



Middle School 2016-2017

Teacher Handbook

*Teach Today
to
Empower Tomorrow.*

Table of Contents

<u>Item</u>	<u>Page No.</u>
A Teacher is a Person.....	4
Admission Policy for School Activities	13
Advisor/Advisee.....	8
Aims and Objectives.....	4
Assemblies.....	5
Before & After School Supervision.....	13
Blood Borne Pathogens Compliance	16
Care of Room	9
Class Record Book	8
Classified Information	14
Classroom Management	10
Detention	11
Discipline	11
Dress Code-Students	13
Educational Equity Policy Grievance Procedure.....	15
Educational Equity Policy Statement	15
Educational Philosophy	4
Emergency Shelter & Evacuation Plans	9
Field Trips	14
Grading.....	12
Gum Chewing.....	10
Hours of Duty.....	5
Inclement Weather.....	7
Keys for Educating Young Adolescents	3
Lesson Plans	8
Meeting Classes on Time	5
Mid-Term Reports/Report Cards.....	12
Outside Visitors	14
Parent-Teacher Conferences.....	12
Principal's Bulletins	9
Principal-Teacher Relationship	9
Professionalism	14
Proper Dress	13
Purchase Orders.....	14
Seating Charts.....	9
Sickness	9
Staff /Grade Level Team Meetings	9
Student Attendance.....	6
Supervising Halls	13
Supervised Study.....	8
Supplies for Next Year	14
Taking Attendance.....	8
Teacher Observation.....	13
Tests	11
Textbook Checkout & Book Fines	5
Transfer Students.....	9
Worker's Compensation Insurance	13

Curriculum, Instruction, and Assessment

Educators value young adolescents and are prepared to teach them. *Value Young Adolescents*

Students and teachers are engaged in active, purposeful learning. *Active Learning*

Curriculum is challenging, exploratory, integrative, and relevant. *Challenging Curriculum*

Educators use multiple learning and teaching approaches. *Multiple Learning Approaches*

Varied and ongoing assessments advance learning as well as measure it. *Varied Assessments*

Leadership and Organization

A shared vision developed by all stakeholders guides every decision. *Shared Vision*

Leaders are committed to and knowledgeable about this age group, educational research, and best practices. *Committed Leaders*

Leaders demonstrate courage and collaboration. *Courageous & Collaborative Leaders*

Ongoing professional development reflects best educational practices. *Professional Development*

Organizational structures foster purposeful learning and meaningful relationships. *Organizational Structures*

Culture and Community

The school environment is inviting, safe, inclusive, and supportive of all. *School Environment*

Every student's academic and personal development is guided by an adult advocate. *Adult Advocate*

Comprehensive guidance and support services meet the needs of young adolescents. *Guidance Services*

Health and wellness are supported in curricula, school-wide programs, and related policies. *Health & Wellness*

The school actively involves families in the education of their children. *Family Involvement*

The school includes community and business partners. *Community & Business*

This chart is based on This We Believe: Keys to Educating Young Adolescents (NMSA 2010).

Please familiarize yourselves with the Student/Parent Handbook, the Faculty Handbook, and the Board of Education Policies and Procedures Manual.

EDUCATIONAL PHILOSOPHY

Students, faculty, and administrators of the school have developed and will continue to refine the philosophy of the South Central Calhoun Middle School. It is our desire that this philosophy will serve to consolidate our thinking into statements of direction and inspire staff members to reevaluate and question their own goals and objectives.

We believe that a free education is a privilege, a right, and a responsibility for our children. It is our belief that it is the school's responsibility to give a strong educational background to each student or as great as he/she can positively attain, with correct and positive attitudes towards work and citizenship. There should be mutual respect and cooperation among students, parents, faculty, and administrators. The school's concern is with all phases of growth of the student as an individual and this concern should be shared with other agencies of the community.

The occupational academic courses offered at South Central Calhoun Middle School should be designed to fit the needs of our student in a community in which they live. There should be proper balance between extra-curricular activities and academic studies.

Sociological and technological advances have accelerated and will continue to do so as our knowledge increases. We must be prepared to recognize new objectives and techniques and also to discard the old when they prove to be outdated, without losing sight of the basic tenets of our philosophy.

AIMS AND OBJECTIVES:

THE AIMS AND OBJECTIVES OF THE SOUTH CENTRAL CALHOUN MIDDLE SCHOOL ARE THE FOLLOWING:

General Objective:

1. To help students, through counseling, testing, and guidance to recognize their particular abilities and limitations and prepare them to live their lives to the fullest.
2. To provide an education, broad in scope, which allows for the personal abilities of each student.
3. To provide a diversified program of instruction, this will offer: A general education to all, which will provide the cultural background and the fundamental knowledge necessary to prepare each student for the high school experience.
 1. To train the middle school students in the proper use of leisure time for both present and future living.
 2. To give the students an awareness of the dignity of work.
 3. To give the students an opportunity to demonstrate value of accomplishment.
 4. To explore and develop the students' creative talents and abilities, and to aid them in realizing what areas these talents may be directed.

