

**Enoree Career Center
Standard Operating Procedures
2025-2026**



**ENOREE
CAREER CENTER**

**Greg Cooke, Director
Adam Massey, Assistant Director**

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Enoree Career Center SOP Disclaimer Receipt

- These Standard Operating Procedures (SOP) are intended to provide guidance to Enoree Career Center Employees.
- These SOPs do not create an employment contract between the employee and the school district.
- Enoree Administration reserves the right to revise these Standard Operating Procedures in whole or in part at any time.
- The 2025 - 2026 Enoree Career Center Standard Operating Procedures supersede all past versions.
- I acknowledge that it is my responsibility to read, understand and to follow the procedures described within.
- I acknowledge receipt of this handbook and understand that it is my responsibility to access the Standard Operating Procedures via the designated channels or request a printed copy from my Director or Assistant Director.

Signature _____ Date _____

Printed Name _____

Print and complete this waiver then submit it to Adam Massey by August 8, 2025.

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SECTION I: MISSION, CULTURE, AND CORE COMMITMENTS

A. Introduction to Enoree Career Center

Enoree Career Center serves students from Berea, Carolina, Travelers Rest, and Wade Hampton High Schools. We're a Career and Technical Education (CTE) school focused on connecting classroom instruction with real-world experience. Our programs give students a competitive advantage as they prepare for high-wage, high-skill, and high-demand careers—whether their next step is straight into the workforce, college, or a combination of both.

We believe CTE is not a backup plan—it's a smart and strategic choice. Students at Enoree deserve meaningful learning experience and industry-aligned instruction supported with industry recognized certifications and work-based learning experiences that open doors beyond high school. Our goal is to create pathways and remove roadblocks.

B. Mission, Vision, and Core Beliefs

Our Mission:

Deliver high-quality, industry-aligned instruction that equips students with the technical skills, real-world experience, and professional habits to succeed in life after high school.

Our Vision:

Be a place where students learn by doing, earn respected credentials, gain work-based experience and develop confidence through hands-on learning and career-connected experiences.

We Believe:

- Every student is capable of growth with the right structure and support.
- Instruction must be purposeful, relevant, and grounded in real industry expectations.
- Professionalism, relationship-building, and consistency are foundational to student success.
- Career readiness is a combination of technical know-how and soft skills like communication, responsibility, and teamwork.
- Classrooms and labs should mirror the expectations of a professional workplace—organized, respectful, safety-focused, and growth oriented.

C. Instructional Philosophy and Objectives

At Enoree, instruction is more than content delivery—it's skill development. We prepare students to demonstrate what they know and apply it in real contexts. That means designing instruction around doing, not just knowing.

Our Instructional Priorities:

- Align all teaching to state standards and industry-recognized certifications.
- Use lesson design that is structured, intentional, and actively engages students.
- Adapt teaching strategies based on performance data, feedback, and workforce needs.
- Grow partnerships with local businesses to expand work-based learning (WBL) opportunities.

- Reinforce professional behaviors: punctuality, preparation, safety, and respect.
- Help students explore and reflect on their career interests through structured conversations.

D. Calendar Commitments and Required Events

Professionalism starts with showing up. Enoree staff are expected to attend scheduled events and trainings unless approved in advance. These events aren't just obligations—they matter for recruitment, program quality, and student support.

Required events include:

- Beginning-of-year meetings and orientation
- Fall Open House and Spring Open House
- Program Advisory Committee meetings
- Program Acceptance Night
- Completer Ceremony and Awards Night
- Recruitment events at feeder middle and high schools

Staff should review the calendar regularly and notify administration early if conflicts arise. Participation demonstrates commitment to the Enoree team and models the expectations we set for students.

This year's calendar is linked [HERE](#).

E. Leadership and Support Team Responsibilities

Teams function best when every adult knows their role and leans into the strengths of others. Our leadership and support team exists to provide structure, solve problems, and help you do your job well.

Specific support roles are detailed in the below, but here's the mindset: if you need help, ask. Whether it's instructional coaching, WBL support, student services, or operational questions—our goal is to make sure no one has to figure it all out alone.

The following table serves a general outline of staff responsibilities:

Greg Cooke Director • Curriculum/Instruction • Budget & Expenditures • SIC • School Performance Data • Evaluation of Personnel • Program Evaluation • Supervision of Staff & Bldg. • Field Trip Approvals • Personal/Professional Leave Approvals • Student Discipline • Recruitment, retention, community relations.	Adam Massey Assistant Director • Bus Administrator • Safety Administrator • Textbook Inventory • Emergency Drill Records • Emergency Flip Chart Assign. • First Responder Kits • Observe/Evaluate Instruction • Supervision of Staff & Bldg. • Student Discipline • ID badges (Faculty) • Student Drivers • Recruitment, retention, community relations.	TBD School Counselor • Student Enrollment, Transfers, Withdrawals • Student Records • PowerSchool Data Entry • 504 Coordinator • Grade Verifications • Recruitment, retention, community relations. • SIC • Student Advisory Council • Student of the Month
Pamela Simpson School Secretary/Bookkeeper • Bookkeeper • Office Manager • School Purchases • Purchase Orders • Receipting • Payroll • Field Trip Guidelines • Fixed Assets Coordinator • Leave Guidelines • Substitutes (Backup) • Front Office Backup Coverage	Andi Bruss Office Clerk • Attendance/Office Clerk • Attendance Records • Attendance Conferences • Safety Radio Checks • Tardy Sign-In • Early Dismissals • Emergency Nurse • Emergency Lesson Plan (File) • Temp. ID Badges (students) • Volunteer Clearance Contact • Substitutes • Mail • Fixed Assets	Mark Kennedy Plant Engineer • Facility operation, maintenance and upkeep • Building & Grounds Security • Operational Equipment and Supplies • Supervise Building Services Staff
Berdina Hill WBL Coordinator • Recruits Industry Partners • School Liaison for Career Events • Coord. Student Interns and Co-Ops	Michelle Holliday SPED Aide • Receive IEP's from feeder schools and distribute to staff • On-Track intervention and support • Small group enrichment	Donnie Pearson Full-Time Sub • Provide class support, as determined by administration

SECTION II: STAFF EXPECTATIONS AND PROFESSIONAL CONDUCT

A. Teacher Attendance and Leave Procedures:

Teachers model professionalism through punctuality, reliability, and preparation. Absences should be rare, communicated in advance when possible, and supported by clear, high-quality plans that ensure instruction continues without disruption. All staff are responsible for entering their absences in SmartFind and attempting to acquire a substitute. All District employees will adhere to their supervisor's expectations with regard to daily attendance. The District recognizes that absences are unavoidable and any such leave must be taken in accordance with District policies and administrative rules. At Enoree, we expect all employees to adhere to a 96% attendance rate.

