

TEACHER'S HANDBOOK
FOR THE
NEW HAMPTON COMMUNITY MIDDLE SCHOOL
2017-2018



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Bell Schedule

NHMS BELL SCHEDULE

5th Schedule		5th Early Out Schedule		5th 2-Hr Late	
8:15-9:39	Block 1	8:15-9:14	Block 1	10:15-10:24	A/A
9:43-11:08	Block 2	9:18-10:17	Block 2	10:28-11:28	Block 1
11:12-11:55	Specials	10:21-11:21	Block 3	11:32-11:55	Specials
11:57-12:20	Lunch	11:25-11:55	Specials	11:57-12:20	Lunch
12:25-1:05	Band/Choir/SH	11:57-12:20	Lunch	12:25-12:55	Band/Choir/SH
1:09-2:34	Block 3	12:24-12:50	Band/Choir/SH	12:59-1:56	Block 2
2:38-2:58	Intervention	12:54	Homeroom	2:00-2:58	Block 3
3:02-END	Homeroom			3:02-end	Homeroom
6th Schedule		6th Early Out Schedule		6th 2-Hr Late	
8:15-9:39	Block 1	8:15-9:14	Block 1	10:15-11:01	Block 1
9:43-10:26	Specials	9:18-9:48	Specials	11:05-11:28	Specials
10:30-11:55	Block 2	9:52-10:51	Block 2	11:32-11:55	Block 1
11:57-12:20	Lunch	10:55-11:55	Block 3	11:57-12:20	Lunch
12:25-1:05	Band/Choir/SH	11:57-12:20	Lunch	12:25-12:55	Band/Choir/SH
1:09-1:29	Intervention	12:24-12:50	Band/Choir/SH	12:59-1:56	Block 2
1:33-2:58	Block 3	12:54	Homeroom	2:00-2:58	Block 3
3:02-END	Homeroom			3:02-end	Homeroom
7/8th Schedule		7/8th Early Out Schedule		7/8th 2-Hr Late	
8:15-8:54	Exploratory/ 8th Intervention	8:15-8:40	Exploratory/ 8th Intervention	10:15-10:36	Exploratory/ 8th Intervention
8:58-9:39	Exploratory/ 7th Intervention	8:44-9:09	Exploratory/ 7th Intervention	10:40-11:02	Exploratory/ 7th Intervention
9:43-11:02	Block 1	9:13-10:00	Block 1	11:06-11:56	Block 1
11:06-12:26	Block 2	10:04-10:51	Block 2	12:00-12:26	Blk 2 split
12:28-12:50	Lunch	10:55-11:41	Block 3	12:28-12:50	Lunch
12:54-2:14	Block 3	11:45-12:26	Band/Choir/SH	12:54-1:18	Blk 2 split
2:18-2:58	Band/Choir/SH	12:28-12:50	Lunch	1:22-2:12	Block 3
3:02-end	Homeroom	12:54-end	Homeroom	2:16-2:58	Band/Choir/SH
				3:02-end	Homeroom

TRIBE Matrix

Chickasaw **TRIBE** Expectations by Settings

	Trustworthy	Respectful	Involved	Be Prepared	Effort
Classroom Study Hall LMC	<ul style="list-style-type: none"> Be honest Do your own work Follow school procedures 	<ul style="list-style-type: none"> Allow others to work Respect others' opinions, property, and space 	<ul style="list-style-type: none"> Use time wisely Participate and be attentive 	<ul style="list-style-type: none"> Bring required materials Be on time Complete assignments 	<ul style="list-style-type: none"> Turn in your best quality work Encourage peers Always do your best
Transitions	<ul style="list-style-type: none"> Follow sign in/sign out procedures Use the designated or shortest route Use facilities appropriately 	<ul style="list-style-type: none"> Use appropriate language and volume Observe other people's personal space Remove hats when you enter the building Treat property with respect 	<ul style="list-style-type: none"> Interact with others appropriately Report any problems/concerns that occur to an adult 	<ul style="list-style-type: none"> Maintain a clean, organized hallway/locker/restroom Follow iPad/technology procedures Manage your time appropriately 	<ul style="list-style-type: none"> Keep the hallway, locker, and restroom litter free Keep lockers locked
Cafeteria	<ul style="list-style-type: none"> Use utensils appropriately Return your tray and utensils to wash area Remain seated 	<ul style="list-style-type: none"> Use appropriate language and volume Keep food on your plate Leave others food/tray alone Arrive and dismiss in an orderly manner 	<ul style="list-style-type: none"> Welcome others to your table/include others that are sitting alone Clean up after yourself Report any problems that occur to an adult 	<ul style="list-style-type: none"> Follow ticket/doubles policy 	<ul style="list-style-type: none"> Practice good table manners Listen to adults the first time Say "please" and "thank-you"
Bus Arrival Dismissal	<ul style="list-style-type: none"> Follow appropriate arrival and dismissal protocol Be honest about dismissal plans 	<ul style="list-style-type: none"> Respect other people and property Follow bus rules 	<ul style="list-style-type: none"> Report any problems Pick up trash Be a positive role model in words and actions 	<ul style="list-style-type: none"> Request bus pass prior to noon and inform bus driver Follow iPad/technology procedures 	<ul style="list-style-type: none"> Watch for other cars and pedestrians Follow arrival/dismissal procedures Listen to adults the first time
Gymnasium Auditorium Stadium	<ul style="list-style-type: none"> Make good decisions 	<ul style="list-style-type: none"> Listen attentively with proper etiquette Respect the flag Treat each person on school grounds with dignity Respect all personal & school space/property 	<ul style="list-style-type: none"> Participate positively and attend events Dispose of your trash Report any problems that occur to an adult 	<ul style="list-style-type: none"> Sit in appropriate locations Follow iPad/technology procedures 	<ul style="list-style-type: none"> Show school spirit while attending school events Listen and engage yourself appropriately
Activities Playground	<ul style="list-style-type: none"> Play fairly Be honest 	<ul style="list-style-type: none"> Be considerate Use school appropriate language, conversations, attire Stay in designated areas Respect all personal space and property 	<ul style="list-style-type: none"> Participate appropriately Follow directions of supervising adult Report any problems that occur to an adult 	<ul style="list-style-type: none"> Have appropriate equipment Be aware of your responsibilities 	<ul style="list-style-type: none"> Ask for help when needed Accept the response of the adult Include others

Minor/Major Matrix

New Hampton Middle School Behavior Matrix

3 documented behavior improvement forms in 5 school days/week = an office referral form

Each behavior is left up to teacher discretion

(This listing is not all inclusive, there are other examples this is just a framework)