Specific Objectives:

1. To build within the student knowledge of patriotism and demonstrate the benefits of maintaining a democratic way of government.
2. To provide the students an opportunity to acquire knowledge of the democratic process and to encourage them in practicing democracy in home and school organizations.
3. To teach the structure, functions, and status of American and world governments, but also to demonstrate the necessity for continuous participation in political processes.
4. To provide students with an opportunity to participate in music, art, speech, drama, and athletics.
5. To instruct the students in the ability to read, write, speak effectively, and to listen with open-mindedness, understanding and appreciation.
6. To provide young people with a clear understanding of the changing world of science and society, emphasizing the importance of the individual in this society and the effect society has on the individual.
7. To teach the biological nature of the human being and biological and physical surroundings of a community.
8. To teach the students mathematical concepts and enable them to apply mathematics computation required for daily living.
9. To provide a counseling, guidance, and testing service for students.
10. To teach the students as much as possible in areas of personal economics, consumer habits, and to develop an economic foresight.
11. To explore the fields of Agri-business and Vocational Arts for future employment and further training.

A TEACHER IS A PERSON

Great teachers use a variety of techniques to manifest themselves to students. A few teachers can be very

effective lecturing, some teachers express themselves most effectively in a laboratory, others may produce dramatic results using the inquiry system, and a few can be effective using the tell-and-test technique. But whatever the technique, there are some basic qualities present to some degree in outstanding teachers.

A teacher is a person--not a role someone plays, but a real, authentic person living out a life style based on the belief that they, as a teacher, can make a significant contribution to the development of other people.

There is a special sensitivity to the feelings and state of mind of another person. This is not a mystical extrasensory perception, rather an ability to put themselves in another people's place--a way of getting feedback about another individual's thoughts and feelings. They are understanding and very much in tune with their own thoughts and feelings as well.

We also see a drive toward relationship building on the part of the outstanding teacher. A mutually favorable rapport between teacher and student is seen as a desirable and a necessary condition for learning. This relationship is most effectively built with students one-by-one.

This concern for the individual student is a major characteristic in itself. The teacher spontaneously thinks about the interests and needs of each student and makes every effort to personalize each student's program.

Listening is viewed as a beneficial tool for helping students to learn. There is an acceptance and encouragement in really listening to another person. The teacher gains much insight into the uniqueness of the student by listening, and the student is free to think out loud, work through thoughts and feelings in the process--to learn.

The teacher is also an active learner. A searching, growing person, ready to share what they have learned and eager to find materials, experiences, or ideas they can use to help other people also learn.

Because they are open to ideas, they have a storehouse of techniques, methods, approaches, as well as materials available to use to stimulate students to think, to respond, to feel, to grow.

There is a determination within this person to try new ideas and techniques. They are often creatively able to put information and experiences together into new configurations.

They want to have the facts before acting and choose to operate from a base of understanding the total situation rather than making impulsive reactions.

This person has a unique blend of structure and flexibility. They see the need for organization as a way to facilitate the learning process, not as an end in itself. The teacher works from the individual to the structure, knows where they are headed, and can help students develop a sense of organization and drive toward completeness.

This person can look beyond themselves for models of what it means to be a people helper. They have goals, and their life is moving in a planned direction.

As a result of the utilization of their talent as a teacher, this person receives a great sense of reward and reinforcement from the response of students. As students learn, grow, and develop, the teacher is given new strength to invest more time, energy, and concern in the lives of others. The cycle is truly a life-giving process.

HOURS OF DUTY

Teacher's contractual hours per Master Contracts are from **7:45 a.m. to 3:45 p.m.**

Teachers leaving the building during contractual hours need to check out at the counter in the secretary's office.

ASSEMBLIES

All teachers should report to the assembly area and be seated among the students in your assigned class or homeroom. In some cases, the students will report to homeroom before passing to the assembly area for administrative purposes. Assemblies in the auditorium: The fourth, fifth, and 6th grade students will sit in the middle seats of the auditorium; the seventh grade will sit in the front seats on the South side; the eighth grade will sit in the front North side.

MEETING CLASSES ON TIME

Please be prompt in meeting your classes. It certainly helps to contribute to good behavior of all students in the room when the teacher is present as the students arrive for class.

TEXTBOOK CHECKOUT & BOOK FINES

Textbooks will be checked out and checked in by the teachers in charge of the subject. Make sure you record the textbook number of the book assigned to the student. You are also asked to make a textbook record of the pupil and textbook number to be turned into the principal's office. Also, include the number of additional copies. Make sure that the students realize that fines could be assessed for any abuse to the book. At the end of the school year, teachers should box up damaged books so that the principal may inspect all them. Questions about textbook damage should be directed to the principal and/or office personnel.

STUDENT ATTENDANCE

Regular attendance by the students at school is essential for students to obtain the maximum opportunities from the education program. Without regular attendance a student may not reach their educational potential. Learning lost due to an absence can never be replaced.

An absence is defined as a student not being present for class and a tardy is defined as a student not being seated in the room with all materials ready for class activities at the time the second bell rings.

Excused/Unexcused

1. The school determines whether an absence is excused or unexcused.
2. Factors the school will use to determine excused absences include, but are not limited to, illness, injury, dental or doctor appointments (when they cannot be scheduled at other times), recognized religious observances, working for parents, bereavement, family vacations, educational trips (must be approved, by the administration, no later than seven days prior to the student being absent from school), school activities and court/probation appointments.
3. Unexcused absences include, but are not limited to, shopping, hunting, concerts, preparation or participation in parties or other celebrations, and employment (not working for parents).
4. Students may not receive full assessment points for schoolwork due the day of an absence, or schoolwork completed during class the day of an absence, if the absence is declared unexcused.
5. All unexcused tardies may cause students to make up detention time at the discretion of the administration.

