

**TEACHER'S HANDBOOK**  
**FOR THE**  
**NEW HAMPTON COMMUNITY HIGH SCHOOL**  
**2014-2015**

## PREFACE

The handbook contains information relevant to the faculty member's assignment. Each faculty member is expected to be familiar with the contents of this handbook and is expected to follow the procedures, processes, and policies presented herein. Each faculty member is expected to implement the district's curriculum in the context and from the perspective of the various statements of purpose presented below.

## COMPLAINTS AND GRIEVANCES

All complaints and grievances regarding board policy or administrative regulations and other matters should be addressed to the principal for resolution. It is the goal of the board to resolve complaints at the lowest organizational level.

If the complaint cannot be resolved by the principal, the staff member may discuss the matter with the superintendent within 10 days of the principal's decision. If the matter is not satisfactorily resolved by the superintendent, the staff may ask to have the matter placed on the board agenda of a regularly scheduled board meeting in compliance with board policy.

## MISSION STATEMENT

The mission of the New Hampton Community School District is to empower all students to succeed in a changing world.

## VISION STATEMENT OF THE NEW HAMPTON COMMUNITY SCHOOLS

The New Hampton Community School District is a progressive, forward-thinking school district whose vision is to:

- Create a school climate that provides a tolerant, safe, and caring environment that nurtures a sense of belonging and pride.
- Enhance the individual growth (physical, intellectual, personal/social, and emotional) of each student.
- Develop, administer, and analyze assessments to provide feedback to all stakeholders and to evaluate program effectiveness.
- Be a working partner with parents and community.
- Provide each student with the tools and diverse opportunities to reach his/her aspirations.
- Use locally developed standards to create a framework for classroom instruction.
- Align professional development and provide appropriate support to meet district and building level goals.
- Effectively utilize all available resources (financial, human, material, and infrastructure).

## STUDENT LEARNING GOALS

The New Hampton Community School District, through the diverse learning opportunities it provides, teaches students to:

- Read and listen carefully
- Write and speak clearly
- Use mathematics efficiently and accurately
- Locate and use information thoughtfully
- Work cooperatively
- Think scientifically, critically, and creatively
- Model acceptance of diverse cultures and ideas
- Appreciate the aesthetic qualities of the arts and humanities
- Use technology effectively
- Live healthfully
- Act in accordance with the Six Pillars of Character Counts
- Treat others respectfully, regardless of differences so their lives may be socially productive and personally meaningful.

(Developed in January, 2000 by the School Improvement Design Team)

### ABSENCES, teachers

Teachers and staff members are expected to follow the procedures outlined in the master contract regarding absences. The teacher is expected to fill out the appropriate form either in advance of an absence or upon one's return (in the event of illness, emergencies, etc.).

### ABSENCES, admits, make-up

There will be a distinction made as to whether an absence is excused or unexcused. The student should be informed of any assignments and "due dates". If the student fails to complete the assignment on time, the student may receive no credit for the work missed.

For lengthy absences, carefully evaluate the situation and perhaps confer with the principal before establishing each make-up assignment and the due dates.

**The rule of thumb that will be used for the amount of time allowed to complete assignments/tests: Two days for the first day and one additional day for each additional day of absence.**

**ABSENCE, tardiness:** The Student Handbook indicates that all tardies to class are considered unexcused unless the student presents a pass slip from a staff member. If a student needs a pass from your class, please issue a red or green pass to indicate if they are excused or not. See the attendance section in the Student Handbook. **If students are up to five minutes tardy to class, please mark so in your attendance. After five minutes, please send students to the office to check in.**

**ABSENCE, school-sponsored:** School sponsored absences are excused absences. See Faculty Handbook section on school-sponsored trips for more information. Students must complete a field trip check out two days prior to a field trip absence. **If a student is currently failing a class, they will not be allowed to attend a field trip and an alternative experience will need to be given to him/her.**

### ABUSE OF 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) 394-2259 or (641) 394-5858.

### ATTENDANCE REPORTING:

Teachers are expected to take attendance in each class by using the appropriate computer software and processes. **First period absences need to be recorded by the start of 2<sup>nd</sup> period in order to follow up on absent students. Attendance must be taken every period.**

### 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.

## 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.

You are encouraged to:

- Wear the proper footwear 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 or snow in the parking lot or sidewalks.
- 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 scissors, knives, paper cutters, etc. with necessary precautions.
- Do not cover electrical outlets, panels, electrical 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.