Minor	Major
Common behaviors that are brief in duration & don't interfere with instruction or learning. Typically self-correcting, but if left unattended, likely to persist. If behaviors occur frequently, they may constitute a disruption to learning.	Behaviors that present a threat to order & learning environment. Student is "out of instructional control" – unable to be responsive to adult direction or teaching.
Being Prepared	
Forgetting materials (that causes a disruption or a trip to locker) Being tardy Incomplete homework	Repeated minors
Disruption	
Talking out of turn / interrupting constantly Off-task behavior Keeping others from learning through noise or action Unnecessary roaming the room, hall... Standing on furniture or counters Note passing	Refusing to work or working in a loud, disruptive manner Unnecessary constant talking / blurting Closing someone in confined spaces Throwing chairs, tables, desks...
Fighting/Physical Aggression	
Pushing in line Pushing back toward someone who initiated contact Bumping into another intentionally "Play" fighting Shoving Invading personal space purposefully Throwing small object	Hitting (closed fist) / punching / slapping Throwing any object at someone with intent Pushing to the ground with injury Kicking, biting, hair pulling, spitting Assault that leaves a mark or injury Threatening gesture with dangerous object
Defiance / Disrespect / Noncompliance	
Making noises but stopping, after being asked Switching spots in line Yelling at other students to get their attention Running /skipping in the hall Chewing gum/candy/beverages at inappropriate times Off-task Behavior Chewing on paper/pen caps etc.	Refusing to comply with adult request and/or talking back Walking away from an adult when being spoken to Leaving building/room without permission Using and writing profanity
Lying / Cheating / Theft	
Taking/hiding another's property in a playful manner	Stealing another's property Forging a parent's signature Cheating/copying (both parties if involved) Plagiarism Not telling the truth
Bullying Behavior	
Name Calling Threatening gesture (showing a fist) Spreading rumors Invading someone's privacy and personal space Closing another's locker purposely Intentional exclusion of others (ex. whispering)	Organized teasing toward specific victims Intentionally embarrassing someone through comments or actions Inappropriate touching Sexual comments: written or spoken Serious threats to fight or "get someone" Bullying – chronic - ongoing Racial remarks Threatening to hurt others through actions or words
Property Damage	
Making minor marks on any school property Misusing others property Making a mess in the restroom (i.e. water, paper towels) Negligent locker maintenance (ex. jamming due to clutter)	Kicking or punching property Going to the bathroom on the floor, or in an inappropriate area Writing on the walls or stalls Putting paper towels in the toilet Putting holes in the wall Vandalism Making offensive marks on school property Destroying others property

Absences, teachers

Arrangements are to be made in advance with the Principal, if it is necessary to be away from duties involving the school. Absences from teaching duties for personal reasons are to be arranged for with the Principal. In case of illness or emergency that is not anticipated, call Erica Schmitt at (641) 330-2185 by 6:30 a.m. It is your responsibility to provide materials for your class in case of your absence. DO NOT REQUEST A PARTICULAR SUBSTITUTE. You may use one leave form to indicate multiple days.

Faculty members are to be in the building at 7:45 A.M. and on duty at 8:00 A.M. ready to receive students at that time. At the end of the school day, all teachers are to aid with hall supervision until the building has cleared. Teachers are not to leave the building until 3:45 P.M. Faculty members will be allowed to leave the building on Friday after the students have left the building. If school is starting two hours late, teachers are to be in the building at 9:45 A.M.

Teachers should attempt to be in their classrooms at the start of each period and are not to leave the classroom during the period. If you need assistance, do not leave the classroom, but call or send a student to the office to secure the assistance needed. Remember, you are liable if you leave your classroom unattended.

Teachers leaving the building anytime during the day, please notify the office. Teachers going home for lunch, please let the office know the time of your lunch break.

Absences, students

Regular school attendance is necessary for students to obtain the optimum benefit from their education. Generally, students who are absent a lot are those students who have difficulties with the subjects. Making up work after an absence and keeping up with the class is hard but necessary. A student is absent if he/she is not in class.

An **excused absence** is one for which the parent has requested in writing or by phone that a student be excused for a stated purpose and that has been approved by the middle school office. Students are allowed **two days** to every one day missed to make up assignments. Not completing make-up work may result in an "incomplete" grade.

An **unexcused absence** is an absence without the consent of the parent or for reasons not acceptable to the school as justifying the absence. Where there is an unexcused absence, the student is expected to do the work missed.

Abuse of a student by school employee:

The New Hampton Community School District's policy is to respond promptly to allegations of abuse of students by school employees by investigating or arranging for full investigation of any allegation, and to do so in a reasonably prudent manner. The school nurse has been designated as the level one investigator and the Superintendent of Schools is the alternate investigator. The nurse's telephone number is (641) 394-2144.

Activities:

1. Students taking part in activities at school are the responsibility of the director of that activity. Activity directors are expected to supervise the participants in their activities.
2. Activities at night/outside regular school hours--
 - A. Keep student-participants in the proper areas for the activity;
 - B. Allow no non-participants to be present;
 - C. Establish starting and ending times for participants. Make certain students who leave early have valid reasons.
 - D. Feel responsible for other areas in the building. If students are from some other activity, they should be present only in the vicinity of that activity; if they are not in any activity, they should not be present in the building.
 - E. If no custodians are working, make sure all lights are shut off and all doors locked when you

- leave the building.
3. Do not lend/give keys to students. If any area needs to be unlocked, the activity supervisor is expected to unlock the area needed to be unlocked.

Advisor Time:

It is expected that staff will read memos of information to their advisor students at the time indicated. When students receive information at different time periods, it creates a lot of miscommunication.

Advisors are expected to be active with their advisor group. It is not intended to be an additional planning time. Advisor time is for building relationships and establishing strong work/study habits with your advisors. You play an integral part in their success at school and beyond.

Assemblies:

Students will report to their **advisor rooms** and proceed to the auditorium or gym. Teachers are expected to sit with their advisees in the auditorium or gym in their assigned area. Teachers are also responsible for their **advisees' conduct**. Please lead your students to ALL assemblies or programs. **Staff who teach in the area of specials are expected to attend all Middle School assemblies if your students would normally be in class.** You will be excused five minutes prior to teaching an elementary class, however.

