



**STAFF HANDBOOK**  
**2025-2026**

**“Pursuing Academic Excellence and Developing Strong  
Character for Every Student...Every Day”**

## Introduction

Southgate Team,

Our roles as faculty members, administrators, and support staff are constantly changing as standards and best practices evolve in our profession. To grow into these new challenges, it is important that we be aware of the expectations and responsibilities of our individual assignments. This handbook is intended to serve as a guide throughout the school year as you plan for and carry out your respective assignment within the Southgate Independent School District.

This handbook contains information, policies, and guidelines that are imperative to the progress of our school district. The policies included are a summary. The entire body of policies and procedures are not provided in this document. The School Board will, in the course of its business, adopt changes to district policies. The actual policies and any subsequent changes will supersede any information included in this handbook. Suggested improvements to the handbook are welcome and may be submitted to the building principal.

Small School BIG Pride,

Greg Duty  
Southgate Superintendent

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# **DISTRICT PERSONNEL**

## **Southgate Independent School District Board of Education**

Diane Hatfield – Chairperson  
Jim Specht – Vice Chairperson  
Larry Long  
Jeff "Jay" Paul  
William "BJ" Shockney

### **District Leadership Team**

Greg Duty, Superintendent  
Lois Ellison, Principal  
Jennifer Weber, Counselor  
TBD, Mental Health Specialist  
Stephanie Watson, Director of Special Education and Preschool  
Sharyl Iden, School Nurse, District Technology Coordinator & Food Service Director

### **District Support Staff**

Betty Ginn, School Secretary  
Mark Goetz, Director of Pupil Personnel (DPP)  
Gabby Schwaninger, Family Resource Center Coordinator

### **Site-Based Decision-Making Council**

Lois Ellison, Chair  
Kendra Franke, Teacher  
Deanna Landrum, Teacher  
Megan Samuel, Teacher  
Rebecca Rossiter, Teacher  
Carrie Weber, Parent  
Marrisa Winkle, Parent

### **Human Resources / Payroll**

Glenda Smith, Dayton Independent School District

### **Finance Officer/AP Clerk**

Anthony Hughey, Dayton Independent School District

# SOUTHGATE ADMIN ORGANIZATIONAL CHART

<b>Greg Duty</b>	<b>Lois Ellison</b>	<b>Stephanie Watson</b>	<b>Jennifer Weber</b>
Superintendent <ul style="list-style-type: none"> <li>• Personnel Manager</li> <li>• District Safe School Admin/Coordinator</li> <li>• Facilities</li> <li>• Board Policies</li> <li>• Board Secretary /Treasurer</li> <li>• Public Information</li> <li>• NKCES Board Rep.</li> <li>• Chess Program Coordinator</li> <li>• One-to-One Reading Coord.</li> </ul>	Principal <ul style="list-style-type: none"> <li>• Classified &amp; Certified Evaluator</li> <li>• DAC</li> <li>• CEP Coordinator</li> <li>• District Calendar</li> <li>• School Report Card</li> <li>• Federal Funds Coordinator</li> <li>• SBDM Coordinator</li> <li>• Professional Development Coordinator</li> <li>• Grants Consortium</li> </ul>	Director of Special Ed. and Preschool <ul style="list-style-type: none"> <li>• ARC Chairperson</li> <li>• 504 Director</li> <li>• Medicaid Services</li> <li>• Civil Rights Report</li> <li>• Grants Coordinator</li> </ul>	Counselor <ul style="list-style-type: none"> <li>• BAC</li> <li>• ILP's</li> <li>• 8<sup>th</sup> grade High School Placement Coordinator</li> <li>• SEL Coordinator</li> </ul>
<b>Sharyl Iden</b>	<b>Betty Ginn</b>	<b>Dayton Outsources</b>	<b>Ericka Huff</b>
School Nurse, Food Service, District Technology Coordinator (DTC) <ul style="list-style-type: none"> <li>• Athletic Director</li> <li>• Lions Pride Rep</li> <li>• SEF Rep</li> </ul>	Secretary <ul style="list-style-type: none"> <li>• Receptionist</li> <li>• Attendance Clerk</li> <li>• Staff Attendance</li> <li>• FRAM Coordinator</li> <li>• Activity Funds</li> <li>• Substitute Coordinator</li> <li>• Background Checks</li> <li>• Field Trip Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>• Anthony Hughey/ Trish Gosney- CFO</li> <li>• Glenda Smith- Payroll and Benefits Coordinator</li> </ul>	Family Transition Coordinator <ul style="list-style-type: none"> <li>• McKinney -Vento Homeless Assistance Act Liaison</li> </ul>
<b>Deanna Landrum</b>	<b>Mark Goetz</b>	<b>Gabby</b>	<b>Aunty Kathy's</b>
Library Media Specialist <ul style="list-style-type: none"> <li>• Google Specialist</li> <li>• Chromebook &amp; CleverTouch Contact</li> <li>• Online Subscriptions Rep.</li> </ul>	District of Pupil Personnel (DPP)	Family Resource Youth Service Center (FRYSC) Coordinator <ul style="list-style-type: none"> <li>• Preschool Liaison</li> </ul>	Preschool and After-School Care <ul style="list-style-type: none"> <li>• Kathy Donelan, Owner</li> </ul>

