

Revised 8/12/2020

NORTHWOOD HIGH SCHOOL



Teacher Handbook 2020-2021

Mission Statement

The Northwood school community is providing quality education – preparing for the future, one student at a time. (Revised October 2004, Reviewed August 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2014, 2014, 2015, 2016, 2017, 2018, 2019, 2020)

TABLE OF CONTENTS

SCHEDULES/DATES/CALENDARS

Introduction	6
Northwood High School Website	6
Bell Schedule	7
Fire/Tornado Drills/LID Drills	7
General Faculty Meetings	7
Departmental Meetings	8
School Improvement Meeting	8
Character Recognition Luncheons	8
Pizza with the Principal Luncheons	8
Renaissance Dates	9
Semester Exams / Final Exams Schedule	9-10
Class Changing Duty	11
Morning Duty	12
Duty Maps	13-15
Graduation Ceremony Schedule	16

PERSONNEL

Administrative Assignments	16
Counselor Assignments	16
Department Head Assignments	17
Room Assignments/Faculty	18
Paraprofessionals	19
Office Staff	19
Security Staff	19
Custodial Staff	19

GENERAL INFORMATION

Accidents/Illnesses	20
Announcements	20
Assemblies	21
Athletics	21-22
Attendance – employees	22-24
Cell Phones	24
Child Abuse (Monitoring)	

Club/Organization Sponsors	25-26
Copying Facilities	27
Copyright	27
Dress Code – employees	27
Duty and Supervision	27
Effective Classroom Organization and Management – General Policies	28
Election Days	28
Elevators	28
Evaluation Information	
Pre-Observation Conference	29
Observation Look-Fors	29-31
Teacher	Self
Assessment	
.....	31-32
Evaluator Assignments	33
Facilities	33
Field Trips	34
Grade Book	34
Guest Speakers	35
JCAMPUS	35
Keys	35
Lesson Plans	35
Library – Class Use	35
Library – Individual Student Use	36
Library – Materials for Faculty Use	36
Library	–
Miscellaneous	Services
.....	36-37
Lunch Schedule	37
Mail and Memos	37
Master Activity Calendar	38
Materials and Supplies	38
Medication	38
News Releases	38
Parent-Teacher Conferences	38-39
Parental Involvement Plan	39-40
Parking	41
Personal Items	41
Professional Development Credit	41
Registerfor Workshops Online	41-42
Professional Growth Plan – Instructions	42
Professional Growth Plan – Example	43
Professional Leave	43

PTSA - Parent-Teacher-Student Association	43-44
School Correspondence	44
School Day Defined	44
School Building Level Committee (SBLC)	44
School Finance	44-45
School Wide Search Procedures	45-47
Sexual Harassment Policy	47-51
Renaissance Program	51
Students of the Month	51
Support Employee of the Month	52
Teacher of the Month	52
Telephone Calls	52
Textbooks	52-53
Tobacco	53
Transfer	53
Vendor Contracts	53
Visitors	53-54
Workroom	54

EMERGENCY PLANS

Bomb Threats	54
Bus Accident	54
CrisisResponse “Go Kit”	55-56
Disaster Drill	56-57
Lock It Down (L.I.D.)	58
Fire Drill	58-61
Power Failure	61

ACADEMICS

Award of Credit	61
Bonus Points	61
Career Majors	61
Correspondence Courses	61
Eligibility	62
Grade Point Averages	62
Online Grade Reporting	62
Grading Policy	62-64
Homebound	64
Home Learning	64-65
Honor Code	65-66
Honor Committees	66

IDs	66
Instructional Supplies	66
Phasing	67
Progress Reports	67
Report Cards	68
Semester Exams	68
 ATTENDANCE	
Admits/Tardies	69
Student Attendance Policy	69
Student Absences	70
Excessive Absences	70
Hall Pass	70
 DISCIPLINE	
Codes	71
ID Policy	71
Investigations	71-72
ISS	72
Procedures for Disciplining	72
Student Dress Code	72
JROTC Dress Code	73
Tardy	
Policy	73-74
 GUIDANCE AND COUNSELING	
Philosophy	74
Appointments	74-75
Schedule Change Requests	75
Scholarships and Financial Aid	75
Student Records	75-76
Testing	76
 LAGNIAPPE	
Definitions of Modifications/Accommodations on IEP Form	77
Modifications/Accommodations	of
Environment	77-78
Modifications/Accommodations	of Teaching
Strategies	78-80
Modifications/Accommodations	of
Materials	80-81
Modifications/Accommodations of Time Demands	81

