

RIVERTON HIGH SCHOOL

RHS Faculty Handbook 2016 - 2017



*Imagination is more important than knowledge.
For knowledge is limited to all we now know and
understand, while imagination embraces the
entire world, and all there ever will be to know
and understand.*

---Albert Einstein

A SCHOOL EXPECTING EXCELLENCE AND ACHIEVING IT

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Mission Statement

Riverton High School is dedicated to providing students the opportunity to acquire the skills and knowledge to successfully meet the social, technological and economic demands of the future.

Continuous School Improvement Through Advanc-Ed / QPA

In this new cycle of District Level Accreditation, we will continue to use and track the strategies that we implemented during our last cycle. All teachers will need to include activities to address Common Core initiatives and effective strategies:

Goal #1: Improve problem solving skills across the curriculum.

Goal #2: Improve reading and writing skills across the curriculum.

Goal #3: Improve employability skills across the curriculum.

USD 404 Education Goals/Exit Outcomes

- 1. To have basic and vocational skills.**
- 2. To be a confident, independent person with positive self-concept.**
- 3. To have good life-long habits in physical, mental, and emotional health.**
- 4. To exhibit social skills with respect for others.**
- 5. To develop creatively an appreciation for beauty in the fine arts, cultures and nature.**

Characteristics of Effective Schools

- 1. Safe and orderly environment**
- 2. Climate of high expectations for success**
- 3. Instructional leadership**
- 4. Clear and focused mission**
- 5. Opportunity to learn and student time on task**
- 6. Frequent monitoring of student progress**
- 7. Home-school relations**

**A Staff Dedicated To Working Together To Develop A
Student-Centered School
With Learner-Centered Classrooms**

RHS Staff Members

ADMINISTRATION

Chad Harper - Principal
Shelly Livingston - Assistant Principal
Linda Wassom – Counselor

RHS FACULTY & STAFF

Randy Beyer -	Vocal/Instrumental Music	Casey Mayfield -	Communications
Delaina Brown -	Media Specialist/English	Debbie Nichols-	Credit Recovery
Lindsey Conway –	Communications	Kelli Pant –	Physical Education
Sara Davis-	Math	Paige Pate -	Foreign Language
Mia Elliott-	Health Science	Margaret Radlund -	Family & Consumer Science
Marty Falling-	Wood Tech/Technology	Lori Scantlin-	Choir
Randy French-	Art	Bronson Schaake-	Business Education
Jackson Heatherly-	Science	Michelle Sellars -	Math
Carla Henson -	Orchestra	Shannon Underwood -	Social Studies
Shannon Hill-	Technology	Jeff Warstler-	Math
Jayne Jones-	Science		
HT Kinney-	Physical Training	LaDonna Hughes -	Resource Specialist
Jacob Larison-	Agricultural Education	CJ August-	Special Education
Will Mallatt-	Social Studies	Jennifer Kafka –	School Psychologist

SCHOOL RESOURCE OFFICER

Brandon Hay

SCHOOL SECURITY OFFICER

Earney Donaldson

SUPPORT STAFF

Elizabeth LaTurner - Food Service
Angela Price - School Nurse
Bart Dugan – Maintenance Supervisor and Transportation Director
Bill Houser – Ass’t Maintenance
Ed Houser – Transportation Supervisor
Tim Shears – Custodial
Gary Neal – Custodial

MAIN OFFICE STAFF

Robin Dixon - High School Secretary
Teresa Falling - Technology Facilitator
Kyle Dannelley – Technology Assistant
Debbie Eichelberger – Infinite Campus Data Services

First Things First

Routines & Procedures Checklist For Teachers

By the end of the first week of school, teachers are to have discussed expectations and proper procedures for the following items.

