

# SHMS STAFF HANDBOOK

"Our mission at Spring Hill Middle School is to equip our students with the skills necessary to reach their full potential and to compete globally in a mutually respectful, secure and nurturing learning environment."

## 2019-2020

*"Champions of Learning"*



**Pamela Lewis, Principal**  
**Lamorris Smith, Assistant Principal**  
**Beth Tippet, Assistant Principal**

**SPRING HILL MIDDLE SCHOOL**  
**Support Staff**

**ADMINISTRATION**

Mrs. Pamela Lewis, **Principal**  
Mrs. Elizabeth Tippet, **Assistant Principal**  
Mrs. Towanda Hammond, **Assistant Principal**  
Ms. Estella Johnson, **Instructional Facilitator**

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TBA  
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**OFFICE PERSONNEL**

Lynette Gibson, **Data Manger**  
Janet Jacobs, **Receptionist**  
Audrey Kingston, **Secretary/Admin Asst.**  
Lacy Barton, **School Resource Officer**

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akingston@scotland.k12.nc.us  
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**Support Staff**

Debbie Mears, **School Nurse**  
Lorena Fehlman, **Social Worker**  
Christina Snell, **Guidance Counselor**  
Ruth Ann Harris, **Media Specialist**  
Amy Locklear, **Mental Health Worker**  
TBA, **Attendance Liaison**  
Yvette Harris, **EC Program Specialist**  
TBA, **Instructional Management Coordinator**  
Edward Cain, **In School Suspension**  
Robin Miller – **Academic Tutor**  
Betty Murphy – **Teacher Assistant**  
Niquetta Dockery – **Teacher Assistant**  
Carrie Laws – **Teacher Assistant**  
August Chavis - **Indian Education Teacher**

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**Custodians**

Horatio McLean  
Michael Yates  
TBA

The following alphabetized list (of staff members and responsibilities) provides a quick guide as to who to contact pertaining to concerns or questions you may have.

### **Leadership Duties and Responsibilities at a Glance**

<b>Department/Issue</b>	<b>Contact</b>
AIG	Pam Best
Announcements	Janet Jacobs / Ruth Ann Harris
Athletics (Sports Teams, Schedule, Game Duties)	Dan Hersey & Beth Tippet
Attendance (Staff)	Audrey Kingston
Beginning Teachers	Candice Eley
Buses and Transportation	Beth Tippet
Cafeteria	Amanda Bryant
Calculators	Estella Johnson
Calendar (School)	Towanda Hammond / Ruth Ann Harris
CFST: Child and Family Support Team	Lorena Fehlman
Clubs	Towanda Hammond
Crisis Plan	Beth Tippet
CTE Department / Job Shadowing	Jody Odom
Cumulative Folders / Records	Lynette Gibson
Curriculum and Instruction	School Administrators/Estella Johnson
Custodians	Beth Tippet
Discipline	Beth Tippet (6 <sup>th</sup> Grade & 7 <sup>th</sup> Johnson's Team) Towanda Hammond (7 <sup>th</sup> Grade Williams' Team, AIG & 8 <sup>th</sup> Grade)
Elective Team	Jamie Bream
English Language Arts Department Chair	Tonia Johnson
EVAAS	Pamela Lewis
Exceptional Children Department	Towanda Hammond
Facilities / Maintenance	Beth Tippet
Field Trips	Towanda Hammond / Audrey Kingston
Friday Review Staff Newsletter	Towanda Hammond / Audrey Kingston
Fundraising	Towanda Hammond / Audrey Kingston
Furniture	Beth Tippet
ISS	Towanda Hammond / Edward Cain
Keys (Building, Office Furniture)	Audrey Kingston
Lockers	Ruth Ann Harris
Mail	Janet Jacobs
Mathematics Department Co-Chairs	Michelle Williams / Theresa Houston
MTSS	Beth Tippet
New Enrollments	Lynette Gibson
Parent Teacher Organization (PTO)	Pam Lewis
Payroll	Audrey Kingston
Physical Education Department	Dan Hersey
PowerSchool	Lynette Gibson
Professional Development	Estella Johnson
Professional Learning Communities (PLCs)	Estella Johnson