Modifications/Accommodations	for	Behavior	Concerns
.....			81-82
Effective Teaching – by Harry and Rosemary Wong			83-84
Maintaining Good Learning Environments			84-85
Meeting Student Needs in the Classroom			85-86
<u>Power Struggles</u>			86-87
Caddo Parish School Board Policy regarding Notice of Criminal Offense/Arrests			87

INTRODUCTION

This handbook is in no way intended to be a complete legal description of all Caddo Parish School Board Policies or Northwood High School rules and regulations. The administration of NHS intends that this handbook serve as a guide in assisting teachers to generally understand the operation of the school and expectations of students. For a complete listing of all Caddo Parish School Board Policies, please visit the CPSB web site at: www.caddoschools.org

NORTHWOOD HIGH SCHOOL WEBSITE

The NHS web site is located at www.northwood-falcons.org. The site is maintained by Melissa Fisher. If you have information you would like displayed, please contact Mr. Wall.

**2020 - 2021
BELL SCHEDULE**

Students Enter Building 8:22

Morning Announcements	8:26	-	8:30
1st Period	8:30	-	9:26
2nd Period	9:30	-	10:26
3rd Period	10:30	-	11:26

<u>1ST LUNCH</u>	11:26	-	11:56
4th Period	12:00	-	12:56

4th Period	11:30	-	12:26
<u>2nd LUNCH</u>	12:26	-	12:56

5th Period	1:00	-	1:56
6th Period	2:00	-	2:56
7th Period	3:00	-	3:55

Departure Warning			3:58
Buses Depart			4:00

FIRE & TORNADO DRILL SCHEDULE

FIRE DRILL:

TBA

TORNADO DRILLS:

TBA

LOCK IT DOWN DRILLS

TBA

**GENERAL FACULTY MEETINGS
(2nd Tuesday of the Month)**

First Semester & Second Semester: 7:30 a.m. until 8:06 a.m. (subject to change)

<u>Day</u>	<u>Date</u>	<u>Time</u>	<u>Location</u>
Tuesday	September 8, 2020	7:30 a.m.	Auditorium
Friday	October 16, 2020	7:30 a.m.	Auditorium
Tuesday	November 10, 2020	7:30 a.m.	Auditorium
Tuesday	December 8, 2020	7:30 a.m.	Auditorium
Monday	January 4, 2021 (All Day Professional Development)	8:30 a.m.	Auditorium
Tuesday	February 9, 2020 (Testing Inservice)	7:15 a.m.	Auditorium
Tuesday	March 9, 2021	7:30 a.m.	Auditorium
Tuesday	April 13, 2021	7:30 a.m.	Auditorium
Tuesday	May 11, 2021	7:30 a.m.	Auditorium

*Additional Faculty meetings will be called on an “as needed basis”.

**DEPARTMENTAL MEETINGS
(1st Tuesday of the Month)**

Time: 7:30 a.m. until 8:15 a.m. or during common planning period

Location: To be determined by Department Head

*Non-core teachers have been assigned a department to attend. Please see Mr. Spires for your departmental assignment.

**SCHOOL IMPROVEMENT MEETINGS
(3rd Tuesday of month)**

Time: Planning Period

Location: TBA

**CHARACTER RECOGNITION LUNCHEONS
PIZZA WITH THE PRINCIPAL
(Exceptional Character/Exceptional Behavior)**

Thursday	October 8, 2020	11:56 a.m.
Thursday	December 17, 2020	11:56 a.m.
Thursday	March 11, 2021	11:56 a.m.

