of health issues/accidents, trip interruption, trip cancellation, or emergency evacuation.
6. Trips must not vary from approved itinerary except in the event of an emergency. An alternate plan should be devised for use in a situation that would create a disruption of the normal itinerary/routine.
7. The Trip Advisor or chaperones/volunteers should personally check each hotel room and/or bill to assess for additional charges, etc., at the time of check-out for overnight trips.
8. Students are not permitted to transport other students on field trips.
9. Parents/guardians who wish to pick up students at the final event of the trip must seek approval of the school administration prior to the trip. Specific guidelines must be met and an approval form signed by parent/guardian.



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### Non-CCSD Sponsored Trips

- As non-CCSD sponsored trips are not authorized by the District, District funds shall not be used to provide any financial assistance. The District will not sponsor any fund-raising activities nor will the District handle funds for such trips. The District assumes no responsibility for any injuries or accidents which may occur in connection with non-CCSD sponsored trips. District employees who are involved with non-CCSD sponsored trips are not acting within the course and scope of their employment and are not provided liability coverage and indemnification by the District and are not covered by District workers' compensation. In addition, the following also apply:
- Distribution of materials regarding these trips during class time or during the school day is prohibited. All materials distributed after class time and/or after the school day must specifically state that the trip is non-CCSD sponsored and the District assumes no responsibility for any injuries or accidents which may occur in connection with the trip.
- Meetings regarding the trip during the school day are prohibited.
- Any meetings that occur at a District facility must follow the CCSD Facility Use Policy.
- Schools shall not be used to meet at the beginning of the trip or the conclusion of the trip.
- No work on a non-CCSD sponsored trip shall be conducted during a District employee's standard work day.

### Chaperone/Volunteer Overview

- Any adult who is attending the trip is considered to be a chaperone/volunteer and must participate in all aspects of the trip.
- It is imperative that sponsors and chaperones/volunteers remain with the group during the entire trip. Leaving the trip for anything other than an emergency is not allowed.
- Chaperones/volunteers may not bring preschoolers or children who are not eligible for the trip. This includes children of CCSD employees who are not eligible for the trip.

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- Chaperones/volunteers must be physically able to perform all duties assigned.
- Chaperones/volunteers may not be left alone to supervise students. The visual and/or auditory presence of a CCSD employee must be maintained at all times.
- Chaperones/volunteers must be appropriately dressed at all times.
- Chaperones/volunteers are responsible for student safety above all else.
- Chaperones/volunteers must immediately report to someone in authority any safety concerns or emergency issues relating to students.
- Chaperones/volunteers must adhere to NRS 391.312 for appropriate behavior while on a trip and representing the school and the district.
- Chaperones/volunteers must not discipline or inappropriately touch students. Correction of minor misbehavior is appropriate, as identified by trip sponsor and school administration.
- Chaperones/volunteers may not give students gifts, rewards, or food items of any kind without the Trip Advisor's permission.
- Chaperones/volunteers must always serve as positive role models using appropriate language and discussing only age-appropriate matters with students.
- Chaperones/volunteers must check attendance and know the whereabouts of students at all times.
- Chaperones/volunteers must be 18 years of age or older.
- Chaperones/volunteers on out-of-town or overnight trips assume 24 hour-a-day responsibility.
- Chaperones/volunteers are always "on duty."
- Chaperones/volunteers are prohibited from sharing a room with students, unless it is their own child.
- Chaperones/volunteers are to remain with the group at all times.
- CCSD Employees and chaperones/volunteers are prohibited from consuming alcoholic beverages, smoking, or using mood modifiers at any time.

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### Approval of Trips/Activities

- A two-step process will be utilized for approval of any trip/activity.
- The first step is the Conceptual Approval of the trip by the building principal/designee and the Academic Manager. This step will ensure that the trip/activity is appropriate for CCSD students.
- School personnel must go online to the Trip Website to complete the required information for step one. When all required information is complete, school personnel will submit the form for electronic approval to the principal/designee. Once this approval is obtained, the form will be electronically submitted to the Academic Manager.
- A letter of invitation and/or a written justification of the academic benefits as well as a sample itinerary must be uploaded during the Conceptual Approval process.
- Trips for CCSD sponsored activities/events that are on the master calendar will require minimum approval.
- Upon approval of the trip/activity by the Academic Manager, the form will be electronically transmitted to the following departments/individuals: Risk Management, Transportation, Food Services, Health Services and the building principal.
- Contracts, flight arrangements, hotel accommodations, tickets, passes etc. **cannot be signed/secured/purchased** until the Conceptual Approval from the Academic Manager has been obtained.
- After the Conceptual Approval, the school personnel will be able to proceed with the Detailed Approval.

### School Personnel Responsibilities

- All personnel involved with submitting trip/activity requests must follow all CCSD Policies, Regulations, and Procedures.
- Request permission from the school principal/designee and the Academic Manager through the Conceptual Approval process prior to entering into any contract or making any purchases.
- Review CCSD Policy 6142 (Field Trips) and CCSD Regulation 5135.13 (Trips for Extracurricular Activities).

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- Review Trip/Activity Handbook
- Discuss all Conceptual and Detailed Approval Questions with principal/designee
- Ensure that adequate funding is procured to fund the trip. If the trip is directly tied to instruction in the classroom, identify funding sources for students who are economically disadvantaged. If funds are not available and students cannot afford to attend, no additional assignments/work may be given to the student outside of normal class assignments.
- Secure verbal permission from the principal/designee.
- Complete Conceptual Approval Electronic Form and submit to the principal/designee.
- **After** Conceptual Approval has been received from the Academic Manager, begin process of completing contracts, purchases, etc. Once all required documentation is complete and the Detailed Approval questions have been completed, upload documentation to the electronic form for final submission.

### Principal/Designee Responsibilities

- Grant permission or reject field trip requests at the Conceptual Approval level and notify school personnel of the status of the trip.
- **Review field trip dates to ensure a minimal number of school days are missed.**
- Submit all original documents for Out-of-State trips to the Academic Manager for approval.

### School Assistant Superintendent Responsibilities

- Review the Conceptual Approval for the Trip. Pay close attention to the number of school days missed.
- Review all
  - CCSD Division/Department Responsibilities
  - Policy and Regulations

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### EMERGENCY SITUATIONS/MISSING CHILD

#### EMERGENCY SITUATIONS

In emergency situations when a potential for PHYSICAL HARM to the teacher or students is evident, the teacher should:

1. Make use of the nearest intercom to the office and state:
2. "Please send an administrator to Room (your room number or location) immediately."
3. If the situation is such that step 1 requires too much time, seek the assistance of the nearest teacher and implement #1 as quickly as possible.

#### MISSING CHILD/STUDENT ABDUCTION

Immediately report to the office any student that is missing or that is unaccounted for. There are district procedures that are followed when a student is found missing. DO NOT allow students to leave campus during the school day - they must be dismissed through the office.

If a staff member witnesses a student being abducted from campus:

- Be observant as to what the student was wearing - description
- Obtain a photograph of the student
- Have a CCF-703 available
- Be observant as to what the abductor was wearing
- Move students indoors if outside
- Notify the office IMMEDIATELY - Do not leave your class unattended

The office will:

- Notify the Assistant Chief Student Achievement Officer and the public information office
- Notify the parent of the student (if parent is not the notifying individual, i.e. student did not arrive home from school)
- Notify school security or city police department, school attendance officer, if necessary

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- Document all interventions (time, date, persons contacted, etc.)

### **PREVENTION AND SUGGESTIONS**

- Only release students to person designated on the enrollment cards (CCF-703) with proper identification
- Verify students bringing notes from home by calling the parent
- Identify enrollment cards with red tags for students with limited parental access
- Take attendance at the beginning of each day and again after lunch

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### CHILD ABUSE OR NEGLECT

Nevada statutes require school authorities and school teachers to report any suspected case of child abuse or neglect to the appropriate state agencies. Teachers do not have the authority for determining what action or care is needed, but should report all suspected cases to the appropriate agency.

(See CCSD Policy/Regulation 5150 and 5152)

School personnel do not have the responsibility of proving charges, only that of reporting information.

Child Protective Services Division will accept Educational Neglect referrals during all attendance sessions.

Child Abuse Hotline	399-0081
North Las Vegas	455-0740
Henderson	455-7900
Boulder City	293-9224

### STUDENT DRESS CODE

Students' dress, personal appearance, and conduct are required to be of such character as not to disrupt or distract from the educational environment of the school. Any style which tends to diminish instructional effectiveness or discipline control by teachers is not acceptable. **Students coming to school inappropriately dressed will receive a dress code violation notification form from the teacher to take home. Should the behavior continue, teachers should notify the office so that parents are notified by phone. They will be required to bring a change of clothing.**

The school administrator has the right to designate which types of dress, fashion, fads, or appearance disrupt or detract from the educational program or may be a potential safety hazard, as well as the right to grant exceptions for special occasions or conditions.

Each teacher/school is responsible for acquainting students and parents of the following requirements for dress. Any notifications of dress code changes occurring during the year shall be sent to parents. The following are District and Fredric W. Watson requirements.