# **ATTENDANCE**

## **Taking Student Attendance**

Take daily attendance and lunch count. Submit to IC by 8:05 AM each day.

Students entering your classroom after the tardy bell at 8:00 AM must have an admittance slip from the front office or school administration. If they do not have an admittance slip, please send them to the front office to get one.

Middle school teachers will take attendance 5 minutes after the start of each class period.

Substitute teachers should call the office (ex. 100) to report absent student names and the lunch count for the day. (Please ensure this direction is in your sub folder.)

Elective/Intervention teachers should contact the front office (ext. 100) when in doubt about a student's absence.

If you notice a student's absences are impacting his/her academic progress, please notify Jen Weber.

## **Staff Attendance**

If you are running late in the morning, please text Lois and Betty. If it is after 7:30 AM, also call the main office to make sure Betty knows of the situation so she can help arrange appropriate coverage.

If you need to leave and come back during the day, please let Lois and Betty know. There is a sheet in Betty's office that you will sign when you leave and return just as a safety precaution in case there was a building emergency and we needed to account for all people.

## **Sick Days**

Full-time employees get 10 sick days, 3 personal days, and 1 day of emergency leave each school year. Unused personal days roll into sick days and unused sick days accumulate.

Your presence makes a big difference, and we truly appreciate your commitment to being here for our students. We understand that family and health come first. If you need to be out, please contact Lois and Betty as soon as possible (ideally by 6:30 AM for same-day absences so we can arrange coverage). Any time you can plan ahead for an upcoming absence, please do so. If you need help finding a sub, please reach out to Lois and Betty.

When calling in sick:

1. Call or text Lois Ellison.
2. Call the school (859-441-0743) and dial extension 150 to leave a message.
3. Ensure the sub has clear instructions and plans for the day.

When you know in advance:

1. Complete a "Leave Affidavit Form" with Betty ahead of time.
2. Attempt to make arrangements for a substitute.
3. Inform the principal and school secretary of the date and sub information.

## **Teacher Absence Documentation**

Upon returning to work, Betty will contact you to sign and complete your "Record of Sick & Personal Leave Card" and a "Leave Affidavit Form".

## **Personal Days**

Any request for a personal day must be made in writing to the principal and superintendent at least 10 working days prior to the absence. After receiving approval from the principal and superintendent, it is your responsibility to attempt to make arrangements for a substitute teacher on the day(s) of your absence.

## **Sub Folder**

Every teacher will be given an emergency "Sub Folder" to prepare and submit to Betty at the start of the school year.

If you know you'll be out and want the substitute to use plans other than those in your sub folder, please let Betty know and leave your plans out where they are easily accessible.

Remember to regularly update your class roster and seating chart in the sub folder throughout the year as changes occur.