## BOMB THREAT PROCEDURE:

Should we receive a bomb threat the following plan would be put into effect:

1. Depending on the nature of the bomb threat, an announcement would be made over the PA system directing all students to go to their lockers to obtain coats and school materials. The following plan would also be announced.
2. **Seniors** would be directed to meet on the west side of the Chickasaw Wellness Complex Parking Lot. Senior homeroom teachers will walk the senior class to the Chickasaw Wellness Complex. The Senior Class will report to the Wrestling Room where roll will be taken by Senior homeroom teachers.
3. **Juniors** would be directed to meet on the east side of the Chickasaw Wellness Complex Parking Lot. Junior homeroom teachers will walk the Junior class to the Chickasaw Wellness Complex. The Junior Class will report to the multi-purpose room where roll would be taken by Junior homeroom teachers.
4. **Sophomores** would be directed to meet on the west side of the lower level parking lot area and south of the blacktop. Sophomore homeroom teachers will walk the Sophomore class to the Chickasaw Wellness Complex. The Sophomore class will report to the south basketball court where roll would be taken by Sophomore homeroom teachers.
5. **Freshmen** would be directed to meet on the east side of the lower level parking lot area and south of the blacktop. Freshman homeroom teachers will walk the Freshman class to the Chickasaw Wellness Complex. The Freshman class will report to the north basketball court where roll will be taken by the Freshman homeroom teachers.

## **Teachers--**

1. All teachers are expected to keep a current roster of their homeroom students. If we evacuate because of a bomb threat, you are expected to be prepared to take the roll of your homeroom in the area designated above after first helping to supervise students if they are directed to get coats and school materials from their lockers and as they evacuate the building.
2. Once in the designated location, all teachers will be asked to make an assignment for the classes remaining to be taught for the duration of the day. If, for example, a bomb threat is received first period, all teachers will be asked to indicate what the assignments would be for all of the remaining classes that day. The assignment should be "executable" in a Study Hall (homeroom) setting.

Assignments will be picked up and collated by office personnel after students and teachers have moved to their designated locations.

#### **Administration--**

1. We have an evacuation file. It will contain homeroom rosters, a master timetable (by course)...
2. Secretaries/Instructional Aides will be assigned to designated locations  
Sue Weiglein: Wrestling Room  
Karen McGrath: North & South Basketball Courts  
Erica Lensing: Multi-purpose Room
3. Michelle Kipp will be assigned to assist administrators with coordination activities and to deal with emotional aspects of the evacuation.
4. Equipment to be taken from the building:
  - A. portable PA from the Principal's Office
  - B. handheld radios (including Bob Ayers')
5. Coordination  
PRIORITY ONE--Get students to assigned locations  
PRIORITY TWO--Collect assignments from teachers for the remainder of the day's work  
PRIORITY THREE--Re-cycle the assignments, i.e., communicate assignments to students.

Further direction will be provided once we are on site at Chickasaw Wellness Complex, depending on the circumstances. All secretaries will report to Chickasaw Wellness Complex and await assignment. If no administrator is present on site at the Chickasaw Wellness Complex, the counselor is designated as "in charge" until an administrator arrives.

#### CARE OF THE 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—no more than 25% of your walls can be covered by paper according to the fire code. Make use of the information boards for school-wide initiatives. **Please discourage students from sitting on desks and the HVAC units.** 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, turn off the corridor lights and lock the corridor door.

#### 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 MANAGEMENT:

An effectively managed classroom is one in which the students accomplish the learning tasks with little or no disruptive behavior. Different types of student behaviors may be in evidence, depending upon the subject and format of the class, but students cooperate with the teacher and each other to produce a classroom climate conducive to learning.

The real key to good discipline is prevention--teachers appropriately managing the classroom environment before student misbehavior becomes a major issue. By following effective classroom management principles, the teacher can minimize problems initially and avoid having to take Draconian measures later simply to survive.

Good management and preventive discipline starts before the school year begins. Good discipline is more likely to occur if the classroom setting and activities are arranged to promote cooperative behavior. The teacher needs to know what types of activities will be used and what student behaviors will be appropriate for them. The classroom must be arranged, and the books, materials, and supplies made ready.

While good room arrangement is not a guarantee of good behavior, poor planning in this area can create conditions that lead to problems. If, for example, students are seated near distracting displays, more off-task behavior and wasted time are likely. No one arrangement of space, furniture, storage, and equipment is best for all settings and purposes, but some general principles do underlie any effective and efficient arrangement.