Students are:

1. Required to wear shoes that offer sanitary and safety protection. Open-toed or slip-on sandals are examples of shoes that are not appropriate. Shoes must also have soles. Gym shoes are required for P.E.
2. Required to wear shirts or blouses properly buttoned in accord with the design of that shirt or blouse. The length must extend beyond the belt level.
3. Required that all attire be at least fingertip length. If shorts are worn, they must be hemmed and without fray.
4. Prohibited from wearing transparent, see-through tops, bare midriff, strapless, low-cut clothing with slits, or tops and outfits that provide minimum coverage.



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5. Prohibited from wearing hats in the building or in other areas designated by the principal, except for designated school approved activities.
6. Prohibited from wearing clothing which contain slogans or advertising of a controversial or obscene nature which may disrupt the educational setting.

(See CCSD Regulation 5131)

### RULES OF CONDUCT

Students are expected to:

1. Act in a responsible and cooperative manner on the school premises. Fighting will NOT be tolerated.
2. Treat all students and adults with courtesy and respect. Profane language and/or disrespectful actions will NOT be tolerated. Directions given by adult supervision MUST be followed.
3. Be considerate of the feelings of others. Teasing, degrading, or disgracing another student will NOT be tolerated.
4. Respect and care for school property and the property of others. This includes the school building, furnishings, and books/materials.
5. Follow ALL school rules and procedures.
6. Be responsible for completing all assigned work in a timely manner.
7. Seek and receive help when a problem occurs.
8. Walk in a quiet and orderly manner while in the corridors and restrooms.
9. Dress in accordance with the Clark County School District Dress Code (5.4).
10. Follow all safety procedures when walking or riding bicycles to and from school.
  1. Cross busy streets at crosswalks only, by crossing guard, if available.
  2. Walk bicycles on the school premises and on sidewalks.
  3. Lock bicycles in the provided racks.
  4. Do not climb over walls or fences.
  5. Skateboards and roller blades are not permitted on the school premises.
11. Demonstrate responsible behavior in the lunchroom.
  1. Walk in an orderly manner to your seat.
  2. Talk quietly and be courteous.
  3. Clean the table area before leaving.
  4. Remain seated until dismissed by adult on duty.
12. Keep chewing gum, candy, electronic devices, toys, roller blades, skateboards, and sports equipment at home. No

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knives, matches, toy guns, etc. are permitted unless designated by the principal on special occasions.

13. Play safely in assigned playground areas.

1. When the bell rings, stop playing and walk to the class line.
2. Rough play, tackle football, gymnastics, and tricks on playground equipment are not permitted.
3. Ask an adult on duty to retrieve a ball from the street or on the roof.
4. No playing or running on sidewalks, in restrooms, or around buildings.

### **BEGINNING, MIDDLE AND END OF SCHOOL REMINDERS FOR STUDENTS**

#### C.H.A.M.P.S Program

- Required in ALL classrooms, pods, hallways, library, and cafeteria
- School wide quiet signal: "Lassos Up" students raise one hand and motion a lasso, the other hand is placed with a quiet signal over mouth.

#### Bathroom and Water signals:

- Students will use a bathroom signal in the classroom or cafeteria if they need to use the restroom (see attached)

#### INSIDE BEHAVIOR

- Only walking in halls.
- Use quiet voices.
- Hands and feet to yourself – no pushing, hitting, or shoving.
- Move quickly and quietly through the hallways.
- Remember that classes are in session while traveling through the school.
- You must have a hall pass if you are in the classroom or halls before school or at lunch time.

#### RESTROOM BEHAVIOR

- Use soap properly – one squirt with the liquid soap.

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- Use paper towels properly, and throw away in the trash can, not on the floor.
- Flush toilets properly.
- No screaming or excessive noise while in the bathroom.
- Respect property – if you see any graffiti, let the teacher know.

### OFFICE BEHAVIOR

- Enter the office quietly.
- Use a pass when entering the office during class time.
- Be polite, patient.
- Students are not to come to the office during class time unless it is an emergency or extremely important, as deemed by the classroom teacher.
- Phones are not used except in an emergency as determined by the teacher.
- Students with a concern are NOT to bring a friend with them when in the office.
- Students who enter the office must have a concern a teacher cannot handle.

### PLAYGROUND BEHAVIOR

- Arrive on time for school, but not before there is supervision.
- Keep hands and feet to self.
- Demonstrate good sportsmanship when playing or watching a game.
- Do not disrupt a game in progress by behaving inappropriately.
- Do not leave campus.
- Line up quickly and quietly when the bell rings.
- No running on the concrete or sliding with shoes.
- Care for all equipment.
- Take turns and be fair during all games, tetherball, etc. All students are invited to play.
- No climbing fences to retrieve a ball – Let the teacher know if a ball goes into the street.
- Use the drinking fountains during break time – NOT when the bell rings!

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### ASSEMBLY BEHAVIOR

- Enter quietly and sit in an assigned spot.
- Sit criss-cross-applesauce
- Follow C.H.A.M.P.S.
- No yelling, booing, whistling, or hooting.
- Pay attention to the speaker, program, and teacher without talking to your neighbor.
- Exit in an orderly manner

### MISC. ITEMS

- Stress that there will be no fighting at school, no hurting hearts by name calling, or making fun of classmates, etc.
- If a student is having a problem and cannot work it out with the other person, let the teacher/principal know about it.
- Students should remember to say please and thank you, excuse me, and address adults as “ma’am or sir” etc.
- Encourage students to clean-up areas, whether they made the mess or not.

### LUNCHROOM BEHAVIOR

- The first 5 minutes of lunch will be silent to ensure students are eating lunches
- Enter the multipurpose room in a quiet and orderly manner.
- Wait patiently in the lunch line.
- Say please and thank you/
- Students must remain at a voice level 2 to their neighbors
- Dispose of garbage in the garbage pails when leaving the lunchroom.
- Students should make sure the table and floor areas are clean before leaving the lunchroom.
- Lunchroom food is to eaten in the lunchroom. No food should be taken out of the lunchroom.

### PLAYGROUND RULES

### NO RUNNING ON THE BLACKTOP

### PLAYGROUND SAFETY RULES

1. Use assigned grade level Jungle Gym only.

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2. One person on the slide at a time (feet first).
3. No climbing up the slide or fireman pole.
4. Hands and feet to self (don't push, shove, or kick).
5. No climbing or sitting on any bars (use steps & ladders only).
6. Use hands and feet on the curved (rainbow) ladder, walking with no hands is very dangerous.
7. No skipping any bars or rings on the jungle gym.
8. No hanging upside down on equipment.
9. No running in the jungle gym area or on the Blacktop (No Tag or Chasing).
10. No balls or jump ropes in the jungle gym area.
11. No balls are to be thrown or kicked toward the building, portables, or shade structures.
12. No rock or gravel throwing will be tolerated.
13. Tetherball and Four Square have very definite rules. Please review them with your class.
14. No footballs or other equipment brought from home are allowed on campus.
15. Report all broken equipment ASAP to PE teacher

### TETHERBALL

- General Information
  - A circle is divided into two sides, with a pole holding a ball by a rope.
  - The object of the game is to strike the ball so that the rope is twirled completely around the pole, going in the direction of the winner. This is called a "tether".
  - This game is for two players, one on each half of the tetherball circle.
  - The first player in line serves the ball and picks the side on which he/she will play.
  - The challenger picks which way the ball will be hit.
  - The server puts the ball in play by holding the ball in the palm of his/her hand, then hitting it in the direction chosen by the server.
- Rules
  - The ball must be hit with opened hand(s).
  - If a player makes a "tether", the other player is out.

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- If the ball gets tangled at the top of the pole, it is to be untangled and the game is to start again.
- There is no time limit to this game.
- When a player has won three games in a row, he/she must end their turn, and go to the end of the line. The first player in line is the new server, and the second in line is the new challenger.
- Violations... a player is out
  - A player may not hit the ball until it goes around the pole one time. The challenger has the first opportunity to hit the ball. If he/she does not hit it, then the server may hit the ball.
  - A player may not touch the rope or pole.
  - Players cannot step on or across the centerline, but can step outside the circle.
  - Stopping, catching, or holding the ball is a violation.
  - Hitting the ball twice in a row is a violation (except if the ball gets stuck on a player's side, it may be hit twice in a row).
  - If players are arguing and do not stop, they go to the end of the line.
  - Student-made rules such as "play-ons," are NOT allowed.
  - If a majority of the players waiting in line agree a violation has been committed, the offending player must end his/her turn, going to the end of the line.

### **FOUR SQUARE**

- General Information
  - Squares are designated as A, B, C, & D in a circular fashion.
  - The object of the game is to move to square A, and become the server.
  - Players move from square D to C to B to A.
  - New challengers move into square D.
- Rules
  - The player in square A serves the ball, bouncing in his/her square first.