Attendance by teacher:

1. First period absences and lunch count need to be recorded **within 15 minutes** of the class periods start time in order to follow up on absent students.
2. During first period, a list of absentees for the current day will be compiled by the office and noted in the bulletin. (Remember, this list will only be as accurate as the absences you record on PowerSchool.)
3. Absences and tardies for the remainder of the day will be recorded by the teacher using PowerSchool. All attendance must be recorded with 15 minutes from the start of each class.
4. Explain to the students that they must have a written excuse signed by parents for their absence stating the reason for the absence(s) and present this excuse at the principal's office upon the student's return to school. Parents/guardians may also call the office on the day of the student's absence to inform us of the above.
5. A student is absent if he/she is not in class. Having a valid excuse does not constitute attendance in your class.
6. Encourage pre-excuses. If the student knows he/she will be absent in the future, an excuse should be presented to the office. The student will be given an assignment sheet at that time for the future absence. If the student is leaving in the middle of the day, an excuse is still required and the student must stop in the office for an early dismissal slip.
7. If students are tardy arriving at school, the Middle School Office will give an excused or unexcused admit slip.
8. If a student is gone on a school sponsored field trip, do not mark them absent. Mark them in attendance.

Care of rooms:

Keep your room looking neat and business-like. Avoid litter accumulating on the floor and in corners. Make it a standard practice to have students clear all litter from the floors at the close of each class period. Your students will soon get the habit of neatness if you encourage it. Decorate your room appropriately. Make use of the information boards for school-wide initiatives. **Please discourage students from sitting on desks.** Before leaving your room at night, close the window, adjust the drapes/blinds for neatest appearance, turn off the lights, and lock the classroom door. If you are the last person in that area of the building, and turn off the corridor lights.

Cell Phones

It is expected that staff keep their cell phones ringtones off during the school day. Use your planning or lunchtime to make personal calls or check your cell phones. Staff should not be using it or checking it during class time. There may be individual circumstance where you may need to have your cell phone on during the day, please get prior approval from the principal.

Child Abuse Reporting:

The Code of Iowa requires certificated school employees to report within 24 hours to the Department of Human Services all instances of suspected child abuse involving students. The Code establishes a reporting and investigating procedure for alleged cases of child abuse. The requirement to report is mandatory. The hotline number for DHS is 1-800-362-2178.

Classroom Procedures

It is the teachers' responsibility to start class with a bellringer prior to the bell ringing. Students should be in their seat following the established routine. It is important that attendance and lunch count (homeroom) be taken at the beginning of each class and study hall and entered on PowerSchool. For each class or study hall, a seating chart should be available.

Classroom organization is a must. Classroom routines should be well understood and adhered to by all concerned. Work must be well-planned and material and discussions clear, interesting, and meaningful to the students. There must be sufficient time for assignments. The students must understand the assignments, how to do them, and when they are due. The teacher should be aware of student difficulties and provide help. In some cases the teacher may wish to ask the individual to come in for special help. An atmosphere of purposeful discussion and study should be maintained. Class should be dismissed on time without fail. Teachers should follow the on the clock protocol.

Do not allow your students to do other class work during your class/period or write notes to other students.

All field trips and guest speakers must have the approval of the building principal in advance.

Individual teachers may take their classes outside the building during good weather. However, for classes other than physical education, band, and art, which might normally be outside, the teacher should notify the office of the time and location of their outside classes so that students may be located if necessary.

Compliances and Grievances

Student complaints and grievances regarding board policy or administrative regulations and other matters should be addressed to the student's teacher or other licensed employee, other than the administration, for resolution of the complaint. It is the goal of the board to resolve student complaints at the lowest organizational level

If the complaint cannot be resolved by a licensed employee, the students may discuss this matter with the principal within ten (10) days of the employee's decision. If the matter cannot be resolved by the principal, the student may discuss it with the superintendent within ten (10) days after speaking with the principal.

If the matter is not satisfactorily resolved by the superintendent, the student may ask to have the matter placed on the board agenda of a regularly scheduled board meeting in compliance with board policy.

Corporal Punishment and Physical Restraint:

School Board Policy 503.5 addresses the issue of corporal punishment and physical restraint. Corporal punishment may not be used to discipline students. However, reasonable physical force may be used when the use of such force is deemed essential by a reasonable person for the purpose of self-defense, the preservation of order, to quell a disturbance threatening others, to protect school district property, or for the protection of others located on the school district property. Additional information is presented in School Board Policy 503.5.

Cumulative Records

All teachers are encouraged to study the permanent cumulative records of their students. These records are located in the Principal's office. The use of these records is reserved for faculty members and information therein should not be made public. When a file is taken from the office, always inform the office secretary or principal, as well as use the file checkout markers.

Custodian Forms

If you have major issues that need to be fixed in your room, please touch base with the building principal and send an email to the head custodian and building principal. For minor issues, please leave the maintenance phone extension a message.

Detention:

Detentions are used as consequences for violations of school regulations and as the principal may determine. **Detentions issued by the classroom teacher will be served after school.** Faculty members must contact parents/guardians prior to turning in the disciplinary form to the office.

Dining:

Lunch price \$3.35 (subject to change) (adults)

Discipline:

"Within Class" Teachers are expected to enforce TRIBE expectations. These expectations are expected to ensure that an orderly and humane environment exists in the classroom and building. Teachers will have students attend re-teaching sessions during TRIBE time for minor offenses. For major offenses, teachers will have students stay for re-teaching sessions but also fill out a major form immediately and contact home.

"Commons Area" Teachers are expected to assist in the enforcement of TRIBE expectations. Teachers are expected to confront in a reasonable way students who are observed violating expectations. The teacher is expected to take appropriate action, and, if necessary, refer the student to the principal's office.

Equal Employment Opportunity and Affirmative Action:

The New Hampton Community School District shall provide equal opportunity to all employees and applicants for employment in accordance with all applicable Equal Opportunity and Affirmative Action laws, directives, and regulations of federal, state, and local governing bodies and agencies. This obligation to affirmatively implement equal employment opportunity to all employees and applicants for employment includes hiring, placement, upgrading, transfer or demotion, recruitment, advertising or solicitation for employment, treatment during employment, rates of pay or other forms of compensation, and layoff or termination.

Individuals who file an application with the school district will be given consideration for employment if they meet or exceed the qualifications set by the board, administration, and State Department of Education for the class or position for which they apply. In employing school district personnel, the board shall consider the qualifications, credentials, and records of the applicants without regard to race, color, creed, gender, marital status, national origin, religion, age, or disability. In keeping with the law, the board shall consider the veteran status of applicants.

Evaluations:

Evaluations will be conducted according to Board Policy and Master Contract. As a result, teachers can expect a classroom visit from the principal at any time. These visits will be announced and unannounced. Teachers are encouraged to ask the principal to observe a class of particular interest. The evaluation schedule will be handed out at the staff meeting during in-service in August.