Tardiness

Tardies per semester will be handled in the following manner:

1. First tardy to class or school—written warning
2. Second tardy to class or school—30 minute detention
3. Third tardy to class or school—45 minute detention
4. Fourth tardy to class or school—60 minute detention
5. Fifth tardy to class or school—suspension from class or school and a conference with the school to discuss the attendance/tardy issue.
6. Sixth tardy to class or school—suspension from school and a conference with the school to discuss the attendance/tardy issue.

Procedures

1. If a student cannot report to school, it is the responsibility of the parents to report that absence prior to 9:00 a.m. stating the student's name, grade, and the reason for the absence. If parent notification is not received prior to 9:00 a.m., the middle school secretary will attempt to contact the parents. If parent contact is not possible, the student must bring a note signed by their parents to the office stating the student's name, grade, and explanation for the absence prior to being readmitted. Failure to receive absenteeism information within twenty-four hours of the absence may cause the student to be considered truant or unexcused. An unexcused absence is an absence not approved by parents and/or school. An unexcused absence may be assigned a consequence.
2. Students who know they will be absent must notify the office prior to the absence and pick up an advanced make-up slip. The student must make arrangements with their teachers in advance to make up schoolwork. Failure to do so may result in a student not receiving full assessment points for the schoolwork due or completed on that day.
3. Students who need to leave during the school day must bring a note signed from their parent/guardian to the office before 8:15 a.m., have their parent/guardian telephone the office, or have their parent/guardian come into the office to pick them up.
4. Students who return to class or arrive after the school day has begun should bring a note signed from their parent/guardian to the office before 8:15 a.m., have their parent/guardian telephone the office, or have their parent/guardian come into the office when dropping off the student. The office will record when the student arrived and provide the student with a pink pass to be admitted to class.
5. In the case of an extended absence of three or more days for medical reasons or for an absence of any length due to a communicable disease, a statement from a doctor attesting to the student's fitness for school may be requested.
6. Students are responsible for contacting their teachers to arrange to make-up schoolwork missed due to the absence. A student who misses a pre-schedule test, lab, assignment, etc. is to make up

- the work as soon as they return to class.
7. Students have the number of days missed, plus one, to make up schoolwork missed upon returning from the absence or the student may arranged with their teacher when the work is to be completed.
 8. Anytime a student arrives after the first period bell, the student must check in at the office. If a bus is late, tardies are not counted on the record; however, a pass from the office is needed to be admitted to the classroom. If you are tardy, bring a note of explanation from home, or have your parents call the office and explain the reason for the tardiness.

Truancy/Unexcused Absence

1. Any child who is registered and attending, that fails to attend school, as required by the school board or school governing body's attendance policy, without reasonable excuse, may be deemed truant.
2. Truancy may occur when a student leaves the building without permission during the school day while classes are in session, failed to follow proper procedures when absent from school, and/or is in an area on the school grounds without permission.
3. The board will not tolerate truancy.
4. Students may be subject to disciplinary action for truancy including but not limited to; suspension and/or expulsion.

Excessive Excused Absences

1. The school may contact the parents after the fourth absence of a quarter.
2. A meeting may be arranged with the parents to discuss the attendance record of their child. In this meeting a plan can be developed to address the student's attendance issues.

Excessive Unexcused Absences

1. The school may contact the parents after the first, second, and third unexcused absences in a semester.
2. A meeting may be arranged with the parents and student to discuss the attendance record of the student after any unexcused absence. In this meeting a plan may be developed to address the student's excessive unexcused absences. The plan may address possible consequences for further unexcused absences. This may include but is not limited to; a student not receiving full assessment points for the schoolwork due or completed on that day, disciplinary action that may be taken, and/or an expulsion hearing with the Board of Education.

Perfect attendance

1. Perfect attendance recognition will be given to those students who have no tardies or absences for an entire semester.

Extra-curricular Activities

1. Students participating in school activities must be in school the entire day in order to practice or participate in a school activity.
2. If an acceptable reason is presented, this rule may be waived by the administration.

INCLEMENT WEATHER

When school is canceled because of inclement weather prior to the start of the school day, students and parents are notified over KTLB 106 FM (Twin Lakes), KCIM 1380 AM (Carroll), or KAYL 101.7 FM (Storm Lake), radio stations and television stations KTIV-Channel 4 (Sioux City), WOI-TV-Channel 5 (Des Moines), KCCI-TV-Channel 8 (Des Moines), KCAU-Channel 9 (Sioux City), and WHO-TV-Channel 13 (Des Moines). Teachers may also be notified by a calling tree or by the central office through a text message. The missed day probably will have to be made up at a later date.

If school is dismissed because of inclement weather after the school day has begun, notification is made on the radio and television stations. The superintendent determines whether buses will follow the regular routes. If the buses do not follow the regular routes, they follow either emergency routes or the parents are responsible for picking up the students at the student's school. Teachers may leave once students have vacated the building.

Extracurricular activities or practices scheduled for the day or evening of a day when school is canceled or dismissed early are canceled and rescheduled, if possible. Notification of the rescheduling may be made on the radio stations or in school the next day.

TAKING ATTENDANCE

Attendance is to be taken personally by each teacher at the beginning of first and second period. Be sure your attendance is accurate. Attendance slips should be hung outside the classroom door. If a student comes to class after attendance has been taken, mark the entering student tardy on the attendance slip.

LESSON PLANS

A valuable book to any teacher is the Daily Plan book. To put plans into writing before attempting them and keeping a definite written record of work accomplished doubles a teacher's efficiency. All lesson plans should be completed by Friday afternoon for the following week. Teachers are requested to leave lesson plans completed on top of their desks where they are readily available for substitute teachers and when requested a copy may be turned into the principal to look over.