Sub folder should contain:

- Daily schedule
- Classroom procedures/expectations
- Colleague contact information (room numbers, names of collaborators or supports)
- Instructions about attendance procedures
- Procedures for allowing students to go to the restroom or office
- Procedures for allowing students to go to the nurse (include blank health referral forms)
- Lunch and recess procedures and what is usually done on rainy days if students cannot go outside for recess.
- Emergency procedures outline document (will be provided by office)
- Students in each class who can serve as leaders
- Students in each class with medical concerns
- Lesson plan, materials, and clear procedures for the substitute
- Seating charts
- Class rosters with student pictures

# BEHAVIOR

## Positive Behavior Intervention Supports (PBIS)

At our school, we are committed to using the Positive Behavioral Interventions and Supports (PBIS) model to establish a consistent, proactive, and research-based framework for supporting student behavior. PBIS helps us promote a positive school climate by clearly teaching behavioral expectations, recognizing and reinforcing positive behavior, and providing targeted supports when needed. Through this system, students are empowered to grow socially and emotionally, while peer role models and consistent adult support help reinforce expectations in a way that is predictable, respectful, and encouraging. Our shared goal is to help every student succeed—behaviorally and academically—by building a culture where positive behavior is recognized, supported, and celebrated.

## Submitting Behavior Referrals in Infinite Campus

The following steps will assist you in using behavior referrals within Infinite Campus.

1. Log into Infinite Campus with your district supplied Infinite Campus credentials.
2. Navigate to the Campus Tools side of Infinite Campus.
3. Under the Behavior section of the dynamic navigation click Behavior Referral.
4. Click New.
5. Under alignment select Discipline or Award. This will determine what kind of Behavior Referral (positive or negative) is being submitted.
6. Select the correct date and time of the incident. Make sure you use the time of the incident and not the time you are submitting the behavior referral.
7. Select who you would like to notify in regard to the incident.
8. Using the drop down box entitled “Context”, select when the event transpired.
9. Using the drop down box entitled “Location”, select where the event transpired.
10. In the details box, give a vague description of the event that transpired. Do not use student names in this area. Example: *Two students, one female and one male, had a verbal argument in the hallway outside of my classroom and had to be separated.*
11. Click Add Event/Participant.
12. Using the “Event Type” drop down box, select what type of event you are submitting a behavior referral on.
13. In the search box, type in the last name of the student you are submitting a behavior referral on and select them. Determine if they are the offender, participant, victim or witness using the “Role” drop down box. Using the “Injury” drop down box, report if an injury was sustained. See below for an example of the details. Using the example from above: *Billy was shouting vulgarities at a female student in the hallway and was nose to nose with the female student causing a disturbance among the students.*
14. You would then search for the other participant in the incident, fill out all the same information as in step 13 and then complete the details section, see below for an example: *Laura was shouting vulgarities at a male student in the hallway and was nose to nose with the male student causing a disturbance.*
15. Once all participants, offenders, witnesses, and victims have been added to an event, click Save Draft.



16. Click Submit to send the Referral to those you selected to notify in step 7.

Please read steps 13 and 14 carefully as you want to make sure that you are using student names appropriately. When you are writing about a particular student, only use their name because you do not want another student's name to appear in their portal. Going back to the example, you don't want Laura's name in Billy's portal and vice versa. Once you submit the behavior referral, then administration will receive notification of the referral.

## **COMMUNICATION**

### **Intercom Announcements**

We will use the PA system as infrequently as possible to limit interruptions during the school day.

If you have an announcement that needs to be made to the entire school, then please type exactly what you want the announcement to say and send it to Lois and Betty. Please indicate a start/end date so we are aware of how long to run your announcement.

The morning announcements will occur at approximately 8:05 AM and the afternoon announcements at approximately 2:55 PM daily.

### **Apptegy**

Apptegy will be used to communicate with the entire staff. It will be used to deliver important messages, send reminders, announce school delays, or be used in the event of an emergency.

### **Email**

Email is a vital staff communication tool. Staff are expected to maintain a professional etiquette in communication and online presence.

- Staff should practice the same routine that we encourage of our students. (Review/update calendar, email, day's to-do list, etc.)
- If you feel frustrated in a moment, don't reply. Pause, sleep on it, then respond the next morning.
- Remember that it can be difficult to convey TONE in email. 😊
- All email and written communication sent through your school account is considered public record and may be subject to review in legal proceedings or public records requests. Please communicate professionally and thoughtfully.

Please update your Outlook professional email signature to start the new year.

### **Documenting Parent Contacts in PLP Tab (IC)**

When necessary, please record parent/guardian contacts in Infinite Campus for the general knowledge of staff and administration. Use the following steps after you log into Infinite Campus to document the communication:

1. If in Instruction, switch to Campus Tools.

2. Under the Index tab, select Student Information.
3. Select PLP - General.
4. Search for the desired student.
5. Select the student's name.
6. In the PLP (Personal Learning Plan) window complete the following sections:
  - a. Select the contact "Log" tab at the top of the screen.
  - b. Select "New" to enter a new event.
  - c. Enter the date, time and contact type.
  - d. Type the name of the person contacted in the "Contact" box. Enter a brief description about your contact in the "Details" box. Click the "Save" button at the top of the window.