Faculty Meetings:

Staff meetings are a necessary part of any education program. When staff meetings are called, attendance for any teacher involved in the program is required. If a faculty member believes s/he is unable to attend

the meeting, the faculty member is expected to obtain the principal's permission in advance of the meeting. Faculty meetings are addressed under Article 8, Section B2 of the Master Contract.

Field Trips

Teachers/sponsors are expected to contact the principal to schedule school-sponsored trips as early as possible. The principal will encourage the teacher to publish the names of the participants as early as possible in the faculty bulletin. Teachers are responsible for filling out a transportation request for field trips at least five days in advance. They must include a roster of adults and students with the transportation request. Teachers should provide the office secretary with a permission slip so they have the information when parents call regarding the field trip. Teachers are responsible for checking with the nurse for student medications prior to the field trip. It is also the teacher's responsibility to notify the cooks two weeks in advance. Teachers should let the administrator know a week in advance of any duties/courses that need to be covered.

Flower Fund:

The central office will send flowers/plant in the case of death for blood relatives: mother, father, brothers, sisters, children, step children. If anyone in the building would like to start a card for individual staff members they may, but this will not be initiated by the office.

Each staff member may contribute \$5.00 to the secretary at the beginning of the year for the memorial fund. Flowers are purchased for bereavement of: spouse, children, parents, in-laws, and siblings.

Grading:

1. Each teacher is expected to keep an accurate and timely record of each student's achievement in the Power School grade book. Grades should be updated by teachers at least every week by Friday at 4:00 pm.
2. Student grades are considered educational records. Students (and parents) have the right not to have personally identifiable information in educational records disclosed without their consent to those not having a right to the information.
3. Teachers are expected to make sure only those who have a right to inspect the information contained in grade books are provided access to the information.
4. The entries in the grade book are expected to be sufficient to substantiate the grade issued to the student.
5. Teachers are expected to be able to defend each of the constitutive elements of a student's grade. These elements may include assignments, quizzes, lab reports, projects, tests, etc.
6. When formative elements are evaluated by teachers (whether these elements are assignments, quizzes, tests, projects, etc.), the teacher is expected to provide students with specific information about how well the student performed on the various aspects or items of the element. A "formative element" is an element designed to help the student to master the objectives of the course by providing the student with information about how well he/she is achieving at a particular time.
7. The school year is divided into two semesters. Each semester is divided into two quarters. Quarter grade reports are due according to the schedule announced prior to the close of each nine-week period. The purpose of quarterly reports is to inform parents and students about how well the student seems to be achieving (mastering) the objectives of the course at that time.
8. **When a student's achievement appears to indicate that the student will not successfully complete the course (when the student is in jeopardy of receiving an F grade), teachers are expected to notify parents through special reports, emails, or by telephone calls at least ONCE prior to any student receiving a failing quarter grade. Parents typically want to be informed of potential "F's" early enough to take some action. (midterm reports do not count as a contact)**
9. **Grades for each term will be due by 4:00 pm on the end of each quarter.**

Hall Bulletin Boards

Teachers should feel free to use middle school bulletin boards and border strips to display student's work. Please make these attractive and educational. The teacher must be responsible for putting the display up and also for taking it down.

Homework Expectations

The New Hampton Middle School promotes a “No Zero” policy for all assigned work and assessments. All staff members will support and implement academic instruction and programs will provide opportunities for all students to demonstrate mastery. The “No Zero” policy will promote concepts and goals associated with Advisor/Advisee time that are established in our educational learning community. The overall goal of the “No Zero” policy is to define the expectation that zero’s are no longer acceptable in any class offered at New Hampton Middle School. All staff and students will be held accountable for working together to accomplish this common goal and promote positive results for everyone. All students will be required to complete every assignment and assessment. The student will attend re-teaching to complete the homework. The assigning staff member will discuss with the student an assignment completion plan if needed.

Injuries

1. Despite all precautions taken to prevent injuries each year, students may be injured during the school day or in extra-curricular activities. Please notify the nurse/designee and principal's office immediately of any injury, no matter how insignificant it may be. If the student can be moved, take him/her directly to the nurse's office. The nurse/designee will notify the parents, call a doctor or ambulance if necessary. An accident form should be filled out on any injury. These forms may be obtained from the nurse's office.
2. If a certified or support staff member has an accident during the school hours or a school activity, make sure you notify the Principal's office within 48 hours in case you need to see a doctor and will miss work because of the injury. You will need to fill out appropriate paperwork in the event of an accident or injury in order to be covered by the school district's health care program.

INSTRUCTIONAL COMPUTING POLICIES

Employees are responsible for becoming familiar with and following the Instructional Computing Policy and Board Policies. The New Hampton Community School District provides instructional computing opportunities for staff and students. Access for staff may include desktop computing, laptop computing, email, network, Internet and use of peripherals. Each user may have computers, computer programs, and network files/accounts to which he/she has been given access. Users will not share password(s) and/or account access with anyone else. Users are not permitted to gain access to the instructional computing system's set-up, security or network management. The following are not permitted: viewing, sending, downloading, or displaying offensive/obscene messages or images; using obscene language; harassing, insulting or attacking others; damaging computers, computer systems, or computer networks; violating copyright/plagiarism laws and policies; using another's password, trespassing in another's folder, work or files; or intentionally wasting limited resources. Software acquisition/installation must be approved by the technology coordinator. The technology staff will have access to all systems, files, accounts and content. Violations may result in loss of access to the instructional computing system, as well as disciplinary and legal actions. In addition to the above, each user is responsible for becoming familiar with and adhering to the following Board Policies:

506.3 Student Photographs

605.6 Internet – Appropriate Use

605.6E1 Internet Access Permission Letter to Parents – (Returned forms are kept on file in the ES/MS offices and HS LMC)

605.6E2 Internet Appropriate Use Violation Notice

708 Care, Maintenance and Disposal of School District Records

708.3 Copyright (All users)

The following web sites, EBSCO and AP Multimedia Archives, are paid for by Keystone AEA1 for the students of New Hampton Community School District. They may be accessed from home or school.

Internet Resources You Can Use Anywhere

provided by Keystone Area Education Agency #1, Elkader.

Go to: <http://www.aea1.k12.ia.us> Select "Online Resources" User name: keystone206 Password: keystone

AccuWeather.com: Worldwide weather information.

AP Multimedia Archive: Photos/graphics 1840s to present

Atomic Learning: Computer program tutorial movies

ClipArt.com: Graphics, photos & fonts

DE Streaming: Educational videos, clips, and images

DE Science: Science videos & virtual labs

EBSCO – Magazine/newspaper articles & images

PD 360: Professional development videos/clips

SIRS Researcher: Info & analysis on today's hot issues

SoundzAboud: Copyright free music/sounds

World Book: Digital encyclopedia, with Spanish version

Questions? Contact your school's media specialist or Norma Thiese, nthiese@aea1.k12.ia.us or call Keystone AEA#1 at 800-632-5918.

