

WEST BRANCH HIGH SCHOOL
STAFF HANDBOOK
2018-2019



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STAFF HANDBOOK 2018-2019

Preface

This handbook is intended to be a reference for administrative practices and procedures at West Branch Community Schools. It follows the general guidelines established in school board policy. The more familiar you are with the contents of this and other handbooks, the smoother the year will go for everyone.

Keep this with the Student Handbook, School Improvement Plan, Activity Handbook and Emergency Procedures Manual so that you will have access to necessary information for yourself and your students.

Equity Statement

104.01 ANNUAL NOTIFICATION OF NON-DISCRIMINATION POLICY STATEMENT

The West Branch Community School District offers career and technical programs in the following areas of study:

Agricultural Business & Management
Construction Trades
Health Services/Allied Health/Health Sciences, General Business Education (new, replacing Family & Consumer Science)

It is the policy of the West Branch Community School District not to discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have any questions or a grievance related to this policy please contact the district's Equity Coordinator, Jessica Burger, Elementary Principal, 148 North Oliphant St., West Branch, IA 52358, 319-643-7211, jburger@west-branch.k12.ia.us.

West Branch Core Beliefs

1. A quality school system is responsive and accountable; and requires fair treatment, honesty and respect.
2. Learning and teaching are the responsibilities of every individual in the community.
3. All students are valued and important.
4. All students are able to learn.
5. It is important to have positive relationships among students, staff and parents because it is a critical role in meeting the learning needs of all students.

We expect all members of the school community to behave in a socially responsible manner, to be open- minded and tolerant of others, and to take ownership for their learning. The learning environment must be one which promotes essential learning and develops attributes such as leadership/teamwork, problem solving, communication, democratic principles, service to others, personal wellness, and environmental and career awareness.

Our Purpose Statement - Mission of District

The West Branch Community School District creates a collaborative partnership through students, family, teachers, staff and community, while providing appropriate learning opportunities to meet the needs of all students so they can become effective community members.

As a staff we are committed to providing relevant instruction, modeling effective teaching practices and creating a powerful learning experience. Each student will be challenged to perform at high levels, think critically, and make informed decisions. We will take willing students at their present skill level and move them as far as possible in basic academic skills and performance competencies. Every student will be prepared for life-long learning, economic independence and productive citizenship.

ABSENCES (Employee)

Contact Ruth between 6:00-6:30 A.M. in the event of illness or some other emergency on a workday. The phone number is 643-7377. For all other absences a request for leave will be turned into the building principal prior to such leave. The office will complete the absence report section of the leave form if a substitute is necessary.

Please avoid planned absences during professional development. The community has given us this time to focus on improving our instructional practices.

When substitutes can't be found, other staff members are enlisted to "cover" for missing teachers. Both colleagues and other substitutes very much appreciate organized lesson plans with meaningful work for students to complete.

It is well worth your time to go over with your classes how they should behave in your absence. A class that is accustomed to working throughout the period is much easier for substitutes to supervise.

Keep in mind that leaves are covered by the Master Contract. Exceptions must be worked out with the Superintendent.

ABSENCES (Student) – TEACHER RESPONSIBILITIES

As teachers, the key to the success of this policy can be found in these areas:

1. Making each class a worthwhile experience (when a student misses class, he/she misses material that they must know.)
2. Students understanding from day one that when they miss class they will be responsible for the work they have missed.
3. Being accurate when attendance is being taken.
4. Have procedures in place for students to find missing work and schedule missed assessments.

Attendance will be taken each period. The office secretary will have a complete record of attendance based on your reports. If, at any time, you feel it necessary to check student records, these are available. Keep the office informed of any students who are missing your class and need further incentive or follow-up regarding attendance.

ACCIDENT REPORTS

Any accident that occurs on the school grounds should be reported ASAP to the school nurse in writing. This is valid for both students and staff accidents. "Unusual occurrence report forms" can be obtained from the building office. Considering insurance settlements and the possibility of litigation, the need for accurate and complete written records is vital.

All accidents and illness must be reported to the office immediately. Accident reports, must be filled out by adult witnesses for children or the staff member who is injured. Sick children must never be sent home without first contacting the principal's office.

ACHIEVEMENT TESTS

The Iowa Assessment tests are given in grades 3-11 in October. The MAP assessment measures Language Usage, Mathematics, Reading, and Science Concepts and Processes. Staff is encouraged to administer the MAP test each fall. Spring testing is required for these 4 course areas. Look for information from the principal's office regarding testing windows.

ASSEMBLIES

Organizations may, with administrative approval, organize school assemblies or special activities for the student body. Faculty will usually be given at least a week advance notice for planning purposes. These activities will be publicized on the office activity calendar. Students are not to be excused from assemblies unless their parents have made arrangements in advance for supervision on school grounds.

ATHLETIC ELIGIBILITY

Activities are any school sponsored co-curricular programs in which students compete, perform or participate.

To be eligible for activities, a student must:

1. Enroll in at least 4 credit-earning classes each quarter regardless of number of credits required for graduation.
2. Pass all classes each quarter or semester. Correspondence courses will not count toward regaining eligibility.
3. Have a physical exam form, health & injury information card, heads up: concussion in high school sports form and insurance waiver form filled out in the building office for athletics.
4. Have an Activities Handbook parent acknowledgement form filed in the building office.
5. Not have been declared ineligible because of a violation of the code of conduct.
6. Meet the residency requirements of the respective state organizations.
7. Enroll in at least 4 credit-earning classes each quarter regardless of number of credits required for graduation.
8. Pass all classes each quarter. Correspondence courses will not count toward regaining eligibility.
9. Have a physical exam form, health & injury information card, heads up: concussion in high school sports form and insurance waiver form filled out in the building office for athletics.