The daily lesson plan cannot be uniform for all subjects and all types of activities, but there are some things that will be common to most of the daily lesson plans. The introductory material to the daily plan usually should include a brief statement of the general topic and the specific topic to be covered as well as any assignment studied the previous day.

Further, the plan should give the aim for the day's work, the approach the teacher plans to use in introducing the topic, and an outline of the procedure to be followed in teaching the content material so the objectives and daily aim may be realized. This procedure should give the teacher activities that are planned for the class period. The lesson plan should always include a brief summary and the assignment for the next day.

Every instructor will find a tentative time schedule of value in following the daily plan. Why use ten or twelve minutes for an approach when three or four minutes are sufficient, and then find that there is not time for a summary at the close of the period.

While the daily lesson plan is necessary and required, let us not lose sight of planning in larger units than day-to-day assignments. Perhaps it is possible to teach almost any subject through organizing and outlining the subject matter in such a way that the students will see the whole picture rather than isolated details, which may not have real significance to them. Details must be taught, but only as they help make the overall picture.

SUPERVISED STUDY

Supervised study is the procedure whereby students are given encouragement and guidance in all of the learning activities so that the student becomes self-reliant and efficient in all intellectual pursuits.

In general, each teacher must decide just how much time in any one day, or week, should be devoted to review, discussion, assignment, and to study.

There should be evidence of well-planned supervision of study according to the occasion.

All subjects call for daily study. **However, this does not necessarily mean that part of every class hour must be given to study.** The introduction of a new unit may be planned to take the entire period, or the unit of work may be planned to take the entire period for several days, etc. **Supervised study does not mean the teacher at the desk correcting papers or doing similar work. Movement around the room helps to eliminate problems, keeps students on task, and allows the teacher to check on student work.**

ADVISOR/ADVISEE

Each teacher will be assigned a homeroom/advisee group of middle school students. The teacher should weekly check grade progress on their advisee students, bring to the grade level meetings reports of students who may be academically struggling, and help develop success plans to help the student succeed. These groups may also be used for standardized testing, conferences, etc.

CLASS RECORD BOOK

Each teacher will keep a class record, which should contain the following information:

1. The names of all students taught during that current semester.
2. The student's textbook number opposite the student's name.
3. A record of absences and make-up work.
4. A listing of basic textbooks used for your classes.
5. Daily grades at the discretion of the teacher.

SEATING CHARTS

It is advisable that teachers make seating charts for each class session and study hall. This gives the student a specific place to be and makes the attendance taking much easier. A good idea would be to keep the seating chart in the back of your lesson plan book for ready access by a substitute teacher.

PRINCIPAL-TEACHER RELATIONSHIP

The big task of a school is teaching students and supervising their activities to achieve the objectives of education set up in the general school program. The principal's task includes the administration of all building activities to insure the efficient functioning of the school as a unit and as a part of the whole system.

This task necessitates rules and regulations, which though their need is not always apparent to the individual teacher, are of vital importance to the efficient management of the school.

The principal in turn passes on much of this responsibility to a staff of teachers. However, the principal is expected to scrutinize with all activities in the building to be sure that they harmonize with all policies of the Board of Education and the Superintendent of Schools.

The principal must approve plans for all special activities such as assemblies, social activities, parties, club activities, inter-school activities, and field trips. This will protect the teacher and the school against premature announcements and personal embarrassments. Hence, the teacher or committee chairperson in charge of the activity should submit all plans to the principal.

The principal's office is always open to teachers as well as students. If you have a problem, do not hesitate to consult the principal at any time. A good friendly relationship built upon mutual respect will make for a better working situation for the whole school.

STAFF/GRADE LEVEL TEAM MEETINGS

Staff meetings will be held before or after school. Agendas will be prepared and distributed before the meeting. If you have any matter to be discussed at a staff meeting, please notify the principal's office. Team meetings will be held at a regular consistent time during the week with grade level teams of teachers to discuss students and other school related business.

PRINCIPAL'S BULLETINS

Principal's bulletins will be issued from time to time. These bulletins will be emailed to each staff member. The bulletins will be brief and to the point. If you have any questions regarding the contents of the principal's bulletins, please consult with the principal regarding this matter. The staff member would best keep these bulletins for later reference.

CARE OF ROOM

Each teacher is responsible for the condition of his or her assigned classrooms. Markers should not be left around for indiscriminate use. Have the students keep their feet on the floor, not other seats, tables, etc. Remove markings on the desks, walls, floor, etc., when they first appear. This helps to prevent future marks from being placed on school property. Report all habitual offenders to the principal's office.

SICKNESS

Please notify Marc DeMoss (515-408-3581) after 6:00 a.m. and preferably no later than 6:30 a.m., if you are ill on a teaching day. If you fall ill in the evening or have an injury and know you will not be to work the following day, it is preferred that you let the principal know that evening. It is easier to find a substitute teacher the night before vs. the morning of an absence. If you become ill at school and must leave, please notify the principal's office immediately.

TRANSFER STUDENTS

Keep track of students who withdrawal from your class, who are leaving the school so that you will be able to help the office determine the number of weeks the student attended, his/her grade (if any), and the date of his/her leaving. This information will be placed in the student's permanent record summary file.