## **Confidentiality**

As educators, we are responsible for a great deal of personal information about our students and parents. It is paramount that we maintain strict confidentiality regarding student behavior, academic performance, and any other information deemed personal in nature. Discussion of confidential information in areas where others could hear these conversations or with individuals who have no need-to-know information is strictly prohibited.

## **Media/Public Relations**

If parents/guardians do not want Southgate Public School to display an image or video of their child(ren) on any media associated with Southgate Public School, then the parent/guardian will need to provide the school with written documentation that states, "I do not want my child's image displayed on any of the media associated with Southgate Public School." There is an acknowledgement form in the registration folder that parents/guardians sign that explains these terms. Staff will be notified by the office secretary if a student may NOT be photographed, or video recorded.

Any student recognitions that staff members would like to have posted on the school website should be sent to Lois Ellison and Sharyl Iden.

## **Electronic Communication between Students and Staff, Volunteers and Coaches**

To ensure student safety and comply with legal and board-mandated requirements for traceable electronic communication, all school employees, coaches and volunteers shall only use approved platforms to interact with students electronically. Text messaging or the use of social media will not be permitted. If a student reaches out to a staff member, volunteer or coach using any means outside of the above approved platforms, do not respond using an unapproved communication method. Respond via an approved system or message their parent via non-student channels. If you believe the student is experiencing an emergency, please contact the superintendent or principal immediately. See Traceable Electronic Communication Protocol for more detailed information.

## **FIELD TRIPS & EXTRACURRICULARS**

### **Field Trip - Approval Process**

Upon the recommendation of the Superintendent or designee, the Board shall approve all school-related trips.

In order for students to be counted present during school-related trips during the school day, the activity must be co-curricular or instructional.

#### Vehicles/Insurance

Appropriately certificated common carriers, or private vehicles approved by the Superintendent or designee shall be used to transport students.<sup>3</sup>

The Superintendent or designee shall be responsible for providing written notification of liability concerns to employees and parents/guardians who transport students in privately owned vehicles. Employees who anticipate the need to transport students in a personal vehicle are required annually to provide verification of personal liability insurance.

#### Certificated Common Carriers

Use of certificated common carrier service shall be authorized by the Board on a case-by-case basis, and the reasons to justify such use shall be cited in Board minutes.<sup>2</sup>

#### Drivers/Vehicles

All vehicles shall be driven by an adult duly qualified and licensed to operate the vehicle.

#### Supervision

A certified or classified staff member must accompany students on all school-sponsored or school-endorsed trips. For athletic trips, a non-faculty coach or a non-faculty assistant may accompany students as provided in statute. Persons designated to accompany students shall be at least twenty-one (21) years old.<sup>2</sup>

#### Medication

Administration of medication to students during field trips shall comply with applicable law, regulation and medication administration training developed by the Kentucky Department of Education.

When students will be travelling outside the state, the Superintendent's designee shall do the following:

1. Determine applicable legal requirements concerning delegation of student medication responsibilities in states through which students will be traveling; and
2. Assign staff to accompany students on the field trip to address student medication needs.

#### Parent Approval

Parents are to be informed of the nature of the trip, the approximate departure and return times, means of transportation, and any other relevant information. Parents must give written approval for students to participate in school-sponsored trips.

## Field Trips

- Click here to access the [School-Related Student Trip Request Form](#).
- Complete the form and have it signed by Lois and Betty, and place the signed hard copy in the superintendent's mailbox.
- All field trips must be approved by the Board of Education so requests must be submitted the Friday prior to a scheduled meeting. The schedule for the board meetings is posted on the district website.
- You will need to collaborate with Betty when it comes to bus availability.
- You can check the board meeting minutes the day after the meeting to ensure that the field trip was approved (it typically isn't an issue).
- You need to notify the cafeteria regarding lunch count numbers.
- Give a list of students and chaperones going on the trip to Betty.
- Students in grades 3-8 must print their name on the multiple receipt form along with the total amount turned into the teacher. Teachers can print the names for the students in grades K-2.
- Please arrange for supervision for the students not attending.
- All overnight field trips must also be approved by the Board of Education.
- We encourage you to plan field trips for our students – it's good for them!