RENAISSANCE AWARDS DATES

Renaissance Spring Recognition	November 4 & 5, 2020	Delivery
Renaissance Spring Platinum Luncheon	November 11 & 12, 2020	Lunch shifts
Renaissance Fall Recognition	February 24 & 25, 2021	Delivery
Renaissance Fall Platinum Luncheon	March 3 & 4, 2021	Lunch shifts

SEMESTER AND FINAL EXAM SCHEDULES

FIRST SEMESTER EXAMS: TBA

FINAL EXAMS: (Tentative – may be revised for instructional minutes)

Seniors: TBA

Non-Seniors: TBA

- **NO STUDENT MAY BE EXEMPT FROM AN EXAM!**
- **NO STUDENT IS TO TAKE EXAMS EARLY WITHOUT ADMINISTRATIVE APPROVAL !**
- **STUDENTS WHO NEED TO MAKE UP AN EXAM, CAN SCHEDULE WITH THEIR TEACHER A TIME TO DO SO, PRIOR TO THE LAST DAY OF SCHOOL, BUT MUST OCCUR AFTER THE ORIGINAL TEST DATE.**
- **END OF THE YEAR MAKE-UP EXAMS WILL BE ADMINISTERED THE FIRST WEEK OF SUMMER VACATION. ON MAY 19th, TEACHERS WILL**

LEAVE AN EXAM FOR EACH STUDENT NEEDING TO TAKE THE EXAM WITH AN ACCOMPANYING KEY.

- **ALL SEMESTER EXAMS WILL COUNT 15% OF STUDENT GRADE AS PER CPSB POLICY.**
- **END OF COURSE EXAMS SERVE AS FINAL EXAM GRADES FOR COURSES THAT HAVE EOC REQUIREMENTS AND WILL COUNT AS 15% OF FINAL GRADE. EOC WILL ONLY COUNT 5% FOR STUDENTS WITH DISABILITIES.**

CLASS CHANGING DUTY

All teachers are to encourage students to clear the halls and get to class on time. Those who have hall duty are to supervise their area as well as the area of those teachers with locker or restroom duty.

Hearron
Brix/ Howell
Bogan, Garsee

Ground floor east stairwell
Ground floor mall area
P.E. area - bus ramp

Mills, Donaghey, Watson, Lindner

Back Slab

Jimenez
Swearengin
Mainiero
Baker

2nd floor east RR boys and north hall
2nd floor east RR girls
2nd floor west RR boys and south hall
2nd floor west RR girls and south hall

Green/ Wainwright
Mason, Carter
Fisher
Roberson
Wood

3rd floor near CMC and RR
3rd floor near CMC and RR
3rd floor east RR girls
3rd floor east RR boys
3rd floor east end by windows

MORNING DUTY ROTATING ASSIGNMENT (after COVID)

8:10 am - 8:22 am

- | | |
|---|--|
| 1. second floor /ramp/ orange stumps | 9. entry to building near cafeteria (stairwell doors) |
| 2. second floor near elevator | 10. cafeteria (inside) |
| 3. student parking lot | 11. 1 st floor between grey stairs and elevator |
| 4. student parking lot | 12. breezeway between cafeteria and custodial office |
| 5. room 108, bus ramp, orange stumps and old gym locker rooms | 13. second floor foyer in front of main office |
| 6. room 108 and under grey stairs | 14. outside back slab near concessions |
| 7. breezeway between 103 and art | |
| 8. first floor entry to bldg. across from admit office | |

DUTY PERSONNEL/ 4 week intervals

	Monday	Tuesday	Wednesday	Thursday	Friday
1	Mainiero	J. Hall	Wood	Jimenez	Sallee
2	C. Mitchell	Pastor	Malone	Johnson	P. Mason
3	Lafield	Lafield	Lafield	Lafield	Lafield
4	Parr	Parr	Parr	Parr	Parr
5	E. Brown	E. Brown	E. Brown	E. Brown	E. Brown
6	Stewart	Roberson	Burton	Delancy	Baker
7	Mills	Brix	T. King	A.Brown	Howell
8	Galambos	Garsee	Feild	Lindner	Williams
9	Green	Carter	S. King	Hearron	Bellar
10	Guerrero	Bogan	Swearengin	S. Watson	J. Hall
11	Aker	Fisher	Donaghey	F. Jackson	R. Moore
12	Thomas	Thomas	Thomas	Thomas	Thomas
13	C. Hall	Nelson	House	Boyster	U. Jackson
14	Horan	Greer	McCormick	A. Mason	Lindsey