EMERGENCY SHELTER & EVACUATION PLANS

GENERAL INFORMATION: Emergency drills for fire; weather, and other disasters will be conducted each

year. Fire and tornado drills will be conducted regularly with a minimum of at least two per semester. Board Policy 507.5 and IA Code 100.31 provide the legal requirements for this practice. Building plans and procedures are posted in each room. Directions specific to that building are described in the parent/student handbook.

The Rockwell City/Lytton Elementary School building and the South Central Calhoun Middle School are protected by an alarm monitoring system that will automatically notify the Calhoun County Sheriff's Office when the system is set off either manually or by smoke and/or a fire. When conducting a fire drill, school authorities should call to notify emergency assistance personnel of the drill.

GENERAL INSTRUCTION-ALARM SYSTEMS: Smoke detectors have been installed throughout the buildings. Manual fire alarms are located throughout the buildings and are posted with instructions.

All employees shall participate in the emergency drills. Teachers will be responsible to insure drills are performed using proper techniques and procedures. Each teacher will maintain a class list for roll call to be used after reaching their intend destination. If a student is missing during a fire drill or tornado drill, they will be reported to the principal.

DESIGNATED SAFE SITES/EVACUATION ROUTES:

Tornado Drill

Warning: Tornado warning drills will be announced over the intercom system.

1. Important-When lining and moving students, keep students away from the doors and windows.
2. Follow the evacuation routes as posted in each room to the designated safe areas.
3. Follow the procedures as listed in the parent/student handbook.

Fire Drill

Warning: Fire drills will be a continuous buzzer with strobe lights.

1. Students shall move quietly and orderly to their designated safety areas.
2. During fire drills teachers will insure that classroom windows and doors are closed after the room has been vacated.
3. Hallway doors are electrically controlled for the purpose of fire containment.

SPECIFIC TASK AND RESPONSIBILITY

1. The principal will position him/herself at the designated site for fire drills and for tornado drills.
2. The building custodian will check the facility.
3. Special class teachers (library, guidance, special education) will be responsible for the students in their class at the time of the drill.
4. Students needing special assistance will be assigned to a teacher associate or special class teacher. This will insure speedy and safe evacuation. Special instruction and practice will be provided on an individual basis.

GUM CHEWING

Teachers may prohibit students from chewing gum in class.

CLASSROOM MANAGEMENT

It is the obligation of the teacher to create a safe environment in which learning can take place and in which the students can grow. Create rules only for the purpose of creating a physically and psychologically safe environment. Rules must be definable so that the students know instantly when they have broken them. The rules also must be reasonable and enforceable. The fewer the rules the better it is for classroom management. It is better to have no rule at all rather than a rule which is not, or cannot, be enforced.

Instead of having a lot of external rules, students need to learn self-discipline in an environment of mutual respect. Treat the students with respect and take them very seriously. Work to tune into their wavelengths and try to understand what motivates their behaviors. Have high expectations of the students and expect them to do challenging work. Involve yourself in what they are learning. This encourages them to respond with excitement to the learning that they experience. In this atmosphere, students are not motivated to misbehave.

Remember that human beings, not a subject area, are being taught. Sometimes students are not ready to learn until their feelings, concerns, and problems have been dealt with. Organizational skills may have to be taught before subject area skills.

The pace of the classroom affects attitude and discipline. If you seem to be encountering discipline problems, try increasing the pace.

Eye contact has a strong relationship to students' on-task behavior. The more eye contact you use the more you can expect your students to be dealing with the issue at hand.

Be patient, be insistent, be relaxed, be enthusiastic, and be positive. Relaxation by the teacher -- a lack of tension -- relieves tension in the classroom. Tension in the teacher creates tension in the students, which in turn inhibits creativity and learning.

Have the facts before acting. Understand the total situation rather than make impulsive reactions.

Be prepared. Know the lesson. Be organized. Organization gives you the freedom to teach. Have materials and equipment ready for the students. When a lesson is presented, present accurate information, check for misconceptions the students may have, and set high but realistic expectations for the students.

The classroom should be neat, clean, and uncluttered. The appearance of the classroom creates a mind-set for the class.

Greet your students in a warm and friendly manner as they enter the room. Let them know they are wanted and needed, and that you are glad to see them and sincerely care about them.

When you present something unknown, relate it to something your students already know. Provide a context for understanding new concepts.

End each class period on a positive note.

DISCIPLINE

The maintenance of good discipline is accomplished only through the joint interest and cooperation of administration, faculty, and student body. Each and every one should assume responsibility for good conduct in the corridors, lavatories, at athletic contests, and other activities.

Maintaining good discipline -- A good disciplinary situation is one that provides the best learning situation for the student. Whether the relationship between instructors and students is formal or informal must be determined largely by the teacher's personality, the size of the class, the type of students, and the nature of the classroom activity.

The best disciplinary situation is one that is an outgrowth of:

1. keen student interest
2. careful teacher preparation
3. good organization of classroom routine

The teacher who must do the least disciplining is usually the best disciplinarian. No blanket methods for obtaining the best classroom discipline can be laid down because this is determined both by the activity and the personality and ability of the teacher. However, certain fundamental principles should be followed in solving the discipline problems as they arise. We must appeal to the highest motives to which a student is capable of responding.

We must discover all the facts pertaining to the student's misconduct before deciding upon a course of action. The student must be given a complete understanding of the problem. We must consistently hold all students to the same standards of behavior all of the time.

We should aim to energize, guide and inspire so that we will create a strong urge within the student to make the desired response. Compulsion from without should be used as a means of last resort. Only by creating new purpose in the student can we bring about a permanent improvement in the behavior patterns, which will carry over into all phases of his/her life.