Report Cards	Lynette Gibson
Reimbursements	Audrey Kingston
Schedules	Lynette Gibson
School Improvement Team	Candice Eley
Science Department	Candice Eley
Social Media	Ruth Ann Harris / Leigh Carter
Staff Attendance and Leave	Pamela Lewis / Audrey Kingston
Student Attendance	Lynette Gibson
Supply Requests	Janet Jacobs
Technology Repairs and Requests	Ruth Ann Harris / Estella Johnson
Testing & Accountability	Beth Tippet
Textbooks / Curriculum Resources	Estella Johnson
Volunteers	Audrey Kingston
Work Orders (Maintenance)	Beth Tippet & Audrey Kingston

### **SHMS Best Practices**

We are top-notch at Spring Hill. The following practices will be utilized to ensure success of our students and within our professional practices: 1) We are up and about during instruction; 2) We are kind and nurturing to students; 3) We have a listening ear for concerned parents; 4) We have classroom environments where students are determined to get in, not out! (Engagement) 5) We are family & support one another. 6) We focus on data to make the best decisions. 7) We base our decisions on student needs. 8) We are Spartans and we are committed to Spartans!

### **Classroom Management**

Classroom Rules and Consequences should be determined by the teachers and staff on each team with student input. These should be posted in ALL classrooms by the second week of school. This includes the Elective Team, as well.

### **HALLWAY BEHAVIOR**

Instruction is a top priority. All staff members should expect exemplary behavior of students during hallway movement, bathroom usage, locker visits, during morning arrival and afternoon dismissal. Staff members should model the behavior we expect of our students.

Students will abide by hallway rules while transitioning: Use the RIGHT SIDE of hallway; Use a 0-1 VOICE LEVEL; Use RESPECTFUL LANGUAGE and TONE; WALK the hallway in a CONTROLLED MANNER; SINGLE FILE with TEACHER;

### **SUPERVISION – DURING/AFTERSCHOOL HOURS**

SHMS students must be supervised at all times by employees of SCS. Failure to provide supervision for students in your care can result in disciplinary action, including dismissal. This pertains to the classroom, hallway, cafeteria, all after school events, including sports, etc. Supervision by adults that are not employed by SCS, does not excuse the assigned employee from liability.

### **CONFISCATED ITEMS**

Staff members are financially responsible for items in their care, should they be damaged or lost. Items should be submitted to the front office immediately with an identification slip attached (provided by the office). Parent contact should be made by the staff member to inform the parent that the item was confiscated, submitted to the office and he/she should make arrangements for pick up.

## **CODE OF ETHICS / DUTIES OF TEACHERS**

- NC Department of Instruction Code of Ethics

<http://www.ncpublicschools.org/docs/effectiveness-model/ncees/standards/code-of-ethics.pdf>

- SCS Personnel Policies

[https://boardpolicyonline.com/bl/?b=scotland\\_county#&&hs=TOC%3a7](https://boardpolicyonline.com/bl/?b=scotland_county#&&hs=TOC%3a7)

- Duties of a Teacher

[https://www.ncleg.net/EnactedLegislation/Statutes/HTML/BySection/Chapter\\_115C/GS\\_115C-307.html](https://www.ncleg.net/EnactedLegislation/Statutes/HTML/BySection/Chapter_115C/GS_115C-307.html)

## **SOCIAL MEDIA**

- Social Media should be used on staff member's personal time
- Employee use of social media is prohibited from communicating with current students through non-school controlled social media or "friend"/"follow" without parent permission except to the extent that the employee and student have an appropriate relationship which originated outside of the school setting.
- Employees shall not make social posts that negatively impact their ability to perform their jobs.
- The school board respects the right of employees to use social media as a medium to self-expression on their personal time. As role models for the school system's students, however, employees are responsible for their public conduct even when they are not performing their job duties as employees of the school system.