10. Have an Activities Handbook parent acknowledgement form filed in the building office.
11. Not have been declared ineligible because of a violation of the code of conduct.
12. Meet the residency requirements of the respective state organizations.
13. Meet the IHSA and IHSGAU requirements for playing on a non-school team stating that the athlete must have written permission from the Principal in order to participate on an outside school team during the sports season that is in progress.
14. Attend school the day of an event. Parent approved absences of not more than 4 mods are acceptable when the student contacts the teacher and has made up missed work before practice. If attending scheduled appointments with doctor, dentist, etc. that are longer than 4 hours, the student must obtain a note from doctor verifying the appointment before they can practice. Unexcused absences will result in extra-curricular non-participation that day. The student should see the principal for disposition of each instance of unexcused absence.
15. Have submitted a waiver of liability form to the activity sponsor prior to participating in an off campus event.
16. An athlete dropped from a squad for disciplinary reasons or quitting a squad is ineligible for any other sport until the playing schedule of the squad from which he/she was dismissed or quit is completed unless both coaches, Athletic Director and High School Principal agree it is in the best interest of the student and school.

Scholarship Rule

The State of Iowa requires that all students in grade 9 through 12 who participate in athletics must:

1. Receive credit in at least 4 subjects at all times.
2. Pass all classes at the end of a grading period or be ineligible for 30 consecutive calendar days for the next sport in which he/she is participates. This includes all classes taken for dual credit such as Kirkwood and other post-secondary courses, as well as AP and other on-line coursework.
3. At WBHS this Scholarship Rule shall also apply to students who participate in the following high school extra-curricular activities: plays, musicals, dance team, cheerleading, student government, competitive speech & debate, NHS & FFA. It does not apply to co-curricular activities that are required for classes such as band, choir, newspaper and yearbook; nor does it apply to social events like dances.
4. *Unless a student's IEP or 504 Plan stipulates otherwise, all **approved incompletes** are to be treated as an "F" in order to comply with the State of Iowa Scholarship Rule for eligibility.*

BUDGET

You must complete a purchase order for all expenses. Throughout the year, you may order additional supplies according to your department's line item budget. Teacher requests for next year's department budgets are submitted several months before school ends since most purchases

are processed in July. Once the building budget has been approved by Central Office, you may submit a purchase order for all approved purchases. All technology requests, including computer software, needs to be approved by the technology director in order to insure compatibility.

If you receive prior approval from the principal, you may on rare occasions use your personal funds to pay for expenses incurred while on school business. Never direct students to buy things with their own money.

BULLETIN ANNOUNCEMENTS

The high school produces a daily bulletin with announcements for high school students and their families. This bulletin is emailed to parents each day. Daily bulletins are posted in cafeteria and on the office door.

All bulletin announcements should be emailed to Ruth prior to 9:30 a.m. for publishing that day.

The high school activity calendar is located in the office. Please notify the secretary if you have an event that you want to post or to stay in touch with what is occurring in the building.

COPY MACHINE USE

The copy machine is available for staff use at any time. Due to sensitive documents being printed, we do not allow students to access the copy machine/printer.

CLASSROOM MANAGEMENT

Classroom Management should include all routine procedures and should be taught. Consequences for infractions should be appropriate, and enforcement should be fair and consistent. A range of consequences is recommended. It is vital that our classrooms are productive and comfortable for all students, so penalties should not be perceived as dire or arbitrary---and, of course, the instructor is a role model for his/her own classroom rules.

Teachers should refer to *The First Days of School* for ideas on expectations, management and mastery. *Setting Limits in the Classroom* is also an excellent source of information and advice for establishing practices that work.

Staff may assign detention, restriction and other penalties as logical consequences for student misbehavior. Disruptive behavior that necessitates a student's removal from a class will result in a conference with the principal.

Note: When a student is assigned a **detention**, he/she is responsible to serve it as stipulated.

Parents must be informed. The teacher will be expected to notify Mr. Wrede to inform her of the detention and is also to supervise his/her own detentions unless arrangements have been made

with other staff or the principal. Students who fail to complete this penalty by the end of the next school day may serve in-school suspension.

Office Referral

1. Occasionally there are students who do not respond to reasonable classroom expectations. When other interventions have failed to produce results, the referral to the office may be a logical next step. Fill in a disciplinary slip called Office Referral Form.
Disciplinary referral forms are to be used when student misconduct needs to be documented and parents notified. Staff will be emailed a discipline report from the main office in 24 hours to communicate the outcome of the office referral.
2. Any time safety or gross insubordination is an issue, send the student, accompanied, to the office. Summon help if necessary.
3. Follow every office referral with a disciplinary slip and a discussion with me to decide on the next steps.

When the Principal's Office gets involved...

Administrative staff may assign suspensions, specify ineligibility, withdraw students from class and request other penalties from the school board.

Suspensions will usually be of the in-school variety. However, space and supervision for in-schools is limited and when unavailable students will be sent home. Serious disruption, threats and dangerous behavior will result in out-of-school suspensions, and law enforcement may be notified.

If a student shows over time that he or she is unwilling to comply with the reasonable expectations of faculty and staff or is unable to abide by the policies established by the school board and administration, then stronger disciplinary consequences will follow. Any threat to the safety and well being of other members of the school community will also result in stronger disciplinary action. Parents will be notified whenever students are referred to the office for discipline. The administration will insure that students receive due process.

Due Process

When disciplined, the student will be given a chance to explain his/her side of the story. If a student believes he/she has been unfairly treated he/she has the right to question the action. During this appeal period the punishment will be postponed.

Expectations for students in this regard:

1. Set up a time to meet with the faculty member in private. Do this later in the day or early the next day. The student will share his/her opinion and listen to the faculty member's explanation about why he/she imposed the penalty. Confusion will usually be cleared up in this stage of the process.

2. If the student feels the action is unjust or improper after meeting with the faculty member, he/she should contact the principal. This should be done immediately and in writing. At this point a student/teacher/principal meeting will take place to gather information. If the matter is not resolved at this point, the principal will then determine the fairness of the punishment, uphold, reverse or amend it as necessary.
3. If the student feels the action is unjust or improper after this stage, he/she should contact the Superintendent. This should be done immediately and in writing. The superintendent will review the circumstances with the student, parents, principal and teacher and if the matter is not resolved uphold, reverse or amend the punishment.