## **Collecting Money**

There may be times when you need to collect money from students for events such as a school field trip. If you need to collect money, then you need to follow the steps below to be in compliance with KAR.

1. Teachers/sponsors/students shall use the Multiple Receipt Form (Form F-SA-6) or pre-numbered receipts when collecting money. A copy of Form F-SA-6 or a copy of the pre-numbered receipt shall be retained by the teacher/sponsor and the original shall be given to the school treasurer. Please see or email Betty Ginn to access this form.
2. All money collected by a teacher/sponsor shall be given to the school treasurer, Betty, before leaving school.

## **Volunteers and Chaperones**

- Parents/guardians who wish to volunteer or chaperone on a field trip must have an approved background check. This must occur each new school year.
- An approved list of volunteers or chaperones will be on the teacher server and OneDrive.
- Students attending a field trip must ride the bus to and from the destination. This is an attendance and liability issue for the school district.

# **GRADING**

## **Entering Student Grades**

The gradebook is an official record of student progress. Consistent and timely entry of grades allow parents to stay informed of their child's academic status. Teachers are expected to update student grades in Infinite Campus by the end of each week. A grade report will be available to the principal on Monday to assure compliance.

### Progress Report and Report Card Schedule

Progress Report Grades Posted by Wednesday, September 10

Progress Reports Go Home on Friday, September 12  
First Quarter Ends on Friday, October 3  
Quarter Grades posted by 8am on Monday, October 6  
Report Cards @ Parent/Teacher Conferences - October 7 or 8  
Progress Report Grades Posted by Wednesday, November 5  
Progress Reports Go Home on Friday, November 7  
Second Quarter Ends on Friday, December 12  
Quarter Grades posted by 8am on Monday, December 15  
Report Cards Go Home on Wednesday, December 17  
Progress Report Grades Posted by Thursday, February 5  
Progress Reports @ Parent/Teacher Conferences on Monday, February 9  
Third Quarter Ends on Friday, February 27  
Quarter Grades posted by 8am on Monday, March 2  
Report Cards Go Home on Wednesday, March 4  
Progress Report Grades Posted by Wednesday, April 1  
Progress Reports Go Home on Friday, April 3  
Fourth Quarter Ends on Thursday, May 21  
Quarter Grades posted by 8am on Monday, May 18  
Report Cards Go Home on Thursday, May 21

## **PLANNING, COLLABORATION, & ASSESSMENT**

### **Planning Period**

Each teacher's schedule includes a planning period. This time is to be used as a class preparation time or conference time. The purpose of a planning period is to plan for daily instruction, make copies, analyze data, grade assignments, input grades, collaborate, conduct grade level meetings, etc.

### **Professional Learning Communities (PLCs)**

Collaboration is key to supporting student success. Through Professional Learning Communities (PLCs), staff will meet regularly to share expertise, reflect on practice, and improve instruction together. We will use the DuFour model to guide our work, focusing on four essential questions:

1. What do we want all students to be able to do?
2. How will we know if they have learned it?
3. What will we do if they haven't learned it?
4. What will we do if they already know it?

### **Lesson Plans**

Lesson planning is at the heart of being an effective teacher. We understand that teachers plan differently depending on the grade level and content, and we honor teachers' professional autonomy. With that said, there are minimum guidelines for what teachers are expected to include as part of their lesson planning. Please think through these components as you plan:

- State standard(s) being covered

- Learning targets and how students will engage with the target(s)
- Engaging activities and instructional strategies
- Assessment (formative, summative, intentional)
- Intervention/Enrichment
- Collaboration/cooperation amongst students
- Pre-plan quality questions for the lesson

Remember to always make data-informed decisions to support you with planning your lessons and next steps. If you need instructional or planning support, please reach out.

Lesson plans are not required to be submitted. My focus is on what I see in action during classroom instruction—how students are engaging, learning, and responding. The style, formats, and organization of your plans are entirely up to you, as they are tools designed to support your own clarity and preparedness.

## **MAP Testing**

MAP assessments will be given at the beginning, middle and end of the year. The results are formative and should be utilized to identify individual student strengths and weaknesses in reading and math. Teachers will proctor MAP assessments.