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- The serve must be a soft, underhand hit, with the fingertips facing down and thumbs out.
- The ball is always served to square C.
- The ball may be passed to any other square after A serves to C.
- A player may choose to return the ball after it bounces once in his/her square by striking the ball using the underhand technique. 1<sup>st</sup> and 2<sup>nd</sup> graders are allowed to use 1 or 2 hands and use overhand technique.
- If a player touches a ball that is going out-of-bounds, the ball is good and is in play.
- Violations
  - The player hitting/striking the ball is out when...
    - The ball lands on the line
    - The ball lands out-of-bounds without being touched by another player.
    - He/she strikes the ball while NOT using the underhand technique.
    - He/she holds, pushes, or carries the ball.
  - The player receiving the ball is out when...
    - The ball bounces more than once in his/her square.
    - He/she does not hit/strike a ball that lands in his/her square before it bounces in another square.
    - He/she catches the ball
  - Any student-made rules ARE VIOLATIONS -
    - Spiking the ball
    - Backstops
    - Double hits
    - Tea parties
  - If a majority of players waiting in line agree that a violation has been committed, the offending player must end his/her turn, and go to the end of the line.



## STUDENT DISCIPLINE

It is believed that discipline is the positive direction of behavior toward established standards of conduct, fully understood and based upon reason and the rights of others. The use of logical consequences in correcting student misbehaviors is expected. At no time will mass punishment that includes the innocent or intimidation/ridicule of students be tolerated. It is our belief that:

1. Students can and must be taught to respect the rights and property of others and to exhibit appropriate behavior.
2. Students should and can be taught to be responsible for their behavior. A level of expectancy must be established and maintained.
3. Discipline and school rules are necessary to assure an orderly, safe, and fun environment in which students may learn in harmony with others.
4. Appropriate student behaviors should be developed and reinforced in a positive environment.
5. Ideal discipline is self-directed and self-controlled. Responsibility for helping children develop self-discipline is shared between home and school.
6. When self-discipline fails and self-control is lost, consequences must be imposed to protect the rights of others.

It is expected that each teacher will carefully review the Rules of Conduct and Discipline Procedures with the students the first week of the school year and periodically throughout the school year. As part of the classroom orientation held at the beginning of the year, general student expectations and discipline procedures should be carefully communicated to parents as well.

**Student's behavior which interferes with the educational program will be cause for a parent conference and possible suspension from school.**

The following behaviors will not be tolerated:

1. Fighting

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2. Use of abusive language
3. Insubordination
4. Stealing
5. Destruction of property

When a student is involved in violating a school rule, the action taken will be as described below. Incident Reports and/or Citations should be completed as necessary.

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When a student is involved in violating a school rule, the action taken will be as described below. Incident Reports and/or Citations should be completed as necessary.

- LEVEL 1** Student misbehaviors are discussed between the student and teacher. A classroom management program is in place and procedures are followed.
- LEVEL 2** Student misbehavior warrants an Incident Report. The purpose of the Incident Report is to inform the parents of the misbehavior and to document the behavior. Consequences will be listed on the Incident Report. These may include "time out", lunch detention, an apology, etc. The Incident Reports are taken home by the student and returned the next day with a parent/guardian signature. ***If a student receives three Incident Reports in a given trimester, a parent conference will be held.***
- 1<sup>st</sup> Incident Report –The Incident Report is returned to school signed. The teacher may call a parent/guardian.
  - 2<sup>nd</sup> Incident Report -The Incident Report is returned to school signed. The teacher will call home.
  - 3<sup>rd</sup> Incident Report - The third Incident Report in a given month will result in a Required Parent Conference, which may include the Principal. The purpose of this conference will be to discuss the student's misbehavior, consequences, and to develop an individual behavior plan.
- LEVEL 3** Student misbehavior warrants being sent directly to the Principal. This type of behavior would include fighting, insubordination, belligerent classroom disruptions or other flagrant behaviors. Parents will be contacted and consequences could include: removal from class, Required Parent Conference, and suspension from school.

Flagrant misbehavior will result in immediate principal/parent contact by telephone and/or written communication (see Incident Report/Required Parent Conferences). If a serious behavior infraction occurs, Levels 1 and 2 should be eliminated and proceed directly to Level 3.

Clark County School District Regulation 5141 provides information concerning:

1. Classroom Discipline
2. Corporal Punishment

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### I. Detaining Students

Clark County School District Regulation 5141.1 provides information concerning:

1. Control of Dangerous and Antisocial Behavior
  1. Assault on a school employee
  2. Physical abuse on any person
  3. Repeated school violations
  4. Immoral conduct
  5. Theft, loss, or destruction of school and/or private property
  6. Unlawful drugs, alcoholic beverage
  7. Weapons
  8. Disruption of school
  9. Violation of state and local law (school)

Clark County School District Regulation 5141 provides information concerning student disruptions.

## INCIDENT REPORTS / CITATIONS / REQUIRED PARENT CONFERENCE

### Minor Incident Reports

1. Minor Incident Reports can be completed by any teacher for any child.
2. The teacher is expected to track and manage MIR
3. The teacher is responsible for consequence and contacting the students' parent/guardian
4. MIR should be used for minor infractions of school rules.
5. If a student has three similar type Incident Reports, a MAJOR Incident Report might be necessary
6. Teachers should ensure that Incident Reports and Citations are accurate.
7. Refer to MINOR INCIDENT

### Major Incident Reports

1. Major Incident Reports can be completed by any teacher for any child in Infinite Campus
2. The teacher is expected to track and manage MIR
3. The teacher is responsible for consequence and contacting the students' parent/guardian
4. MIR should be used for minor infractions of school rules.
5. If a student has three similar type Incident Reports, a MAJOR Incident Report might be necessary
6. Teachers should ensure that Incident Reports and Citations are accurate.

### Required Parent Conferences (RPC)

1. A required parent conference may be necessary for a student who has either:
  1. had extreme misbehavior, such as fighting, stealing, etc.  
or
  2. as the next step in the discipline plan when a student continues to have severe misbehaviors after

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interventions by the teacher(s) have not worked, and an individual behavior plan is developed.

2. The principal will initiate the request for a Required Parent Conference if a student is to be removed pending the conference
3. In most cases, the teacher will be asked to attend the conference.

### TIME-OUT / IN-SCHOOL (OR REVERSE) SUSPENSIONS

Time-out procedures may be used within the classroom as a consequence for student behavior when:

1. The student's presence in the group situation is disruptive and warnings have not worked.
2. The student has demonstrated inappropriate behaviors that do not warrant his/her taking part in a rewarding classroom activity; e.g., special story time, learning activity in game-like format, recess.
3. Is part of a student's individual behavior plan.

AT NO TIME SHOULD A STUDENT MISS ART, LIBRARY, MUSIC, OR P.E. AS A CLASSROOM TIME-OUT CONSEQUENCE OR TO COMPLETE UNFINISHED WORK.

In all instances of time-out/detention, the following procedures should be followed:

1. The student should have knowledge of possible time-out/detention consequences before they are implemented.
2. The student should understand fully the reason he/she is removed from the regular activities.
3. Parents should be informed through a written notice/phone call of action taken.
4. Students should not be in time-out situations longer than thirty minutes. He/she needs to have a chance to experience success as soon as possible. This success comes from being accepted back to try again.
5. The student should be assigned a desk that is removed from other classmates.

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6. The student should be told that he/she must remain seated during the entire time-out. Turning around, talking, or making disturbing noises are not permitted.
7. The teacher assigning the student to time-out should provide adequate academic work to last the duration of the restricted time.
8. If warranted, the student may miss recess. Direct supervision by the assigned classroom teacher or the teacher conducting the time-out or detention is required. Repeated denial of recess is discouraged.
9. During/following the time-out/detention, it is expected that the student will think about ways the problem can be corrected and communicate what he/she will do to correct the problem in the future.
10. It is expected that the time-out/detention procedures will not be used indiscriminately.
11. After-school detentions are not allowed.

### In-School Suspensions/Office Time-Out

In-School Suspensions will be issued if deemed appropriate by the principal. Teachers may send students to the office for an office time-out **for level 3 misbehaviors.**

#### Guidelines for In-School Suspensions/Office Time-Outs:

1. The student will understand the reason for removal from regular classroom activities.
2. Written communication must accompany the student so the office knows the reason for the time-out and if a visit to the principal or counselor is necessary.
3. The student will be given an activity that requires quiet contemplation as to what the problem is and appropriate solutions to the problem.
4. Office personnel will supervise the student during time-out.
5. For in-school suspensions, follow the AB521 guidelines (procedure follows). Students need an adequate supply of class work to complete during this time.

### Reverse Suspensions

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Reverse Suspensions will be issued if deemed appropriate by the principal in lieu of an RPC. If the student qualifies for an RPC or Reverse Suspension, the parent is required to stay with the student during the school day.

### Guidelines for Reverse Suspensions:

1. The student will understand the reason for consequence
2. Written communication must accompany the student so the office knows the reason for the time-out and if a visit to the principal or counselor is necessary.
3. The student's parent or guardian will be present for the child's school day.