<https://ps.new-hampton.k12.ia.us> To access your student's grades, attendance, lunch account balance, and much more. Contact Mary Frese, Technology Director at M_Frese@new-hampton.k12.ia.us for assistance.

Lesson Plans:

Planning is an integral and vital part of the teacher's work. Without sufficient planning, the instructional goals may never be achieved. Lesson plans are expected to be written with such clarity and detail that a substitute teacher may follow them readily. Faculty member's lesson plans are expected to be easily accessible for a substitute teacher. Daily lesson plans should include a brief statement of the outcome(s) for the lesson, the teaching strategies and activities that will be used, and the assessment strategy. In the event that a teacher is absent, lesson plans should be provided for the substitute and building principal and secretary if the absence is a call in.

Lost and Damaged Textbooks:

Be sure students write their name inside the cover and cover their textbooks. Keep a log of student text numbers.

Any textbook that shows any unnecessary amount of wear, damage or writing on the cover or pages may result in a fine. For books that can be used again, the maximum charge will be \$10.00, and the minimum will be \$1.00.

The following schedule will be used for assessing the cost of a lost textbook or a textbook damaged beyond reasonable re-use:

- a. Books used for one year - 4/5's (80%) of replacement cost.
- b. Books used for a second year - 3/5's (60%) of replacement cost.
- c. Books used for a third year - 2/5's (40%) of replacement cost.
- d. Books used for a fourth year - 1/5 (20%) of replacement cost.

Mailbox/Email

Mail, notices, and some of the bulletins will be placed in your mailbox, which is located in the Middle School Office. Make it routine procedure to look at your mailbox and e-mail twice daily (AM/PM).

Movies

In the event of PG 13 movie, a parental permission slip will be sent home with students to be turned into the corresponding teacher.

Nondiscrimination Policy:

It is the policy of the New Hampton Community School District not to illegally discriminate in its education program, activities, or employment policies or procedures as required by Title VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 504 of the Federal Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990. Areas of nondiscrimination include, but are not limited to: age, color, creed, national origin, race, religion, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status.

There is a grievance procedure for processing complaints of discrimination. Inquiries regarding NHCSD compliance with pertinent federal law should be directed to the New Hampton Community School District Equity Coordinator: Brad Schmitt, 710 West Main Street, New Hampton, IA 50659, (641) 394-2144 ext. 2030 b_schmitt@new-hampton.k12.ia.us.

Career and Technical Education Nondiscrimination Policy

The New Hampton Community School District offers career and technical programs in the following service areas:

- Agricultural Education
- Business Education
- Family and Consumer Sciences Education
- Industrial Education

It is the policy of the New Hampton Community School District not to discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy please contact the district's Equity Coordinator, Equity Coordinator: Brad Schmitt, 710 West Main Street, New Hampton, IA 50659, (641) 394-2114, ext. 2030.

Office Hours:

Office personnel are available in the school office from 7:30 to 4:00 each day. The middle school's phone number is 641-394-2259. The fax number is 641-394-2662

Open Night:

Wednesday evening has been designated as open night. **All students are expected to be out of the building at 6:30 p.m.** The only exception would be if an agency or group outside the school schedules tournaments or meetings on this night.

Paper Room

The paper room is available on second floor at the top of the ramp for paper to cover bulletin boards, or construction paper for class projects.

Parking:

Parking is available in the school lot or along the street. Do not park at CARQUEST, behind their building on the west side, or along the playground to the west.

Principal Absent for the Building:

First in charge: Middle School Guidance, Elementary Principal, and Elementary Guidance.

Professional Dress Code

Teachers are to dress professionally and appropriately for their teaching responsibilities throughout the school day. Purpose of dressing professionally including: Spirit Day is typically Friday. Jeans are reserved for special occasions with administrative approval. Shoes must have straps that go around the back.

Reports to Parents--achievement:

Keeping parents informed of student's achievement is critical. In addition to the quarterly report card, teachers are expected to use telephone calls and progress reports. Parent-teacher conferences are scheduled each year. Make sure that parents are informed when students are not achieving as expected in your classes:

1. Complete forms from the office as requested;
2. Inform parents when a student is in jeopardy of failing a course at least once prior to a failing grade;
3. Schedule parent conferences to discuss their student's achievement;
4. Make certain the student knows about the status of his/her achievement when the student is below "passing" or near below "passing" levels;
5. Keep the principal informed of students who are experiencing achievement problems.
6. **"D" or "F" grade/s reports will be accessed through the Power School system when grades are recorded or as needed by the office.**
7. Staff will complete 5 positive postcards a quarter for students.

Reports - Midterms

1. Progress reports will be sent to all the parents of students the fifth week of each quarter. These will be sent as a means of communicating your students' growth & progress.
2. The report should indicate the desire for a parent-teacher conference if the teacher feels it is necessary.
3. The PowerSchool student management program will give parents instant access to their child's scores. This will provide a vital means of communication, but it should not replace face-to-face, phone contacts, or e-mail messages.
4. Midterm grades are due up-to-date by 4:00 pm on midterm. All C- and below are also due by 4:00 pm on midterm.

School Day:

1. In the morning faculty members should be in the classroom supervising students or helping them with academic subjects. The first bell will ring at **8:10 a.m.** and all teachers are expected to be in their rooms at that time unless they have other obligations.
2. Please stand outside your room between class periods to aid in the supervision of the halls; this includes before and after school.
4. Announcements for the daily bulletin must be given by email and delivered in the middle school office by 8:00 a.m.
5. With few exceptions, teachers should be available from 3:30 to 3:45 P.M. to help students with academic class work in their room or related school work.
6. If you are responsible for doors being locked, see that they are locked. Do your part to keep the many doors of the building locked.
7. At the end of the school day, close windows, and turn off classroom lights.
8. Anytime you leave the school during the school day (7:45 A.M. - 3:45 P.M.) please notify the middle school office where you can be reached.

Smoking/Tobacco

New Hampton Community Schools are tobacco free.

Snacks

If a homeroom decides to have snacks for birthdays or special occasions, it is expected that it will be taken care of during homeroom A/A time and will not carry over into other classrooms.

Special Education:

It is the responsibility of the special education teacher to provide the principal and general education teacher with a notice of IEP meeting at least **ten days** in advance as well as a final copy of IEP after the IEP meeting. All persons attending the IEP should initial a meeting form that will be kept on file for records. Special education teachers are responsible for filing their students materials into the individual student's special education files maintained in the office. Special education teachers will provide the general education teachers with a list of accommodations/modifications that are necessary for identified

students at the beginning of the school year. General education teachers are required to attend IEP meetings for students they teach.