Attendance	Classroom rules	Discipline steps
Tardiness	Homework	Behavior during intercom announcements
Textbook distribution	Safety rules	Distribution and returning supplies
Dismissing class	Neatness and quality of work	Labeling assignment
Due dates	Writing on back of paper	Signal for students' attention
Incomplete work	Talking during group work	Collecting assignments and homework
Missing work	Students adjusting lights and blinds	What students do when finished with assignments
Use of ink or pencil	Medications	Student movement in and out of the room
Grading methods	Use of computers/equipment	Student contact with teacher's desk
Emergency procedures/drills		

Teaching For Excellence

Getting Off To A Good Start – The first few days set the tone of learning and expectations for the rest of the year.

The first few days of the new year are crucial ones. This brief but important time sets the tone of learning and expectations for the rest of the year. First impressions are lasting impressions. No matter what the focus, (behavior, motivation, learning, safety and security) it is much easier to begin right than try to correct a poor beginning. Harry Wong is an excellent resource.

There are many things that you as a teacher can do to assure that classes start well:

Personalize your room. Make your classroom inviting. Posters and bulletin boards are a good way to let students know more about current events and topics related to your subject, and to create a positive outlook for your students with positive phrases and quotations placed around your room.

Greet students at the door. This is a good habit for everyday of the school year, not just the first day.

Begin the first day with an introduction of yourself. Also include a time to introduce students and/or allow students to make a brief statement about their summer, their goal for this year, etc.

Introduce yourself to parents by sending a letter or postcard home during the first week. Include your office hours, planning period time, and encourage parents to call or email if they have questions or concerns. If your class requires special supplies or a fee, let parents know when these items or money is due.

Establish classroom procedures, rules, consequences, and rewards. Discuss and post them in a visible location. Establish authority from the outset by talking about your expectations on the first day of class, and begin enforcing your rules on the first day.

Proximity is important. Avoid standing in one place when speaking to students. Move around the room frequently, and maintain eye contact with students. These techniques establish personal contact and good discipline.

Reinforce good behavior and conduct. It is important that pupils at all grade levels experience positive comments and reinforcement from the very beginning.

Conduct a self-evaluation at some point during the opening week. Take a look at your self-confidence and mannerisms. Examine your enthusiasm, credibility, empathy, sense of fairness, sense of humor, and display of values and expectations. Each of these qualities will contribute to the effectiveness of your discipline.

Call students by name. Calling students' by name not only helps with discipline, but it also lets students know that you personally and genuinely care about them as individuals.

Classroom Management

Effective teachers take time to establish classroom management procedures the first week of class.



Effective teachers plan, establish, and communicate consistent and positive disciplinary procedures.

This fosters an environment of mutual respect and responsibility

Discipline is essential to smooth functioning in schools and society. Most students think of discipline as punishing actions used against them in times of conflict or misbehavior. However, discipline is not a punishment. It is teaching students to impose limits on themselves. Discipline in the school and classroom means setting limits for students until they are able to set limits for themselves. Students are expected to behave in a manner, which is appropriate for their age. Students are responsible for knowing what the rules and consequences are in their classrooms and school. They are responsible for their own actions. Teachers are responsible for establishing, teaching, monitoring, and reinforcing appropriate and expected behaviors and procedures.

Develop relationships with your students that reflect caring and respect.

Dignity and respect are two key words to remember when dealing with negative or inappropriate behavior, with both students and adults. As we all know, some students may not always treat us with respect. Unfortunately, disrespect is a behavior learned through repeated negative experiences. Fortunately, learned behaviors can be changed. The best way to try to change disrespectful behavior is by modeling respect. Our students learn a great deal from observing how we relate to them as well as how we relate to other staff members...they watch to see if we practice what we preach. Students notice if we are responsible, respectful and positive. They learn by watching how we handle disappointment, frustration, stress, and anger. Every school has this 'invisible curriculum' being taught throughout the school day, and it is just as important as the textbook facts we teach our students. We begin teaching the moment we step into school.

Students have more need of models than of critics.

Common sense and experience tell us that teenagers, and even some adults, do not always know how to face or handle emotions associated with stress, frustration, embarrassment, confusion, and failure. Effective teachers plan ahead for these situations, and have taken steps to assure that they deal with them with a pro-active, rather than a re-active response.