## CLASSROOM DISCIPLINE

Classroom discipline is largely a teacher responsibility and should be handled by the teacher, except in situations where the teacher is confronted with a problem that he/she feels is serious and should be brought to the attention of the principal. The following procedures will apply to all discipline cases:

- Each teacher will establish classroom expectations and discipline procedures for managing student behavior and will submit a written discipline plan to the principal for approval. The classroom management plan will include classroom rules, expectations, consequences, and procedures. Viewing of movies as a classroom reward is expected to be avoided.
- The Nevada Revised Statutes prohibit the use of any form of corporal punishment.
- School rules are applicable in all situations and will be enforced by all personnel.
- The teacher will handle all first and second discipline problems following the Student Discipline Procedures outlined in Section 5.7, page 2.
- A teacher may contact the parent at the first occurrence if desired. The teacher **must** contact the parent at the second occurrence by telephone and/or written notice if there is not a home telephone. Incident Reports should be sent home for documentation purposes.
- When a student has reached the third occurrence in a trimester, the student is to be referred to the office with a completed Citation. Incident Reports leading up to this Citation should be attached.
- The principal will confer with the student/teacher and make a decision related to the Citation. If the student is to be removed pending a parent conference, the principal will initiate this action.
- Teachers are not to send students to the office area to complete work or just to sit for discipline reasons.
- Flagrant misbehavior will result in immediate principal/parent contact by telephone and/or written communication.

### DISCIPLINE TIPS

- Avoid, if possible, the visible show of anger and emotion. Before this state is reached, refer the student to the administrator for disciplinary action.
- Do not place the student in a position where he may feel he must respond or fight back to save face among his peers.
- Do not handle a student physically except in self-defense.
- Do not threaten the student with any action you may not be able to carry out or is against school district regulations.
- If you are sarcastic or joke with students, they will assume the same role.
- Treat each student with the same respect and consideration that you would like to receive. Go the extra mile to set the example.
- Become aware of, and avoid the use of, words and phrases that alienate and antagonize.
- Clearly establish the standard of behavior and classroom operating procedures you expect from your students. This should be done early as it is difficult to enforce rules after a period of leniency.
- Be consistent and fair in your relations with your students, and at the same time treat each student as an individual human being.
- Teachers are expected to be individuals who are trained to motivate, guide, counsel, and instruct students in the ways of acceptable social behavior. Teachers are judged on their ability to effectively create an atmosphere that eliminates most disciplinary situations.

### **DISCIPLINARY LAW**

#### **AB521 & AB14 – NRS 392.465**

As a result of the 1999 session of the Nevada Legislature, school administrators are charged with the following responsibilities:

- The development of a school-wide progressive discipline plan with parent and teacher involvement (AB521)
- Administrative facilitation of specific procedures associated with the removal of a student from the classroom by the classroom teacher (AB521)
- Administrative facilitation of specific procedures associated with the declaration of a student as a habitual disciplinary problem (AB14)

**A Safety/Behavior Committee will be formed to address these responsibilities. Any case of a student having major continuous disruptive behaviors should be referred to the SIP team as soon as possible.**

### **DETAINING STUDENTS**

- Students are not to be deprived of instruction (including art, library, music, P.E.) or of necessary time to eat lunch, either for punishment or for special help.
- Mass punishment is not to be used.
- A student should never be told by the teacher that he/she cannot return to class.

(See CCSD Regulation 5141 and 5146)

### **SEARCHING STUDENTS**

Desks or lockers to which students are a limited right of use are subject to search at any time. Students shall be given prior notice that they have no expectation of privacy when using district-assigned property and that routine searches may be expected.

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Searching a student's person is subject to strong legal safeguards and must be approached with care. The following guidelines are generally applicable:

1. A search of a student's person or possessions shall be conducted by a school administrator or designee in the presence of another school employee as a witness.
2. A student's person may be searched if the student voluntarily consents. There should be a witness to the obtaining of permission. Parents must be notified of the search, and a written report must be prepared within 24 hours by the person conducting the search.
3. A student may be searched for weapons if there is reasonable cause to believe a weapon is being carried. The cause should be defensible in court and should usually be related to an immediate threat or danger.
4. Law enforcement assistance should be sought in dangerous situations.
5. Students should not be strip-searched by school personnel for items that are not immediate threats to safety and order. If the circumstances require a search for such items, the student's parents or the police department should be called to make the search.
6. Toys, playthings, or other inappropriate items may be confiscated if they are a nuisance or a distraction in the classroom or on the playground. Such items should not be discarded; store these for return to parents if necessary.
7. Dangerous items must be confiscated and the principal notified.
8. Students with a weapon are to be immediately referred to the administration. Administration will investigate the situation thoroughly. If a weapon is discovered, administration will suspend the student and contact the school police.

(See CCSD Regulation 5144)

### CORPORAL PUNISHMENT

Corporal punishment is no longer allowed in the State of Nevada. This was a result of legislation passed in 1993.

### STUDENT HEALTH

#### Student Health

1. Children who appear to be ill should be sent to the office with a completed "Health Office Pass" form (CCF-631) where the office staff will follow prescribed Standing Orders for Illness Occurring at School.
2. Minor cuts, scratches, and abrasions should be treated in the classroom. Each teacher has a small first aid supply for this purpose.
3. If a student is cut/scratched/bumped on the face or head, he/she should be sent to the nurse's office.
4. Serious accidents or illnesses require commensurate attention. Teachers should request immediate assistance from the office, and Standing Orders for Illness Occurring at School will be implemented.
5. If a student must take medication, he/she must have this medication registered with the office, and it must be taken under office supervision.
6. The nurse will make the teacher aware of any potential classroom problem.
7. For medication to be administered by school personnel, a district Medication Release (CCF-643) must be completed by a parent and filed in the office with a copy of the prescription.

### Student Accident Reports

The Clark County School District requires that a written report be made on form CCF-620 any time a child is injured at school. The following guidelines will govern the reporting of student accidents:

Any teacher that observes or is aware of an accident involving a student will:

1. gather the necessary information
2. notify the office
3. complete a CCF-620, regardless of whether or not the child is under the teacher's direct supervision
4. return the completed CCF-620 form to the office
5. if students are injured on the playground, the office staff will assist in completing the CCF-620

### Food Allergies

An estimated six million or 8 percent of children in America have food allergies. Approximately 16 to 18 percent of children with food allergies have had a reaction at school. The most common foods to which children experience allergic reactions are milk, eggs, and peanuts. Allergic reactions to foods vary and may range from mild to life-threatening. Anaphylaxis involves the dangerous symptoms, including but not limited to, breathing difficulties, a drop in blood pressure, or shock, which are potentially fatal. **Strict avoidance of offending allergens is the most important way to prevent life-threatening anaphylaxis.**

School personnel responsible for students with food allergies must be familiar with the student's individual Medical Alert and/or 504 Plan. All complaints from students with a food allergy are to be taken seriously. Delay in receiving the appropriate medication (epinephrine) for allergic reaction has contributed to food allergy fatalities. It is imperative that immediately following the administration of epinephrine, school staff call 911, the parent and the school nurse, even if symptoms have been resolved. A single dose from an epinephrine auto-injector may provide a 10-15 minute (or less) window of relief. A second dose of epinephrine may be

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required if symptoms do not lessen or if medical help does not arrive quickly. Even a trace amount of food can, in some instances, quickly lead to fatal reactions. Speak to the school nurse for more information.

### **STUDENT RECORDS AND RELEASE OF INFORMATION**

#### **Cumulative Records**

Each student has an official record which must consist of the following documents:

1. Current Data Record (CCF-706)
2. School Registration Form (CCF-705)
3. Parent-Teacher Conference Reports (CCF-812)
4. Any legal documentation – the student’s CCF-703 will be “red flagged” also

The student’s official permanent records are filed in the office. The health record is in the nurse’s office. Records will not be taken from the office unless properly signed out with the office manager. The records must NOT be taken out of school.

At any time, teachers may inspect the file of students whom they instruct. However, to inspect a record or file of another child, it is required by federal law for any person, teacher included, to complete a form stating when and why the inspection was made.

#### **Release of Information**

**Federal law provides that parents or legal guardians may see ALL official records kept on their child, upon proper written request (CCF-755).** These requests must be made through the principal. Teachers should direct all requests to the principal and should not act without the principal’s direction.

Federal law prohibits releasing any recorded data on any child to anyone other than a parent or legal guardian without the consent of the parent or guardian. Teachers must abide by this law. Failure to do so has both ethical and legal ramifications. Refer to CCSD Regulation 5125.1 for detailed information.

**Confidential Folders**

Confidential folders are compiled for students who are referred to Special Student Services. These are kept in the office and are restricted to personnel who have a need to see or use them. When they are taken from the file, they are to be signed out on a form provided. The person who takes the folder assumes responsibility for it. When a pupil transfers to another school, the folders are returned to Special Student Services in the Education Center.



### STUDENT ATTENDANCE REPORTING

Maintaining of student attendance records is the responsibility of the teacher, as required by the Clark County School District and Nevada State Law. Procedures are:

1. Teachers must take attendance at the beginning of each day (after 9:30 and before 10:00) and after lunch (before 1:00).
2. After 9:10am, a tardy student must procure a tardy pass from the office to give to the teacher upon arriving at the classroom
3. DO NOT delegate attendance responsibility to a student or parent (CCSD Policy and Regulation 5113)
4. Written notes, phone calls, or other reasonable confirmation by parents for student absences are required and should be kept and filed by the teacher (CCSD Regulation 5113)
5. An opportunity for students to make up work missed because of excused absences must be provided.
6. Students should understand that missed work will have a direct bearing on their grade.
7. Absences resulting from parents' failure or refusal to require a student to attend, or the student's failure or refusal to attend when so directed by parent or school official, or a student's unapproved absence from school after arriving at school are classified as truant.
  - A student is absent in the morning if arriving at school after 10:30 a.m.
  - A student is absent for the whole day if leaving school before 10:30 a.m.
  - A student is absent for the afternoon if leaving school before 1:30 p.m.
  - A student is tardy if not present by 9:10 a.m.