Classroom Attendance/Tardies

Teachers are to report tardies and absences on the student management software each class period.

Classroom practice---When a student is **absent for any reason** there ought to be some kind of work to be made up! The work can be done ahead of time as we do for field trips or upon return as we do for illness. The teacher decides whether this work is to be done with the teacher or independently. Alternative assessments are to be worked out in a timely fashion between the student and teacher. These are handled on a case by case basis. It is also important for teachers to be aware of binding stipulations for IEP and 504 students.

Whenever a student has missed class frequently enough to jeopardize his/her success in your class, contact should be made with the counselor and parents, and a referral should be made to the student assistance team. Exemplary attendance should be recognized (a note of appreciation to parents for example) but should not be rewarded with favors or in other ways that cause the majority to feel cheated or split the class into ‘pets’ and other students. Record all class absences and report these electronically to the office at the beginning of class or study hall.

If the student reports late without a pass from the office or another teacher, mark him/her tardy. Do not penalize students when other teachers keep them late. That is an issue between teachers. Teachers may determine consequences for **tardies**. This may include contact with parents, detentions, forfeiting privileges or other reasonable penalties. However, frequent tardies should be reported through the office as should any student who is tardy more than five minutes to class.

Hall Passes/Tardy Slips

Passes are issued whenever students leave a room during class time. The hallway passport in the planner will be used for leaving class. Students are expected to have their passport with them when in the hallway. You may use a bathroom pass for bathroom trips. Office slips are written in the office for late admittance.

Teachers should have a limited # of “outs” for any reason, certainly not to socialize. However, do not back yourself and the student into a corner by absolutely refusing a trip to the bathroom. There is something to be said for a policy that says emergency restroom trips only, like one per semester w/o medical condition. Your management plans should include procedures for your

class.

Do not get in the habit of making students late to their next class! They are all important.

Making Up Work

When a student misses a class due to illness or for some other legitimate reason, then he/she should have **a reasonable amount of time to make up missed work**. Since classes and assignments are not uniform across the curricula the details of make-up work are generally at the discretion of the classroom teachers. It is always wise to establish your make-up policy at the beginning of the school year, to maintain contact with parents about student absences and to be familiar with students who have IEP or 504 goals that may be different than your regular classroom policies.

The office will be requesting assignments for individual students who are ill for **extended periods** of time. Turn in requested information as promptly as possible.

CLOTHING

Staff is expected to present themselves in a professional manner above and beyond the expectations for students posted in the student handbook. If there is any doubt about the appropriateness of specific clothing, please ask the administration. Business casual is the expectation for staff dress.

CURRICULUM

WBCSD has a guaranteed curriculum. You must consult with your department if you wish to make changes to content, materials or sequencing as this could cause a ripple effect. A curriculum map is required for all courses. Curriculum maps are working documents so revision will occur yearly.

WBHS teachers are asked to produce an outline or calendar of units taught during each quarter to parents. Sample course descriptions are available from the office. At the outset of a large project a written description of what standard(s) is targeted and a time line with a scoring rubric should be given to parents and students. In addition, weekly instructional lesson plans are to be provided to special education and learning strategies instructors.

E-MAIL

Please remember that all email communication is public. Parents have a legal right to see any communication regarding their child. If you would not be willing to post the statement on a public bulletin board, you should not make the statements in an email. Email is a limited form of communication. If a topic is sensitive or emotional, it is always best to speak in person.

EMERGENCY PACKETS

Each classroom has an emergency packet with information regarding fire, tornado, security, and other emergency procedures. Please review these materials. Fire and Tornado routes should be posted in each classroom near the doorway.

GENERAL INFORMATION FOR FIRE DRILLS

1. Warning – steady ring of the alarm
2. Don't panic – move briskly to the designated area – do not allow children to run or shove
Teachers will take roll. Remain there quietly until all clear signal is given
3. All persons are responsible for standing at least the height of the building away from it
4. Written directions are posted in each classroom

WARNING.....FIRE ALARM SIGNAL

1. Rooms 15, 16, 17, 18 and 19 leave by the northwest exit.
2. Office, Rooms 10, 11, 12, 13, 14 and 20, auditorium and commons leave by the north exit.
3. Rooms 23, 24, 25, 26, 27, 28 and 29 leave by the southwest exit.
4. Room 36, gym, wrestling and locker rooms leave by the south exit.
5. Rooms 31, 32, 33 and 34 leave by the east exit.
6. Shop areas leave by the shop exit.
7. The teacher is the last to leave the classroom. See that all persons you are responsible for are standing at least 30 feet from the building. Remain there quietly until the "all clear" signal is sounded or further instructions are given. Take roll and report to the principal. Account for all students.
8. **TEACHERS: POSTERS ARE REQUIRED IN EACH CLASSROOM INDICATING THE METHOD OF EXIT FOR FIRE ALARMS.**

GENERAL INFORMATION FOR DISASTER DRILLS

1. Warning – boat horn
2. Don't panic – move briskly but do not allow children to run or shove
3. If your class is assigned to the hallway, sit on the floor, and face the lockers. Stay away from all windows and doors.
4. Everyone needs to be as quiet as possible so directions and information can be heard by everyone.
5. Teachers will take roll after you have moved to the sheltered areas.
6. Any persons outside the school building at the time of an alarm should proceed to the nearest building and follow the appropriate procedures.
7. The town signal for a disaster is a long steady siren. If this blows, proceed as though the school alarm has been sounded.
8. If you are loading or unloading from the buses, follow your driver to a safe location.