Planned Absences:

- Submit all planned absences to the Director in advance.
- Subs must be arranged in advance or the absence will be denied.
- Please avoid scheduling appointments on Fridays when possible. Sub coverage is often limited, and Friday absences can place added strain on instruction.
- Upload or deliver comprehensive substitute plans aligned to your course and instructional goals.
- Generally, requests for personal leave the day before or after a school holiday or workday will not be approved. It is very difficult to arrange for substitute teachers on these long weekends. Our students deserve to have their teacher present for meaningful learning.

Emergency Absences:

- If an emergency arises, text the **Director, Assistant Director, and Front Office Clerk** as soon as possible so they can ensure class coverage.
- Check in upon your return to follow up on how the day went and support students in transitioning back into instruction.

Incomplete or vague plans negatively impact students and colleagues. Sub coverage should never feel like a wasted day.

B. Beginning-of-Year Expectations:

The first week of school sets the tone for everything that follows. Students need to see consistency, clarity, and confident leadership right away. Our job as educators is to lead with purpose from the moment students walk through the door.

Key Priorities for Day One:

- Be visible, present, and prepared to welcome students at the door.
- Explicitly teach routines: where students go, what they bring, how to enter and exit, classroom and lab expectations, and how clean-up works.
- Post your expectations clearly and refer to them daily during the first week.

- Be consistent with the state cell phone policy. What you allow early becomes your standard.
- Keep all learning time structured and meaningful. Downtime is where problems start.

Do's and Don'ts

Do:

- Stay calm, professional, and composed—even when redirecting behavior.
- Be consistent in your corrections and follow-through.
- Teach expectations the same way you'd teach a skill: model it, explain it, and practice it.

Don't:

- Assume students "know better" as clarity is always better than assumption.
- Simply send a student to the hallway or front office.
- Call out or discuss behavior in front of others.

Creating a Positive Learning Environment

The classroom teacher sets the tone for learning. A productive environment doesn't happen by accident—it is built intentionally through the daily habits and choices of the teacher. The following components are essential:

- **Preparation**

Each of us is expected to arrive at school physically, mentally, and emotionally prepared to fulfill our daily responsibilities. A positive mindset, a clear plan, and a professional demeanor are all part of being ready to serve students.

- **Supervision**

We share collective responsibility for all students on our campus—not just those on our rosters. Teachers should be visible in the hallways and common areas, interacting with students and supporting school-wide supervision. Staff must wear ID badges at all times. Required duty posts must be covered consistently and without exception. For the safety of students and staff, avoid being alone with a student in your classroom or lab.

- **Discipline**

A safe and orderly environment is critical for student learning. Teachers must establish consistent, respectful classroom expectations that promote engagement and responsibility. Discipline should be proactive and developmental—focused on helping students grow, not simply punishing misbehavior. As with academic instruction, behavioral support should be tailored to student needs.

- **Loyalty**

Loyalty to the school and to one another matters. We should all be working toward the same mission, and it is essential to support each other as professionals. Avoid criticizing coworkers or the school in front of students or in public forums. If a concern arises, bring it to the appropriate person and seek solutions privately and respectfully.

- **Punctuality**

Start and end on time—every time. Whether it's class changes, meetings, or deadlines, punctuality reflects professionalism. Do not hold others to a higher standard than you hold yourself. Honor others by being where you're expected to be, when you're expected to be there.

Student Supervision:

- Never send a student out of class without contacting the receiving adult or the front office.
- Never leave students unsupervised. If you need to step out, call the front office for coverage.
- If a student needs to be removed:
 - Call x7400 for administrative assistance.
 - Submit a referral in PowerSchool.
 - Make parent contact by phone before the end of the day.

C. Daily Duties and Planning Time:

Teachers are contracted for 7 ½ hours per day. Staff hours are from 8:15 AM to 3:45 PM. AM sessions run from 8:45 to 11:40, and PM sessions from 12:30 to 3:25. Teacher planning time is before the 8:45 bell, from 11:40 until 12:30, and after the 3:25 bell.

Daily Expectations:

- Be on campus by 8:15 and prepare for your day.
- Be in your classroom, ready to greet and supervise students by 8:45 AM.
- Plan and deliver instruction bell-to-bell.
- Maintain a clean, organized, and safe classroom and lab space.
- Refrain from personal phone use during instructional time.
- Submit attendance within the first 10 minutes of each session.

Planning Time Guidelines:

- Use this time for lesson prep, grading, email responses, and parent communication.
- Check email twice daily: once in the morning before students arrive and again after the final class.
- Visit the front office for financial needs, prints, or other items during planning, not during class time.
- Taking lunch off-campus in lieu of using your planning time is allowed, but doing so means you are choosing to trade that time for personal time later.
- If you leave campus for lunch, you are still expected to be at your classroom door and ready to greet students by 12:30 PM. Repeated late returns may result in the loss of off-campus lunch privileges.

D. Faculty Dress Code:

You represent Greenville County Schools, Enoree Career Center, and your profession. Adhere to the district dress code policy and dress accordingly.

General Guidelines:

- Business casual is the minimum expectation.
- Jeans are allowed only on designated days.
- Closed-toe footwear is required in lab environments to support our commitment to safety.

In the Lab:

- Dress how you expect your students to dress.
- Wear PPE when students are expected to.
- Industry-standard gear (coveralls, uniforms, etc.) must be clean and properly worn.

E. Meetings, Communication, and FERPA

Staff Meetings and PD:

- Attendance is mandatory unless prior approval is granted.
- Meetings will be structured to respect your time and provide meaningful support.
- Keep Thursdays during lunch open for potential staff meetings.
- We will only meet on other days if a district-mandated meeting is required.

Communication Expectations:

- Respond to all emails or phone calls within 24 hours.
- Use a professional, solution-oriented tone in all parent and student interactions.
- Keep a log of parent communication (digital or paper).

FERPA and Confidentiality:

- Do not discuss student grades, behavior, or personal information with others.
- Keep student documents secure and out of view.
- Be aware of surroundings when discussing student matters—even with colleagues.