## **Exceptional Children Program Guidelines**

### **Confidentiality**

All information pertaining to EC children is confidential. At no time should the identity of an EC student be revealed through email, photocopying, photography and or verbal communication. Information pertaining to EC students is on a "need to know" basis with individuals that are directly involved with the student.

### **Services**

It is the responsibility of all staff members attached to the EC student to provide EC services as indicated on the child's IEP. It is the responsibility of the EC teacher to always keep those staff members attached to the EC child notified and updated throughout the school year of details of the IEP. Failure to follow service times, instructional needs and/or accommodations can and will result in disciplinary action.

### **Documentation**

Both the EC teacher and regular education teachers (Elective and Core) must keep documentation as proof of service delivery and/or implementation of all components of the IEP. This includes any service / accommodations of behavior needs, as well, as listed on the IEP / BIP.

### **Exceptional Children Folders**

At the school level, the EC folder that includes the student's individual education plan (IEP), psychological results, social history, etc. is to be kept in the records room. Records are not to be left in the EC classroom. The information within the EC record should be available to teachers currently teaching the EC student. The sign off sheet located inside the front cover of the EC record should be signed to document whenever anyone reviews the record including EC teachers, reg. ed. teachers, Elective teachers, etc.

## **FIELD TRIPS**

Field trip request forms will only be accepted at the beginning of school for fall/winter field trips and in December for spring trips. Field trips may only be planned between August and April, unless special permission is granted.

Field trip fees cannot be collected from students for a learning opportunity that is an extension of the curriculum, but donations can be accepted from parents and/or community. It may be necessary for teams to fundraise to supplement more expensive trips and/or additional field trips, if the team chooses. Students can only be charged for extracurricular field trips not intended to extend the learning of curriculum/content. In the event there are safety concerns due to student behavior/health, an administrator should be notified immediately to determine next steps for individual students. \*\*\*Teams should utilize parents and community members for chaperones. Fellow co-workers and staff members should not be used as chaperones to protect the instructional day of other students.

### **FINANCIAL RESPONSIBILITIES**

Teachers will receipt all monies on a daily basis. Teachers will balance monies collected against receipts issued daily. All monies collected must be submitted to the School Bookkeeper no later than 12:00 P.M. each day. Monies should only be submitted to the bookkeeper or an administrator in the event the bookkeeper is absent. Under no circumstances should monies collected from students be taken home or left in classrooms overnight.

Although a school has multiple accounts pertaining to clubs, athletics and academics, money spent must be approved PRIOR to purchasing/ordering items. Staff members will not be compensated for money spent when receipts are presented for reimbursement after a purchase has been made without prior approval.

Balances in school accounts may be transferred at the end of the year to the general fund to utilize for the following years' start up at the principal's discretion.

### **Healthy Active Children Policy (HAC)**

The state of North Carolina requires that students have the opportunity to be educated about health and also to be active in the school setting. The HAC Policy states that no staff member shall use exercise as a punishment NOR will staff members withhold activity/recess due to behavior. To meet per week exercise requirements, please ensure that you provide students with vigorous walking opportunities after lunch and also provide **active** brain breaks throughout the day. Students that did not earn TLC, should be given the option to complete indoor TLC.

### **STAFF DRESS CODE**

- Avoid attire that is provocative and/or distracting to the instructional day.
- Shoes should be professional in look. Flip flops and athletic shoes should be worn ONLY on non-instructional days.
- Fridays are spirit days which include jeans and spirit shirts for our school or district. Personal college spirit shirts are acceptable, as well.
- Hats, visors, hair wraps, bandanas, etc. should be not be worn.
- Revealing neckline, bare midriffs, shirt skirts/dresses and/or tight clothing should be avoided.
- The dress code expected of students should be modeled by staff members.