WARNING.....Intercom Signal

1. Persons in the office and rooms 10, 11, 12, and 13 go to the west wall of Room 10.
2. Persons in Room 14, 15, 23 and 24 go to the teacher's workroom.
3. Persons in Rooms 16, 17, 18, and 19 go to room 18 and persons in rooms 26, 27, 28 and 29 go to room 28.
4. Persons in the Commons (study hall) and rooms 20, 23, 24 and 25 go to the rest-rooms (girls to the girls' restroom, boys to the boys' restroom).
5. Persons in Rooms 31 and 33 go to the practice rooms in room 31.
6. Persons in the locker room stay in the west locker room.
7. Persons in the gym and wrestling area and Rooms 35 and 36 go to the west locker rooms (boys in boys' locker room, girls in girls' locker room).
8. Persons in Rooms 32 and 34 go to the west locker room through the shop (boys in boys', girls in girls').
9. If the town siren would sound when are going to the bus or when you are on the bus, report immediately and directly to the rest-rooms in the commons.

Other Emergency Procedures are detailed in the West Branch CSD "Emergency Response Procedures" located in every classroom.

WARNING.....Intercom Signal for Evacuation

1. Rooms 15, 16, 17, 18 and 19 leave by the northwest exit.
2. Office, Rooms 10, 11, 12, 13, 14 and 20, auditorium and commons leave by the north exit.
3. Rooms 23, 24, 25, 26, 27, 28 and 29 leave by the southwest exit.
3. Room 36, gym, wrestling and locker rooms leave by the south exit.
4. Rooms 31, 32, 33 and 34 leave by the east exit.
5. Shop areas leave by the shop exit.
6. The teacher is the last to leave the classroom. See that all persons you are responsible for
7. are standing at least 30 feet from the building. Remain there quietly until the "all clear" signal is sounded or further instructions are given. Take roll and report to the principal. Account for all students.
8. **TEACHERS: POSTERS ARE REQUIRED IN EACH CLASSROOM INDICATING THE METHOD OF EXIT WHICH IS SAME AS FIRE ALARMS.**

EVALUATION/OBSERVATION

Each fall, your building administrator will provide you with information regarding your evaluation, observation and individual professional development plan responsibilities. A copy of the district evaluation plan is available on the district website. Please review the master contract for additional information.

FACULTY LOUNGE

Clean up after yourself in the lounge area. Custodians will clean the floor. The rest is up to those using the facility! If you choose to eat school lunch in the lounge, remember to return your tray,

etc. to the kitchen. The refrigerator and microwave need to be cleaned when a spill happens. If your intention is to use the refrigerator to store food or drink then you are expected to help maintain the cleanliness of the refrigerator. Coffee drinkers are asked to contribute their share of coffee during the year. The refrigerator will be cleaned out at winter break, spring break, and the end of the school year.

FIELD TRIPS AND GUEST SPEAKERS

A field trip that is well planned and organized can be an excellent method of establishing the relevance of academic objectives. These should be planned well in advance and take into account key events on the school calendar. The kitchen staff needs 2 weeks notice to adapt food orders. Kitchen staff is also able to provide sack lunches to students with appropriate notice. Transportation requests should also be processed 2 weeks in advance. All transportation requests must be approved by administration through our on-line transportation request program.

Permission slips are necessary for any activity requiring transportation. If possible a parent volunteer should be recruited for every 8 or 10 students. Please discuss field trip costs with the principal.

The school encourages the use of community, government and business leaders as guest speakers and resources. When they arrive and depart they must sign in and out in the office.

GRADES

The High School uses standards based grading. The purposes of standards based grading are to

- Better communicate what each student knows and is able to do according to state/national content standards.
- Separately assess the influence of positive and consistent work habits on student learning.

The definitions of each progress indicator are as follows:

E = Expert: The student has mastered the content/skill and/or demonstrated exemplary work.

S = Solid: The student is on track to mastering the content/skill.

C = Competent: The student work has met minimum expectations for course requirements.

N = Needs Relearning: The student work fails to meet minimum expectations and the student must reassess.

I = Insufficient Evidence: The student work is missing or incomplete.

Grades should be based on;

- Knowledge of the subject matter and ability to apply it correctly
- Demonstrated quality on selected performance criteria
- Successful achievement on individual learning goals as established by IEP or 504 Plan
- Competency on locally established standards and benchmarks
- Other factors consistent with school board policy and deemed important by the classroom

professional

Teachers are entrusted with the responsibility of assigning proficiency indicators that represent student accomplishments. Staying current with assessment research is vital, and modifying classroom practices to promote greater student learning is expected of every instructor. Teachers should make plain to students the criteria and the scale for evaluation. Students respond most readily to learning situations that give them authentic feedback for improvement. Assignments that are collected should be returned as soon as possible. Students should be shown how to improve.

From time to time students or parents may question a proficiency indicator. Disputes about a student's proficiency should be resolved by the teacher whenever possible.

At WBHS grades are to be submitted to the office at midterm and at the end of each quarter. Parents and students will receive a written report at the end of each quarter.

No student should receive an F on a final report card without documentation of parent notification.

Teachers should be aware that federal and state laws involving student rights impact grading. All information regarding a student's status in the classroom should be regarded as confidential, shared only with other professionals, the student and his/her parents.

Cheating should not be tolerated. Faculty members are to report all confirmed cases of cheating to the office and parents.

Incompletes—All incomplete grades will require a written plan for completion signed by parents and teacher. This plan will include a timeline and default grade if not completed. The plan must be filed with the high school principal on the date grades are due. Unless a student's IEP or 504 plan stipulates otherwise, all approved incompletes are to be treated as an "F" in order to comply with the state of Iowa Scholarship Rule for eligibility.

Semester Finals

Finals will be given the last two days of each semester. Students are required to attend your class for the entire class period. A copy of the final or final project must be turned into the office the Monday before finals. If a student fails to show up for a final without prior permission they fail the class.

The final week of each grade period should be as free of interruptions as it is possible to be.

Please do not schedule field trips, etc. that will pull students out of class during that time unless absolutely necessary. All classes need this time to assess content learning.

Pass/Fail Grading Option

If a minimum graded credit load is maintained (usually 6), students can take some electives pass/fail with the teacher and principal's permission. Students, teachers and parents sign the form. The student then turns it in to the office for final approval from the principal. All practicum classes are graded pass/fail.