Excessive Absences, Tardies, and Truancy Policy:

- 1<sup>st</sup> time: The clerk will call the parent and inquire as to the reason for an absence after 3 days.
- 2<sup>nd</sup> time: The clerk will send a letter to the parents after 6 absences. In the event that an absence has been determined to be unexcused, a "Notice of Truancy" and a copy of "Excerpts of Nevada School Law" will also be sent.

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- 3<sup>rd</sup> time: The clerk will notify the principal after 10 absences. A Request for Parent Conference form will be sent and a conference will be held.
- 4<sup>th</sup> time: The clerk will notify the principal after 16 absences. An RPC will be sent and a conference will be held. In the event an absence is unexcused, the school will file for educational neglect.
- 5<sup>th</sup> time: The clerk will notify the principal after 20 absences. Educational neglect charges may be filed.

### Teacher Responsibilities:

1. Maintain flawless attendance records on a daily basis. Report the total number of tardies and absences on the report card when given attendance totals from the office at the end of each trimester and end of the year.
2. Remind students to bring excuse notes from home and file these with your records. It is important to keep every note in the event that parent questions or concerns should arise late in the year. Good record keeping avoids unnecessary conflict.
3. Stress the importance of good attendance. **Be a good role model of attendance as well.**
4. Make your classroom inviting enough that students want to come to school.
5. Contact the office if you have reason to question a child's absence or suspect truancy.

If a student is absent for 20 or more days, the child may be considered for retention.

### ENROLLMENT/WITHDRAWAL PROCEDURES

#### New Students

Throughout the school year you will receive new students. Please remember:

1. First impressions of the child and his/her parents will have a lasting effect on your relationship for the remainder of the year.
2. Always greet the new child with a smile and a welcome.
3. Let the child know there is a place for him/her in the classroom and that he/she is a welcome member of the group.
4. Assign another child to be a "buddy" to make introductions, take a tour of the school, sit with him/her at lunch, etc.
5. Take care that the new child is included in playground activities.
6. Be aware that the child may be overwhelmed by the new academic work. Begin by pointing out to the child the skills he/she is proficient in, rather than their deficiencies.
7. Make personal contact with the parents as soon as possible to give them a brief overview of your program.
8. Acquaint the student immediately with the school rules.
9. Send home any classroom information or the packet you have from Parent Night.

#### Withdrawing Students

1. Notify the office if you become aware that a student has left or plans to leave.
2. Obtain and complete a Pupil Release and Transfer Form CCF-702 from the clerk, including grades and attendance.
3. Record grades and attendance on CCF-706, Student Data Record. Specialist must record their specialty grade.
4. Be sure that the student has returned all library books.

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5. Enter grades/attendance on a report card if the student has been enrolled for 15 days or more.
6. Give all records and CCF-740 to the clerk prior to student transfer.

### **REFERRAL FOR SPECIAL STUDENT SERVICES**

From time to time it is necessary for teachers to seek assistance for students who present exceptional problems. Such students could be gifted, slow, withdrawn, overly aggressive, have extreme medical problems, or other exceptional conditions or behaviors.

The process of referral can take considerable time and is guarded by federal and state laws, therefore, it should be started as soon as the need for this concentrated attention is detected.

The referral process involves a multidisciplinary review team (RTI-Response to Instruction/Intervention) which may include the school psychologist, nurse, resource teacher, speech therapist, principal, referring teacher, and other representative teachers from the staff.

See steps in the RTI process.

### **RTI PROCESS and 504s**

Please be aware that the RTI Team is available to assess and offer suggestions for a variety of student problems, including behavior, emotional difficulties, and learning difficulties. Testing a student for Special Education placement is only one of these options. Please note that retention must be a recommendation of this committee.

1. Student is observed, exhibiting problems or difficulties.
2. Teacher obtains and fills out Request for Assistance and Record of Teacher Intervention form. Use these as worksheets. Interventions should be tried and recorded for

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three to four weeks. Place completed forms in the RTI mailbox in the lounge. Begin collecting work samples. Communicate with families.

3. Continue to keep detailed anecdotal records. A date will be scheduled for the teacher to meet with the RTI team to discuss relevant student information and review work samples. When a date is scheduled, the teacher will send "parent letter" to notify the family of the meeting.
4. RTI team will discuss case, schedule observation or testing if necessary, develop intervention plan, and schedule a second conference with teacher. A caseworker will be assigned.
5. A follow-up meeting will be scheduled to assess interventions and re-evaluate plan.

### **504s**

Accommodation plans, such as 504s are written to address the needs of students with a diagnosed disability who do not meet eligibility requirements for other federal programs, but need support services within the regular classroom setting. If you have concerns of your students' 504 or have questions, please contact the school's 504 Liaison (School Counselor).

### **G.A.T.E. / SPEECH / ELL / COUNSELOR**

#### **G.A.T.E.**

Students whose level of mental development is significantly advanced may be identified by professional qualified personnel as requiring differentiated educational programs and/or services beyond those normally provided by regular school programs. These students may be referred by teachers and/or parents for assessment for the CCSD Gifted and Talented Education (G.A.T.E.) program.

If you feel that a student meets the criteria for the G.A.T.E. program, you should:

1. Fill out referral form (CCF-481), sections A-D.
2. Submit the referral form to the G.A.T.E. program teacher.
3. The G.A.T.E. program teacher will obtain parent's signature on the permission form for testing (CCF-485).

#### **Speech**

A speech referral form can be found with the school's speech therapist. If you have concerns for a student, e-mail the speech therapist and your concerns right away. Students may be referred for assessment in the area of receptive and expressive language as well as articulation difficulties. The speech therapist will conduct the assessment within 60 days.

#### **ELL**

Assistance can be requested through the English Language Learner Program for English Language Learners, if their primary language is other than English, and they are experiencing difficulties with English.

#### **Counselor/Social Worker**

The counselor conducts classroom, small group, and individual sessions. Student referrals to the counselor are used by students if they feel a need to talk with the counselor. Teachers may also refer a student to be seen by the counselor for poor social skills,

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peer relationship difficulties, behavior problems, poor self-esteem, family issues, anger management, etc. Additional counseling services on a continued basis must be approved in writing by parents. The counselor will procure the necessary paperwork. Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect themselves and others. The comprehensive school-counseling program will implement strategies and activities which support and minimize each student's personal growth to enhance character and the educational development of our students.

### HOME/SCHOOL COMMUNICATION

Teachers and staff are expected to maintain effective communication with parents/guardians. As well as written notes, phone calls, every teacher will be required to use one electronic communication tool (Class Dojo, Bloomz, etc.) to maintain flexible and effective communication

Effective home/school communication is:

- Timely – it should take place the day an academic or behavior problem occurs or becomes severe enough to encourage parent support.
- Frequent – it should occur regularly, as scheduled as in the case of progress reports, daily for students with special circumstances. Never have a parent say, “How come I didn’t know about this?”
- Appropriate in Form – if the condition is severe enough, the teacher should request a parent conference in person at school. If minor or parents are otherwise unavailable, the communication can be over the phone or written.
- Documented-all staff should maintain written documentation indicating the topic of discussion, date, who was spoken to, what staff said, and the response of the parent. When

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circumstances warrant, inform the administration verbally or in writing. Documentation should be noted under Parent Contact Log in Infinite Campus

Staff members are encouraged to resolve concerns at the teacher level first before turning to administration. Be prepared to provide documentation of teacher-parent attempts to resolve issues to administration so that concerns are more easily resolved.

### VISITORS TO SCHOOL

- Visitors are always welcome, especially parents, who are urged to visit the school and their child's teacher.
- Please greet and offer assistance to visitors.
- During the greeting, inform the visitor of the need to gain clearance through the office.
- All visitors are required to check in the office immediately upon arrival on campus so that we may properly assist them.
- Visitors will sign-in and out when entering and leaving the building.
- Visitors must wear a visitor badge while visiting. Remind any visitor without a badge of this policy.
- No school-age visitors are permitted on campus from 7:30 a.m. to 3:30 p.m., unless accompanied by an adult or with permission from the classroom teacher or administration.
- If unidentified visitors resist the request to gain clearance, inform them of the school's obligation to provide safety for our students. This procedure applies on the playground, as



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well as inside the school building. If necessary, the office should be immediately notified of your concerns.

- When visitors are expected in your class, identify a student to serve as a classroom hospitality person. The student should make visitors feel welcome by greeting them, offering them a chair, and telling them what the class is doing. This type of procedure makes it possible for the teacher to acknowledge visitors and continue teaching without interruption.
- If a visitor engages and persists in behavior that is injurious to instructional goals, give a student the "PTA Envelope" and have him or her deliver it to the office. Administrative personnel will respond. Do not engage in "power struggles" with visitors.