Staff Workplace Safety

Personal workplace safety is the responsibility of each staff member. Always err on the side of caution when it comes to your own safety in the building, on school grounds, or at school-related events.

Staff needs to:

- ▶ Wear the proper foot apparel for the weather.
- ▶ Choose sandals with ankle straps to wear to school.
- ▶ Report or clean spilled materials and wet floors immediately.
- ▶ Always be attentive when you walk.
- ▶ Report loose carpet or stair treads, floor tiles and all uneven surfaces promptly.
- ▶ Make sure extension cords do not stretch over walking surfaces.
- ▶ Be extremely cautious walking on ice on the playground or in the parking lot.
- ▶ Keep the crisis plan near the entry of your classroom.
- ▶ Know the procedures for fire, tornado, and lockdown drills.
- ▶ Do not stand on tables, chairs, or other pieces of furniture for any reason.
- ▶ Handle sharp-edged objects such as knives, scissors, paper cutter, etc. with necessary precautions.
- ▶ Do not cover electrical outlets, panels, electric boxes with posters and/or art.
- ▶ Report any bullying or harassment issues by another staff member to administration.
- ▶ Obtain help from another teacher if dealing with an overly-aggressive student.
- ▶ Use the safety precautions identified in the Bloodborne Pathogens Course.
- ▶ Make sure the emergency kit in your classroom is fully equipped.

Statement of Professional Ethics/Conduct:

If you disagree or question a decision or practice involving our system, it is recommended you discuss it with the principal. This should be done in a constructive and professional manner. Complaints should never be made in the presence of other teachers, pupils, or outside persons. Cooperation accomplishes much more.

Professional staff are expected to be aware of and comply with the Criteria of Professional Practices and the Criteria of Competent Performance as defined in Iowa law and regulation.

All staff are expected to model appropriate behavior for students. Staff members are expected to refrain from using vulgar, profane, or obscene language in the presence of students.

Study Halls:

The following general expectations exist for all study hall situations:

1. Each student is expected to have an assigned seat. Seating charts are to be maintained and kept current.
2. Sign-out sheet: A sign-out sheet is to be maintained by each study hall supervisor. The sheet is to list the names of the students who have left the room, the time of leaving, the students' destinations, and the times of return. Students are expected to sign in when they return to study hall. Must have a pass page or a blue slip to go in advance
6. All students are to check back into study hall with 5 minutes remaining.

Substitutes

If you need a substitute and you have a work duty that evening, it is your responsibility to check with the activities director to line up a replacement.

Each teacher is requested to develop a substitute folder to facilitate, as much as possible, normal classroom functioning during an absence. Use a manila folder to collect the necessary information. The contents should include the following:

1. Your schedule, including time and place of all classes, lunch period, extra duty assignments, such as noon hall duty, etc.

2. Location of lesson plans, teacher's manuals, and textbooks.
3. Instructions regarding where and how to obtain AV equipment in case a DVD/VHS tape, TV/VCR/DVD, etc. is to be used.
4. Up-to-date seating charts.
5. Instructions regarding taking attendance, keeping track of absentees, and handling tardies.
6. Operational information including:
 - a. Which students are to hand out materials (textbooks, workbooks, study sheets, etc.) if any.
 - b. When students are to be excused to pass to next class.
 - c. Where students are to go for fire, tornado, lock down drills, and red / green cards.
 - d. System you use for allowing students out of class such as restroom, library, counselor's office, principal's office, to see another teacher, etc.
 - e. Your classroom discipline plan.

If a substitute did not report any behavior concerns, yet students expressed concerns afterwards, phone the substitute to discuss any behaviors prior to issuing any disciplinary actions.

Taking students out of class:

It is each teacher's right to expect that each of his/her students will be in attendance every period. There will be exceptions, but it is hoped that everyone will be able to schedule their activities with a minimum of conflicts. The teacher who desires to have a student(s) during a given period must:

1. Get the permission of the teacher conducting the class.
2. Give the student a pass slip to leave the class with the reason and time given.
3. Band lessons, special education, empowerment, and ELP students may be scheduled during a class period. Students missing a class are responsible for making up work missed. Students must report back to their class immediately after the activity. A major test in the classroom takes precedence over a student's involvement in the above.

There must be good communication and information exchanged between parties regarding the student(s) involved. If additional time is needed, teachers must give a dated pass in advance.

Band lessons - Rotate every week for 20 minutes per lesson for ten weeks. Schedule for band lessons will be made for each week and posted for the next week's lessons. Students missing band lessons have the responsibility of making it up before or after school or during a study hall.

Special Education/Resource Rooms - Schedule will be made at the start of the school year.

Extended Learning Program (ELP) - ELP schedule will be given out at the start of the school year and adjustments will be made throughout the school year.

Empowerment - Empowerment schedule will be given out at the start of the school year and adjustments will be made throughout the school year.

Tardiness:

Students are expected to be to all classes on time. Teachers will record tardiness in powerschool and give the student a minor. Disciplinary action will be taken for a student a student receiving more than three tardies per quarter to start the school day from the office. Habitual tardiness may result in counseling, parent conference, and/or further administrative action that may include loss of activity time, detention, in-school suspension or other disciplinary action.

Telephone/Voicemail

The telephone on the counter in the Middle School Office or the Middle School Conference

Room may be used for personal calls. We do, however, ask that discretion be used in making these calls. All personal long distance calls must be recorded on forms provided by the secretary. Though personal, long distance calls are discouraged, they are sometimes necessary. Please use conference periods to take care of personal calls. Teachers will not be interrupted by telephone calls during class hours, except in cases of emergency. Telephone calls will be forwarded to voicemail in most cases. Please check your voicemail whenever possible.

Students are not to use or answer the telephone in classrooms unless for emergency purposes. Instructors must devote their time and attention to student learning and are strongly encouraged to refrain from using the telephone except during prep time or lunch break. These rules also apply to cell phone use in the classroom.

Transportation:

Buses for field trips, student activities, and vehicles for various meetings, etc., are available. Request for the use of a bus or a school vehicle must be submitted to the transportation secretary, at least 5 days before the day it is needed. Request forms are available in the office. When the school vehicles are not available, faculty will need to provide their own transportation and be reimbursed by the district. If staff is planning on walking, but weather interferes, staff should fill out a transportation request form as a contingency plan in advance.

Weather Cancellations:

Staff is expected to sign up for school alerts at <https://schoolalerts.iowa.gov/> for notification of cancellations and delays.