Decisions about the pass/fail grade option are to be finalized immediately following mid-term grades (the first 5 weeks of class).

Student Referrals

Learning strategies support is available to students who struggle in the regular classroom. Teachers should contact the guidance and/or principal's office whenever classroom interventions and initial parent contacts fail to bring about a positive change for failing students.

HALLWAY SUPERVISION

Hallway, Commons and Study Hall Supervision

Almost all student-to-student problems begin during the interval between classes. Much of the climate of the school and the attitudes of students are determined in the hallways. Teachers who spend even a brief amount of time in the halls can help prevent bullying and other obnoxious behavior----often by just being noticed. Greeting students in the hallway can also go a long way toward promoting a positive working relationship in the classroom.

The hallway traffic situation, especially between classes, can be adequately handled only if there exists complete cooperation of the teachers. On the first day of school, explain the proper conduct on the part of the students in the corridors. Also explain the proper method of dismissal to the classes. Two points to emphasize are:

1. Classes are dismissed by the teacher, not the bell; and
2. Students should always walk instead of running, pushing or crowding.

TEACHERS SHOULD TRY TO DO THESE THINGS:

1. Conclude the work of the class on time.
2. Open the door to the hallway and precede class to hallway.
3. Stand outside the classroom door while the traffic is heaviest.
4. Supervise halls while classes are going to/returning from lunch.
5. Do not allow your students to leave class early.

Your presence in the hallway will do much to encourage proper conduct on the part of the students.

Any time students leave the room during the class period they should have a pass with time, date and teacher's name on it. Keep in mind that students you excuse from your classroom for drinks,

etc. remain your responsibility. Teachers who are in their offices, the hallways or in another classroom while they have students to supervise are taking a substantial liability risk---make sure your classroom is covered by an adult if you have to leave the room for any reason. Check with appropriate supervisors in advance before sending students to other areas of the building. There is a sign-up sheet in the Library Media Center. Use it.

Teachers who are in their offices, the hallways or in another classroom while they have students to supervise are taking a substantial liability risk—make sure your classroom is covered by an adult if you have to leave the room for any reason.

HARASSMENT

Harassment of employees and students will not be tolerated in the school district, as outlined in board policies 105 and 403.04. Harassment includes, but is not limited to, age, color, creed, national origin, race, religion, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status. Employees and students who believe they have suffered harassment shall report such matters to an investigator (see harassment complaint form and steps in appendix). Upon receiving a complaint, the investigator shall promptly and reasonably complete and investigation and pass the findings on to the superintendent who shall complete further investigation and take final action as deemed appropriate.

Investigators are as follows:

Jess Burger
Elementary Principal
(319) 643-7211

Sara Oswald
Middle School Principal
(319) 643-5324

Shannon Bucknell
High School Principal
(319) 643-7216

Any action or communication (written or spoken) that is threatening/harassing or any physical or verbal activity which constitutes an attack on another member of the school community or provides reasonable cause for them to feel unsafe at school, should be corrected immediately and reported to an investigator. Penalties will range from a parent conference to suspension or a recommendation for expulsion, depending upon severity of the infraction and other factors considered significant by the building principal or superintendent. The school district has the authority to report students violating the harassment policy to law enforcement officials. Please see the appendix for copies of the board policies on this subject.

INTERVENTION

West Branch Community Schools uses a variety of methods to design intervention for students. It is intended for those students who are not making expected progress in the core curriculum, needing additional instruction or strategies to succeed. Intervention also applies to students needing additional supplemental materials to challenge their abilities. The building principal will provide teachers with information regarding specific procedures outlined in the process as student needs arise. The West Branch Community School District's Homeless liason is Taylor

Larson; however, please pass along information to our Guidance Counselor and she can report information.

Our professional learning communities use data to make decisions about student progress in the general education setting. The PLC process is intended to be integrated with, support, and align with a district's school improvement plan by helping the district *systematically* and *systemically* respond to three critical questions:

- What do we want our students to learn? (viable, guaranteed core curriculum)
- How do we know if our students are learning the curriculum? (assessments)
- How do we respond as a *school-wide system* when our students do not learn?

INSTRUCTIONAL TECHNOLOGY

The classroom teacher is responsible for using instructional technology for the benefit of students. This may include the supervised use of electronic devices such as cell phones, calculators, YouTube, iPods, laptops, ... for instructional purposes. Staff and student use of any personal (non-district owned) devices that will connect with our server must be approved by the district technology coordinator in order to protect the integrity of the district network. Staff is responsible for modeling appropriate technology etiquette for our students.

LEARNING STRATEGIES/AT-RISK

The WBHS Learning Strategies program is designed to provide struggling students with additional support to be a successful student. The Learning Strategies teacher works with individual students on goal-setting and strategies for success. Eligibility criteria includes: poor grades, low achievement scores, absenteeism, lack of participation in school activities and/or family concerns. Referral to the program must be approved by the principal and school counselor.

LUNCH

As per master contract, you are provided a 30 minute duty-free lunch period. At times, the faculty has chosen to have working lunches in place of before school meetings. If you have concerns about this practice, please inform the principal.

You may purchase school lunch. Ruth will issue you a lunch card and provide you with directions on how to use the ticket.

MANDATORY REPORTER

Faculty should be aware that the law requires the following in regard to child abuse:

1. That certified school employees such as teachers, administrators, counselors, and social workers are mandatory reporters and are legally required to report whenever the reporter believes a child is a victim of abuse. This report is made immediately to the Department of Human Services (DHS). The school employee shall also notify the principal.
2. If a report is made to a school supervisor (i.e. building principal), the DHS must be made aware of this fact.
3. Persons making a report in good faith are immune from all civil or criminal liability.
4. Child abuse is defined in Chapter 232.68 of the Code of Iowa as harm or threatened harm occurring through:
 - a. Any non-accidental physical injury, or injury which is at variance with the history given of it, suffered by a child as the result of the acts or omissions of a person responsible for the care of the child.
 - b. The commission of any sexual offense with or to a child pursuant to chapter 709 or section 726.2, as a result of the acts or omissions of the person responsible for the care of the child.
 - c. The failure on the part of a persons responsible for the care of a child to provide for the adequate food, shelter, clothing or other care necessary for the child's health and welfare when financially able to do so when offered financial or other reasonable means to do so.
5. Child is defined as "any person under the age of 18 years".