- The teacher must be able to observe all students at all times, to monitor work and behavior.
- Frequently used areas of the room and traffic lanes should be unobstructed and easily accessible.
- Students should be able to see the teacher and presentation area without undue turning or movement.
- Commonly used classroom materials (e.g., books, attendance pads, absence permits, etc.) and student reference material should be readily available.
- Potentially distracting seating arrangements should be avoided until students have established a pattern of cooperative behavior.

Teachers can gather ideas for room arrangement simply by visiting other teacher's classrooms. Some degree of decoration will help the setting, but the emphasis in planning should be on a functional use of space. Lavishly decorated rooms and cute information boards may divert attention from the basic principles guiding the use of space. Decoration can always be added if time permits and the subject matter content demands.

Teachers should identify expectations for student behavior and communicate those expectations to students. Clear expectations also help the teacher to monitor the classroom and give early feedback to students.

Rules and procedures are the most common explicit expectations. **A small number of general rules that emphasize appropriate behavior may be helpful. Teachers should turn in classroom expectations to Dr. Updegraff prior to the first day of school.** A rule or two prohibiting particular misbehaviors may be helpful, but the overall tone should be positive and following the buildings PBIS guidelines.

General rules alone will not adequately convey expectations for behavior, however, because desirable student behavior may vary depending on the activity. Expectations for student talk during discussion differ from those for seatwork. Expectations for student movement during discussions or teacher presentations will be different from other activities.

Explicit expectations for the following procedures are helpful in creating a smoothly functioning classroom:

- beginning and ending the period, including attendance procedures and what students may or may not do during these times;
- use of materials and equipment such as the pencil sharpener, storage areas, supplies, and special equipment;
- teacher-led instruction;
- seatwork; and
- independent group work such as laboratory activities or small-group projects.

School-wide regulations--**particularly safety procedures**--should be explained carefully. This requires, of course, that the teacher have a clear concept of the regulations so that he or she can convey clear expectations to students either by stating what is appropriate or by giving corrective feedback. Initially students are inclined to be cooperative, but without workable procedures some eventually will behave in unacceptable ways. Indeed, the teacher may lose sight of the potential problem until it has gotten beyond control.

A prime classroom management task is establishing a reasonable set of procedures and expectations to regulate academic work. Student work and behavior will improve if students know what is expected of them.

- **A class syllabus is REQUIRED and should be available.**
- **A grading system must be implemented that is consistent with school policy and that reflects quality of student work.** The elements of the grading system and percentage that each activity contributes to student grades should be carefully explained. These guidelines will signal to students the importance of each exercise or assignment.

- A system must be developed for monitoring progress and for giving students feedback about their work. Early interventions with students who skip assignments or perform poorly may help to prevent failure. Some effective classroom managers have students keep a record of their own work as a way of encouraging responsibility and self-monitoring. **Teachers are to update grades in PowerSchool by Fridays at 4 pm in order to maintain good communication with parents and students.**
- Student assignments and related work requirements must be communicated early. The teacher should explain assignments in a way that creates no misunderstanding.

Room arrangements and expectations for behavior and academic work should be planned before the students report for class. Too many important decisions exist to leave them to chance. The less experienced teacher is most likely to overlook important procedures and to have poorly formed expectations. Even experienced teachers have blind spots. Each teacher's management style can be improved by reviewing a checklist like the one listed:

CHECKLIST FOR THE BEGINNING-OF-YEAR PLANNING:

- A. Room Preparation
  1. Desk, tables, equipment, etc.
  2. Supplies, books
  3. Storage space
  4. Information boards, other decorations
- B. General Procedures and Expectations for behavior
  1. Beginning of the period
  2. Teacher-led instruction
  3. Seatwork procedures
  4. Group work
  5. Ending the period
- C. Procedures for Managing Student Work
  1. Grading policies (**especially for student work that is subjective**)
  2. Monitoring student progress
  3. Record-keeping procedures
  4. Communicating assignments
  5. Standards for format and completion date
  6. Procedures for make-up work
- D. Essentials for the First Week
  1. Room Preparation
  2. Major procedures and rules
  3. Identification of relevant school policies
  4. Handout describing class policies, course requirements, or rules
  5. Plan of class activities
  6. Special beginning-of-year procedures

The beginning of the school year is a critical time for classroom management. Effective managers use the first week of the year to help students learn appropriate behavior. Typically the first day begins with a discussion of classroom rules and procedures. This discussion often takes place in the context of introducing course requirements and teacher expectations. It includes a clear explanation of what is expected and what is not allowed.