Daily Hall Supervision Assignments

All teachers have continuous supervisory responsibilities. The vast majority of student problems do not begin in the classroom. They start in the halls, restrooms, cafeteria, and playground and carry over into the classroom. That is why teacher supervision of the entire school is vital to classroom teaching.

Assigned hall and playground supervision takes precedent over all other teacher activities during those few minutes. Also, the assignments for supervision are not intended to keep other teachers from being in the halls between classes whenever possible. Please notify the office if there is a conflict, which keeps you from hall or playground duty.

Lunch Dismissal

The supervising teacher should then walk students to the lunchroom.

Homeless Children/Youth District Policy 501.16

Chapter 33 of Iowa Administrative Code defines "Homeless child or youth" as a child or youth from the age of 3 years through 21 years who lacks a fixed, regular, and adequate nighttime residence and includes the following:

1. A child or youth who is sharing the housing of other person due to loss of housing, economic hardship, or a similar reason; is living in a motel, hotel, trailer park, or camping grounds due to the lack of alternative adequate accommodation; is living in an emergency or transitional shelter; is abandoned in a hospital; or is awaiting foster care placement.
2. A Child or youth who has a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
3. A child or youth who is living in a car, park, public space, abandoned building, substandard housing, bus or train station, or similar setting; or
4. A migratory child or youth who qualifies as homeless because the child or youth is living in circumstances described in paragraph "1" through "3" above.

The high school guidance counselor will serve as the district's liaison for homeless children and youth and may be reached at (641) 394-2144.

Fire/Tornado Drills

In the event of fire or tornado drills, please designate someone in your area to take charge. Have them meet with each individual teacher to list any students absent or missing next to the corresponding teachers name. Teachers may then hold down their card, knowing one person is reporting to the appropriate individual.

In the event that an administrator cannot be located, have the closest teacher get a radio from the custodian work room and take charge.

Middle School is in charge of the east sidewalk, north sidewalk, and west sidewalk in the front corner for fire drills. Middle School is in charge of the bottom floor from the band room, to the two rooms by the office, to the back room of the LMC for tornado drills.

All staff members should have a fire/tornado sign by their door, outlining the necessary procedures for a fire/tornado drill. The bottom right corner of the sign should include their room number.

REGULATIONS FOR FIRE DRILL

- A.. We will hold two fire drills and two tornado drills each semester. For fire drills teachers will leave the building with their classes.
- B The alarm for fire drills will be a high pitched sound with flashing lights.
- C. In case of fire drills, all students and teachers will leave the building. Teachers, please take your grade books with you and take roll as soon as you are outside away from the building. It is also the responsibility of the teacher assigned to a room to have a fire and tornado exit plans prominently displayed in the room.
- D. Students must walk quietly, in single file, when leaving the building. There must be NO running, however, the students must walk rapidly. When elementary and middle school students are using the same exit, the middle school students must wait until the elementary school students are out of the way.
- E. Students should line up quietly at least 50 feet from the building and wait until the signal is given to return, which is one long ring of the bell and flashing strobe lights. Once students are outside, they should be located in an area which would not interfere with fire fighting equipment. Students exiting the building to the south should go all the way to the fence on the large playground.
- F. Each teacher should accompany his/her class and supervise the class outside the building. Classes should be instructed very carefully by the teachers so the students become very familiar with the procedure. Be certain that each class knows the exit to the building. Green cards are to be used when all students are accounted for. A red card will be used to signal a student(s) is missing. No one will re-enter the building until all students are found. Use the indicated exits that follow on next page:

NEW HAMPTON PK-8 FIRE PROCEDURES *(High pitched sounds with flashing lights)*

(Please take class rosters, red / green cards, and room keys with you)

North Elementary doors

Rooms 10, 11, 12, 13, 22, 23, 24, and 25

Playground doors

Rooms 216, 217, 218, 219, 317, and the Elementary computer lab

Northeast doors

Rooms 210, 211, 212, 213, 214, 308, 310, 312, 313, 315, 316, 318, and 320

Northwest doors

Rooms 102, 104, 201, 202, 204, 205, 206, 302, 304, 306, auditorium (downstairs and balcony) and curriculum lab

North administration doors

Elementary and Middle School offices, Room 106, 118, 126, 128, staff workroom and north half of cafeteria

Dock doors

Cooks

South central doors

Boys and girls locker rooms, weight room, Middle School computer lab, media center, and south half of cafeteria

West doors

Rooms 149, 151, 152, PE Office and Gym

South Elementary doors

Rooms 15, 16, 17, 18, 20, 27, 28, 29, 30, 31, 32, 33, 34

TORNADO INFORMATION

We will hold two tornado drills each semester. In case of a tornado, there are areas in our building that would be safer than others. Gymnasium and auditoriums generally lack the necessary supporting walls to provide suitable protection.

Tornadoes usually approach from the west or southwest, and this part of the building will often sustain the greatest amount of damage. The major causes of injuries in a tornado are flying glass and debris. (In the event of a tornado warning - close all Venetian blinds in your room.)

Tornadoes are most common in April, May and June and occur most frequently from 3:00 to 7:00 P.M. During the last ten years, tornadoes have averaged 22 per year in Iowa. The tornado path averages 10 to 40 miles in length with an average ground speed of 25 to 45 mph.

We have areas in our school that will be comparatively safe. In order to get to these areas, the following plan has been devised.

REMEMBER: Fire alarm is a high pitched sound with flashing lights.

Tornado warning is continuous high/low tones through the intercom system.

Middle School is in charge of the bottom floor from the band room, to the two rooms by the office, to the back room of the LMC for tornado drills.

NEW HAMPTON PK-8 TORNADO PROCEDURES

(Please take class rosters, red / green cards, and room keys with you)

Southeast stairwell and Elementary library

Rooms 216, 217, 218, 219, 313, 317, 318, and 320

East Elevator Lobby

Elementary Computer Lab

Northeast stairwell and 1st floor in the east hallway

Rooms 126, 128, 210, 212, 211, 214, and 312

Northeast stairwell and 1st floor in the north hallway

Rooms 308, 310, 313, 315

Outside the west elevator on 2nd floor

Rooms 204, 206 and curriculum lab

Northwest stairwell and 1st floor in the north hallway

Rooms 102, 201, 202, 205, 302, 304, 306, Auditorium (downstairs and balcony), and Elementary and Middle School offices

Remain in rooms

Rooms 106 118, and 152 (in storage room and /or restrooms), and middle school computer lab

In south section of the Elementary library

Elementary computer lab and media center

Boys Locker Room

PE classes with Schmitt

Girls Locker Room

PE classes with Mrs. Moore

1st floor Elementary hallway (east side)

Rooms 10, 12, 16, 18, 20

1st floor Elementary hallway (west side)

Rooms 11, 13, 15, 17, and 19

North stairwell of Elementary and 1st floor Elementary (east side)

Rooms 22, 24, and 28,

South stairwell of Elementary and 1st floor Elementary (east side)

Rooms 30, 32, and 34Nuss,

North stairwell of Elementary and 1st floor Elementary (west side)

Rooms 23, 25, and 27

South stairwell of Elementary and 1st floor Elementary (west side)

Rooms 29, 31, and 33

NEW HAMPTON MIDDLE SCHOOL CRISIS CONTINGENCY PLAN

Crisis or Traumatic Event: May be an accident, suicide, death of a student or staff member, or natural disaster, which results in the school being in a state of shock.