Discipline is teaching. We can't do anything about the negative circumstances in a student's past, but we can do something about our actions and attitudes toward them, and we can provide them with opportunities to experience a positive environment.

Classroom Management

A Blueprint For Success



A research study on student achievement discovered 28 factors that govern student learning. When these 28 factors were ranked in order, the number 1 factor governing student learning was CLASSROOM MANAGEMENT.

Reminders For The Teacher

- Establish, communicate, practice, and enforce your behavior expectations from day one
- Plan and design lessons that keep students actively engaged in learning
- Start an activity immediately - the first ten minutes sets the tone for the remainder of the period
- Use proximity rather than calling the student's name, threatening or yelling
- Remain calm when dealing with misbehavior
- Avoid power struggles with defiant students
- Ignore minor infractions when possible
- Communicate with the students as soon as you see a pattern of misbehavior developing
- Be fair
- Be consistent
- Observe, and then reflect on the possible cause of the misbehavior
- Use behavior contracts when appropriate
- Treat student as you would want to be treated if you were doing something inappropriate



If communicating with parents is not on your list of classroom management strategies, it should be.

Making contact with parents is necessary and required.

Establish Expectations for Classroom Behavior

Establish clear rules – they should be explicit and the rationale for them should be explained.

Plan Ahead

Teaching discipline is as much a part of the teacher’s job as teaching subject matter. Teachers must ‘plan’ for teaching discipline just like they plan for their lessons.

Advanced planning of discipline procedures and strategies require extra time, resourcefulness and patience, but the rewards will be worth the effort. Teachers that have ‘established’ classroom management procedures eliminate many problems and disruptions before they occur, and are able to handle negative behavior without yelling, threatening, and allowing the student to gain control of the situation.

The behavior of the teacher sets the tone for the behavior of the students in the classroom.

Classroom Rules: Your rules should be simple and positive...avoid using the word **DON’T** in your list.



High school students need little more than these four basic rules:

- Be respectful to everyone in the room**
- Use class time wisely**
- Do quality work**
- Come to class on time and prepared to succeed**

Effective teachers are consistent – the rules and/or expectations are the same every day.

Classroom Procedures: Effective teachers establish procedures for handling routine tasks. **Classroom procedures must be clearly communicated, practiced, and modeled.** Examples of procedures: attendance, collecting and grading papers, late/make up work, dismissing class, student movement in the room, signal for student attention, technology interaction, etc.

Report and Referral Procedures

Behavior logs – Every teacher is encouraged to keep a behavior record on all students. Behavior log forms are available in the office, or teachers may use individual index cards. All behavior incidents should be recorded.

The following procedure should be adhered to with regard to classroom and hallway behavior management:

Class A Offenses: classroom disruptions, nuisance items, dress code, boy/girl relationships, minor respect/attitude problems, etc.

First offense: Classroom discipline as appropriate and first written reprimand.
Second offense: Classroom discipline as appropriate and second written reprimand.
Third offense: Teacher assigned detention (paperwork should be sent to the office for mailing).



A student should not be referred to the office for a minor offense without first being written up on two occasions with paperwork sent to the office.

A phone call to parents is usually the best tactic a teacher has to get 'results' due to student misbehavior, poor attitude, and/or failure to work in class.

Class B Offenses: defiance, disrespect, cheating, failure to serve detention, cutting, etc.

First offense: Teacher assigned detention (paperwork should be sent to the office for mailing).
Subsequent: Office referral (paperwork must accompany or be available at earliest possible convenience).

Class C Offenses: tobacco, threats, harassment, etc.

First offense: Office referral (paperwork must accompany or be available at earliest possible convenience). Teacher should escort student to the office.
Subsequent: **Office referral (paperwork must accompany or be available at earliest possible convenience).**

Class D Offenses: weapons, drugs/alcohol, fighting, etc.