When it is necessary to admonish or discipline students, it should affect only the offenders and not the innocent members of the class, and it should be forgotten as soon as it has been brought to completion. Public punishment of individual offenders is not acceptable. **Sarcasm and frequent threats are not effective in maintaining good disciplinary situations.**

DETENTION

The individual teacher who issues the detention will supervise detentions. Teachers may issue detentions for disciplinary reasons, make-up work, etc. All detentions will be served at the teacher's discretion. Detentions should never be served during the school day. **STUDENTS ARE REQUIRED TO TAKE STUDY MATERIALS WHEN SERVING A DETENTION.**

Any student who fails to report for detention without first clearing with the teacher may have his or her detention period time lengthened, or incur possible suspension.

TESTS

Teachers should use tests to evaluate the progress of each student as well as the results of their own teaching. Every test should be used as a basis to determine understandings that may need to be re-taught. It is usually better to give fewer tests that are better prepared, if a compromise has to be made between quantity and quality of tests. Tests should be constructed so that the poorest student will get some questions correct and so that the best student will seldom attain a perfect score. It is important that understanding is given proper emphasis in testing. Rote mechanical learning will undoubtedly need to be tested, but understanding with the use of actual information should be the final product of

learning.

Grade tests accurately and as quickly as possible. It is always a good policy to go over tests with the students in class. The student is entitled to have a question explained and to give a viewpoint on any question. Do not, however, become engaged in petty bickering with the student over a minor point on any test. If you have made an error in preparing or grading a test, graciously admit the error and adjust the papers accordingly. **Be sure you can support every grade you issue.**

GRADING

- A. Always be fair in grading students. Do not show favoritism toward any group or individual.
- B. Be consistent in grading. Explain your method of grading to your students and follow that method. As many grades as possible should be recorded in your grade book each week. More grades give the student a better chance, and also substantiate the grade that you give.
- C. Grading for report cards and for permanent records, for grades fourth through eighth, will be from high to failure, as follows: A, B, C, D, with pluses and minuses, and F. They should mean:
 - 1. Exceptional work done--much application (A)
 - 2. Above average--preparation satisfactory (B)
 - 3. Average--preparation satisfactory, but sometimes insufficient (C)
 - 4. Below Average--little effort made--minimum credit allowed (D)
 - 5. Failure--very little effort made--no credit (F)
- D. Never try to explain some other teacher's system of grading. If a student inquires why he/she got a certain grade in a certain class, please refer him/her to that particular teacher.
- E. Grades should be determined by daily recitation, class quiz grades, test grades, attitude, and effort.
- F. The following scale will be used to determine total grade percentage:

<u>Grade</u>	<u>Percentage Value</u>
A	100%-93%
<u>A-</u>	<u>92%-90%</u>
B+	89%-87%
B	86%-83%
<u>B-</u>	<u>82%-80%</u>
C+	79%-77%
C	76%-73%
<u>C-</u>	<u>72%-70%</u>
D+	69%-67%
D	66%-63%
<u>D-</u>	<u>62%-60%</u>
F	59%-0%

MID-TERM REPORTS/REPORT CARDS

A mid-quarter report to be filled out at the end of the fourth week of each quarter will be emailed or mailed to the parents of all students doing failing work, or near-failing work. A list of students doing unsatisfactory work will be turned in to the office at this time. This may mean that an A-student doing B, C, D, or F work could be sent a mid-term report.

This report should be used as an act of grading and not merely a threat. Let's try to be somewhat idealistic. Be consistent be fair. We will also send home with the Progress Report a letter to the parents, if necessary.

Report cards will be distributed following each nine-week period. The following dates might well be added to your personal calendar:

	First Semester			Second Semester
	<u>First Quarter</u>	<u>Second Quarter</u>	<u>Third Quarter</u>	<u>Fourth Quarter</u>
End of Grading period	Oct 28	Jan 13	Mar 24	May 24

PARENT-TEACHER CONFERENCES

Parent-Teacher conferences will be Tuesday, November 1, 2016 from and Thursday, November 3, 2016 from 4:00 p.m. to 7:00 p.m. In the spring, conferences will be held Tuesday, March 28, 2016, and Thursday, March 30, 2016 from 4:00 p.m. to 7:00 p.m.

WORKER'S COMPENSATION INSURANCE

As required by law, the South Central Calhoun Community School Districts carry Worker's Compensation Insurance. Should you be injured while at work and should the accident occur within the scope and course of your employment, you are entitled to the benefits provided by Worker's Compensation. A report of every accident occurring in the line of duty must be filed within two (2) days with the Central Office. The local insurance agency, which handles the Worker's Compensation program, must have the claim shortly thereafter.

ADMISSION POLICY FOR SCHOOL ACTIVITIES

All teachers and spouses are admitted free to all home activities. All faculty members are encouraged to attend as many of the South Central Calhoun activities as possible.

There are several passes for Twin Lakes Conference and district football away athletic events. These passes are available at the central office from the Athletic Director and may be picked up in advance on a first-come, first-served basis. These passes must then be returned to the office on the first day of school after the event for which they are used. Failure to return passes on time may result in the loss of this privilege. Each pass is good for one person only.

PROPER DRESS

It is important that teachers be concerned with their appearance. The impression a teacher gives to the student is long lasting. Students are acutely aware of a teacher's dress and mannerisms and it is likely the teacher will be remembered long after the details of the subject matter have been forgotten. It helps to command respect and helps to establish the right atmosphere for the student-teacher relationship. It is for this reason that all teachers should strive to present themselves as a person in the best possible light. The things you stand for and the ideals you represent are very important.