Teacher styles and personalities vary, but effective managers are clearly in charge of the class at the beginning of the year. They begin promptly, conduct activities at a reasonable pace, give students something constructive to do, and provide information about what is expected. Effective teachers do not give students the opportunity for deviant behavior. They tend to be pleasant, business-like, and supportive, rather than harsh, critical, or withdrawn.

Some "dos and don'ts" can make the beginning of the year more efficient:

- do let students know what is expected of them.
- do consider individual differences by designing activities in which students can succeed.
- do use mainly whole class and seatwork activities until students are following correct procedures.

- do stay in charge, be visible, be helpful, and be encouraging.
- do monitor student behavior and provide corrective feedback when needed.
- do show enthusiasm about exciting things students will learn in the class.
- don't force students to guess what they are allowed to do or not do.
- don't assign difficult work at the beginning of the year until you know the students and are prepared to help those who need it.
- don't use complex or unusual activities until students have settled into regular classroom routines.
- don't ignore problems until they become disruptive.
- don't give long "busy work" assignments just to keep students occupied.

The advantage of these guidelines is that students learn acceptable behavior from the start, rather than falling into patterns of inappropriate behavior that must be changed. Students begin the year perceiving that the teacher "means business" and that he or she is serious about establishing a climate for learning. And students learn that the teacher is there to assist and support them.

#### CLASSROOM PROCEDURES:

It is the teacher's responsibility to start class on time. Attendance is to be taken at the beginning of each class and study hall. Teachers are expected to have a seating chart for every class.

Classroom organization is a must. Classroom routines are to be well understood and adhered to by all concerned. Work must be well-planned and materials 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 is expected to 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 quiet, purposeful discussion and study should be maintained. Class should be dismissed on time--every class period--including dismissal for lunch.

**ANYTIME A CLASS GOES TO THE MEDIA CENTER, THE TEACHER MUST SCHEDULE TIME WITH THE LIBRARY STAFF IN ADVANCE, AND THE TEACHER IS EXPECTED TO ACCOMPANY THE CLASS AND REMAIN WITH IT.**

**TEACHERS ARE ASKED TO SIGN UP TO USE THE DESIGNATED COMPUTER LABS (INCLUDING THE PORTABLE LABS). TEACHERS ARE EXPECTED TO ACCOMPANY STUDENTS WHO ARE IN UNSUPERVISED LABS.**

#### 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.

#### CUSTODIANS:

Treat custodians as members of the team and such treatment will have reciprocal results. If you have suggestions concerning the work of the custodians, please refer them to Dr. Updegraff.

#### 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 with that respective teacher.** Detentions are assigned from 3:15 p.m. to 3:45 p.m. and from 7:45 a.m. to 8:12 a.m. See the Student Handbook for more information about the detention system.

Working lunch is also available for teachers to use as a time for students to work on academics and for administration to use as a consequence. Please refer to the PBIS manual for more information.



## DISASTER PLANS:

If a natural or human-made disaster does occur at school, the disaster and lock down plans will be implemented as soon as is practical. The disaster and lock down plans will be provided to faculty members separately. The plans are confidential. Faculty and other staff are strictly prohibited from sharing the contents of the plans with non-school individuals without prior written consent from the superintendent of schools. Revealing the plan to unauthorized persons constitutes grounds for disciplinary action up to and including immediate dismissal for just cause.

## DISCIPLINE:

"Within Class" Teachers are expected to establish and enforce reasonable classroom rules. These rules are expected to ensure that an orderly and humane environment exists in the classroom. Teachers are expected to use the PBIS MIR system for students conduct and discipline. After 4 MIR reports, students will receive consequences from administration.

Not all student misconduct requires removal from a particular class. Teachers are expected to deal with relatively minor classroom disciplinary problems through the menu of options available in the PBIS program. If the teacher plans to require students to remain after school, the teacher is expected to allow the student one day's notice to make necessary arrangements and is expected to contact parent(s)/guardian(s).

Teachers are expected to maintain appropriate disciplinary records of student misconduct through the MIR google form and spreadsheet.

"Commons Area" Teachers are expected to teach and reinforce general school regulations as defined in the student handbook, PBIS programming and school district policy. **Teachers are expected to confront, reteach, and give a consequence for students who are observed violating school regulations.** The teacher is expected to take appropriate action, and, if necessary, refer the student to the principal's office.