First offense: **Teacher is to escort student to the office.** Office referral (paperwork must accompany or be available at earliest possible convenience).
Subsequent: **Office referral (paperwork must accompany or be available at earliest possible convenience).**

Tardiness:

First offense: Official warning by teacher.
Second offense: Official warning by teacher.
Third offense: Detention with teacher (appropriate paperwork should follow).
Fourth offense: Office referral (appropriate paperwork to follow).
Subsequent: Office referral (appropriate paperwork to follow).

With ALL referrals, an official form will need to be completed and signed by the teacher before any disciplinary action can be taken. The completed form is to be sent to the office with the student. It is understandable that in very severe situations a student may need to be sent or escorted to the office before the form can be completed. In this case, please complete the form and send it to the office with another student.

Procedures and General Information



Communication

Daily announcements will be published to the district website under Riverton High School and scrolling to Student Section. Please assist Robin by getting announcement information to her the proceeding afternoon or no later than 7:45am. Up-dates and additional announcements will be made as needed. However, announcements will not be made throughout the day via intercom during class periods, therefore it is critical for teachers, club sponsors, coaches, etc. to have announcement information in by the appropriate time. Please do not ask Robin to take this responsibility.

Bulletins. E-Mail, memos, and personal contact will be used for daily communication. Teachers are encouraged to check their e-mail at least two or three times each day.

Faculty Meetings will be held as scheduled or needed. Attendance is required. Most of this time will be used to discuss agenda topics as well as a time for our staff to share ideas, suggestions, etc. Faculty members who cannot attend a meeting will need see a building administrator prior to the meeting, and will also need to make arrangements with a department member to get handouts, and other meeting information.

E-Mail Etiquette and Protocol



All messages should be short and to the point.

Urgent and/or important messages should be delivered face-to-face.

The message isn't delivered until the recipient understands it.

Use group or mass mailings only when necessary.

Sign all messages.

Office/workplace e-mail should not be used to pass jokes, cartoons, and/or stories containing inappropriate languages or pictures.

Social Media

Staff members should be mindful of and understand the importance of maintaining proper decorum in the on-line, digital world as well as in person. Employees must conduct themselves in ways that do not distract from or disrupt the educational process. Staff should note the following (but not limited to) items of importance:

- Improper fraternization with students using Facebook and similar internet sites or social networks
- Inappropriateness of posting items with sexual content
- Inappropriateness of posting items exhibiting or advocating use of drugs and alcohol
- Examples of inappropriate behavior from other districts, as behavior to avoid
- Monitoring and penalties for improper use of district computers and technology
- Avoid the use of the school's name and logo on a teacher's personal website
- Possible penalties, including dismissal from employment, for failure to exercise good judgment in on-line conduct

The administration may periodically conduct internet searches to determine if teachers have posted inappropriate materials on-line. When inappropriate use of computers and websites is discovered, administration will bring it to the attention of the appropriate employees.

The School Board of USD #404 discourages school district staff from socializing with students outside of school in person or on social networking websites, including but not limited to MySpace and Facebook.

All school district employees, faculty, and staff who participate in social networking websites, shall not post any school district data, documents, photographs or other district owned or created information on any website. Further, the posting of any private or confidential school district material on such websites is strictly prohibited.

School district employees are prohibited from engaging in any conduct on social networking websites that violates the law, school board policies, or other standards of conduct. Employees who violate this policy may face discipline and /or termination, in line with other school board policies and/or collective bargaining agreements, if applicable.

Nothing in this policy prohibits employees, faculty, staff or students from the use of educational websites if such sites are used solely for educational purposes.

Access of social networking websites for individual use during school hours is prohibited.

Computer Acceptable Use

Employees shall have no expectation of privacy when using district e-mail, other official communication systems, computers, or electronic devices. E-mail messages shall be used only to conduct approved and official school business. All employees must use appropriate language in all messages. Employees are expected to conduct themselves in a professional manner and to use the system according to these guidelines or other guidelines published by the administration and board.