***ALL NORTHWOOD EMPLOYEES WILL PERFORM DUTY DURING THE FIRST AND LAST WEEK OF SCHOOL. DUTY WEEK (1) WILL BEGIN ON _____.**

LUNCH DUTY SCHEDULE - (COVID DUTY)

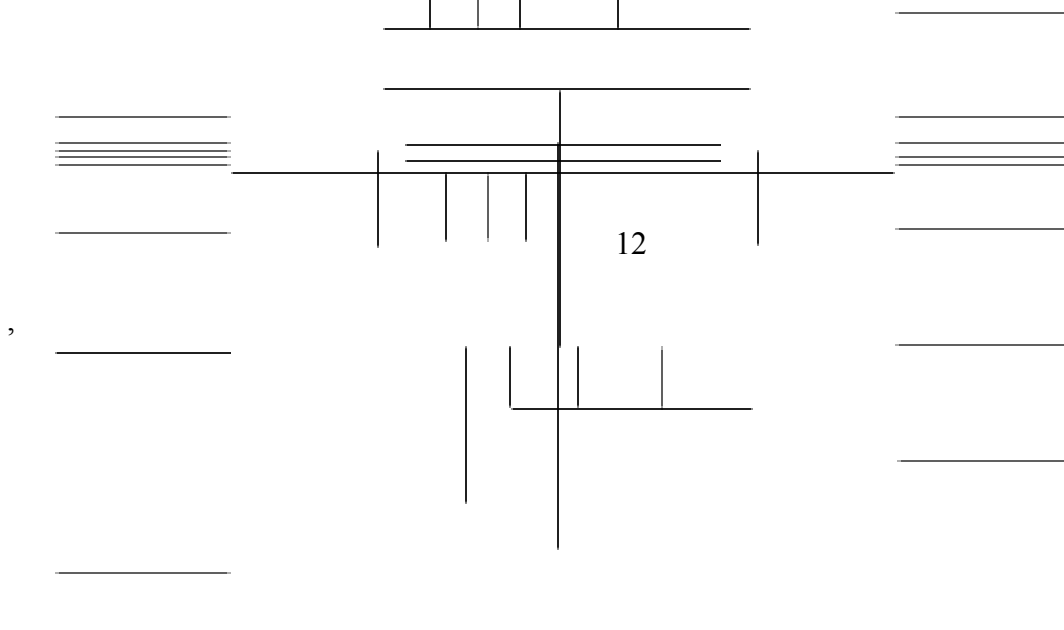
The objective of lunch duty is to remind the students to keep distance between them so that we are allowed to have lunch somewhere other than the classrooms.

1st Lunch Shift

Monday	Tuesday	Wednesday	Thursday
Fisher	Greer	Roberson	Pastor
Burton	Lindsey	Galambos	Wainwright
R. Moore	Williams	Johnson	Wood
C. Mitchell	Malone	P. Mason	Green
J. Hall	S. King	Carter	McCormick
Delancey - hall	313 - hall		Nelson - hall

2nd Lunch Shift

Monday	Tuesday	Wednesday	Thursday
Swearengin	Bogan	Mainiero	Aker
Donaghey	Brix	Jimenez	Stewart
A.Mason	Jackson	Baker	Horan
Sallee	Guerrero	Hearron	Watson
Lindner	Feild	Garsee	Mills
House - hall	S. Hall - hall		A. Brown - hall



**GRADUATION SCHEDULE
NORTHWOOD HIGH SCHOOL**

<u>DATE</u>	<u>TIME</u>	<u>LOCATION</u>
TBA	7:30pm	TBA

PERSONNEL

ADMINISTRATIVE ASSIGNMENTS

Principal	Mr. Shannon Wall
Assistant Principal for Instruction (API)-9th & 10 th grades	Mrs. Danielle Bullock
Assistant Principal for Instruction (API)-11th & 12 th grades	Mr. Dennis Spires
Assistant Principal for Administration (APA)	Mrs. Tasha Robinson