### **GUIDELINES FOR STAFF MEMBERS WITH CHILDREN AT SPRING HILL**

- Upon arrival in the mornings, your child should report to their assigned teacher once the bell rings.
- Further contact throughout the day should be limited. Procedures should be followed set forth for other students when homework is forgotten, a document is not signed, a lunchbox is left at home, etc.

- If an emergency situation arises that requires your child's notification (ex. you are sick, transportation has been changed, etc.), please call the front office and notify the receptionist. Notification will be delivered to your student at the end of the day, when all students are given messages.
- If your child gets sick at school, teachers will be instructed to send him/her to the nurse. The nurse will assess your child and will make a decision about whether to contact you or not; and,
- Your child may report to your classroom at the end of the day when bus students are dismissed. To avoid disturbing other staff members at the end of the day, children should not leave his/her parents' classroom.
- Family members, including children should not attend Spring Hill Middle School during regular student days to protect the instruction of the students assigned to your care. Children are allowed on campus during teacher work days as long as they are monitored within the classroom and do not disturb the work of co-workers.

### **HALL PASSES**

All teachers will be given hall pass lanyards for student use. Each pass provides permission for ONE STUDENT to leave the classroom. At lunch, teachers should direct students to Mrs. Laws for a pass to use the restroom and/or visit the front office. \*\*\*Movement in and out of the classroom should be very limited to protect instructional time.

### **LOCKERS**

Students will be assigned a free school locker and lock and are expected to use it to safeguard their possessions. Book bags should be placed in lockers for an added safety precaution. A roster of locker assignments which include the student's name, locker number, and combination number are to be submitted to the media specialist for school purposes. Teachers should notify students that they are not to share lockers due to liability purposes.

### **GYM LOCKERS**

Gym lockers are available to students during PE. Students should be encouraged to bring their own lock to secure items. Cell phones and other items of value should be kept in their assigned homeroom locker and not taken to gym class. This will prevent theft and damage to personal belongings. The school is not responsible for items left unsecured in gym lockers.

### **PLANNING/PLCs/LESSON PLANS**

All certified staff members are expected to attend, arrive on time and participate in planning and PLC sessions. Lesson plans should be placed in the correct Google Folder by the Sunday before they will be taught.

### **STAFF REPORTING**

State Law mandates that staff report incidences of student abuse, suicide and/or ideas of homicide immediately to an administrator. Reports should be made immediately to administration upon notification of an incident. Staff members' failure to report to an administrator could result in serious disciplinary action and/or dismissal.

### **DISCIPLINE**

- District policy must always be followed when disciplining a student.
- Educator's Handbook should be used to document a minor incident and/or to refer a student to the office.
- At no time should students be sent to the office for disciplinary action. A phone call should be made to the front office to have an administrator report to the staff member in need.
- ONLY administrators can assign students to ISS. This includes assigning silent lunch, short bounces, etc. by staff members.

- PBIS bounces should be utilized with a bounce partner. Avoid sending students where teacher-student conflict may occur, classmates may cause further disruption, etc. A phone call must be made to the receiving teacher before a student is sent to his/her bounce classroom.
- The SRO may not be contacted to assist with discipline. An administrator will determine when the SRO should be involved.
- Once a student has been referred to the office, the staff member has relinquished their rights to handle the situation. District policy will be followed to assign consequences.
- Administrators should not be the first person to contact a parent about a disciplinary infraction. Staff members should always make contact first to communicate the issue and establish a rapport with the parent.

### **INTERNET LIABILITY / PHOTO PERMISSION**

Staff members are responsible for ensuring that students have secured parent permission before allowing them to access the internet or before allowing someone to post pictures of individual students on social media.