Any e-mail or computer application or information in district computers, computer systems, or electronic devices is subject to monitoring by the administration. The district retains the right to duplicate any information stored in the system or device or on any hard drive. Employees who violate district computer or electronic device policies are subject to disciplinary action up to and including termination.

Camera Use

Cameras may be used at school, on school property or at school activities or functions only if they are not disruptive, as determined by the school staff. Camera shall not be used in the classroom unless the photographs or videos taken are for an official or authorized school publication or broadcast. Cameras shall not be used in such a fashion as to inappropriately invade the privacy of others. No camera shall be used in any restroom, dressing area, or locker room. Cameras shall not be used to record confidential material, such as classroom material, tests, or grade book entries.

For the purpose of this section, "camera" shall be defined to include film cameras, movie cameras, digital camera, video cameras, cellular telephone cameras (capable of recording either still images and/or video), videophones, web cameras, and any other device capable of taking, storing, transmitting, or viewing pictures or video.

Absences

All absences should be completed in the AESOP system before 7:00 am. After 7:00 am contact building administrator via phone.

Unexpected Leave:

If you need to be absent due to illness or an unexpected situation, please contact building administrator. Please be sure to keep your substitute folder updated for these situations.

Expected Leave:

Teachers should refer questions regarding sick leave, personal leave, bereavement leave and the sick leave pool to the negotiated agreement. **PLEASE CHECK THE DISTRICT MASTER CALENDAR BEFORE REQUESTING PERSONAL LEAVE.**

In-Service Days: Please do not schedule appointments, vacations, conferences, workshops or meetings on days scheduled for in-service days. To help avoid conflicts, please check the master calendar now for scheduled in-service days. Requests for professional development activities should be completed and given to your building administrator. PDC forms are located in the office form bins.

Arrival & Departure: **Teacher contract hours are 7:45 am-3:20pm.** Teachers should either be in their classroom, supervising their hall area, or assigned duty area by no later than 7:45am each morning. Teachers are expected to remain in the building until 3:20pm. Occasionally, an appointment, meeting, or other personal business requires that you leave prior to 3:20pm, if this is necessary, please check out with a building administrator or secretary before you leave.

Substitutes: Each teacher will keep a substitute folder. The folder is to be left either on the teacher's desk or in their chair at the end of every day. Teachers are expected to keep their substitute folder updated with current class rosters, information sheets and alternative assignments. Be sure to leave adequate and appropriate work for your substitute. Substitute teaching is a difficult job. Do not leave a reading assignment without a written assignment, which is to be turned in at the end of the hour. Do not leave lecture assignments. Your substitute folder should have several alternative assignments available, in case your lesson plan for the day is not appropriate for the substitutes. **Movies and videotapes, which connect to content and enhance content learning, are an acceptable alternative assignment. However, asking a substitute to show a movie or tape just for the sake of having 'something' for the students to do is NOT acceptable. Plan ahead and be prepared for unforeseen situations that might require an unexpected absence.**

Field Trips: Learning does take place outside the classroom walls. Field trips can enhance and reinforce classroom teaching. However, field trips must directly relate to instruction and learning. Please complete a request form at least two weeks in advance of your trip date. Completed forms(s) are to be given to Mrs. Livingston for approval and in order to get the proper paper work and/or arrangements made. Please check the master calendar to avoid conflicting events and dates. Field trips which require students to be absent from other classes should be limited to one per semester, and should be scheduled at least one month in advance. All field trips should be taken prior to May 1. **It is the responsibility of the teacher to notify faculty and the cafeteria, upon approval, when students will be out of the building for extended trips. At least five days prior notice should be given.**

Students should not be allowed to participate in field trips without a permission slip on file, and a copy being given to the trip sponsor. The permission slip must contain the following language: "I acknowledge and agree that Riverton USD 404 is not responsible for any medical, hospital expenses and/or charges that are incurred in the medical treatment or hospitalization of my child."

Field visits/trips taken for the sake of 'going' somewhere or to eat lunch 'out' will not be approved. All field visits should have an educational objective related to course outcomes.