### PARENT VOLUNTEERS

Parent volunteers are strongly encouraged at Fredric W. Watson.

#### Volunteers can:

- Assist teachers in the preparation of materials, such as cutting, gluing, copying, etc.
- Assist students with the completion of a task or activity under teacher direction
- Assist in student supervision on a field trip
- Construct bulletin board or class displays
- Give inventory assistance
- Perform housekeeping functions
- Provide tutoring assistance to an individual or small group of individuals with teacher direction

#### Volunteers CANNOT:

- Correct student work
- Enter grades in grade book or view the grade book
- Be left alone in the classroom with students

#### Volunteers must:

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- Conduct their work in or near the classroom or in the parent workroom
- NOT use the staff lounge, staff workroom, or the office
- NOT disrupt other on-going instructional activities in the school

### Staff Conduct with Parents

- Maintain a professional demeanor at all times.
- Use caution when speaking to other staff about confidential student information so that parents/visitors do not overhear this information.
- Use caution when speaking with parents/visitors about matters of a personal nature.
- Use caution when interacting with parents/visitors outside of the school day. Maintain a professional relationship with parents/visitors and not a familiar one.
- Never engage in negative conversation about other staff, programs, or educational philosophy of the school to parents/visitors.

The principal's responsibilities are to:

- Encourage parents, relatives, and other interested persons to serve as volunteers.
- In-service volunteers when appropriate.
- Show volunteers that they are appreciated.
- Make sure everyone understands their role and the importance of their role.
- Evaluate the effectiveness of the program.

The teacher's responsibilities are to:

- Make certain that the volunteer checks in at the office and that he/she is aware of the location of your classroom or the room in which the volunteer work will be carried out.
- Provide space for the volunteer to put personal belongings (e.g. coat or purse).
- Inform the volunteer where he/she may eat lunch.

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- Set up a schedule with the volunteer for when he/she will volunteer.
- Establish a procedure for the volunteer to inform the teacher if he/she will be absent from a scheduled volunteer time.
- Inform the volunteer of the fire drill procedure.
- Plan for appropriate introduction of the volunteer to students.
- Provide a consistent time to plan and prepare activities for the volunteer.
- Clearly define and demonstrate the tasks the volunteer is to do and provide a variety of activities.
- Provide a consistent time to discuss the volunteer's involvement, share experiences, respond to concerns, and give feedback.
- Provide support to the volunteer directly and in front of the students.
- Let the volunteer know you recognize his/her contributions.

### PARENT CONFERENCES

Classroom teachers are responsible for coordinating parent conferences when they are needed. Parent conferences are essential for communicating students' academic progress and social behavior. Teachers are encouraged to conference with parents as often as necessary. At least one annual conference must be held with each student's parent(s)/guardian(s).

It is recommended that records of all parent-teacher conferences, phone calls, and written notices be accurately maintained. The Parent Contact Record and the Parent-Teacher Conference Report (CCF-812) are available for this purpose.

In order to establish effective lines of communication, please adhere to the following:

1. Send home notices and make phone calls frequently throughout the year. Include frequent positive communications to balance negative interactions.
2. Seek principal approval prior to distribution of any communications to be sent home. Remember that all notices are a direct reflection of your professional image. Be neat, Do not hesitate to make a call to a parent to tell the parent of a concern. Keeping on top of a situation helps a student to see that you mean what you say and that you and the parent work together.
3. Respond promptly to parent requests for conferences. When report cards are returned, be sure to check if a conference has been requested.
4. Keep accurate records of all parent contacts made.

#### General Guides for Parent-Teacher Conferences

Each parent is unique in personality and problems; however, it may be helpful to list a few guides to conferences in general:

1. RESPONSIBILITY FOR SUCCESS OR FAILURE OF A CONFERENCE RESTS PRIMARILY WITH THE TEACHER. It is good to remember

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that success is relative, and each conference must be judged according to its own circumstances and results.

2. IT IS BEST TO ARRANGE FOR NO INTERRUPTIONS DURING A CONFERENCE. Nothing is more disturbing to the serious effort of trying to think through a problem than to be interrupted at a crucial moment.
3. IT IS EASIER TO BUILD A COOPERATIVE RELATIONSHIP IF THE TEACHER IS NOT SEATED BEHIND A DESK. Behind the desk the teacher is in the position of authority, not partnership.
4. THE TEACHER'S GREETING SHOULD BE FRIENDLY AND RELAXED. If he/she is hurried or tense, the parent will know it. It is difficult to discuss a problem with someone who looks as if they wished you were not there or would soon leave.
5. LISTEN, AND THEN LISTEN SOME MORE. The teacher did not invite the parent in to deliver a lecture to him/her, but to receive as well as to give help. Encourage the parent to talk, and then listen to what is said.
6. FIND OUT HOW THE PARENT IS THINKING AND FEELING ABOUT THEIR CHILD. This is important because the teacher cannot understand the child's behavior unless he/she knows the parent's attitude.
7. IF PARENTS SAY THEY ARE WORRIED ABOUT THEIR CHILD'S BEHAVIOR, FOLLOW THROUGH. Find out why they are worried. The teacher should not assume that he/she knows why. The teacher and the parent may not feel the same way about the child.
8. IF PARENTS GIVE WHAT THEY THINK IS THE REASON FOR THEIR CHILD'S BEHAVIOR, ACCEPT IT AND LEAD THE DISCUSSION ON TO THE CONSIDERATION OF OTHER POSSIBLE CAUSES. Behavior is the result of many causative factors, not of one.
9. IF PARENTS SUGGEST A PLAN OF ACTION, ACCEPT IT IF AT ALL POSSIBLE TO DO SO. It is better for parents to try it than for teachers to force one of their own. One of the goals in parent counseling is to try to get the parent to take the initiative. If the parent's plan fails, it is always possible to suggest others that may strike nearer to the root of the difficulty.
10. IF THE PARENT CANNOT SUGGEST REASONS FOR A CHILD'S BEHAVIOR OR A PLAN OR ACTION TO DEAL WITH IT, THE TEACHER MIGHT SUGGEST ALTERNATIVES FOR JOINT CONSIDERATION. "This

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might be possible. What do you think? You know all the facts of the situation better than I do.” or, “We might try this and see what happens; it may take us a while to find out the source of the difficulty.” Such an approach makes parents participators in the final decision.

### GRADING STUDENT ACHIEVEMENT

Teachers will teach objectives stated in district curriculum guides, and student grades will be reported in relationship to achievement of these objectives.

#### Grade Book Guidelines

Student achievement will be recorded in Infinite Campus. Report card grades must be recorded in this document. All class records will be turned into the office at the close of the school year. The following should be identified in each grade book:

- Teacher name and school location
- School year
- Semester being evaluated
- Subject area
- Date of assignment/test
- Assignment, test, etc, being recorded
- Semester grade for each student

Please ensure that a sufficient number of grades are recorded for each subject to allow for a fair evaluation of each child’s progress. Review these grades on a continual basis to adjust instructional needs.

The following letter grade scales is used for basic skill subjects:

A	90 - 100%
B	80 - 89%
C	70 - 79%
D	60 - 69%

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F 59% and below

Students will not receive anything lower than 50% in the grade book.

*Grades should not be lowered for disciplinary reasons. These grades should report achievement and progress. Students should have the opportunity to prove mastery of the standard.*

The following symbols are used for learner responsibilities and social growth:

E excellent  
S satisfactory  
N needs improvement

Enrollments and withdrawals must be accurately maintained in both attendance and grading documents.

### REPORTING STUDENT ACHIEVEMENT

[https://www.ccsd.net/district/policies-regulations/pdf/5122\\_R.pdf](https://www.ccsd.net/district/policies-regulations/pdf/5122_R.pdf)  
(CCSD-R-5122)

Reports are to be sent out according to the following calendar.

<u>Progress Reports</u>	25th of each month (or the Friday prior, if the date falls on the weekend)
<u>End of Semesters</u>	December 17, 2021 (88 days) May 25, 2022 (180 days)
<u>Report Card Distribution</u>	January May 25, 2022

### Unsatisfactory Notices

On or before the midway point of each term, teachers are required to send notices to parents (CCF-771) advising them of unsatisfactory progress being made by their child, or work which has deteriorated two or more letter grades below previous performance. Parent-teacher conferences are recommended when unsatisfactory progress is identified. Copies of signed CCF-771 forms should be returned to the office.

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A grade of "F" or a grade denoting unsatisfactory work (N) may NOT be given unless the parent is notified in advance (CCF-77I). However, failing grades resulting from conditions existing exclusively in the last few weeks of a reporting period may be exempted from prior reporting notice with the approval of the school principal.

(See CCSD Regulation 5122)

### Progress Reports

Teachers will issue progress reports of general student work habits and progress every other week. If a student scores a "D" or "F" on an assignment, a comment should be left to explain what the student needs to work on. These reports will be generated through Infinite Campus.

The purpose of all progress reports is to apprise parents of student work habits and to communicate the current state of a child's academic progress prior to report cards. It is strongly recommended that all progress reports require a parent signature and be kept in a classroom student file. Never let it be said, "Why didn't you tell me?"