### **Promotion and Retention of Students**

Maintaining contact with parents and guardians is of utmost importance. For that reason, when students are at-risk of being retained, teachers are to notify parents of such as follows:

1. By **February 1**, each year, the parent/guardian of possible retentions shall be notified by mail, notifying him/her of the child's risk of retention. Additional personal contact should have been made throughout the year concerning academic issues.
2. Notification should be made throughout the year to parents indicating the possibility of a retention. Documentation should be kept of phone calls, CFST meetings and MTSS meetings.
3. Only students on Tier 3 of the MTSS process should be considered for retention. This shows that every effort has been made to provide supports for success.
4. Parent/guardian concerns should be considered but may not constitute the determining factor for a final decision regarding promotion/retention. This decision shall be made by educators based on student progress, student attendance, and what is best for the student. Per state law, the final decision rests with the principal. North Carolina statutes give principals the authority to "grade and classify" students (G.S. 115c-288A). At no time should a teacher notify or inform parents that their child will be retained.

### **Staff Attendance / Tardies**

All staff members are expected to report to work each day and arrive on time.

- The principal will be notified 5 days prior to an absence. Approval must be gained, by the principal, before scheduling in the attendance system established by the district.
- If there is an unforeseen absence (sickness or emergency), a direct phone call should be made to the principal (no text or email) by 6:00am the morning of. The later the call, the greater the possibility coverage cannot be arranged. In the event students are left unsupervised or lack of care provided due to failure to follow this procedure, disciplinary action could result. Calls after 6:30 may require that the staff member report to work due to the inability to secure a substitute.
- It is the responsibility of instructional staff to secure their own substitute through the attendance system utilized by the district. Office staff are not responsible for scheduling substitutes.
- Staff attendance and tardies that are not excused and that are excessive will be utilized in overall evaluation purposes. Dismissal may be the result of excessive attendance and tardy issues that impact the success of students and the overall safety of the classroom and school as a whole.
- Staff members are expected to arrive to school by 7:55am each day and remain on campus until 3:45pm each afternoon. Failure to observe these hours could result in students being left

unsupervised and/or duties left without an assigned staff member. Disciplinary action can be taken for neglect of duties.

- Planning periods should be utilized for instructional planning and/or taking care of school business related to teaching and learning. In the event, a staff member should need to leave campus, he/she must seek principal approval.
- Gaining approval from an office staff member does not take the place of administrator approval. Protocols listed above must be followed for leaving campus, scheduling an absence and covering students when tardy.
- Established dates on the calendar for staff members are required (for example, parent nights, faculty meetings, etc.) All doctors' appointments and other affairs should be planned around these dates.

### **Staff Cell Phone Use**

To maintain consistency in our school and to model for students that cell phone use is not appropriate during instructional time, staff cell phones should be put away. Staff cell phones may be used during planning periods when they are not involved in planning and/or meetings scheduled by the school and/or district. Using cell phones in the presence of students on campus is inappropriate (i.e., cafeteria, hallways, TLC.) This applies to staff members that are not assigned to students, as well.

### **Student Attendance**

It is mandatory that teachers complete attendance daily in Power School before 9:00 AM. Keeping an accurate record of attendance and tardies is critical and your legal responsibility as a teacher [See General Statute 115C-307(g)].

### **Communication with Parents/Guardians**

It is vital to keep an open line of communication between the school and home. Staff members should communicate frequently with parents concerning progress and/or concerns with both academics and behavior. The REMIND app, newsletters, email groups, etc. are strongly encouraged to keep parents/guardians abreast of school happenings. All materials from the school level should be distributed, as directed, in a timely fashion.

### **Telephone Use**

The office phone is primarily for school business. The office will call any teacher or student to the phone in an emergency only. However, under normal conditions, messages will be taken and placed in teachers' boxes. Students will be called to the office during the end-of-day announcements to receive messages taken during the day.

### **Teacher Workdays**

Workday hours for teachers are 8:00am - 3:30pm, with an hour and 15 minute lunch. Dress down clothing may be worn on Teacher Workdays.

### **Video Use**

Videos to be viewed in classroom are only to be directly aligned with curriculum standards. Entire movies are discouraged that may take multiple days of viewing. Students should be given assignments during the viewing of videos to hold them accountable for information. All full-length videos must be pre-approved by Estella Johnson, the Curriculum Facilitator and included in the teacher's lesson plans. For videos that may include political and/or PG13 content, administrator and parental approval are required.