Guest Speakers: Please visit with building administration prior to scheduling a guest speaker. Please provide your speaker with check-in information, and let Robin know you are expecting a guest.

District Policies: Teachers are expected to comply with all district policies, procedures, and contractual agreements.

Faculty Grievance Procedure: A copy of the faculty grievance policy may be obtained from the superintendent as provided for in the district policy handbook.

Confidentiality: Please act as a professional....keep 'school businesses at school. Information, criticism, or personal feelings regarding students, staff, administration, or district policies should not be discussed as common conversation. If you have a concern, question, or criticism, please share your feelings with the appropriate people.

Instructional Equipment and Materials: Teachers are encouraged to take advantage of educational videos from our library and those available through Greenbush. The use of commercial videos should be cleared through the office. **Videos with a rating above a PG-13 should not be shown without permission from a building administrator.**

Medication: It is policy of the board that the public school should not provide students with any medication-including aspirin. The decision as to whether aspirin is needed is a form of diagnosis, and dispensing of this medication is a form of treatment. School officials do not have the legal qualifications to provide either. ANY school personnel, including the school nurse shall NOT practice unauthorized administration of aspirin or other non-prescription medication.

Dress Code:

Students: Please help in enforcing the student dress code. If a student has any type of clothing you feel inappropriate or in violation of the student dress code, please ask the student to comply with the dress code. If it is not something that can be corrected without an office referral, please let the office know immediately.

Teachers: Teachers are asked to represent themselves as professionals and serve as positive role models to students. Therefore, professional **dress is expected**... sweatshirts and pants, windsuits, jeans or denim slacks are not appropriate professional dress. However, Fridays are designated as dress-down days. Spirit attire or clothing with a school emblem is encouraged.... sweatpants are not appropriate.



Please wear professional dress to all workshops, conferences, school visits, field trips and school inservices – this includes Greenbush.

Horizontal Movement Across the Salary Schedule: Please see Mr. Berry if you are moving across the salary schedule. An official transcript is required to make this move. **THIS MUST BE DONE BEFORE SEPTEMBER 1.**

Teaching Certificate: Please be aware of the date your certification expires; it is the responsibility of each staff member to complete paper work and up-date certification. **Under state law, “certified employees must have a copy of their current certification on file in the Superintendent’s office. Any employee whose certificate has expired shall not be paid until it is made current.”** See Deb for application renewal forms. It is suggested that you begin the process 6 to 18 months prior to your expiration date.

Paychecks: Paycheck in your mailbox on the 25th of each month. Summer paychecks will be ready for pick-up or mailing on June 25th.

Professional Leave and Professional Development Opportunities: Staff members are encouraged to participate in professional growth activities. Teachers may request up to two professional days per year to participate in professional development activities and/or conferences. Time needed to attend to educational/graduate course work will be considered as professional leave. Additional professional days may be allowed, if your building administrator requests your attendance at a professional growth activity related to your content area or committee interest. The superintendent must consider additional days requested by a teacher for approval at least ten (10) days prior to the requested date of leave.

Please see Mr. Harper for PDC request approval. **All reservations, registrations, fees, and other details should be discussed with Judy at the Central Office.**

Inclement Weather: The superintendent is the only person who can cancel school due to inclement weather. In case of possible school closing, a School Reach automated call will be sent. The local television and radio stations will also broadcast the closing.

Departmental Budgets: Each teacher is provided with a personal classroom budget for supplies and equipment. Budget requests are due on or before April 1. Reserve funds must be spent by January 1.

**All purchases must have prior approval; completed through Skyward.
Reimbursement for items purchased without approval will not be approved.**



Please submit completed purchase request forms to Mr. Harper or Mrs. Livingston and Danny Weaver for all athletic requisitions for consideration and approval.