OFFICE SUPPLIES

Materials are available in the office for teacher use. Contact the secretary for materials as you need them. If students will be using these materials for class projects you, as the teacher, are responsible for obtaining the materials from the secretary and distributing them to the students in your classes.

PARENT-TEACHER COMMUNICATION

Iowa Teaching Standards One, Five, and Eight each include criteria indicating the responsibility for connecting with parents. The Board of Education and the Administration encourage open, honest communication between staff, students, and community members. Anytime you have concerns about a student's social or academic achievement, a parent conference is highly recommended. Board policy 1002.05 relates to the process that community members are to follow when expressing dissatisfaction with a school employee.

Regular scheduled parent-teacher conferences will be held at the mid-term of each quarter for the high school.

PAYROLL

Questions regarding paychecks should be directed to the business office between the hours of

8:00 and 4:30 Monday through Friday. Please call to discuss or to set up an appointment to discuss your questions. If your question involves something that does not need an immediate response, write a memo and you should receive an answer within that same week.

Paychecks are distributed on the 20th of each month or the last day school is in session before the 20th. In certain situations a check will be released sooner. See your Building Administrator for approval of early paycheck release.

PREP PERIODS

Each full time high school teacher normally has available an average of 40 minutes a day beyond regular class instructional time. This is time in the high school building to be available for educational purposes such as preparation. If you need to be out of the building during this time please contact the principal. Absence during this time must have prior approval.

Teachers will be given a study hall if they are not teaching 7 out of 8 class periods. Every attempt will be made to balance these supervisions equitably. These will also fall within the parameters established by the master contract.

PROFESSIONAL AND REFERENCE MATERIALS

The library can offer the following services to the professional staff:

- Supplying support material for student reports and projects.
- Supplying support materials for class lessons.
- Ordering material for preview and purchase.
- Locating books for independent reading units.
- Locating professional materials.
- Distributing and maintaining AV equipment.
- Administering a reserve reading section of titles in the library for staff only.
- Assisting with in-library research units.
- Administering make-up MAP tests.
- Giving in-service on a group or individual basis on equipment use or library related subjects.

It will be up to you to help the library personnel stay abreast of your needs for materials to support the curriculum and of curriculum changes.

It would be appreciated if you would check out all materials from the media center and return them within a reasonable time, especially if they are of high student interest.

You are encouraged to stop in to familiarize yourself with the collection or any time you need assistance in locating needed materials.

PROFESSIONAL GROWTH

Standard Seven of the Iowa Teaching Standards contains five separate criteria to help classroom professionals guide their individual growth. Much of the district professional development work will support this development.

All faculty course work must have prior administrative approval in order to be considered for movement on the salary schedule. The form is available in the office.

SCHOOL EVENTS IN ADULT ESTABLISHMENTS

When school-related or school-sponsored activities are held off school grounds, such events involving student participation must be held at establishments that allow separation of the student activity from individuals using alcohol. Activity sponsors are responsible for insuring that no alcohol is consumed in the presence of students. This is not to be construed as to prohibit school-related activities off campus, such as events at restaurants, golf courses, bowling alleys or other such establishments, merely because alcohol is served at the establishment. However, reasonable separation of such activity from students must be preserved. It is the expectation that end of the season/year celebrations that honor and award students will be held within the boundaries of the school district. See board policy 1002.06.

STUDENT LOCKERS

Lockers are the property of the school district and are checked out to students as a convenience and to assist them in protecting their property. Lockers are periodically inspected to check for cleanliness and vandalism.

The student's locker and its contents may be searched when a school authority has reasonable suspicion that the locker contains illegal or contraband items. If a faculty member has reason to believe a locker contains dangerous or illegal items the principal should be notified immediately. Such searches will be conducted in the presence of another adult witness and the student. See board policy 502.05.

TELEPHONES

All classroom telephones can be used to make school related calls. **Dial 9** for an outside line. Dial 9-911 in case of an emergency.

All personal calls should be made during prep periods, lunch, or other times when students are not in the classroom. Please refrain from using your cell phone during class and silence the phone to avoid interruption. We are modeling appropriate cell phone etiquette for our students. In case of emergency, please provide your family and friends with the public school phone number.

TEXTBOOKS

All school materials are to be responsibly maintained. Textbooks are to be stamped with the West Branch stamp, numbered and condition noted prior to being distributed to students. Contact the office for guidelines and price information.

WEAPONS

Staff with knowledge that a student or students possess a dangerous weapon should report it to the principal immediately and document the referral in writing. Dangerous weapons include, but are not limited to: clubs, nunchakus, brass knuckles, knives, stun guns, BB guns, bow and arrows, toy guns (or look-alike guns used or displayed as real guns), unloaded guns and bullets. Possessing a weapon or using any object as a weapon may result in a 3- to-10 day out-of-school suspension. An expulsion hearing may also result. Possession of a firearm as defined in board policy will result in recommendation to the school board for an expulsion hearing. For additional information please read board policy 502.09.