## DROPPING COURSES:

A course can only be dropped after consultation with the teacher, parents, counselor and the approval of the principal. Students will be issued a drop form for signatures from the above mentioned individuals. Any course dropped after the third week may receive a failing grade in the course. This rule will not apply to a year long course if it is discontinued at the end of the first semester. The teacher and student will be required to **complete a drop form** before being allowed to drop a class. Administration also has the discretion to remove a student from class at any time necessary and will communicate that with teachers, parents, and students.

## 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. Walk throughs will be done on a regular basis by the administration and feedback will be given in a written or face to face manner when appropriate.

#### 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. A calendar of staff meetings will be provided.

#### FIRE AND TORNADO DRILLS:

We will hold two fire drills and two tornado drills each semester. For fire drills teachers will leave the building with their classes. **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 (the rooms used for the tornado plan will be 103, 104, 108, 109, 111, and 113 – rooms will be filled as directed by the resident teacher/s).** Each student must know the plan for both kinds of drills. Faculty members are expected to have attendance rosters with them so that roll could be taken in case of an actual emergency.

#### GRADING:

1. Each teacher is expected to keep an accurate and timely record of each student's achievement in the Power School gradebook. Grades should be updated by teachers **by Fridays at 4 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 gradebooks are provided access to the information.
4. The entries in the gradebook 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. Teachers are expected to be able to defend the content of each of these elements. The content of each element is expected to be related to the objectives of the course (what the students are expected to know, be able to do, and/or be disposed to do as a result of the instruction in the course).
7. The relationship between the elements and the final grade is expected to be defensible especially in terms of whether the final grade represents the degree to which the student has mastered the objectives of the course.
8. The following marks are used in the grading system:
  - A Excellent (advanced performance) (4 grade points)
  - B Above Average (above basically acceptable performance) (3 grade points)
  - C Average (basically acceptable performance) (2 grade points)
  - D Below Average (marginally less than acceptable performance) (1 grade point)
  - F Unacceptable (Clearly less than acceptable performance) (0 grade points)
  - I Incomplete (Not finished yet for reasons of health or other exceptional circumstances) (0 grade points)
  - P Pass
9. Pluses and minuses may be used.
10. Teachers are required to review with students the criteria for grading (the elements which make up grades and what is expected in each element); how the grades are derived; how students may monitor their own performance on the course objectives. The criteria for grading should be provided to students within the first two weeks of school each term.
11. 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.

12. Semester tests are expected to be summative and culminating learning experiences. Their relative value in the final grade can be determined by the teacher but must be defensible. **Students have the option to "opt out" of a semester final if they have been absent and tardy two times or less in that class during the semester. This does not include school sponsored absences. Students then earn the grade they are marked at the end of the semester before testing.**
13. 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.
14. **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 mailed special reports or by telephone calls. Parents typically want to be informed of potential "F's" early enough to take some action. Parents must be contacted at least 3 times in order for a student to fail a class for the semester. This communication must involve reciprocation.**

#### HALL SUPERVISION:

Staff members have been assigned hall supervision before school. These people are expected to be at their assigned locations unless permission from the principal has been obtained. During school--between classes--ALL teachers are expected to assist in hall supervision. When any student is observed acting disrespectfully of the rights of others, the behavior of the student should be properly addressed by any staff member. Staff who are assigned to supervise hallways are expected to report to their hallway assignment at 7:45 a.m.

#### INJURIES:

Take the student to office and administration will determine whether the student is to be taken to the medical clinic. If the student cannot or should not be moved, the staff member or a designee shall call the main office at 2022 immediately. Report all accidents to the office as soon as possible. An injury form is available in the office.

#### LESSON PLAN:

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. **Faculty members are expected to have completed lesson plans to Dr. Updegraff by the beginning of each week.** 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.

#### LOCKED DOORS:

Do your part to keep the many doors of our building locked during non-school hours. All outside doors except the main front doors will be locked at 9:00 p.m. or as soon as possible following activities. All doors will be locked after 8:30 a.m. during the school week and anyone entering must use the call system on the door to enter.

#### LOST AND DAMAGED TEXTBOOKS:

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

#### MEDIA, AUDIO-VISUAL EQUIPMENT/PROCESSES:

Contact Sue Weiglein for assistance with AV materials and equipment. Sue Weiglein is the liaison with the Keystone Area Education Agency. The AV delivery van will come on Mondays and Thursdays.

#### 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 NHCS D compliance with pertinent federal law should be directed to the New Hampton Community School District Equity Coordinator: Kelly O'Donnell, 710 West Main Street, New Hampton, IA 50659, (641) 394-2144 ext. 2030, k\_odonnell@new-hampton.k12.ia.us.