Of course, the most important thing is the person himself/herself. Let's all strive to set the examples which are so necessary to the students we are working with during the school year.

DRESS CODE – STUDENTS

Students are expected to honor the following:

1. Some type of foot apparel and shirts must be worn.
2. No patches, slogans, or any style of clothing may be worn that is considered offensive by the school administration.
3. No hats or caps may be worn during the school day.
4. Any clothing that is skin-tight, ripped or torn to show underclothing or skin surface, which would normally be covered, that is see-through, or is so loose fitting that it exposes the torso, will not be allowed.

If, in the administration's judgment, a student's appearance is deemed inappropriate, the student will be expected to correct it, remain in the office until corrected, or be sent home with parent notification.

SUPERVISING HALLS

A school's discipline extends outside the classroom. Help control the movement of students through the hall at times other than when you are on hall duty. Walk through the hall areas and study areas during your free periods to help supervise student activities during their free time. This does not have to be all the time, but rather once or twice per week for a few minutes.

BEFORE AND/OR AFTER SCHOOL SUPERVISION

No student is allowed in the building unless he or she is under the supervision of a faculty member. A custodian or secretary cannot assume this responsibility. If you have a group in the school before or after hours, be sure you are the last one out. You are responsible for the students, the building, the lights, and the doors being locked. **NEVER GIVE YOUR KEYS TO A STUDENT.**

TEACHER OBSERVATION

The principal will be around to visit classes and study situations from time to time. It may be for a whole period or for a few minutes. Carry on the normal procedure. If you have a particular presentation you would like the principal

to see, please make that known and every attempt will be made to accommodate the request.

FIELD TRIPS

Sponsors of an activity or teachers of a specific subject area must justify any proposed trip involving a school day at least two (2) weeks in advance of the trip. All field trips should be well planned and organized, and approved ahead of time by the principal. Field trips will be discouraged during December and May because of the many planned activities.

An alphabetized listing of all students going on the planned field trip must be given to all staff five days prior to the trip. After this date no students may be added to the list, but may be deleted if a student is unable to go on the trip.

OUTSIDE VISITORS

Under no circumstances is any teacher to allow any outside visitor to talk to a student under your supervision. If there is a need for such a conference, the request shall be made in the principal's office. The student will then be taken to the office for the conference. There is a liability question involved here, so **Please Observe**.

SUPPLIES FOR NEXT YEAR

Be thinking ahead to supplies of various kinds that should be requisitioned for the next school year. Write these down when you think of the various materials.

Textbooks will be ordered according to the curriculum needs for that curricular area. For further information contact the district curriculum directors.

PURCHASE ORDERS

The school will pay **only those orders which bear the signature of the administration**, with the exception of encumbrances allotted some departments in advance.

PROFESSIONALISM

Educators are professionals and professional people are ethical and discreet both in and out of school when discussing students, parents, and fellow staff members. A person who carelessly dispenses information about others discovers in time that such behavior rebounds to their discredit. Handle criticism, gossip, and classified information properly and professionally.

CLASSIFIED INFORMATION

Release of Individual Pupil Information:

School records are to be considered confidential and made accessible only to authorized persons. The following guide has been prepared to assist local staff members.

For the purpose of this policy, the pupil records shall be defined as follows:

PERMANENT RECORDS are those records or parts of records, which refer to factual information such as academic achievements, school attendance, participation in school activities, and vital statistics. The permanent record card presently in general usage contains information that should not be indiscriminately released. If the card is duplicated for the use of authorized persons outside of the school system, the following will be deleted by masking before duplication.

1. All reference to church, marital status of parents, and languages spoken in the home.
2. The "staff evaluations--personality traits" rating scale. This scale, if used, should be contained only in the cumulative folder.
3. The "Standardized Test Record." Approved professional personnel should release this type of information only with interpretation.

CUMULATIVE RECORDS are those records or parts of records, which in addition to the above; include items such as personal information, family background, character and ability, interview reports, anecdotal notes, disciplinary records, and test results. These records are primarily for internal use within the school by staff

members of the professional staff in promoting the welfare of the students.

There is considerable difference of opinion as to how much derogatory information should be included in the cumulative folder when a pupil transfers to another school. There is a danger that the child's new teacher will be prejudiced against the pupil. With increasing professional attitudes, the danger of such negative effects become less and less. Before a cumulative record folder is sent to another school, one or more school staff members who know the pupil best will review the contents of the folder to assure themselves the record is the most accurate picture that can be given of the individual in the light of their experience with him. Such review might require the removal of some of the material in the folder. Unless this reviewing is done, a certain amount of biased and irrelevant information may be accumulated perhaps to the detriment of the pupil's welfare.

Permanent Records: Factual information taken from the permanent records may be release by the superintendent, principal, or guidance counselor in the following cases:

1. Upon request of parent or guardian for his/her personal use or for the use of others.
2. Upon the request of the pupil having reached majority.
3. Upon the request of a bona-fide institution of higher learning.
4. Upon the request of a prospective employer. Individual pupil information other than factual should ordinarily not be released to prospective employers as a result of a telephone request. Care should be exercised to see that the person calling is positively identified so that there is no question as to whether or not he/she is authorized to receive such information.
5. Or, as authorized by the superintendent when requested by proper government officials.
6. Or, as evidence to support a scholarship application.