INDEX

Appendix	22
Accident Reports	4
Achievement Tests	5
Announcements/School Bulletin	7
Anti-Bullying/Harassment Policy	16
Assemblies	5
Athletic Eligibility	5
Budget and Accounting Procedures	6
Classroom Attendance/Tardies	9
Classroom Management	7
Clothing	10
Copy Machine Use	7
Curriculum	10
Email	10
Emergency Information	11
Employee Absence	4
Equity Statement	2
Evaluation/Observation	12
Faculty Lounge	12
Field Trips	13
Grading/Assessment	13
Hall Passes/Tardy Slips	9
Hallways, Commons, and Study Hall Supervision	15
Instructional Technology	17
Intervention	16
Learning Strategies/At-Risk	17
Lunch	17
Make Up Work	10
Mandatory Reporter	17
Office Referral	8
Office Supplies	18
Parent-Teacher Communication	18
Pass-Fail	15
Payroll	18
Preface	2
Preparation Time	19
Professional and Reference Materials	19
Professional Growth	20
Purpose Statement	3
Semester Tests	14
Student Absence	4
Student Events in Adult Establishments	20
Student Referrals	15
Student Lockers	20

Telephones	20
Textbooks	21
Weapons	21
West Branch Core Beliefs	3

APPENDIX A

105 Anti-Bullying/Anti-Harassment Policy

The West Branch Community School District is committed to providing all students with a safe and civil school environment in which all members of the school community are treated with dignity and respect. Bullying and/or harassment of or by students, staff, and volunteers is against federal, state, and local policy and is not tolerated by the board. Bullying and/or harassing behavior can seriously disrupt the ability of school employees to maintain a safe and civil environment, and the ability of students to learn and succeed. Therefore, it is the policy of the state and the school district that school employees, volunteers, and students shall not engage in bullying or harassing behavior in school, on school property, or at any school function or school-sponsored activity.

Definitions

For the purposes of this policy, the defined words shall have the following meaning:

- “Electronic” means any communication involving the transmission of information by wire, radio, optic cable, electromagnetic, or other similar means. “Electronic” includes but is not limited to communication via electronic mail, internet-based communications, pager service, cell phones, and electronic text messaging.
- “Harassment” and “bullying” shall mean any electronic, written, verbal, or physical act or conduct toward a student based on the individual’s actual or perceived age, color, creed, national origin, race, religion, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status, and which creates an objectively hostile school environment that meets one or more of the following conditions:
 - (1) Places the student in reasonable fear of harm to the student’s person or property.
 - (2) Has a substantial detrimental effect on the student’s physical or mental health.
 - (3) Has the effect of substantially interfering with a student’s academic performance.
 - (4) Has the effect of substantially interfering with the student’s ability to participate in or benefit from the services, activities, or privileges provided by a school.
- “Trait or characteristic of the student” includes but is not limited to age, color, creed, national origin, race, religion, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status.
- “Volunteer” means an individual who has regular, significant contact with students.

Filing a Complaint

A Complainant who wishes to avail himself/herself of this procedure may do so by filing a complaint with the superintendent or superintendent's designee. An alternate will be designated in the event it is claimed that the superintendent or superintendent's designee committed the alleged discrimination or some other conflict of interest exists. Complaints shall be filed within 180 of the event giving rise to the complaint or from the date the Complainant could reasonably become aware of such occurrence. The Complainant will state the nature of the complaint and the remedy requested. The Complainant shall receive assistance as needed.

School employees, volunteers, and students shall not engage in reprisal, retaliation, or false accusation against a victim, witness, or an individual who has reliable information about an act of bullying or harassment.

Investigation

The school district will promptly and reasonably investigate allegations of bullying or harassment. The Superintendent or the Superintendent's designee – Principals (hereinafter "Investigator") will be responsible for handling all complaints alleging bullying or harassment. The Investigator shall consider the totality of circumstances presented in determining whether conduct objectively constitutes bullying or harassment. The superintendent or the superintendent's designee shall also be responsible for developing procedures regarding this policy.

Decision

If, after an investigation, a student is found to be in violation of this policy, the student shall be disciplined by appropriate measures, which may include suspension and expulsion. If after an investigation a school employee is found to be in violation of this policy, the employee shall be disciplined by appropriate measures, which may include termination. If after an investigation a school volunteer is found to be in violation of this policy, the volunteer shall be subject to appropriate measures, which may include exclusion from school grounds.

A school employee, volunteer, or student, or a student's parent or guardian who promptly, reasonably, and in good faith reports an incident of bullying or harassment, in compliance with the procedures in the policy adopted pursuant to this section, to the appropriate school official designated by the school district, shall be immune from civil

or criminal liability relating to such report and to participation in any administrative or judicial proceeding resulting from or relating to the report.

Individuals who knowingly file false bullying or harassment complaints and any person who gives false statements in an investigation may be subject to discipline by appropriate measures, as shall any person who is found to have retaliated against another in violation of this policy. Any student found to have retaliated in violation of this policy shall be subject to measures up to, and including, suspension and expulsion. Any school employee found to have retaliated in violation of this policy shall be subject to measures up to, and including, termination of employment. Any school volunteer found to have retaliated in violation of this policy shall be subject to measures up to, and including, exclusion from school grounds.

Publication of Policy

The board will annually publish this policy. The policy may be publicized by the following means:

- Inclusion in the student handbook,
- Inclusion in the employee handbook
- Inclusion in the registration materials
- Inclusion on the school or school district's web site,
- (other) copy shall be made to any person at the central administrative office at 148 N. Oliphant St., West Branch, IA 52358

Adoption Date: September 18, 2008

Review Date: October 11, 2010
November 11, 2013
June 8, 2015
May 9, 2016
July 11, 2016
July 16, 2018

Revision Date: May 11, 2015
July 11, 2016
July 16, 2018

Legal References: 20 U.S.C. §§ 1221-1234i.
29 U.S.C. § 794.
42 U.S.C. §§ 2000d-2000d-7.
42 U.S.C. §§ 12101 *et. seq.*
Iowa Code §§ 216.9; 280.28; 280.3.
281 I.A.C. 12.3(6).
Morse v. Frederick, 551 U.S. 393 (2007)

Cross References: 104 Non-Discrimination
500 Student Rights and Responsibilities
502 Student Discipline
505.06 Student Records

APPENDIX B

COMPLAINT FORM
(Discrimination, Anti-Bullying, and Anti-Harassment)

Date of complaint: _____

Name of Complainant: _____

Are you filling out this form for yourself or someone else (please identify the individual if you are submitting on behalf of someone else):

Who or what entity do you believe discriminated against, harassed, or bullied you (or someone else)?