#### 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.

#### POLITICAL CANDIDATES:

1. Class visitations are restricted to government, economics, and contemporary affairs classes.
2. Visits by candidates are limited to once per class section per school year.
3. All visits must be arranged at least one week in advance by the candidate or by invitation of the instructor. The principal will be notified in all cases.
4. All visits to classrooms must be non-partisan.
5. The candidates from both major political parties will be given an equal opportunity to visit classes.
6. No candidate will be in the academic area of the building until after 3:15 (exception #2 above).
7. At no time shall a candidate enter a classroom or disrupt a class during the school day (exception #2 above).
8. Following the school day a visiting candidate will be provided an area for visitation with staff and students. The teachers' workroom will not be used.

#### PUBLICITY AND NEWS:

All non-activities school information submitted to the news media should be approved by the principal. Activities information should be submitted according to the procedures and guidelines established by Kelly O'Donnell.

#### 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 twice each year. Make sure that parents are informed when students are not achieving as expected in your classes.

1. Inform parents when a student is in jeopardy of failing a course, this must be done three times before a student can fail a course for the semester;
2. Schedule parent conferences to discuss their student's achievement;
3. Make certain the student knows about the status of his/her achievement when the student is below "passing" or near below "passing" levels;
4. Keep the principal informed of students who are experiencing achievement problems.

5. **“D” or “F” grade/s reports will be accessed through the Power School system when grades are recorded or as needed by the office.**

#### SCHOOL DANCES:

1. Organizations are allowed to sponsor all high school dances, with the approval of the sponsor and administration. Complete the necessary form in the AD's office one week in advance of the planned dance.
2. Each dance must be under the supervision of two faculty (non-administration) sponsors. Also, organizations sponsoring dances are expected to obtain two sets of parent chaperones. The sponsoring organization is expected to arrange for police by contacting the police chief.
3. Dances following athletic events will close at 11:30 p.m.
4. All dances will be held on Friday evenings only, except with special permission.
5. There are two special events to which outside guests may be invited: the Homecoming Dance, and the Junior-Senior Prom.
6. Dress will be determined by the sponsors.

#### SCHOOL HOURS:

School hours are from 7:45 a.m. to 3:45 p.m. Teachers are expected to be at their supervisory assignments or in their classrooms by 7:45 a.m. Staff members are expected to be on duty by 7:45 a.m. and remain there until 3:45 p.m. Exceptions to this general regulation should be approved by the principal. The guidelines for granting exceptions are:

1. any medical related activities that cannot be scheduled after 3:45 p.m. or Saturday;
2. illness;
3. unusual and/or emergency situations at the discretion of the principal; and
4. school-related activities (e.g. extra-curricular activities requiring travel time).

All requests must be directed to the principal. Staff who leave the building during school hours are expected to sign out on the form provided in the principal's office. If unable to report to duty, call Erica Lensing, Activities Secretary by 6:15 a.m. at 641-330-2185 or Sarah Updegraff at 515-240-8868. If neither person is accessible, call the school's attendance recorder: 394-2144.

#### SCHOOL-SPONSORED TRIPS (Field Trips and non-athletic activity 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. Students must complete a field trip check out sheet two days prior to the field trip. The teacher is expected to complete the "school sponsored trip" form. These forms are to be returned to the principal's office when completed. **Students who are failing a class should not attend field trips and an alternative experience shall be provided.**

Staff members who have concerns about trip participants are expected to contact the teacher/sponsor in charge to express the concern. If concerns remain after this consultation, the concerned staff member is expected to consult with an administrator about the concern. Teachers/sponsors are expected to remind students returning to class after a school-sponsored trip to obtain a pass as needed from the attendance office.

#### SMOKING/TOBACCO:

New Hampton Community Schools district facilities and grounds, including school vehicles are off limits for tobacco use, including the use of nicotine products that are not FDA approved for tobacco cessation. This requirement extends to students, employees, and visitors. This applies at all times, including school-sponsored or non-school sponsored events.

#### 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.

#### STUDENTS ON ERRANDS:

Students are not to be used to run errands for staff members out of the school building.