F. Student Supervision:

Supervision helps prevent problems before they start. Presence matters. Being consistently present and engaged sets the tone for safety, focus, and accountability. Students respond to structure—and when they know you’re actively supervising, they’re more likely to stay on task. Supervision isn’t just about stopping issues; it’s about creating the right environment from the start.

Duty Expectations:

- Arrive on time and be alert at your classroom door.
- Be present and engaged—phones should be put away.
- Position yourself where students are—not where it's most convenient or most conversational.

During Break:

- Attend break with your students and be visible in the break area.
- Check restrooms and limit group visits when possible.
- Report anything concerning immediately to administration.

F. Technology Use and Digital Professionalism:

We must model responsible use of technology every day.

In the Classroom:

- Use technology to engage and support—not to replace—real instruction.
- Monitor students during tech-based work. Don't assume they are actively engaged.
- Review expectations for devices frequently.

For Students:

- Per state law, phones should be away from bell to bell (8:45 - 11:40 and 12:30 - 3:25), including during break.
- Address misuse immediately and professionally: start with a private redirection and escalate as needed.
- Submit a referral when a student has ignored your initial warning.

For Teachers:

- Refrain from using phones during class.
- Check emails only during planning.
- Never communicate with students through personal social media or text.

Digital Security:

- Do not share login credentials or store student information where it's accessible.
- Lock your screen when stepping away.
- Maintain a professional tone in all written digital communications.

G. Personal Responsibility and Professional Boundaries

Staff members are expected to demonstrate sound judgment in all aspects of their professional conduct on campus. That includes how we manage student interaction, personal property, and access to secure spaces. It is discouraged for staff to share personal contact information, including cellphone numbers, with students. Please note the district policy below:

Private one-on-one electronic communication, including, but not limited to, calling, text messaging, and the use of social media or messaging system with individual students that is unrelated to school activities and occurs without the knowledge of a student's parent or guardian is strictly prohibited.

Key Expectations:

- **Never give your keys to students.** You are responsible for maintaining control of classroom and facility access. Students should never be left unattended with access to restricted areas or equipment.
- **You are responsible for any personal items brought onto campus.** This includes tools, technology, or personal belongings. The district is not liable for loss, damage, or theft.
- **If you request students to work on personal items (e.g., printing, vehicle repairs, hair or nail services), you must submit a signed *Release of Liability* form before any work begins.** This protects both the student and the school. These forms are required for all work done on behalf of staff, family members, or guests and must be approved by administration in advance.

These expectations are in place to protect the learning environment, support ethical decision-making, and ensure our practices remain aligned with school policy and community trust.

SECTION III: INSTRUCTIONAL DESIGN AND LEARNING ENVIRONMENT

A. Bell Schedule and Program Sessions:

Enoree operates on a two-session model, prioritizing structured instruction and maximizing every instructional minute. In a CTE environment, time is a resource—and we treat it that way. Our schedule is designed to deliver hands-on, industry-aligned learning experiences that build technical skills, reinforce safety, and prepare students for certification and real-world success. When time is used with purpose, students benefit. When it's lost, so are opportunities.

Session Times:

- **AM Session:** 8:45 AM – 11:40 AM
- **PM Session:** 12:30 PM – 3:25 PM

Staff Expectations:

- Be in your classroom or lab by 8:45 AM ready to supervise and engage students.

- Remain with students until the dismissal bell. Do not dismiss or allow student to enter the hallway prior to the audible bell unless explicitly directed by administration.
- Plan and structure activities so instructional time is fully utilized, utilize the final 10 minutes of class to ensure your lab is clean and ready for the next session.

B. Lesson Planning and Bell-to-Bell Instruction:

Strong planning leads to strong outcomes. At Enoree, lesson planning should connect directly to standards, industry expectations, and hands-on applications.

Planning Expectations:

- Prepare unit plans focused on student achievement and outcomes.
- Keep plans organized, current, and aligned with instructional goals.
- Minimize lecture time—plan for lab time using active, student-driven learning.
- Build in daily certification prep and employability skills.
- Intentionally plan transitions, cleanup, and closure activities into each lesson.
- Think ahead and secure needed resources in advance of your lessons.
- Link your unit plan to your class webpage.

Bell-to-Bell Instruction:

- Have a daily agenda posted in your classroom, so students know what to expect.
- Structure each session to engage students from start to finish.
- Use timers, visual cues, and routines to keep pacing clear and consistent.
- Avoid early dismissals, unplanned downtime, or loosely structured periods.

C. Student Engagement and Classroom Management:

Engagement and management go hand-in-hand. A well-managed class keeps students active, focused, and connected to real-world learning. Clear expectations, strong routines, and purposeful instruction create a structured environment where students are more likely to stay engaged and take ownership of their learning. When management is proactive and instruction is meaningful, discipline issues decrease and productivity increases—freeing up more time for what matters most: skill-building and student growth.

Engagement Strategies:

- Provide student choice where possible, and focus on career goals to guide learning activities.
- Reinforce routines that keep students active and accountable.
- Design collaborative, hands-on projects that reflect industry scenarios.
- Embed multiple checkpoints and peer feedback to maintain engagement.

Classroom Management Tips:

- Establish and model expectations early and revisit them regularly.
- Be visible—proximity is a powerful tool.
- Track recurring behaviors and follow the referral process when necessary.
- Remember: your best management tool is a purposeful, engaging lesson.

D. Substitute Planning and Instructional Continuity:

Learning should continue seamlessly when you're out. Sub plans must provide meaningful, standards-based instruction that aligns with your program's goals. Even in your absence, students should stay engaged in activities that reinforce key skills, reflect real-world application, and support ongoing progress toward certifications or career readiness.

Sub Plan Must-Haves:

- Class rosters, seating charts, and attendance sheets
- Bell schedule, classroom procedures, and emergency plans
- Clear, standards-based activities that are easy to follow
- All necessary copies, logins, or tech access info

Recommended Sub Assignments:

- YouScience certification modules
- Industry-related articles with discussion or writing prompts
- Certification prep packets
- Employability skill builders (e.g., resumes, cover letters, mock interviews)

Avoid:

- Busy work or generic worksheets not tied to your course goals
- Leaving no work or assuming students will behave without structure

Sub plans represent your professionalism. A well-prepared plan maintains student focus, supports program goals, and protects your classroom culture while you're away.

E. Guest Speakers and volunteers

All guest speakers must be approved in advance by the Director, including anyone visiting a classroom while students are present. [[District policy linked here.](#)]

Anyone volunteering at the school must complete the required volunteer training. Only Level 2 volunteers may be alone with students without a staff member present. [\[Volunteer policy linked here.\]](#)

E. Visitor Expectations and Procedures

All visitors must present a valid government-issued ID to enter the building and must sign in at the front office to receive a visitor badge/sticker.