Date and place of alleged incident(s):

Names of any witnesses (if any): _____

Nature of discrimination, harassment, or bullying alleged (check all that apply):

<input type="checkbox"/>	Age	<input type="checkbox"/>	Physical Attribute	<input type="checkbox"/>	Sex
<input type="checkbox"/>	Disability	<input type="checkbox"/>	Physical/Mental Ability	<input type="checkbox"/>	Sexual Orientation
<input type="checkbox"/>	Familial Status	<input type="checkbox"/>	Political Belief	<input type="checkbox"/>	Socio-economic Background
<input type="checkbox"/>	Gender Identity	<input type="checkbox"/>	Political Party Preference	<input type="checkbox"/>	Other – Please Specify:
<input type="checkbox"/>	Marital Status	<input type="checkbox"/>	Race/Color		
<input type="checkbox"/>	National Origin/Ethnic Background/Ancestry	<input type="checkbox"/>	Religion/Creed		

In the space below, please describe what happened and why you believe that you or someone else has been discriminated against, harassed, or bullied. Please be as specific as possible and attach additional pages if necessary.

I agree that all of the information on this form is accurate and true to the best of my knowledge.

Signature: _____

Date: _____

APPENDIX C

ANTI-BULLYING/ANTI-HARASSMENT INVESTIGATION PROCEDURES

The West Branch Community School District is committed to providing all students with a safe and civil school environment in which all members of the school community are treated with dignity and respect. Bullying and/or harassment of or by students, staff, and volunteers is against federal, state, and local policy and is not tolerated by the board. Bullying and/or harassing behavior can seriously disrupt the ability of school employees to maintain a safe and civil environment, and the ability of students to learn and succeed. Therefore, it is the policy of the state and the school district that school employees, volunteers, and students shall not engage in bullying or harassing behavior in school, on school property, or at any school function or school-sponsored activity.

Definitions

For the purposes of this policy, the defined words shall have the following meaning:

- “Electronic” means any communication involving the transmission of information by wire, radio, optic cable, electromagnetic, or other similar means. “Electronic” includes but is not limited to communication via electronic mail, internet-based communications, pager service, cell phones, and electronic text messaging.
- “Harassment” and “bullying” shall mean any electronic, written, verbal, or physical act or conduct toward a student based on the individual’s actual or perceived age, color, creed, national origin, race, religion, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status, and which creates an objectively hostile school environment that meets one or more of the following conditions:
 - (1) Places the student in reasonable fear of harm to the student’s person or property.
 - (2) Has a substantial detrimental effect on the student’s physical or mental health.
 - (3) Has the effect of substantially interfering with a student’s academic performance.
 - (4) Has the effect of substantially interfering with the student’s ability to participate in or benefit from the services, activities, or privileges provided by a school.
- “Trait or characteristic of the student” includes but is not limited to age, color, creed, national origin, race, religion, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status.
- “Volunteer” means an individual who has regular, significant contact with students.

Filing a Complaint

A Complainant who wishes to avail himself/herself of this procedure may do so by filing a complaint with the superintendent or superintendent’s designee. An alternate will be designated

in the event it is claimed that the superintendent or superintendent's designee committed the alleged discrimination or some other conflict of interest exists. Complaints shall be filed within 180 of the event giving rise to the complaint or from the date the Complainant could reasonably become aware of such occurrence. The Complainant will state the nature of the complaint and the remedy requested. The Complainant shall receive assistance as needed.

School employees, volunteers, and students shall not engage in reprisal, retaliation, or false accusation against a victim, witness, or an individual who has reliable information about an act of bullying or harassment.

Investigation

The school district will promptly and reasonably investigate allegations of bullying or harassment. The Superintendent or Superintendent's designee - Principal (hereinafter "Investigator") will be responsible for handling all complaints alleging bullying or harassment. If the Complainant is under 18 years of age, the Investigator shall notify his or her parent(s)/guardian(s) that they may attend investigatory meetings in which the Complainant is involved. The complaint and identity of the Complainant, Respondent, or witnesses will only be disclosed as reasonably necessary in connection with the investigation or as required by law or policy.

The investigation may include, but is not limited to the following:

- *A request for the Complainant to provide a written statement regarding the nature of the complaint;*
- *A request for the individual named in the complaint (hereinafter "Respondent") to provide a written statement;*
- *A request for witnesses identified during the course of the investigation to provide a written statement; and*
- *Review and collection of documentation or information deemed relevant to the investigation.*

The Investigator shall consider the totality of circumstances presented in determining whether conduct objectively constitutes bullying or harassment. Upon completion of the investigation, the Investigator shall issue a report with respect to the findings.

Decision

If, after an investigation, a student is found to be in violation of the policy, the student shall be disciplined by appropriate measures, which may include suspension and expulsion. If after an investigation a school employee is found to be in violation of this policy, the employee shall be disciplined by appropriate measures, which may include termination. If after an investigation a

school volunteer is found to be in violation of this policy, the volunteer shall be subject to appropriate measures, which may include exclusion from school grounds.

A school employee, volunteer, or student, or a student's parent or guardian who promptly, reasonably, and in good faith reports an incident of bullying or harassment, in compliance with the procedures in the policy adopted pursuant to this section, to the appropriate school official designated by the school district, shall be immune from civil or criminal liability relating to such report and to participation in any administrative or judicial proceeding resulting from or relating to the report.

Individuals who knowingly file false bullying and/or harassment complaints and any person who gives false statements in an investigation may be subject to discipline by appropriate measures, as shall any person who is found to have retaliated against another in violation of this policy. Any student found to have retaliated in violation of this policy shall be subject to measures up to, and including, suspension and expulsion. Any school employee found to have retaliated in violation of this policy shall be subject to measures up to, and including, termination of employment. Any school volunteer found to have retaliated in violation of this policy shall be subject to measures up to, and including, exclusion from school grounds.