#### STUDY HALLS:

The following general expectations exist for all study hall situations:

1. Students are expected to come to study hall with sufficient study materials--discourage students from requesting permission to leave study hall for the purpose of obtaining study materials from lockers after the study hall period has begun.
2. Each student is expected to have an assigned seat. Seating charts are to be maintained and kept current.
3. Passes may be issued by the study hall supervisor for the media center and computer lab.
4. Speaking privileges:
  - (a) limit to 3 to 5 minutes;
  - (b) permission must be granted by the supervisor before students are allowed to speak;
  - (c) the number of students speaking at any given time is left to the discretion of the supervisor. It is important to maintain an environment conducive to study at all times.
5. 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. **Please send a pass with any student who is leaving the room.**
6. Students currently earning a D or F in any class shall not be able to leave study hall for other areas. They must show the supervisory teacher what they are working on and will not be allowed to use their laptop for non-academic purposes.

#### SUBSTITUTE TEACHER FOLDER:

Teachers will be expected to complete a substitute teacher folder. The folder is to include:

1. Up-to-date seating chart
2. Daily schedule including lunch hour
3. Room assignments
4. Class lists
5. Any special instructions you may have
6. Who in the class you can rely upon for straight answers
7. Where everything is located in the room
8. Routine for each class
9. Any special information you think would be helpful to a substitute teacher
10. Procedure for fire and tornado drills.
11. Copy of classroom rules
12. Fill out Information for Substitute Teachers

In addition to the above a substitute teacher expects to find:

1. A well-organized, well-oriented plan for the day including the names of the texts and pages to be covered.
2. A teacher who does not criticize the work of the substitute in the presence of students or with other teachers.
3. Most important of all -- an atmosphere of good will toward the substitute. Discussion will have preceded his/her coming concerning the responsibilities of the students to the substitute.

Discuss any problems about substitutes with Mr. O'Donnell or Dr. Updegraff.

### TELEPHONES:

The phone in the lounge may be used for private calls. We do, however, ask that discretion be used in making these calls. Any long distance calls must be made through the office. No personal long distance calls are to be made from the schools.

Telephone calls are to be short in duration. It is advisable to make and receive as few personal calls as possible during school hours. Unless an emergency exists, teachers will not be called to the telephone during class hours. They will be notified of the call, however, so that they may call back.

### TEXTBOOK RENTAL:

Textbooks and workbooks are provided to students. Each instructor issues and collects textbooks. Textbook use forms are available in the principal's office. Each student is to write his/her name in ink in the space provided in the front of each textbook issued to the student. It is recommended that all textbooks be covered at all times. **Teachers are not to dispose of any books without the permission of the Principal.**

### 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, Christy Roethler, 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. These request must be approved by the principal in order for the staff member to be reimbursed; if a school vehicle is available staff will not be reimbursed.

### TORNADO

When a tornado WARNING has been issued:

- a. The P.A. system will be used to announce that a tornado warning has been issued for the area and the plan for going to tornado shelter is to be put into effect immediately. ALL PERSONS SHOULD GO TO TORNADO SHELTER. (If the P.A. system fails to operate, a hand-operated air horn will be used to signal a "tornado warning--go to tornado shelter" announcement.)
- b. Teachers will direct their students to the appropriate tornado shelter areas and supervise them at that location.  
Students should:
  1. keep calm and quiet (when the alarm sounds, while going to the shelter, and while in the shelter),
  2. position themselves for greatest safety--kneeling with both hands locked at the back of the neck.
- c. Teachers should take attendance registers and account for all students. Teachers should know the location of the **tornado shelter's flashlight**. An "all-clear" announcement will be made over the intercom when the emergency or drill is over.

### **Designated Locations and Suggested Routes:**

| <u>FROM</u> | <u>TO</u> | <u>BY MEANS OF</u>                                       |
|-------------|-----------|--|
| 100         | 103       | Outside, along Ag shop wall, inside Ag door, Ag hallway  |
| 100A        | 103       | OR inside, PE hallway, then Home Ec. hallway, to shelter |
| Senior SH   | 103       | OR consider New Entry Restrooms                          |
| 101         | 103       | Ag hallway   |
| Ag Shop     | 103       | Ag hallway   |
| Phys Educ   | 103       | If in the gym, go out north doors, to shelter            |
|             | 103       | If outside, Home Ec. hallway, to shelter                 |
| Cafeteria   | 103       | Center east stairwell, to shelter                        |

(Those reporting to Room 103, consider using the east lower level restrooms.)

| FROM | TO  | BY MEANS OF                        |
|------|-----|------------------------------------|
| 203  | 104 | Art hallway, center west stairwell |
| 204  | 104 | Art hallway, center west stairwell |
| 206  | 104 | Art hallway, center west stairwell |
| 207  | 104 | Art hallway, center west stairwell |
| 208  | 104 | Art hallway, center west stairwell |
| 209  | 104 | Center west stairwell              |
| 210  | 104 | Center west stairwell              |
| 211  | 104 | Center west stairwell              |
| 105  | 108 | Home Ec. hallway, then north side  |
| 106  | 108 | Home Ec. hallway, then north side  |
| 110  | 108 | Hallway, south side                |
| 112  | 108 | Hallway, south side                |
| 114  | 108 | Hallway, south side                |