School Crisis Team: The School Crisis Team will consist of the Middle School Student Assistance Team, Principal, and Keystone Education Agency personnel as a resource for the school. **The Middle School Crisis Team will be: Kim Olson, ZoAnn Bear, Joanne Wickham, and Matt Manson.**

Duties and Responsibilities:

A. Superintendent

1. Meet with Building Principals at the optimum time following the crisis.
2. Determine the School District's options.
3. Determine the proper and appropriate type of communication and news release.

B. Principal

1. Communicate with family involved to express condolences and to check facts from

rumors.

2. Explain the Crisis Contingency Plan to family with regard to meeting with staff in order to ensure that the family's situation is handled with utmost respect and to discuss family's wishes in handling situation.
3. Ask what facts family would wish to be discussed and not discussed.
4. Repeat information back to family.
5. Principal will call Superintendent with information from family.
6. Notify the School Crisis Team members that a crisis has occurred and that the Crisis Contingency Plan is in affect. Set a time to meet with the Crisis Team to share information regarding the crisis and procedures to be followed.
7. If crisis occurs during school hours, the Principal will meet with the Crisis Team as soon as possible so that information and specifics can be correlated and reviewed prior to any releases to the staff.
8. Contact Keystone TERT coordinator early in sequence to discuss the crisis and determine whether the Keystone TERT assistance would be helpful.
9. Superintendent or Building Principal will be the liaison with the media.

C. Crisis Team

1. Use of Middle School calling tree will be used to inform teachers and support staff of the crisis and the Middle School staff and support staff will be notified of a meeting concerning the crisis. (Information to faculty should include: date and place of meeting, plus the reasons for the meeting.)
2. Principal and Crisis Team will address the following and get input from the group during the meeting:
 - a. Relate facts and information received from the family.
 - b. Emphasize the importance of separating facts from rumors.
 - c. Develop a script that each teacher should read to their first period class so that all students receive the same information.
 - d. Ask counselors to review classroom procedures with staff to describe feelings students might experience and how staff might respond.
 - e. Within the school building, designate a Crisis Center location where counselors, social workers, or teachers will be available to meet with the students.
 - f. During the first period after the script is read, allow students to talk about the crisis and to discuss their views. This may have to be discussed in other periods. Discussion should be kept at a minimum and teachers should strive to resume normal classroom procedures as soon as possible.
 - g. Meeting will be scheduled for discussion of the day's events, to identify at-risk students and get input and information for the next day. (See handout #3)

Funeral Procedures: Student Council officers and class Student Council Representatives may attend a funeral with Middle School staff as representatives of the Middle School. Any other students may attend if they are accompanied by a parent and have a written excuse. After the funeral and when the students return to school, there will be a designated Crisis Center location.

Suggestions for Faculty :

- A. Options for dealing with student and/or class reactions:

Allow for discussion, i.e., say "How do you feel about what I just read? What concerns/needs do you have? What have you heard others say?" Points to consider in discussion:

 1. Don't be flippant. Be empathic and understanding.
 2. Don't be excitable; emotional control is an important behavior to model.
 3. Don't preach; preaching can produce anger.
 4. Don't minimize students' reactions.
 5. Don't use jargon; talk in language the students understand.
 6. Don't expect to have all the answers to students' questions and concerns.

7. Don't dramatize death. Avoid gory details.

B. How to respond to feelings students might experience:

Example: Teachers are encouraged to discourage glorification of the event. In the event of a suicide, if a student says, "I'd never have the guts to do that." , the teacher should respond with some statement such as, "Living takes courage, and you and I have the courage to make it through each day." Another possible response from teachers: "It's O.K. to feel angry, sad, etc." Take every complaint and feeling the person expresses seriously. Do not dismiss or discount the person's concerns. Let the person know that you understand his/her perspective but that you may also be able to see things in another way.

C. Look for signs of emotional reactions over several days that may need attention and then refer to counselors, social workers, or psychologists. Examples include:

- crying
- major change in student's behavior
- withdrawal from peer group
- withdrawal from normal class participation
- change in student's work/study habits
- excessive daydreaming
- increased absences
- aggression (when not present before)
- increased distractibility
- passivity in class
- defiance, especially if this was not a problem before
- lingering sadness (sadness for several days is to be expected, but IMPROVEMENT

should be seen within one week to ten days).

D. Guidelines/Procedures

One source of guidance about "school crises" is the Phi Delta Kappa Issues Memo" regarding student suicide. That publication lists several specific activities and "principles of operation". The "principles of operation" include the following:

1. Protect the privacy of the family -- The school must not report anything that might be perceived as degrading by the family.
2. It is important to verify the fact that a death did occur. -- Nothing until we are positive that the information we have received is accurate. The home should not be called.
3. Invoke the prepared crisis plan. -- Details of this plan will follow.
4. Help students. -- Students must have an opportunity to express their grief in a safe, supportive environment.
5. Communicate. -- In the first few hours, communication from a single important. Informing the faculty is an important first order priority.
6. Contact community resources.

E. How to Comfort Those Who Grieve

1. Be there: Attend the funeral, visit, and spend time with those grieving.
2. Listen: Grieving people need to talk about this sudden vacuum in their lives.
3. Send a note: Notes can share personal memories, short and simple. "I'm thinking of you during these painful days." "I am praying for you during this time."
4. Give a gift: A collection of poems. A book to the library in memory of the deceased.
5. Extend an invitation: Consider what the person likes to do. Eat out? Go to a play? Take a drive? Bereaved people often decline invitations or cancel at the last minute. Don't give up. Ask again.

Traumatic Event Response Team (TERT)

Keystone Area Education Agency social workers and psychologists could be called in, as they have undergone special training for crisis events.

Keystone Traumatic Event Response Plan

The Keystone Area Education Agency Crisis Contingency Plan will be In the Principal's or Counselor's office.