- A. Principal - The Principal is responsible for the overall direction, coordination, and operation of Northwood High School.
- B. Assistant Principal for Instruction - Curriculum and Instruction
- C. Assistant Principal for Administration - Discipline, Attendance, Building Utilization

COUNSELOR ASSIGNMENTS

10th grade & 11th (M-Z)	Ms. Ungela Jackson
11th grade (A-L) & 12th	Mrs. Barbra Bellar
9th & All Jumpstart	Ms. Mime Boyter

DEPARTMENT HEAD ASSIGNMENTS

English	Mrs. Keri Donaghey
Math	Mrs. Marcia Sallee
Science	Ms. Ramona Green
Social Studies	Mrs. Melissa Johnson / Mrs. Maura Greer
Special Services	Ms. Charlotte Nelson
Elective Department Head	Mr. Daryl Roberson

Selection Criteria:

- Certified with an A, B, or C certificate in the subject area of the department
- Demonstrated ability to work cooperatively with faculty, central office personnel, and community members

Duties/Responsibilities:

- Provide curriculum leadership of the department.
- Conduct departmental meetings with a planned agenda and maintain attendance records, which are presented to the principal.
- Originate purchase order requests for budgeted items and maintain an accurate record of departmental inventory.
- Serve as a mentor to new teachers.
- Serve as a teaching instructor/mentor to all teachers in the department.
- Model successful teaching methods.
- Provide teacher in-service to enhance the use of research-based instructional methods within the department.

Assessment/Evaluation:

The assessment/evaluation of the department chairperson is predicated on the performance of duties and responsibilities as listed above. The principal or her designee is responsible for assessing/evaluating the department chairpersons.

ROOM ASSIGNMENTS/FACULTY LIST

101	K. Donaghey	209	S. Baker
102	R. Howell	210	F. Aker
103	Yearbook	211	K. Feild
104	K. Lee	212	A. Mason
105	T. Brix	213	J. Gallion
106	S. Hearn	214	ISS
107	D. Willis	215	J. Swearingin
108	M. Stewart	2A	D. Gibbs
109	(Band) C. Mills	2B	S. Hall
202	M. Jimenez	300	CMC Extension
203	F. Jackson	301	Computer Lab
204	K. Bruce	302	S. King
205	M. Sallee	303	R. Galambos
206	S. Horan	304	M. Pastor
207	M. Guerrero	305	Z. McCormick
208	J. Mainiero	306	N. Wainwright
307	R. Green	312	C. Malone
308	L. Carter	313	M. Greer
309	Computer Lab	314	R. Burton
310	P. Mason	315	M. Fisher
311	Alexander, Moore, Nelson	3A	J. Hall

3B C. Mitchell
3C D. Roberson
3D K. Williams
3E S. Wood
3F M. Johnson
3G B. Gibbs
3H R. Delancy
T1A S. Watson
T1B K. Garsee (Health)

T2A A. Lindner
T2B STUCO
ROTC 1 COL Lafield
ROTC 2 SFC Parr
Rifle Range SFC Brown
Gym S. Watson, K. Garsee
M. Bogan, A. Brown
CMC C. Nelson
Library T. King

PARAPROFESSIONALS

Mild/Moderate Para
Mild/Moderate Para
Mild/Moderate Para
Severe/Profound Para
Inclusion Para
Inclusion Para
Inclusion Para
Inclusion Para
Inclusion Para
Child Specific
Child Specific
Autism
Autism
Autism

C. Goss
Mrs. J. Vance
Mrs. J. Bedgood
Ms. D. Flowers
Mr. M. Barnhill
Ms. S. Nowatzke
Vacancy
Mr. C. Al Assal
Mrs. A. Bogan
Mr. J. Jones
Mrs. F. Stewart
Mrs. E. Norman
Mrs. D. Cook
Mr. J. Taylor