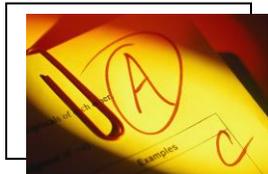
Beginning-of-the-year materials:

- Please submit a syllabus for all courses taught for the current year. **Syllabi should be approved by a building administrator prior to making student copies.**
- Please have your Substitute Folder to Robin by the end of the first week of classes. **The folder should be updated each quarter. Make sure to include up-dated class rosters. The folder should be left ON YOUR DESK when you leave each afternoon.**
- All class roster changes and/or corrections should be reported to the office by the end of the second week of classes. Computer updates and new rosters will be made at that time.

End-of-the-year checkout: Staff members will be given a list of all items/reports/forms requested by the office prior to the teachers leaving for the summer. These must be taken care of prior to the teacher being dismissed for the summer vacation.

Faculty Meetings: Attendance at these meetings is required. For staff members working in more than one building or more than one committee, a semester-rotation schedule will be provided. **If missing a meeting is unavoidable, please notify your building principal in advance**, and make arrangements with someone in your department /committee to collect handouts and provide you with the pertinent information from the meeting.

Assessment/Evaluation of Staff: Staff members will be provided with an evaluation schedule. Please refer to your Assessment/Evaluation Handbook for specific criteria and descriptors for the evaluation instrument. Informal walk-through visits will be made on a regular basis. Formal observations will be scheduled in advance.



Progress / Grade Reports

USD 404 Grading Scale

100-90 = A	79-70 = C
89-80 = B	69-60 = D
59 or below = F	

Student Progress Reports: Teachers will provide student progress reports after the fifth week of class for **all** students. Students with a grade of a 'D' or below should be mailed a copy of the progress report.

Advanced parent notification for students receiving an unsatisfactory progress report or a grade D or F on a grade card is REQUIRED. If you haven't made personal contact with the parent, then a D or F can't be justified. Personal communication and contact with parents regarding a student's progress, negative or positive, is encouraged at all times. *When parents have received a positive note or advanced notification of a negative report regarding their child, they are more likely to be cooperative and supportive during a parent/teacher conference. At the same time, parents have an extremely hard time accepting notification of a D or F on a grade report if they HAVEN'T been made aware of the situation prior to the grade report.*

Official notification of unsatisfactory progress and grade reports will be sent out from the main office on the designated dates. These mailing will be done by Robin. However, teachers who fail to have unsatisfactory notices and grade reports in on the designated processing date will be responsible for their own mailings.

Informal up-dates, communications, and progress reports should be mailed by teachers. Remember, Infinite Campus provides all the demographic information you need with regard to phone numbers, address, etc.

Semester Exams: Exams should focus on course outcomes. **A copy of your final(s) should be submitted to the office prior to the day scheduled for exams.** Please make sure your name, date, and the course title are on the exams. **Procedures and guidelines for semester finals will be covered at a later date.**

Schedule for Progress Reports and Semester Exams

September 23	Progress report provided to each student. D & F Reports due to Robin at 3:10pm.
October 14	End of 1 st Quarter
November 18	Progress report provided to each student. D & F Reports due to Robin at 3:10pm.
December 19-20	Semester Finals
December 20	End of 2 nd Quarter
February 3	Progress report provided to each student. D & F Reports due to Robin at 3:10pm.
March 10	End of 3 rd Quarter
April 21	Progress report provided to each student. D & F Reports due to Robin at 3:10pm.
May 23-24	Semester Finals
May 24	End of 4 th Quarter

Student Related Procedures

Hourly Student Attendance: Teachers are required to take hourly attendance using Infinite Campus. Although the office keeps the official attendance records, each teacher should also keep student attendance records.

Student Passes: Students should not be allowed to leave class without a “pass;” which is a symbol/object used at the discretion of the teacher. Students should be encouraged to use their time between classes wisely and to come to class with all necessary supplies and materials. Phone calls, office business, and other personal business should be taken care of during passing time, before school, or during lunch. Only students with emergency situations should be given a pass to leave class. Students are not allowed to leave the building for any reason without permission from the office – this includes teacher errands. Teachers are encouraged to impose a reasonable time limit based on each situation a student may need to be excused from class.