### **Visitors**

Family members, including children should not attend Spring Hill Middle School during regular student days to protect the instruction of the students assigned to your care. Children are allowed on

campus during teacher work days as long as they are monitored within the classroom and do not disturb the work of co-workers.

### **Coaching Staff**

Coaching staff are held to the rules and regulations of the DPI Middle School Athletics Handbook. Students participating in workouts, tryouts and/or seasonal sporting teams, must have a current sports physical and signed concussion form on file in the front office. It is the Athletic Director and coach's responsibility to ensure all students are eligible for participation BEFORE trying out and/or joining a team. In the event a student is injured on or off the field relating to athletics, administration should be notified, the parent should be contacted immediately and an injury report completed and submitted to the school nurse.

### **The School Improvement Team**

The statute for School Improvement Team membership and election is found in 115C-105.27(a). Mandatory membership on the team by law includes the principal, representatives of the assistant principals, instructional personnel, instructional support personnel, teacher assistants assigned to the school, and parents of children enrolled in the school. The representative school personnel mentioned above (not parents) must be elected by secret ballot. Parents must be elected by parents of children enrolled at the school. This would be done by the PTA/PTO.

### **School Crisis Action Plan**

#### **SCHOOL CRISIS ACTION TEAM MEMBERS**

Mrs. Pamela Lewis – Principal  
Mrs. Beth Tippet – Assistant Principal  
Mrs. Hammond – Assistant Principal  
Mrs. Christina Snell – Guidance  
Miss. Audrey Kingston – Bookkeeper/Administrative Assistant  
Ms. Lynette Gibson – Data Manager  
Mrs. Debbie Mears – School Nurse  
Mrs. Lorena Fehlman – Social Worker  
Mr. Dan Hersey - Athletic Director

\*School Crisis Team members will meet in the Nurse's office, when it is safe to meet for "Code Blue," "Code Red" and "Code Black".

### **SCS GRADING POLICY**

#### **Grading Scales**

In each course, the academic grade a student earns shall reflect the student's mastery of NCSCOS content objectives and satisfaction of attendance requirements. The content grade should not reflect the student's conduct or social habits. Students should not be graded on student and parent behaviors (i.e. progress report signatures, student talking during a quiz, bringing needed materials for the class etc.).

#### **Academic Grading Scale for Grades 3 – 12**

A = 90 – 100 (Superior Mastery)  
B = 89 – 80 (Mastery)  
C = 79 – 70 (Progress Toward Mastery)  
D = 69 – 60 (Partial Mastery)  
F = Below 60 or excessive absences (Not yet Mastered)

\*Mastery is synonymous with "proficiency"; thus, a student mastering 80% of objective-based work is deemed proficient in that content area.

## **Grading Criteria**

### Standard Level Courses

- o 10% Homework
- o 40% Class work (includes class work, quizzes, etc.)
- o 50% Tests (includes unit tests, projects, common assessments, essays, etc.)

### Advanced Placement & Honors Courses

- o 10% Homework
- o 30% Class work (includes class work, quizzes, etc.)
- o 60% Tests (includes unit tests, projects, common assessments, essays, etc.)

o Teachers shall not assign group grades. Teachers shall assess the work and contributions of each individual student when grading collaborative assignments.

o Attendance, effort, volunteering in class, lateness to class and other student compliance behaviors or disciplinary actions shall not be considered when calculating student grades unless the behaviors are specifically outlined in the student's IEP.

Student behaviors shall only be reflected in the comments that teachers make on the progress reports, report cards, communicated to parents via phone calls, conferences or written communication, or handled through the school's disciplinary policies and procedures.

## **No Zero Policy**

- For clarification purposes the following grading will be required:

o The grade that the student receives should be entered initially; thus, entering a grade of a 50 at the end of the nine weeks report card grade. Progress reports should reflect the actual average at that point in the quarter.

o If a student still has an opportunity to submit make-up work, missing assignments should be left as blanks, as opposed to 0s.