All classroom visitors must be **pre-approved by administration** and have a **professional purpose** for being on campus.

- Family members, friends, and former students are **not allowed** on campus during instructional time.
- All visitors, including the spouse or family members of staff, must sign in and receive a **yellow badge** from the front office.
- Teachers must **notify the front office in advance** if an approved visitor is expected, to prevent delays or the visitor being turned away.
- Visitors coming to see students will **not be allowed on campus**. Passes will not be issued, and students will not be called out of class.
- Parents may meet with students **in the front office** or with instructors **during planning periods only**.
- Teachers must either **escort their guest speaker** from the front office or report to the front to meet them upon arrival.
- Visitors meeting with instructors for **personal reasons** may only do so **before or after school, during lunch, or during planning**.
- For safety reasons, **young children, including those of staff**, are not allowed on campus during the school day. If an emergency requires temporary supervision of a child, staff must speak with an administrator beforehand.
- Teachers must notify administration and receptionists via email when **guest speakers** are scheduled to be on campus.
- If a parent wishes to observe a class, the visit must be **pre-arranged with the teacher and approved by an administrator** in advance.

SECTION IV: STUDENT ATTENDANCE, GRADING, AND ACCOUNTABILITY

A. Student Attendance, Tardies, and Dismissals:

Consistent attendance is critical in a CTE environment. With limited class time and hands-on learning that can't easily be replicated, every session counts. Students should treat attendance like a job—being present, punctual, and prepared is part of their career readiness training.

Student Attendance Expectations:

- Take attendance in PowerSchool within the first 10 minutes of each session.
- Mark students accurately—present, absent, or tardy. Avoid using placeholders like all-present or auto-fill.
- Monitor attendance trends (chronic absences, repeat tardies, or early dismissals), reach out to parents, and notify administration when patterns emerge.

Tardy and Dismissal Procedures:

- All students arriving late must **sign in at the front office** before reporting to class and have a paper tardy form before you allow them into class.
- Students leaving early must have a **verified dismissal notice or be called by the front office**.
- Teachers should **not release students early** unless instructed by the front office or administration.

B. Make-Up Work and Missed Lab Time:

Students are responsible for making up missed assignments—but we recognize that labs and hands-on experiences are difficult to recreate. Flexibility with accountability is key.

Guidelines for Make-Up Work:

- Students must request missing work upon return.
- Allow a **minimum of five school days** to complete the work (extend as needed for longer absences).
- For missed labs, assign alternate tasks that reinforce essential skills.
- Be honest with students about which experiences can't be replicated—and offer reflection or research alternatives when needed.

C. Grading Categories and Expectations:

Grades at Enoree reflect student learning, technical proficiency, and professional habits—not just task completion. Teachers must use one of the two approved grade setups in PowerSchool:

Standard Setup (No Weekly Employability Grade)

- **60% Major Grades** – Minimum of **3–4 entries** per quarter
- **40% Minor Grades** – Minimum of **12 entries** per quarter

Employability Setup (Includes Weekly Employability Grade)

- **60% Major Grades** – Minimum of **3–4 entries** per quarter
- **30% Minor Grades** – Minimum of **12 entries** per quarter
- **10% Employability** – Maximum of **9 entries** per quarter

Guidelines for Employability / Weekly Grades

Teachers who choose to include a weekly grade for participation or employability must adhere to the following:

- The grade **must be placed in the Employability category** and count for **no more than 10%** of the student's **overall grade**.
- Teachers must use the **60/30/10** grade setup in PowerSchool.
- **No more than 9 employability grades** may be entered per quarter.
- Even with Employability grades, teachers must include **at least 3 Major grades** and **12 Minor grades** each quarter.
- Employability grades **must reflect measurable workplace readiness traits**, such as:
 - Punctuality
 - Preparation
 - Task completion
 - Engagement in daily responsibilities
- These expectations should be clearly outlined in the course syllabus and communicated to students.
- Employability grades **must not be used as punitive attendance scores**.

D. Feedback and Late Work:

Grades are only one part of student growth. It's the feedback we give—timely, specific, and connected to the task—that truly shapes learning. Meaningful feedback helps students understand what they're doing well, where they need to grow, and how to get there. It builds confidence, encourages reflection, and reinforces the idea that learning is a process.

Feedback Guidelines:

- Provide feedback within **3-5 days** of assignment completion.
- Use language tied to rubrics and standards.

- Highlight strengths and offer clear suggestions for improvement.

Late Work:

- Late work should be accepted with **clear deadlines** and a consistent process. Communicate these expectations in your course syllabus.
- Hold students accountable, but also provide support to help them get back on track.

SECTION V: STUDENT DISCIPLINE, BEHAVIOR, AND SUPPORT

A. Enoree's Discipline Framework:

At Enoree, discipline is rooted in professionalism, consistency, and mutual respect. We prepare students for real careers, so our behavioral expectations are intentionally aligned with workplace standards. That means showing up on time, following directions, and treating others with respect—every day, in every setting.

Core Principles:

- Expectations must be **explicitly taught and consistently reinforced**.
- Predictable **structure and follow-through** prevent most behavior issues.
- Behavior is a **teachable skill**, not just a matter of compliance.
- All discipline should reflect real-world norms: **respect, safety, and accountability**.

Students thrive in environments where expectations are high and support is clear. Our role is to provide both.

B. Teacher-Managed vs. Administrator-Managed Behaviors:

Not every behavior requires a referral. Teachers are expected to proactively manage most day-to-day classroom issues through structured routines, firm redirection, and consistent consequences.

Teacher-Managed Behaviors (Examples):

- Minor disruptions or off-task behavior
- Cell phone misuse
- Dress code violations
- Tardiness or lack of materials
- Low-level disrespect or refusal to follow directions

Teacher Response Progression:

1. Immediate redirection or use of proximity
2. Private, respectful conversation to reset expectations
3. Contacting parents/guardians via **phone call with a follow-up email**
4. Documentation of incidents and attempted interventions

If efforts to redirect or correct a behavior are **unsuccessful after multiple attempts**, or if the behavior escalates, a referral should be submitted with a clear summary of interventions.