OFFICE STAFF

Principal's Secretary
Attendance & Discipline Secretary
Bookkeeper
Office Secretary
Registrar
Library Clerk

Ms. S. Lawson
Vacancy
Mrs. T. Moore
Mrs. J. Ricks
Mrs. M. Herrington
Mrs. V. Jowers

SECURITY

Security Coordinator
Security Coordinator
School Resource Officer (SRO)

Mr. H. Thomas, Jr.
Mr. G. Stokes
Deputy Nunnery

CUSTODIAL STAFF

Head Custodian
Assistant Custodian
Groundskeeper
Custodian II (Day)
Custodian II (Night)
Custodian II (Night)
Custodian II (Night)

Mr. G. Houston
Mr. J. Nash
Mr. C. Hunter
Ms. E. Collins
Ms. L. Jackson
Ms. I. Bryant
Mr. R. Kelly

GENERAL INFORMATION

ACCIDENTS AND ILLNESS

- Gloves must be worn when touching injured individuals on school property. Gloves are available from the office secretary and should be immediately accessible to use when dealing with any situation involving contact with bodily fluids.
- When a person becomes ill or injured, notify the Front Office immediately. Clean-up procedures must be strictly followed.
- Preventive measures should be taken to assure that other students do not come in contact with fluids.
- An accident report must be completed for anyone injured at school. A report should be procured from the secretary in the front office and returned to her promptly.
- CPSB policy allows office personnel to administer prescription and nonprescription medication to students at school, provided that a written request from a physician and the parent to administer the medication is on file in the front office. Faculty/Staff will not administer medication of any kind to any student.

ANNOUNCEMENTS

- A teacher wishing to have an announcement made must e-mail it to Mrs. Ricks by 12:00 p.m. the day **BEFORE** it is to be read. **Announcements over the intercom should pertain to a majority of the student body.** Exceptions will be special recognitions such as team or organization accomplishments which will require administrative approval.
- Specific information for clubs, sports, etc. should be disseminated in another form (designated bulletin board). Sponsors will be responsible for notifying the students by means other than announcements.
- Announcements are emailed to each staff member, printed daily, and are posted in hallways, library, and on Falcon News boards.

- Only emergency announcements will be made at other times.
- Announcements such as **field trip information, including the names of all students attending, should be emailed at least a week in advance, to Mrs. Bullock for administrative approval before distributing to the rest of the staff.**

ASSEMBLIES

PEP RALLY ASSEMBLIES are held in the new gymnasium and are conducted by the cheerleaders, pep squad, band, and their sponsors. Each class/grade level will have a designated section showing them where to sit. Specific directions as to dismissal, etc. will be provided before each pep rally. Freshman and Seniors will enter the gym at the Northeast door. Sophomores and Juniors will enter the new gym at the Northwest door. Students are not allowed to walk across the court.

REGULAR ASSEMBLIES will be held in the auditorium and students will attend based on classification and/or teacher preference. Register your class to attend assemblies on the rosters as they are posted in the front office or lounge. A seating diagram will be provided for each assembly. Teachers are to sit with their classes and maintain a standard pattern of behavior for students: (1) No discourtesy; (2) No talking during the speaker's presentation; (3) Appropriate respect during the posting of the colors.

ATHLETICS

Athletic Business Manager
Athletic Director
Spirit Group Coordinator

Sonya Lawson
Austin Brown
Sandy Hearron

SPORT

Baseball

Basketball - Boys

Basketball - Girls

Cross Country - Boys and Girls

Football - Varsity

COACH

Austin Alexander- Head

Ronnie Howell – Head
Nick Wainwright- Assistant

Patrick Lindsey- Head

Vacancy
Austin Brown – Head
Cody Malone-Assistant
Michael Bogan – Assistant
Jaran Hall-Assistant
Pedro Guerrero-Assistant

	Sean Watson-Assistant Josh Jones-Assistant Jarrett Taylor-Assistant
Golf - Boys and Girls Soccer - Girls Soccer - Boys	- Head Jacob Mainiero– Head
Softball	Greg Swearengin - Head Kaitlyn Williams- Assistant
Tennis - Boys and Girls Track - Boys	Ronnie Howell-Head -Head
Track - Girls	Marty Guerrero – Head
Volleyball	Maranda Stewart-Head Angela Bogan-Assistant