Cumulative Records: Are primarily for the use of the teachers, counselors, and school administrators and information that should be released only when interpreted by a properly qualified staff member in response to the following types of requests.

1. Upon the request of the parent or guardian for his/her personal use or the use of others.
2. Upon the request of the pupil having reached majority.
3. Or, as authorized by the superintendent, when it is clear that the information from the records will be for the welfare of the student.

The policy above does not preclude the use of pupil records for research purposes when the anonymity of the individual is maintained and when proper school authority authorizes the release and when the welfare of the pupil is not adversely affected.

This policy will not prohibit a principal, counselor, or teacher from giving personal recommendations on request of the pupil or his/her parents for the use of obtaining employment or gaining admission to an institution of higher learning.

EDUCATIONAL EQUITY POLICY STATEMENT

It is the policy of the Rockwell City-Lytton and Southern Cal Community School Districts not to discriminate on the basis of race, sex, creed, color, national origin, religion, marital status, disability, sexual orientation, physical appearance, and/or personality characteristics in its educational programs, activities, or employment policies as required by Title VI and VIII of the 1964 Civil Rights Act, Title IX of the 1972 Educational Amendments, and Section 504 of the Federal Rehabilitation Act of 1973.

It is also the policy of the districts that the curriculum content and the instructional materials utilized reflect the cultural and racial diversity present in the United States and the variety of careers, roles, and life styles open to women as well as men in our society. One of the objectives of the total curriculum and teaching strategies is to reduce stereotyping and to eliminate bias on the basis of sex, race, ethnicity, religion and disability. The curriculum should foster respect and appreciation for the cultural diversity found in our country and an awareness of the rights, duties, and responsibilities of each individual as a member of a pluralistic society.

Inquires regarding compliance with Title IX, Title VI, or Section 504 in the middle school may be directed to the Middle School Principal's office, Rockwell City, IA (712) 297-8111; the Iowa Department of Education, Grimes State Office Building, Des Moines, IA 50319-0146, (515) 281-5294 or U.S. Department of Education, Office of Civil Rights-Chicago Office, 500 W. Madison Street Suite 1475, Chicago, IL 60661. Telephone number: (312) 730-1560. E-mail: OCR.Chicago@ed.gov

EDUCATIONAL EQUITY POLICY GRIEVANCE PROCEDURE

Students, parents of students, or employees of the Rockwell City-Lytton and Southern Cal Community School

Districts have the right to file a formal complaint alleging non-compliance with regulations outlined in Title VI of the 1964 Civil Rights Act, Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973.

Level One - Principal of Immediate Supervisor

(Informal and Optional - may be bypassed by the grievant) Employees with a grievance of discrimination on the basis of sex, race, national origin or disability may first discuss it with their principal or immediate supervisor, with the object of resolving the matter informally.

A student or parent with a complaint of discrimination on the basis of sex, race, national origin, or disability may discuss it with the teacher, counselor or building administrator involved.

Level Two- Title VI, Title IX and Section 504 Compliance Officer

If the grievance is not resolved at level one and the grievants wish to pursue the grievance, they may formalize it by filing a complaint in writing on a Compliance Violation Form, which may be obtained from the Compliance Officer. The complaint shall state the nature of the grievance and the remedy within fifteen (15) working days from date of the event giving rise to the grievance or from the date the grievants could reasonably become aware of such occurrence. The grievants may request that a meeting concerning the complaint be held with the Compliance Officer. A minor student may be accompanied at the meeting by a parent or guardian. The Complained Officer shall investigate the complaint and attempt to resolve it. A written report from the Compliance Officer regarding action taken will be sent within fifteen (15) working days after receipt of the complaint.

Level Three- Superintendent

If the complaint is not resolved at level two, the grievants may process it to level three by presenting a written appeal to the Superintendent within ten (10) working days after the grievants receive the report from the Compliance Officer.

The grievants may request a meeting with a Superintendent or his/her designee. The Superintendent or his/her designee has the option of meeting with the grievant to discuss the appeal. The Superintendent or his/her designee will render a decision within ten (10) working days after receipt of the written appeal.

This procedure in no way denies the right of the grievants to file formal complaints with the Iowa Civic Rights Commission, the Federal Office of Civil Rights or other agencies available for mediation or ratification of civil rights grievances, or to seek private counsel for complaints alleging discrimination.

Title VI, Title IX and Section 504 Compliance Officer

NAME OR POSITION- Middle School Principal (Marc DeMoss)

OFFICER ADDRESS-Rockwell City, Iowa 50579

PHONE NUMBER - (712) 297-8111

OFFICE HOURS - 7:45-3:45 Monday through Friday

BLOODBORNE PATHOGENS COMPLIANCE

In accordance with the new OSHA standard, each school district is required to develop an occupational exposure to the blood borne pathogens plans. As a result of these new OSHA rulings and regulations, the use of universal precautions is now mandatory. Exposure control is a key provision.

Each employee is to receive instructions in the fall of the school year and/or on employment thereafter. If you do not receive these instructions it is your responsibility to notify the administration and or the school nurse.

Your responsibility is to follow these guidelines in your everyday practices while at the South Central Calhoun Middle School. Especially important is reporting and having an exposure follow up after an incident. There will be documentation for failure to comply with the rules and regulations, which could result in disciplinary action.

It is the policy of the South Central Calhoun Community School Districts not to illegally 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 districts' Equity Coordinator Wendi Geno, 1000 Tonawanda, Rockwell City, IA 50579, 712-297-7222, wgeno@scc.k12.ia.us.