Administrator-Managed Behaviors (Examples):

- Repeated or escalating defiance
- Physical aggression, fighting, or threats
- Harassment, bullying, or intimidation

- Leaving class or campus without permission
- Vandalism, theft, or possession of prohibited items
- Gross insubordination or actions that create an unsafe environment

When in doubt, reach out to the **Assistant Director** before submitting a referral. Collaboration helps ensure the best response for each situation.

C. Referral Documentation and Follow-Up:

Referrals must be submitted in **Backpack** on the **same day as the incident**.

Strong Referrals Include:

- Clear, factual descriptions—avoid exaggeration or vague language
- Specific details: what happened, when, where, and who was involved
- A brief summary of **interventions already attempted**
- A professional tone that focuses on behavior—not the student’s character

Helpful Tip: Think about how the referral would read to a parent or a legal team. Keep it accurate, neutral, and specific.

For urgent concerns (e.g., safety issues), call the **front office at x7400** or **use your radio** to request immediate assistance. Then complete the referral as a follow-up.

D. Resetting Expectations After Incidents:

We don’t use restorative practices or formal processing sessions, but we do believe in **moving forward without lingering tension**. Students returning from a discipline consequence need structure, not shame.

Post-Incident Reset Expectations:

- Greet students calmly and privately—avoid public callouts or sarcasm.
- **Restate expectations** clearly and confidently.
- Avoid emotional debates. Stick to norms and routines.
- Keep the tone professional and focused on learning, not the past incident.

This is not about “forgiving and forgetting.” It’s about **resetting the standard** so the student knows what is expected moving forward.

E. Student Support Pathways:

Chronic behavior issues often signal deeper needs. If redirection and structure aren’t enough, we need to **dig deeper—not lower the bar**.

Support Strategies:

- Involve families early and communicate concerns with them **before** they become patterns
- Speak with the school **counselor for support**.

- Ensure your lessons are engaging—bored students often act out.

Our students are preparing for careers, and careers demand reliability, professionalism, and communication. Let's stay focused on helping them become the kind of people we'd be proud to recommend to an employer.

If you need help with a situation, ask. We're a team—and student growth is always the goal.

SECTION VI: SAFETY, FACILITIES, AND EMERGENCY OPERATIONS

A. Lab and Classroom Safety Standards:

Safety is non-negotiable. Every classroom and lab should reflect the same standards found in professional workplaces. Students must experience a learning environment where structure, accountability, and safety are built into the daily routine.

Expectations:

- Post safety rules **clearly and visibly** in your classroom or lab.
- **Teach, model, and assess** all safety procedures before students use equipment.
- Maintain a **clean, organized, and hazard-free** space at all times.
- **Supervise students actively**—never leave them unattended in the lab.

If a condition or behavior would be unsafe or unacceptable on a job site, it is not acceptable here. Every teacher owns the safety culture in their space.

B. PPE Use and Safety Testing:

PPE (Personal Protective Equipment) is not optional. It is a basic expectation aligned with both industry and district safety standards. Model strong PPE expectations to your students.

Teacher Responsibilities:

- Ensure students **consistently wear required PPE** for all applicable tasks.
- Wear PPE **yourself** to demonstrate professional modeling.
- Provide both **written and verbal safety instruction**.
- Administer and document a **safety test** for each student prior to hands-on work.

Students who do not comply with safety guidelines must be **removed from the activity, retrained, and reassessed** before being allowed to continue. This is about student protection and legal liability—take it seriously.

C. Emergency Procedures and Reporting:

Preparedness saves lives. Your space must be set up and ready for a calm, fast, and coordinated response.

Each room must include:

- Posted evacuation maps near the door
- Stocked first aid kits, easily accessible
- Clearly labeled emergency shut-offs and safety equipment (e.g., eyewash stations, fire blankets)

During drills or emergencies:

- Follow all directions from administration and emergency personnel.
- Take attendance and maintain student supervision.
- Stay calm, model composure, and lead confidently.

Accident or Incident Reporting:

- Notify the front office **immediately** of any injury or concern.
- Provide initial first aid or contact the school nurse.
- The Assistant Director will complete and submit a **District Incident Report Form** as soon as possible (preferably the same day).

D. Equipment Use, Maintenance, and Storage:

Teachers are responsible for managing and maintaining thousands of dollars in specialized equipment. Proper use, care, and active supervision are part of your professional responsibilities. All equipment must be kept in working order and meet industry-level performance and quality standards at all times.

Expectations:

- Provide **clear training and demonstrations** before student use.
- **Actively supervise** all student interaction with equipment—no exceptions.
- Complete routine **inspections and maintenance checks**.
- Secure all tools and equipment after use—especially high-risk or high-value items.

Improper use or negligence can lead to injury or loss of equipment access. Respond promptly and firmly if issues arise.

E. Facility Requests and Building Security:

Maintaining a clean, functional, and secure facility is everyone's job. Your classroom reflects your program.

Facility Use:

- Keep your space **neat, professional, and clutter-free**.
- Reinforce habits of cleanliness and respect for shared spaces.

Maintenance Requests:

- Submit requests using the **school's designated process or forms**.
- **Follow up** if requests go unresolved within a reasonable timeframe.
- Do **not attempt self-repairs** unless directed by administration.

Security Guidelines:

- **Never prop open exterior doors.**
- Keep your classroom door **locked**.
- Immediately report any **missing keys, damage, or safety concerns**.
- Do not give your keys to students.
- Store chemicals and hazardous materials **according to OSHA and district guidelines**.

F. Student Project, Liability, and Service Expectations

At Enoree Career Center, all program-related services and repair work performed for outside parties (including staff, families, and community members) are completed by students as part of their educational training. These tasks occur in a supervised learning environment under the guidance of certified instructors, but the students performing the work are not licensed professionals.

Key Expectations:

- **Educational Purpose Only:** All work is conducted as part of a practical laboratory experience. There is no warranty or guarantee of the quality or outcome of services performed.
- **Release of Liability Required:** Anyone requesting student work must complete a [Release of Liability](#) form in advance. This document acknowledges that the School District of Greenville County, Enoree Career Center, and their employees, students, and trustees are not liable for any damages, injuries, or losses resulting from the work performed.
- **Payment in Advance:** Payment for any parts, materials, or related supplies must be made **before** the work begins. No work will be scheduled or completed without advance payment.
- **No Profit-Making:** The Career Center does not operate as a business. Services are offered at no cost or at reduced rates for the benefit of student learning.

- **Instructor Oversight:** A qualified instructor will supervise all student work, but the final product should be understood as part of the learning process, not a professional service.

This protocol helps protect students, staff, and the school while promoting real-world learning experiences in a responsible and transparent way.