Media Center Guidelines: Student and teacher use of the library is encouraged as individuals and in class groups. Please use the following guidelines:

- Teachers should check with Mrs. Brown prior to sending students to the library.
- Teachers should not send more than four (4) students to the library at one time.
- The students should be sent with a ten (10) minute pass and with a specific task.
Free time or game playing is not allowed. If students will need more than the ten minute limit to work on an assignment or project, the teacher should make prior arrangements with Mrs. Brown.
- If a teacher sends more than four students, the teacher is required to be present in the library also.

Check with Mrs. Brown for the days designated as Middle School library day. Do not send high school students to the library on this day.

Teachers should not reserve the library computers for more than 1 week per month.



Supervision of Students

During Class Time: Teachers are legally liable for anything that happens to students while you are in or out of the classroom or while you are supervising any other activity area such as the gym, locker rooms, etc. **Please do not leave your classroom or activity area unattended.**

During Class Changes: All teachers are expected to be in the hall during the class change. The teacher’s presence will help eliminate possible behavior problems and also provide an opportunity to interact with the students outside the classroom setting. If we begin the year by closely monitoring inappropriate behavior and handling it promptly and consistently, it will make the rest of the year much easier and more pleasant for everyone.

Assembly Procedures

One purpose of assemblies, whether the focus is on supporting an athletic team, activity, organization, or providing a special presentation by a guest speaker, is to promote positive social skills and stimulate student involvement in the school outside of the classroom.

Students are expected to conduct themselves in a manner positively reflecting the school; respectful and courteous at all times.

Teachers are responsible for supervision during assemblies, as well as supervision of the halls when students are going to or returning from assemblies. Teachers are asked to monitor the behavior of their assigned class during assemblies. **Prior to assemblies, teachers should address appropriate behavior and expectations with students.**

The Student-Body President will begin all assemblies with the Pledge of Alliance. Teachers should see that all students are standing and using proper behavior during the pledge.

Inappropriate or misbehavior during assemblies should be handled according to handbook policy.

Class Sponsorships

- Freshman Class Sponsors:** Paige Pate, Jacob Larison
- Sophomore Class Sponsors:** Will Mallatt, Randy French, Delaina Brown, Amber Hardesty
- Junior Class Sponsors:** Sara Davis, Michelle Sellars, Casey Mayfield
- Senior Class Sponsors:** Sara Davis, Lisa Hall, Angela Price

Class Meetings: The first class meetings of the year will be scheduled within the first two weeks of the new school year. The purpose of the first meeting will be to elect officers. A list of the new officers should be turned into the office.

Other Class Meetings: All other class meetings will need to be placed on the calendar by a sponsor.

2016-2017 Class / Club Sponsors

National Honor Society		Math Club	Sara Davis
Student Council	Lindsey Conway	Science Club	Jayne Jones
FCCLA	Margret Radlund	Art Club	Randy French
FEA	Delaina Brown	Scholars Bowl	Carla Henson
FFA	Jacob Larison	History Club	Will Mallatt/Shannon Underwood
HOSA	Mia Elliott	Spanish Club	Paige Pate
Archery Club	Russ Ferguson		

Emergency Procedures

Teachers are to keep their Crisis Plan beside the classroom exit at all times. Procedures for severe weather, fire, and other emergency situations should be covered with each class.

For Students With Disabilities:

Classroom teachers are responsible for the safety and evacuation of ALL students in emergency situations.

Responsibility for *disabled students cannot be transferred from the teacher to a student.

Teachers are responsible for assisting all students, including disabled students from the classroom/building to the designated refuge area. Furthermore, the teacher is responsible for monitoring ALL students in the refuge area until dismissed by a supervisor. Supervision for students cannot be transferred from one teacher to another teacher.

*Students with disabilities includes anyone disabled, either permanently or temporarily, to the extent that such disability could interfere with speedy evacuation in an emergency. Examples include mobility, vision, or hearing impairment as well as an impaired cognitive functioning level.