## **Kentucky State Assessment**

KSA assessments are administered in spring, with preliminary results typically available around October or November. These results are summative and provide feedback on how well the school is supporting all students in reaching proficiency. Once results are available, we will review the data through detailed breakdowns and collaborative sessions with staff and other stakeholders to identify current needs and develop an action plan accordingly.

## **Professional Development**

Professional development is vital for staff growth. If you would like to attend a conference/training or other PD event, you must submit a [PD Request Form](#) to the Title II Coordinator (Lois) in advance.

We have a limited amount of PD money, and a PO must be obtained prior to registering for any event. After receiving approval from Lois, it is your responsibility to attempt to make arrangements for a substitute teacher on the day(s) of your absence.

Teachers are expected to track their own Professional Development hours and Plan hours. 24 PD Hours and 18 Plan Hours are required to be tracked and submitted each school year.

## **Travel Expense Procedures**

Staff members will be reimbursed for mileage at a rate of .45 per mile when traveling to approved conferences and/or professional development opportunities that require extensive travel.

Meals will also be reimbursed when attending conferences/PDs but only if you stay all night for the event.

You must complete the Travel Expense Voucher in a timely manner in order to be reimbursed for your mileage and meals. The voucher can be accessed on our school website and returned to Betty Ginn.

## PROFESSIONAL ATTIRE

*"One of the reasons we have schools is for students to learn what is appropriate. Young people learn what is appropriate in society by looking at their adult role models. Your dress and your behavior are what young people will take to be appropriate." –Harry K. Wong*

As professionals in our school, teachers and staff must value the public's and student's perception of our roles as mentors and role models. Teachers should dress in a way that promotes respect and shows students that they're the professionals in the classroom. A physical education teacher may need to dress differently than other teachers due to the nature of the location and class activity.

### Attire for Professional Development Days

Dress for professional development days may vary depending on the event or presenter.

### Field Trips & Field Day

We may make exceptions to the staff dress code when we are attending field trips that require a certain type of attire for the day or on field day.

### Casual Day Attire - School Pride Days

School Pride Days are scheduled for Fridays. However, if special assemblies, presentations, ceremonies, etc. fall on Friday, professional dress is expected. Alterations to this expectation can be at the discretion of the school administration.

Attire for School Pride Day Includes:

- Southgate Spirit Wear (T-shirt, Sweatshirt, Hoodie)
- Khakis or Jeans (Pants or Capris)
- Tennis Shoes or Dress Shoes

## SAFETY

### Emergency Procedures

Everyone is expected to become familiar with all emergency procedures and communicate them to the students as part of the back-to-school first day procedures. Please make sure a map and evacuation procedures are posted in your classroom.

Listed below are the drills and emergency situations we are required to practice at various times of the year. Please review each procedure for the steps to take, evacuation route and safe location.