G. End-of-Day and Classroom Readiness:

A professional environment is built through consistent routines—especially at the end of each day.

Before leaving each day:

- Turn off and unplug machinery or devices where appropriate.
- Clean all surfaces, tools, and floors.
- Lock cabinets, tool rooms, and your classroom door.
- Check email or staff communication tools for updates.

How we leave our space sets the tone for the next day. The standard should be: "If someone walked in tomorrow, would they know this is a professional, career-focused program?"

Let's protect our programs, model professionalism, and keep safety first—every class, every student, every time.

SECTION VII: CERTIFICATIONS AND WORK-BASED LEARNING

A. Certifications and Program Expectations:

At Enoree, every program is expected to guide students toward earning at least one **industry-recognized certification**. These credentials validate real skills and demonstrate to future employers and postsecondary institutions that our students are ready. Certification is not an "add-on"—it's a built-in, essential outcome of each program.

We believe:

- Certifications open doors to **employment, advanced training, college credit, and apprenticeships**.
- Students are more engaged when they know what credential they're working toward and why it matters.
- Every student who meets eligibility and participation standards should earn **at least one credential** by the time they complete their program.

B. Teacher Responsibilities and Certification Planning:

As the instructional leader of your program, you are responsible for managing the certification process with intentionality and transparency.

Your responsibilities include:

- Identifying and listing the certifications your course offers **each semester**.
- Embedding certification prep **within daily instruction**—not as last-minute review.
- Tracking individual student progress toward eligibility and readiness.
- Coordinating testing logistics: **dates, accommodations, test sites, and proctoring**.
- Submitting accurate certification data by **district-required deadlines**.

Students and families should understand:

- **What credential(s)** are being pursued
- **What it takes** to earn each one (attendance, skills, scores, requirements)
- **Why** it matters in the workforce and future career opportunities

C. WBL Preparation, Placement, and Monitoring:

Work-Based Learning (WBL) is a cornerstone of CTE. It bridges the gap between classroom instruction and real-world experience. Every program should actively support student readiness and placement.

Teacher responsibilities:

- Identify students who are **WBL-ready** based on attendance, performance, professionalism, and skill development.
- Collaborate with the **WBL Coordinator** to recommend, review, and approve candidates.
- Reinforce essential soft skills: **punctuality, communication, initiative, responsibility, and teamwork**.
- Support the logistics: **paperwork, time logs, employer follow-up**, and feedback collection.

Every program should offer at least **one meaningful industry-connected experience per semester**, even if a full WBL placement is not feasible for every student. Students who cannot participate in a Co-Op opportunity should have a chance to complete in-house opportunities.

E. Student Recognition for WBL and Certifications Achievement deserves celebration. Public recognition helps students internalize their growth and builds a culture where effort, skill, and success are visible and valued.

Ways to recognize students:

- Acknowledge certifications during class or in one-on-one conferences.
- Submit names and photos for **social media posts, parent communication, and hallway displays**.
- Track certification and WBL milestones on program bulletin boards.
- Nominate students for monthly or quarterly spotlight recognition.
- Celebrate student successes in **end-of-year awards events, advisory board presentations, and senior showcases**.

Recognition isn't just a feel-good moment—it strengthens student ownership and reinforces the professional culture we are building together.

Let's make credentials and WBL the expectation—not the exception—and help students walk out of Enoree ready to walk into their future careers.

SECTION VIII: RECRUITMENT, RETENTION, AND ENGAGEMENT

A. Recruitment Planning and Events:

Strong programs are built on intentional recruitment, not chance. Teachers play a critical role in helping the right students find the right fit—students who are capable, committed, and ready to thrive in a CTE setting.

Recruitment Expectations:

- Actively participate in all recruitment events including open house, tours, and school visits
- Prepare engaging displays: student work, tools, photos, and samples that highlight your program's unique value.
- Share the success stories—certifications earned, WBL placements, and student accomplishments.
- Be ready for “unofficial” recruitment moments: community visitors, parent drop-ins, or informal tours.

We're not just filling seats—we're shaping futures with purpose and pride.

B. Retention Strategies and Progress Monitoring:

Enrollment is only the first step. Student success depends on our ability to keep them engaged, progressing, and credentialed through consistent support and high expectations.

Retention Strategies:

- Build relationships from day one—students stay when they feel known and respected.
- Monitor key indicators weekly: grades, attendance, classroom engagement, and behavioral trends.
- Document interventions and supports when concerns arise.
- Involve the Assistant Director, counselor, or support staff early when patterns emerge.
- Make instructional adjustments (e.g., pacing, scaffolding) without compromising standards.

Every student who completes their program successfully is a testament to intentional teaching, consistent expectations, and meaningful support.

C. Community Partnerships and Business Connections:

We can't simulate the real world without inviting it in. Business and community partners bring relevance, rigor, and opportunity to our programs.

Teacher Role in Partnerships:

- Host guest speakers, employer Q&A sessions, or panels aligned to current curriculum.
- Arrange workplace tours, site visits, or virtual interviews with alumni or professionals.
- Maintain a list of past partners and keep those relationships active—follow up and check in.
- Work with the WBL Coordinator to align student strengths with employer needs.
- Seek out donations, equipment, or mentoring from industry contacts when appropriate.

When students understand that real people and real careers are connected to their classroom experience, motivation increases—and outcomes improve.

D. Feeder School Outreach and Student Voice:

Our strongest pipeline comes from early exposure and authentic student storytelling.

Outreach Opportunities:

- Attend or host presentations at our four feeder high schools and supporting middle schools.
- Coordinate shadowing experiences, tours, or small group visits to allow younger students to see your class in action.
- Highlight projects, industry certifications, and alumni success in presentations.

Student Voice Strategies:

- Collect testimonials or quotes from students sharing their experiences.
- Include students in events, panels, or classroom tours where they can answer questions.
- Encourage students to post positive reflections on school-approved social media accounts.

Students recruit students—and their voices often carry more influence than ours ever could.

E. Marketing, Social Media, and Showcase Events:

Our classrooms are full of incredible learning. Let's make sure the community knows about it.

Teacher Marketing Expectations:

- Submit photos, quotes, or highlights to the Assistant Director or media contact for posting (with signed permissions).
- Keep a classroom bulletin board or hallway display current with recent certifications, projects, or WBL placements.
- Take pride in your lab setup—especially during events when guests and potential students are touring.
- Contribute to a consistent, high-quality brand image for Enoree Career Center—professional, purpose-driven, and student-centered.