**Designated Locations and Suggested Routes:**

| FROM     | TO  | BY MEANS OF   |
|----------|-----|---|
| 115      | 109 | Hallway, west side, then south side<br>(Alternative location for these classrooms are the west lower level restrooms) |
| 116      | 109 | Hallway, west side, then south side   |
| 117      | 109 | Hallway, west side, then south side   |
| 118      | 109 | Hallway, east side, then south side   |
| 119      | 109 | Hallway, east side, then south side   |
| 215      | 111 | Northwest stairwell, hallway, south side  |
| 216      | 111 | Northwest stairwell, hallway, south side  |
| 217      | 111 | Southwest stairwell, hallway, east side, then south side  |
| 218      | 111 | Southwest stairwell, hallway, east side, then south side  |
| 121      | 113 | Hallway, east side, then north side   |
| Media C. | 113 | Northwest stairwell, hallway, north side  |
| 213      | 113 | Northwest stairwell, hallway, north side  |
| 214      | 113 | Northwest stairwell, hallway, north side  |

NOTE: The restrooms at the east end of the lower level (by the Industrial Arts and Drafting rooms) can serve as a shelter area. If necessary, the restrooms at the west end of the lower level can serve as shelter areas.

**FIRE:**

1. Local fire alarms signal the need to evacuate the building. (If the local fire alarm fails to operate, the P.A. system will be used to announce the need to evacuate the building).
2. When a fire alarm or evacuation signal has been given, students and staff should leave the building immediately by walking rapidly, quietly, and without pushing to the assigned exit. If the assigned exit is blocked, an alternative exit should be used. Once out of the building, students and staff should position themselves at least 50 feet from the building and driveways should be clear. Teachers should take attendance registers with them and account for all students. An "all-clear--return" signal will be signaled by the regular class bells.



The following rooms are to use:

FRONT DOOR--MAIN ENTRANCE

Second Floor Rooms

Room 201 keep to left

Room 209 keep to left

Room 210 keep to left

Room 211 keep to right

Library - north door - right

West half cafeteria, keep to right. East half of cafeteria, leave by loading dock.

First Floor Rooms - Use stairs

West side of gym entrance

Room 104 keep to right

Room 108 keep to right

Room 109 keep to right

Room 110 keep to right

The following rooms are to use:

NORTHWEST DOOR

Second Floor Rooms

Room 213 keep to right

Room 214 keep to right

Room 215 keep to left

Library-west door--keep right

Room 113 keep to the right

First Floor Rooms - Use NW stairs

Room 115 keep to left

Room 114 keep to left

Room 111 keep to right

Room 112 keep to left

The following rooms are to use:

SOUTHEAST DOOR OF WEST SECTION

Second floor go down SE stairs

Room 218 study hall-keep left

Room 216 keep to right

Room 217 keep to right

Room 119 keep to right

First Floor Rooms

Room 118 keep to left

Room 117 keep to right

Room 116 keep to right

Room 121 keep to right

The following rooms are to use:

INDUSTRIAL ARTS DOOR

Room 103 Mechanical Drawing

Room 102 Shop

The following rooms are to use:

VOC AG DOOR

Room 101 Voc Ag Classroom

Room 100 Voc Ag Shop

The following rooms are to use:

SOUTHWEST DOOR MAIN SECTION

First Floor

Room 105 keep to left

Room 106 keep to right

Room 107 keep to right

Boys' locker room keep to left

Wrestling room keep to left

Second Floor - use SW stairs

Room 206 - Art keep to right

The following rooms are to use:

SOUTHEAST DOOR MAIN SECTION

First Floor

Girls' locker room-keep right

Room 100A, 100B-keep right

Second Floor

Band room keep to right

Vocal room keep to right

GYMNASIUM EXIT PLAN

West-side bleachers

Sections 1 and 2 leave by southwest gym door and exit building by southwest door

Sections 3, 4, and 5 leave

by northwest gym doors, proceed up east stairs and exit through main front building doors.

East-side bleachers

Section 1 and 2 leave by southeast gym door and exit building by southeast door

Sections 3, 4, and 5 leave

by northeast gym doors, proceed up east stairs and exit through main front building doors.