### REPORT CARDS

#### Philosophy

Report cards are used as a means of communicating student achievement to parents and to students. Neither the Clark County School District nor Fredric W. Watson has a fixed number or percentage of students to receive A's, B's, C's, etc. Since most people are average by definition, it is reasonable for most students to receive C's and fewer students should receive A's than B's and, consequently, fewer B's than C's. Students who are trying, but because of limited ability, are not meeting with a lot of success, should not receive an F. Students demonstrating little or no effort are certainly deserving of an F. In no way does this grading philosophy represent grading on a curve. It is NOT expected



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to see the combination of the D's and F's equal or exceed the combination of the A's and B's.

### Time Lines

Report cards are to be issued on a semester basis for grades kindergarten through five.

A report card is to be made for every student who is enrolled on the last day of the term, but grade marks do not need to be issued until the student has been enrolled for 15 days.

### Specific Reminders

1. The CCSD Record of Student Progress will be used. Do not amend this Progress Record with additional categories.
2. Academic grades are not to be used for disciplinary purposes. They are to convey achievement and progress. Avoid inflating grades for subjective reasons.
3. Report cards must be neatly prepared on the computer.
4. Students are never to be given blank report cards. In the case of too few days enrolled, so indicate in the appropriate term boxes.
5. Reported attendance should show the number of absences and tardies.
6. Maintain consistency in report grades with weekly progress reports to avoid confusion on the part of the parents or students.
7. "W" can be denoted on the report card to indicate grading for special education students on IEPs.
8. Be sure to include positive constructive comments on the report card.
9. Report cards are not to be withheld for fines.
10. Report cards will be reviewed by the principal on dates to be determined.

## STUDENT PROMOTION AND RETENTION

### Student Promotion

It is presupposed that students work toward achievement of the educational goals of the Clark County School District in a

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continuous program of learning through an established grade-sequential curriculum and, hence, normally are promoted one grade each year. Advancement through the curriculum, however, shall be based upon a student's demonstrated ability rather than age or years in school; and retention at grade level or double promotion of a student may be directed when deemed appropriate.

### Student Retention

Nevada School Law concerning first grade entrance mandates that parental consent is necessary to retain a student in Kindergarten.

Before retaining any student in the same grade, conferences must be held with the parent/guardian to discuss the reason for retention. Parental acceptance of a retention is essential to the probability of future success for the child. For this reason, though permission is not a requirement, retention should not ordinarily be considered if the parents are resistant. The teacher and principal, in joint agreement, have the final authority to retain a student. No student may be retained more than one time in the same grade.

The decision to make a recommendation for retaining a student in the same grade is one of the most important and sometimes difficult decisions that a teacher must make.

### Points to Consider for Retention:

1. Studies and research findings conclude that for most children retention is of no benefit and may often be harmful.
2. The prime consideration for recommending retention is that, in the teacher's judgment, the pupil will benefit over and above any detrimental effects that may result from being retained.
3. Not only the situation for the child at the beginning of the next school year, but also his/her situation in years to come should be considered.
4. Retention should be considered only if a child can reasonably be expected to profit from another year in the same grade.
5. Research indicates that students in grades K-2 benefit the most from retention.

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*Before any student may be retained in the same grade rather than be promoted, the procedures identified below are to be utilized:*

### Identification Phase

1. Students whose achievement is significantly below grade level are potential candidates for retention. Such students should be identified as early in the school year as possible, and parents should be notified. Refer the student's case to the RTI Team immediately.
2. The teacher, the principal, and the parent/guardian should undertake special consideration of the student's learning needs. When appropriate, the teacher initiates a data-gathering phase.

### Data Gathering Phase

Data may consist of:

- Student profile - age/physical size, maturity, knowledge of English language, experiential background, grade placement, siblings, transiency, school attendance patterns, present level of academic achievement as reflected in management system profiles and report card grades, student's and parent's attitude about retention, motivation to complete tasks, emotional problems, history of delinquencies, prior retention(s), and ability as measured by standardized tests.
- Pertinent information from confidential file to identify history of learning disabilities, cumulative folder, research-validated retention indicators (e.g. Light's Retention Scale), student work samples, teacher observation, parent/teacher conference records.
- When sufficient information has been collected, the teacher will again conference with the RTI Team, parent/guardian, and the principal. Deficiencies will be specified and an instructional intervention plan will be formulated. The basic elements of this plan should include:
  - A description of specific student skill deficiencies.
  - A description of minimum student skill acquisitions needed to demonstrate acceptable progress
  - A description of teacher commitment to facilitate students acquisition of identified skills

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- A description of home (parent/guardian) commitment to facilitate student acquisition of identified skills, and
- A projected time frame for implementation

### Intervention Phase

- An instructional intervention plan will be implemented (including alternative referrals, if appropriate).
- A sufficient amount of time will be allowed for improvement.
- After an appropriate time interval, review of the student's progress will be conducted by the teacher, principal, and parent/guardian.
- If necessary, activities will be modified to better accomplish the expectancies of the plan.
- If acceptable progress is not evidenced, adequate measures should be taken to rule out learning and/or emotional disabilities.

### Decision Phase

- The principal and teacher, in joint agreement, will have final authority to retain a student. The following will be included in the basis of that decision:
  - Data gathered
  - Student progress in intervention phase
  - Professional judgment
  - Effect of retention on student's educational improvement
  - Degree of parental support

In cases where the principal and teacher cannot reach an agreement, or when the parent/guardian requests a review of the decision, the RTI Team can offer advisory recommendations. In the absence of final agreement between teacher and principal, the student will not be retained.

- A reasonable effort to meet with the parent/guardian to discuss recommendations and action will be made by the principal and teacher.
- Appropriate means for parent involvement will be discussed.

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- A Parent-Teacher Conference Report (CCF-812) will be used to summarize student classroom performance and teacher recommendations.
- A completed student Retention Intervention Checklist (CCF-731) will be filed which indicates final action taken.
- Appropriate documents will be reviewed, explained, and filed in the student's cumulative record file.

### BUILDING SECURITY

#### Keys to Building

- Teachers are given a wardrobe, desk, filing cabinet, classroom door key, and "T" key. Teachers are responsible for the maintenance and security of all issued school keys. These keys must not be loaned to other persons (including students) nor carelessly left unattended.
- Duplicate and additional keys are to be obtained only through the principal. Only designated personnel are to have keys made for any lock in the school. Teachers and other staff members are not to have school keys duplicated.

#### Access to Building and Rooms

- Teachers are responsible for the security of the school building if they enter at irregular hours.
- During irregular hours, make sure to sign in on the after-hours sheet and be certain that the alarm is set upon

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leaving the building. See the office manager for procedures on how to arm and disarm the alarm system.

- Rooms of the school, other than your own, are not to be unlocked for any reason without the knowledge of the staff person responsible for the room. Do not unlock doors to other teachers' rooms at the request of students.
- A teacher must be present when students are using any area of the school.
- Parents must enter the building through the front office. At no time are parents to enter the building through other access points.
- Exterior doors should be locked at all times.

(See CCSD Regulation 4213.)

### MAINTENANCE OF CLASSROOMS

#### Student Responsibilities:

- Students should be responsible for keeping their desk orderly.
- Students are to wipe desk tops at least weekly with a damp paper towel or wipe.
- All staples, scraps, pencils/pens/etc. shall be cleaned up from the floor
- Glue is to be cleaned from table tops by students.
- Chairs are to be stacked in groups of approximately four or five by students at the end of each day.

#### Teacher Responsibilities:

- Classrooms should feel inviting
- Classroom expectations are to be visibly posted
- Any visible storage on top of cabinets/wardrobes must be orderly, visually attractive, 18 inches from the ceiling and not blocking any fire sprinklers.

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- Teacher desk tops and work areas should be orderly. Remove any extra materials due to limited space.
- Student seating arrangements in classrooms should have a distinct pattern and must ensure the following:
  - Student visibility by the teacher
  - Teacher, white board, and overhead visibility by all students
  - Adequate space for each student to get in and out and exit classrooms
  - All furniture arrangements must provide for student safety in classrooms.
- Materials on bulletin boards and walls are to be attractively displayed, serve as instructional purpose, and are to be frequently changed.
- Two data bulletin boards (math and reading)
- Complete a Classroom Maintenance Form and place it in the mailbox of the Custodian if you have a special maintenance request (lights out, broken furniture, etc.)

### MAINTENANCE OF BUILDING AND GROUNDS

It is expected that teachers will:

- Discuss regularly with students the need to maintain clean grounds and building surfaces.
- Report all incidents of graffiti to the principal and head custodian. Marking the building will not be tolerated.
- Encourage students to pick up litter found on the playground.
- Clean up after any events on the playground sponsored by the particular grade level or teacher.
- At no time, other than school-sponsored bake sales, concession stand (snack shack) sales, or school-sponsored lunches outside, should students eat food on the playground.

### CUSTODIAL SERVICES

The work of the custodians in protecting the health of everyone in the school makes their job one of utmost importance. Cooperation

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of all staff members with the custodial staff in keeping the school environment clean and safe is assumed.