Your classroom is a reflection of your craft. Let's make sure what people see matches the excellence happening every day inside your doors.

SECTION IX: STAFF COLLABORATION AND TEAM DEVELOPMENT

A. Professional Norms and Shared Accountability:

We are one team with one mission. At Enoree, every staff member shares responsibility for creating a positive, productive, and professional learning environment. Our work is student-centered, service-driven, and built on mutual respect.

Team Norms:

- Be on time, prepared, and fully present.
- Communicate with clarity and purpose.
- Assume positive intent and seek understanding.
- Address concerns directly, respectfully, and privately when possible.
- Share resources, celebrate wins, and support each other's growth.
- Honor commitments and follow through on action items.

Professionalism means modeling what we expect from students. We lift each other up, hold each other accountable, and represent our school well in all settings.

B. Team Communication and Conflict Resolution:

Strong teams communicate with care and transparency. Disagreements may happen, but how we handle them defines our culture.

When concerns arise:

- Speak directly to the person involved whenever possible.
- Use calm, respectful language that focuses on facts and impact.
- Ask clarifying questions instead of assuming intent.
- Listen actively to understand different perspectives.
- If needed, involve administration as a neutral support—not a referee.

Conflict is not failure. It's an opportunity to grow, reset, and realign around what matters most: our students.

C. Leadership Development Opportunities:

Everyone has something to offer—and opportunities to lead are open to all.

Staff can lead by:

- Facilitating professional learning or breakout sessions.
- Mentoring new teachers or peer-coaching colleagues.
- Coordinating student events or service projects.
- Representing Enoree on district committees or advisory boards.

- Taking initiative in community or feeder school engagement.

Leadership is more about influence than position. We grow as a school when staff take ownership, innovate, and lift others.

D. Feedback Structures and Growth Coaching:

Feedback isn't about fault—it's about improvement. Our system emphasizes reflection, support, and actionable next steps that help staff move from good to great.

Expect the following structures:

- Regular walkthroughs focused on student engagement, safety, and instructional effectiveness.
- Timely feedback that highlights strengths and identifies one or two key areas for growth.
- Individual coaching conversations designed to build skill and confidence.
- Opportunities for self-assessment, peer input, and goal-setting.

Feedback is part of our growth culture. Let's embrace it as a professional conversation that moves us—and our students—forward.

E. Alignment with School Culture and Mission:

Every decision, every practice, and every interaction should align with our shared mission: preparing students for high-wage, high-skill, high-demand careers through real-world learning.

That means:

- Holding high standards without losing empathy.
- Promoting certifications, safety, and work-based learning every day.
- Reinforcing professionalism in ourselves and our students.
- Celebrating both individual growth and collective success.
- Prioritizing collaboration over competition.

We may have different styles and strengths, but we're unified by purpose. When we align our actions with our mission, we create a culture that's focused, consistent, and student-first.

SECTION X: ACCOUNTING, PURCHASING, AND SCHOOL FINANCES

A. Local Funds Purchases:

Managing local funds requires planning and approval. All purchases using local program or activity accounts must be pre-approved and follow established protocols. Staff members will not be reimbursed for unauthorized purchases.

Key Expectations:

- Submit a Local Fund Purchase Order form, located in Ms. Simpson's office, prior to making any purchase.

- Mr. Cooke must date and sign the form before ordering.
- No purchases should be made before approval is received.

B. General Fund Purchases:

General Fund purchases support instruction, but they must be well-documented and aligned with school goals. Follow these steps for a smooth process:

Steps to Follow:

- Discuss the potential purchase with Mr. Cooke in advance.
- Complete a [Career Technology Education Order Request Form](#), including estimated total cost with tax and shipping.
- Get the form signed by Mr. Cooke, then submit it to Ms. Simpson to sign out the P-Card.
- Bring the receipt and order confirmation back to Ms. Simpson after purchase.
- Forward any email confirmations to Ms. Simpson.

Delivery and Receipt:

- Ms. Simpson will open and check all deliveries.
- Do not remove packing slips or boxes from the office without informing Ms. Simpson.
- If large items are delivered to your room, sign the packing slip and place it in Ms. Simpson's mailbox.

Non-P-Card Orders:

- Submit a W-9 form for any vendor not already approved.
- Follow the same approval process as P-Card orders.

Budget Reminders:

- Each program may receive an annual supply budget.
- Once your budget is spent, no further purchases will be approved.

C. District (Perkins) Fund Purchases:

All Perkins Fund purchases must follow district protocols and guidance. Contact district staff for current procedures and forms.

D. Receipting Procedures:

Staff are responsible for handling money related to their programs. Clear and accurate receipting protects both staff and students.

Receipting Guidelines:

- Request a receipt book from the bookkeeper.

- Pick up the book from the front office the morning you plan to use it.
- The office cannot provide change—collect exact amounts only.
- Ms. Simpson collects receipt books and money daily at 10:00 AM and 1:30 PM.
- Never leave a receipt book in Ms. Simpson's office without her present.

Receipts Must:

- Be written at the time of collection, not in advance.
- Be signed and fully completed by the teacher assigned to the book.
- Indicate cash or check (include check number).
- Provide a white copy to the student and leave the yellow copy in the book.
- Include a student name list and payment breakdown if using general terms like "various students."

Staff must only receipt money for events or programs they directly manage.

E. Field Trips:

Follow district field trip procedures available on TeacherHUB. These documents are updated regularly—be sure to use the most current versions. A [field trip checklist is linked here](#).

F. Fundraisers:

Fundraisers can enhance programs, but they must be approved in advance.

Fundraiser Process:

- Submit a Fundraiser Request Form to Mr. Cooke.
- If using an outside vendor, also submit a Purchase Order with Ms. Simpson before placing any orders.
- Follow these steps before fundraising or accepting payments.

G. Expense Reports: For travel reimbursements, prior approval is required.

Travel Reimbursement Process:

- Complete the Request for Overnight Trip and the Request for Professional Development forms.
- See Ms. Simpson for guidance and forms.
- Submit receipts and required documentation promptly.
- Include the event agenda with your expense report.

H. Procurement Code and District Policy:

Staff are expected to comply with district purchasing regulations. Violations can result in personal financial responsibility.

District Purchasing Rules:

- Never order or receive materials/services before obtaining an approved District Purchase Order.
- Do not split large purchases to bypass approval thresholds.
- Do not enter into vendor contracts without written approval from the Procurement Department or General Counsel.
- Avoid giving away, selling, or trading in district-owned property without proper authorization.