**Also, please make sure maps and evacuation procedures are posted in your classroom.**

Emergency or Drill	Procedures
Fire	<p>When alarm is sounded, or smoke/fire is detected:</p> <ul style="list-style-type: none"> <li>• Exit building via the quickest escape route</li> <li>• If possible close doors and windows</li> <li>• Take class rosters for student accounting</li> <li>• DO NOT stop for student/staff belongings</li> <li>• Take attendance</li> <li>• Assist those needing special assistance</li> <li>• Remain in "safe area" until all clear is given</li> </ul>
Severe Weather	<p>When alarm is sounded, or conditions warrant the immediate need to take cover:</p> <ul style="list-style-type: none"> <li>• Take the closest, safest route to shelter in designated "safe areas"</li> <li>• If possible close doors and windows</li> <li>• Take class rosters for student accounting</li> <li>• DO NOT stop for student/staff belongings</li> <li>• Take attendance</li> <li>• Assist those needing special assistance</li> <li>• Remain in "safe area" until all clear is given</li> </ul>
Earthquake or other imminent danger to building	<p>When conditions indicate an earthquake, or an announcement is made:</p> <ul style="list-style-type: none"> <li>• DROP to the floor, take cover under a nearby desk or table, and face away from the windows</li> <li>• COVER your eyes by leaning your face into your arms</li> <li>• HOLD onto the table or desk legs and maintain present location/position</li> <li>• Assist those needing special assistance</li> <li>• Wait for further instructions</li> <li>• If moving outside stay away from tall buildings, trees and power lines</li> </ul>
<p>Lockdown</p> <p>(Color Codes)</p> <p>(Run, Hide, Fight)</p>	<p><b>Green (Status is Normal, No Precautions)</b></p> <p><b>Blue Office is Closed (Safety)</b> In the event the office needs to be locked-down an announcement will be made to the effect of "<b>staff today is a "Blue Day"</b>". This indicates no student should be sent to the office. If a student is sick or needs to come to the office for another reason a phone call should be made to the office before sending the student. The office will be on Blue until an announcement is made indicating "<b>the status is currently Green</b>" or another level is indicated.</p> <p><b>Yellow Lock-Down (Safety)</b> This lock-down deals with an external threat, i.e. police action, crime in progress, natural disaster, occurring outside of the school building, but in close proximity to the school and/or community.</p> <p>Perimeter doors are secured and monitored to prevent unwanted individuals from ENTERING the building. Staff ensures hallways are clear and movement inside the school is controlled. There are NO transitions between classes; everyone is to remain in their classrooms. Depending on the circumstances and proximity of threat to the school building, classrooms with windows on outside walls may be evacuated to an inside area. Normal classroom activities may continue depending on the situation necessitating the lock-down.</p> <p><b>Red Lock-Down (Run, Hide, Fight)</b> This lock-down deals with an actual internal or external threat to the school, staff, and students. i.e. an active shooter, domestic disturbance, parental threat to staff/students, etc. In this lock-down Run, Hide, Fight principles would be used:</p> <p>RUN: Evacuate the building via any safe and available exit. Report to Rally Point as soon as possible.  <i>Rally Point #1 - Gerber Collision; Rally Point #2 - St. Therese Gym</i></p> <p>HIDE-Lockdown</p>



	<ul style="list-style-type: none"> <li>• Students are cleared from the halls immediately and preferably report to their designated rooms</li> <li>• Assist those needing special assistance</li> <li>• Close and lock all windows and doors</li> <li>• Completely cover the window of classroom door so no one can see in</li> <li>• Cover all windows (preferably)</li> <li>• Stay away from all doors and windows, move students to interior walls, and drop to hide in the blind spots in the classroom</li> <li>• Shut off Lights</li> <li>• Be Quiet</li> <li>• Wait for Further Instructions</li> <li>• Do not open the door for anyone; first responders will have a key</li> </ul> <p>FIGHT</p> <ul style="list-style-type: none"> <li>• Engaging and or fighting an attacker is a last resort</li> <li>• When necessary, counter an attacker using all available means to fight/resist until the threat is mitigated and/or first responders arrive.</li> </ul>
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Each staff member should use these principles to help guide their decisions. The main goal is to create time and space away from the threat.

All four emergency response drills (fire, lockdown, severe weather and earthquake) must be conducted within the first 30 days of the new school year and must be conducted again in January. A fire drill is required monthly and an evacuation drill once yearly when students are in session.

## Reporting Neglect or Abuse

Everyone is responsible for reporting any signs of student abuse or neglect to the school administration who includes but is not limited to the school counselor, the school nurse, the principal or the FRYSC director. The school administration will decide what proper steps need to be taken based on the findings of the internal investigation. The school administration will assist you in filing a report with social services if necessary, or the administration will provide you with proper contact information to file your own report. Please be sure to report everything right away so the investigation process can begin in a timely manner.

## Accident Reporting

Staff members are required to report any student who has been hurt while on the school premises or at a school function. The Accident Report Form is located in Sharyl Iden's office so please see her about completing it. Staff members are also required to report if they have been injured while on the job and must report the accident to Sharyl Iden. If Sharyl Iden is not available, staff must report the accident to the school principal or school superintendent. It is imperative that the accident/incident form is completed before the end of the school day on which the incident occurred. The completed form must be submitted to Sharyl Iden who will then submit it to the appropriate individuals in the district.

## SCHEDULES

### Certified and Classified Staff Daily Schedules

Certified staff and instructional assistants are expected to be on campus by 7:40 AM each day. At the end of the school day, staff will remain on campus until 3:15 p.m. Additional support staff will adhere to a work schedule based on their individual contracts.

## **School Delays**

The administration will communicate a revised schedule based on the start time for the day. Breakfast will still be offered to students if we are on a delayed schedule.