- If the student is not required to complete the assignment, click "Exempt" on the "Enter Marks/Comments" page.

- Teachers are required to utilize the automated comments in PowerSchool to indicate whether an assignment was "not submitted", "not yet mastered", etc. All students/parents should be provided comments on their report card for feedback concerning grades.

## **Test Retakes**

### - Philosophy

o The purpose of an assessment is to measure a student's mastery of an objective. While pre-determined dates are set for all assessments, it is unrealistic to believe that every student will master the given material in the same amount of time; however, the demands of a pacing guide require us to have a timely structure in place. Therefore, after a student takes an initial test where mastery is not yet obtained, more time may be needed to complete the mastery learning process. In this case, the student must engage in an intervention prior to re-taking a test to show mastery. Therefore, the goal of re-taking a test is not only the improved grade, but mastery of the concepts and skills.

### - Opportunity

o In re-taking tests, there is a great opportunity for both teachers and students. Teachers have the opportunity to explore more creative ways to teach content and to address misunderstandings. Students have the opportunity to take ownership for their learning to fill a gap in understanding. Students will be able to re-take a test only once.

### - Guidelines

#### o Evidence of Intervention

- This process should be led by the teacher, but owned by the student. Intervention can take many different forms depending on the circumstances. The following interventions

include, but are not limited to:

- If less than 80% of a class has "not yet mastered" an objective, TIER I interventions should be documented

#### o Logistics

- Re-takes should be administered within approximately 10 days of the original test and after the MTSS process has occurred. Barriers that exist to a student being able to re-take a test should be removed. Thus, if a student is unable to stay after-school to re-take a test, teachers should make arrangements to allow the student to re-take the test before school, during class time, or during lunch. When applicable, re-takes should be provided to the majority of the class if the majority of the class has not reached "mastery".

#### o Grading

- For any re-take, a student will receive the grade of their greatest mastery (think SAT, EOC, EOG scoring). In other words, if they initially received a "54" and then scored a "75" on the re-take, the highest grade will be entered into PowerSchool, not the average. (Highest grade received on a test retake of 80)

### Homework

#### • Policy

- Homework assignments shall be meaningful and aligned to standards being taught. They shall be directly related to the course outcomes, rigorous and differentiated based on individual students' needs.

- Homework should be used to prepare students for subsequent lessons.

- Homework should be used as practice or review to strengthen concepts and skill development.

- Homework should be used to evaluate what students know by applying, extending or refining their knowledge and understanding through projects or other assignments.

#### o Amount

- The amount of homework should be appropriate to the students' needs and abilities; moreover, the total amount of homework from all the students' classes should be reasonable. In calculating a reasonable amount of homework, use the Ten-Minute Rule (Cooper, 2006). This rule states that a student should have approximately 10 minutes of homework per grade level. For example, a first grader should have no more than 10 minutes worth of homework per night; a sixth grader should have no more than 60 minutes, etc. This rule should be used as a guideline and not interpreted as policy.

- Assigning collaborative or group projects for homework can be problematic for students. Teachers who assign collaborative or group projects for homework shall do so with discretion and the knowledge of the inherent obstacles that such homework can present for our students and families for example, lack of technology or internet access at home. Teacher should adjust their expectations accordingly to reflect the best interest of all students involved.

### **Pass the Final Exam and Fail the Course**

- Any student who passes the final exam and still has a failing grade must request a committee meeting and prove that he/she has mastered at least 70% of the material as pre-determined by the content area teachers. The committee will be made up of the administration and teachers.

### **INTERIM REPORTS – K-12**

- Regular communication with parents/guardians by means other than formal report cards should take place throughout each nine weeks.

- Interim reports should be sent home at least once each report card period. It is strongly encouraged this is completed more than once.

-No parent should be surprised by a grade due to failure to communicate on the part of the teacher/school.

-Students may not be punished for not returning an interim report/report card. In the event students do not return the report, parent contact should be made on the part of the teacher.