Dollar Thresholds:

- Purchases up to \$5,000 require no quotes but must be fair and reasonable.
- Purchases from \$5,000.01 to \$25,000 require purchase certification.
- Purchases over \$25,000 must follow competitive bidding procedures.

All procurements over \$5,000 must be reviewed and approved by the Director of Procurement before a purchase order is released.

Staff must follow all district and school purchasing procedures to ensure transparency, protect school resources, and maintain accountability in all financial practices.

SECTION VI: SAFETY, OPERATIONS, AND LOGISTICS

A. School Safety Overview

At Enoree Career Center, student and staff safety is not just a responsibility—it's a foundational value. We follow the SC Department of Education's Model Safe Schools Checklist, which provides a framework for assessing safety strengths and needs. Emergency readiness is part of our culture, and everyone plays a role in maintaining it. Drills are scheduled throughout the year, and procedures must be reviewed with students at the beginning of each semester to ensure readiness.

B. Building Security

Every instructional space must reflect the same care and accountability we expect from our students. Instructors are expected to manage their assigned areas with the same vigilance found in professional workplaces. This includes securing spaces, maintaining clean and hazard-free environments, and ensuring lab expectations are posted, reviewed, and reinforced. Specific expectations include:

- Locking classrooms, labs, tool rooms, storage areas, and roll-up doors when unattended.
- Turning off all lights, fans, and lab equipment when exiting for extended periods and at day's end.
- Posting safety rules prominently in each lab and reviewing them with all students.
- Maintaining a trade-specific shutdown checklist to ensure routine safety and security.

C. Emergency Contacts

Quick access to the right people in an emergency makes a difference. If a situation arises, notify the following staff immediately:

- Mr. Cooke, Director: 355-7410 (office) | (864) 303-7642 (cell)
- Mr. Massey, Assistant Director: 355-7425
- Emergency Coordinators: Mrs. Bruss and Mrs. Simpson

D. Evacuation Procedures

Effective evacuations rely on clarity, calm, and consistency. All staff must:

- Review and communicate primary and alternate evacuation routes with students.
- Lead students out of the building calmly and stay with them at all times.
- Carry emergency bags that include:
 - Red Card: Missing/extra students (complete locator form)
 - Yellow Card: Need assistance
 - Green Card: All students present and accounted for

Evacuations between 7:45–8:45 AM follow the same protocols. After each drill, restock the emergency bag with supplies such as first aid items and locator forms.

Evacuation Roles:

- Mr. Cooke: Sweep and clear interior spaces, assist custodians
- Mr. Massey: Oversee student accounting at the evacuation site
- Mrs. Bruss & Mrs. Simpson: Coordinate district communication and bring radios and paperwork
- Ms. Oglesby: Support student accounting and report absences or medical concerns
- Custodians: Sweep bathrooms and common areas, report status via radio

Additional Notes:

- Lock classroom doors before exiting.
- Help clear hallways and guide students.
- Do not allow students to re-enter the building or move against the traffic flow.
- Report any injuries immediately via radio.

E. Bomb Threat

Bomb threats require immediate, silent action. Staff must:

- Avoid using radios or cell phones—they may trigger devices.
- Ensure students leave all backpacks and personal belongings behind.
- Evacuate the building and conduct a manual roll call using the emergency status cards.

- Maintain close supervision of all students.
- Do not re-enter the building until cleared by administration.
- Enforce a strict no-phone policy with students until the all-clear is given.

F. Visual Scan

A visual scan drill may be called when a specific threat or concern arises. Staff will be asked to examine their classroom for anything unusual. Conduct a scan in this order:

- Floor: Check for bags or items not typically present.
- Walls: Look for anything recently added, damaged, or altered.
- Ceiling: Inspect vents, tiles, and devices that may have been moved or tampered with. If anything suspicious is found, notify the main office at extension 7401 without delay.

G. Intruder or Suspicious Person

Unidentified or unauthorized individuals on campus must be addressed promptly. If someone lacks a visitor badge and is not recognized:

- If it feels safe, approach them calmly and ask, “May I help you?”
- Escort the individual to the office, or immediately notify an administrator or the SRO.
- If the person appears threatening, avoid contact and alert admin.
- A lockdown may be called depending on the level of concern.
- Keep students calm and in place until the all-clear is given.

Administration will coordinate directly with law enforcement and communicate with staff during and after the event.

H. Secure (Formerly Lockout)

A “Secure” protocol is used when a potential threat exists outside the building, such as nearby police activity. During Secure:

- Announcement: “We are entering a secure situation.”
- Admin will lock all external doors and notify law enforcement.
- Class changes may continue indoors, but hallway movement is limited.
- No one may enter or exit the building.

Staff must:

- Lock nearby doors if directed.
- Continue instruction and closely monitor students.
- Be prepared to move into a full lockdown if the situation escalates.

I. Full Lockdown

A full lockdown is initiated when a threat is present inside the building. The PA announcement will state: “All staff – Lockdown. Disregard all bells and alarms.”

Teachers must:

- Lock classroom doors and gather everyone inside immediately.
- Move students to an area out of sight. Cover windows.
- Turn off lights, silence phones, and remain quiet.
- Do not open doors for anyone unless confirmed visually as law enforcement.
- Ignore fire alarms or bells unless told otherwise over the PA.

Admins will notify law enforcement, halt all bus traffic, and communicate with the district. Staff must remain in lockdown until an official “all clear” is given.

J. Tornado / Take Shelter

When a tornado warning is issued:

- Escort students to designated shelter areas quickly and calmly.
- Have students sit with backs against the wall, legs tucked, heads down, and hands over necks.
- Tornado Watch = be alert and monitor conditions.
- Tornado Warning = move to shelter areas immediately.

K. Earthquake

Earthquakes strike without warning. If tremors occur:

- Indoors: Instruct students to take cover under sturdy furniture or against interior walls.
- Outdoors: Move away from buildings, trees, and power lines.
- Avoid using open flames due to possible gas leaks.
- Once the shaking stops, evacuate buildings and take roll.

Admin will determine next steps based on safety assessments and district guidance. Utility shutoff locations are noted on the crisis management map for quick access.

Enoree Career Center Building Evacuation Plan

Evacuation 1
Culinary
Machine Tool
Welding

Evacuation 2
Career Admy.
Cosmetology
Firefighting

EMERGENCY LOCATIONS

RED – FIRE EXIT ROUTE

BLUE – TORNADO SHELTER