- Submit all requests for custodial services in the Custodial Requests to mailbox
- Include the time you would like the request completed. The notation of time will aid the custodian in scheduling.
- Give as much advance notice as possible for completion of requests.
- Notify the principal of routine maintenance tasks not being completed. The following maintenance tasks should be accomplished as indicated:
  - Daily
    - Trash cans emptied
    - Pencil sharpener emptied
    - Sinks and countertops cleaned
    - Paper towels supplied by sink
    - Restrooms mopped and cleaned
    - Restroom dispensers filled
    - Carpet vacuumed
  - Weekly
    - Bookcases, cabinets, television and cart low dusted
    - Marker trays cleaned
    - Whiteboards cleaned on Fridays
    - Top of whiteboard, bulletin boards, door frames, etc., high dusted

The following tasks need to be completed daily by teachers/students to facilitate maintenance:

- Keep floor area clear of debris; i.e. bulk paper, pencils, crayons.
- Keep staples off the floor.
- Keep the principal advised of individual/grade level custodial needs/concerns/suggestions.



#### TEXTBOOK / EQUIPMENT ACCOUNTABILITY

Students and their parent/guardians shall be responsible for all damage to or loss of textbooks, library books, or other materials, equipment, or school property loaned to or used by the student and shall reimburse the Clark County School District for such loss or damage. Textbooks issued to students are to be kept in good condition.

The school must maintain a system for identifying each book by number and keep a record affirming to whom the book is assigned. (See CCSD Regulation 6160.1)

No student should be issued a textbook to replace a lost book until the full purchase price of the lost book has been paid. No student should go longer than one week without a book if he has not paid for the textbook that has been lost or otherwise misplaced.

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In case the student or parent is unable to pay, the student may be given an opportunity to pay for the book by doing small jobs at school.

(See CCSD Regulation 6150)

### SUPPLIES AND MATERIALS

Students may be asked to bring a limited quantity of supplies, e.g., paper, pencils, scissors, crayons, tissues, etc to use at school; however, students will not be penalized for failing to do so. By law, all necessary supplies and materials must be provided by the school.

Teachers are to plan carefully and utilize supplies conservatively. Full use of materials must be made before they are discarded. Less expensive materials are to be used in preference to more expensive.

Students are to be required to make conservative use of paper and other supplies. Students and teachers are to be oriented to make use of both sides of paper and to use any extra materials available.

### PERSONAL PROPERTY

#### Security of Personal Belongings

Staff should secure personal belongings by locking them in a secure area of the room (i.e., desk, wardrobe, closet, etc.). When leaving the classroom, always lock your door. Such practices ensure the safety of not only staff personal belongings, but students as well. If staff personal property is found missing the affected staff member should inform administration and submit a report detailing the circumstances.

#### Personal Property Declaration

In accordance with Article II of the Negotiated Agreement between CCSD and CCEA, teachers bringing personal property for business

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use must register that property with the principal. Personnel need to complete an "Employee Personal Declaration Form." The white form is given to administration and the yellow is retained by the affected staff member. In the event registered personal property is found damaged or missing, the affected employee must submit a personal insurance policy declaration page along with the "Employee Personal Property Declaration Form" to Risk Management for processing.

### Claim Procedure for Personal Property

- Notify administration and school police of loss or damage. Preserve damaged property as evidence and/or obtain photographs of item(s) at location.
- Give CCSD prompt notice of the loss or damage. Include a description of the property involved.
- Give CCSD Adjuster a written description of how, when, and where the loss or damage occurred, along with any other documentation.
- At CCSD Adjuster's request, provide complete inventories including quantities, costs (receipts), values, and two estimates for replacement.
- Permit CCSD Adjuster to inspect the property and records related to the loss.
- If requested, permit CCSD Adjuster to question you under oath at such a time as may be reasonably required about any matter relating to your personal property loss.
- Complete a sworn statement of loss to settle the claim within sixty calendar days from date of loss. CCSD Adjuster will supply necessary forms.
- Claims are subject to review by CCSD, its excess insurance carrier, and their respective legal counsels.

### SCHOOL MAIL

School mail is for the distribution of CCSD materials only. Sending items of a personal nature is not permitted. Sales ads and other advertisements must be district approved or approved by the principal.

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### SCHOOL BANKING PROCEDURE

Please adhere to the following procedures when submitting student money for deposit or requesting payment/re-payment for items purchased from school funds:

- Before making any purchases from school funds, request principal/office manager approval.
- Upon principal approval, submit a Request for Check (CCF-376) for materials to be purchased.
- When collecting money from students (e.g., for book orders, field trips) count the money, write the total daily amount on the Record Sheet, and give it to the Office Manager to recount. In return you will receive a receipt for the amount of your deposit. For security reasons, do not keep money in your room.
- At all times specific procedures/guidelines outlined in the CCSD Banking Manual will be followed.

### SMOKING

Smoking and carrying of lit tobacco products is not permitted on CCSD property at any time.

(See CCSD Policy 4380.)

### TELEPHONE USE

#### Use of School Telephones

School telephones are for business and personal emergency purposes. Please keep calls brief so everyone can have access to the phones as needed. We have the CCSD allocated number of phones and phone lines. In addition to the lounge phone, you may

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use the conference room phone or office counter phone when they are not in use.

Students requesting the use of the telephone will require a note from the teacher. The office will make the final determination as to whether or not the student may use the phone.

### Long-distance Telephone Calls

Personal long-distance telephone calls are not permitted by the Clark County School District. Any personal long-distance calls placed at work must be billed to a personal credit card or your home. All business long-distance calls must receive prior approval from the principal/designee and are to be reported to the office manager using the CCF-270.

### Cellular Phones

Please be reminded that cellular phone use must be limited to non-instructional times only (lunch, preparation time, etc.)

## ENERGY CONSERVATION

Recognizing our responsibility as trustees and employees of the Clark County School District, we believe that every effort should be made to conserve energy and our natural resources. We also believe this commitment will be beneficial to our students and taxpayers in prudent financial management and the saving of energy. Principals and department heads will be accountable for

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energy management on his or her campus with periodic energy audits being conducted and conservation program guidelines being updated. Judicious use of the various energy systems of each campus will be the joint responsibility of the principal and head custodian to ensure that an efficient energy posture is maintained on a daily basis. The district's energy bill totals more than 18 million a year. Every dollar saved by conserving energy means an additional dollar being available for education programs. All staff members are expected to take an active role in energy conservation. In order to help with energy conservation the school district has reinstated an energy conservation rebate program that will be phased in over a two year period. This program will make money saved by energy conservation available to schools for educational needs.

### Heating and Air Conditioning

The heating and air conditioning system are centrally controlled. If you have problems with HVAC systems please notify the office. Please DO NOT leave doors open when the air conditioning system is in operation.

### Lights

Please turn off the lights whenever you go out of your classroom for a long period of time.

### Computers

Please turn off computers and monitors at the end of each day.

## STUDENT SAFETY

Teachers are to provide students instruction in safety. Such instructions should be designed to cover all contingencies which might arise during the hours that the students are under the care

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of the school. General precautions for all conditions, at all times, should be stressed. Each teacher is responsible for the teaching, application, and enforcement of these procedures:

- Fire drill
- Shelter-in-place
- Bomb threat
- Other emergency evacuation procedures

If it becomes necessary for students to remain in classrooms, all doors are to be immediately locked.

Specific procedures for the safety drills are available in the crisis response plan and should be reviewed and practiced on a regular basis.

For procedures on a student who is missing, see section.

### HEAT EXPOSURE

General information and guidelines:

- Students should have easy access to water and be reminded to maintain adequate levels of hydration.
- Students should have access to shade and/or the inside of a building when needed.
- Alternative outside activities such as walking instead of running should be encouraged. High-intensity exercise should be avoided during periods of excessive heat.
- Students will be allowed to carry and apply sunscreen that has been provided by the parent/guardian.
- Lightweight clothing, limited to one layer will facilitate evaporation of sweat and exposure of as much skin as possible. Students in heavier and darker colored clothing will be more at risk for heat intolerance.
- Students new to the environment should be allowed time for conditioning for heat (acclimatization), as intense and prolonged exercise undertaken before acclimatization may be detrimental to health. The process of acclimatization is slower in children than in adults.
- Children have less tolerance to the heat than adults. This effect is magnified for all children in wheelchairs and/or

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students who are wearing body appliances. These students should be protected from prolonged exposure to the direct sunlight – even in milder temperatures.

- Students with health conditions known to have a potentially greater risk of heat stress should be monitored more closely at home and school and restricted from prolonged exposure to outside activities during periods of intense summer heat. This includes students with seizure disorders, obesity, febrile state, gastrointestinal infection, diabetes insipidus, diabetes mellitus, mental deficiency, and known heat intolerance.
- Students exhibiting any of the signs of heat exhaustion (skin cool and clammy, profuse sweating, temperature slightly elevated or subnormal) or heat stroke (skin red, hot, and dry; no sweating, temperature very high) should be removed from the heat immediately and screened by medical personnel. Heat stroke is an emergency, and medical attention should be obtained at once.

### Resources:

COVID	<a href="https://sites.google.com/nv.ccsd.net/ccsdweeklywire/reopening-guidance">https://sites.google.com/nv.ccsd.net/ccsdweeklywire/reopening-guidance</a>