## **Special Events**

School-wide assemblies are an important aspect of our building's culture and will primarily occur on Fridays. The main purpose of the assemblies is to recognize student achievement (Behavior, Attendance, and Grades). There may be instances when special assemblies occur on days other than Fridays.

Teachers must attend and help with general supervision of the students during assemblies and special events. Some examples of these assemblies and events are Veterans Day, author visit, student recognition, etc. The most efficient way to supervise students during these occasions is to sit with students. It is best if teachers don't sit together as a group or in pairs, but instead spread out and sit among students.

Teachers will escort their classes down to the auditorium or gymnasium once their respective grade level is called over the PA.

# **SUPERVISION**

## **Common Areas - Shared Responsibility**

All staff share the responsibility of monitoring students during transition times. One way to supervise your classroom and the hallways is by standing in your classroom doorway and greeting each student as he/she enters. This will give you visibility of both the classroom and hallway.

When you are traveling around the building, be mindful of your surroundings. With all of us working together, we can successfully maintain a safe and nurturing environment for students and staff.

## **Staff Duty - Morning**

For morning duty, you are expected to be in the designated areas by 7:35 AM and remain there until students transition into classrooms.

## **Staff Duty - Afternoon**

For afternoon duty, you are expected to monitor your designated area from 3:00 to 3:15 or until the area is clear of all students. If there are issues, such as bad weather, conflict, etc., you may need to stay at your post longer than anticipated.

## **Staff Assignments**

Morning - HR teachers greet students at classroom doors while students arrive starting at 7:40 AM.

Afternoon - HR teachers escort class out of the building & monitor outside until they're picked up or walk home. Everyone will dismiss once the PM announcements are complete.

## Coverage Assignments

<b>Monday – Friday</b>	<b>Arrival Description 7:40 – 8:00 (AM)</b>	<b>Dismissal Description 3:00 PM</b>
Main Entrance Lois Ellison Jen Weber	Greet Students K-4 Go to Café 5-8 Grab-n-Go Breakfast (go to classrooms)	Monitor students
Middle Entrance Lucas Collett MSD IA Michaela Ware	Greet Student & Monitor Hallways	Monitor students
Preschool Entrance (Media Doors) Courtney Scott/Missy Melville/Lisa Hill	Greet Students & escort to classroom	Monitor students
MS Breakfast Distribution Kendra Franke Malia Melville (Main Lobby)	Follow Food Service requirements when distributing food.  Complete IC rosters	Monitor students in main entryway.
Middle School Stairwell Rebecca Arnold	7:40 – 8:00 Monitor students on stairs in the middle school stairwell. Make sure they are not lingering and walking to their homeroom	2:55 – 3:05 Monitor students in middle school stairwell
5th-8th Locker/Halls Deanna Landrum TR Smith Primary SpEd IA	7:40 – 8:00 Monitor Students at lockers- Make sure students access lockers and move on to class for breakfast	2:55 – 3:05 Monitor students at lockers – Make sure students access lockers and move on out the door
Courtyard (PM ONLY) Jen Weber Middle School Team	NOT APPLICABLE	Monitor the area and support students while they exit the building to either find a parent or walk home.
Café Support/Monitor Donna Hoffman/Megan Samuel/Stacy Dickerson/Additional IA	7:40 – 8:00 Assist with breakfast in café (K-4)	NOT APPLICABLE

## STANDING COMMITTEES

Committees may be initiated and formed from time to time by the superintendent or principal.

Committees that may be formed include, but are not limited to, the following: Space Committee; Sunshine Committee; Welcome Committee.

#### Culture and Climate Committee

*School climate* refers to the school's effects on students, including teaching practices, diversity, and the relationships among administrators, teachers, parents, and students.

*School culture* refers to the way teachers and other staff members work together and the set of beliefs, values, and assumptions they share. A positive school climate and school culture promote students' ability to learn.

This committee may:

- Facilitate activities to promote “teamwork” with the staff
- Organize welcome activities for new students and teachers
- Organize staff social activities to be held within the school
- Provide mentorship to new teachers who may not have a resource teacher
- Provide recognition of birthdays to all staff members, so we can celebrate together

#### Positive Behavior Intervention and Supports (PBIS) Committee

This committee may:

- Review discipline offenses on a set schedule
- Make recommendations regarding student discipline
- Promote/reinforce positive behaviors with the student body