ATTENDANCE (TEACHERS)

SIGN-IN REGISTER

There is a sign-in register in the lounge. Teachers are to sign in by 8:10 A.M. **Sign in only for yourself.**

SIGN-OUT REGISTER

Teachers will not be required to sign out at the end of the day. However, you are expected to remain on campus at least fifteen (15) minutes after the last bell. If you must leave the campus during the school day, you must check with the principal or his/her designee and fill in the appropriate information on the sign-out register. Staff members will only be allowed to leave campus for emergencies.

EMPLOYEES REPORTING FOR WORK “LATE”

Any staff reporting after 8:10 A.M. is required to complete a “Late for Work” form. Employees are to write their name, date, time of arrival, and reason for being tardy on the form. On the third accumulated tardy, an informal meeting will be held by an administrator. On the 4th, documentation will be placed in your school personal file. On the 5th and successive tardy, documentation will be placed in your CPSB Personnel file.

EMPLOYEE ABSENCES

The substitute employment management system can be accessed by logging on to the internet at app.frontlineeducation.com Each teacher is responsible for registering with Frontline Absence Management.

Absences must be put in the system prior to 7:00 a.m. the day of the absence. Emergency absences after 7:00 a.m. must be reported to **Mr. Spires at 318-560-0847**.

Paraprofessionals should also contact Mr. Spires for their absence.

To register, you must:

- Go to app.frontlineeducation.com Enter your ID number (the ten digit phone number you provide to CPSB) and PIN number (last four digits of your Social Security number).
- Once you are logged in the system, you will be given prompts for various menu choices. It is very important that you clearly and accurately record your name and subject area for substitutes to hear when accepting a job in your absence.

Your absence is not registered until you receive a confirmation number. You can also access AESOP on the Internet to enter absences, check your absence schedule, update personal information, and other features.

Absence Reasons:

1. Personal Illness
2. UPR Day
3. Illness of Other
4. Emergency
5. Military Leave
6. Maternity or Sabbatical Leave
7. Medical Appointment
8. Court Appearance
9. Professional Day
10. Workshop
11. Death in Family
12. Vacation

INTENT TO BE ABSENT Please notify **Mr. Spires** in advance if you know you will be absent. **The employee is responsible for reporting the absence to the Frontline system so that a substitute will be assigned.** If you cannot get through to the system or have an emergency after 7:00 a.m. on the day of the absence, call for assistance in securing a substitute. Regardless of the circumstances, **Mr. Spires** needs to be notified of an absence as soon as you are aware that you will be out. Refrain from leaving a major test or culminating activities which would require an evaluation by the substitute. A substitute priority list will be published during

the first few weeks of school. If a substitute does a highly commendable job or a very poor job, you should inform Mr. Spires.

If you cannot return to work following your reported absence, please call **Mr. Spires** before 2:00 P.M. so that we can secure the same substitute. In case of extreme emergencies, your emergency substitute file kept in Mr. Spires' office will be used. **This file will only be used at your request or if there are no other plans available.** It will also need to be updated by the teacher after use. Each teacher should complete this file and have it into Mr. Spires by August 31, 2020.

TEACHER ABSENCES

- **Every teacher** is required to have five (5) days of emergency lesson plans on file with Mr. Spires (API). Emergency plans will be used in the event a teacher is unable to drop off a daily lesson plan. Emergency plans should be thorough and generic enough that anyone can follow the objectives, activities, and evaluation.
- CPSB policy allows 12 days of absence per school year for illness and emergencies without loss of pay.
- Unused sick leave accumulates to the credit of the employee without limitation.
- Sick days are to be used for personal illness or for serious illness or death of members of immediate family (spouse, child, parent, grandparent, sister, or brother).
- Two UPR (Urgent Personal Reason) days may be used for unquestioned absence.
- All teachers who must be absent from school for any reason are to secure a substitute through Frontline.
- If Frontline is inaccessible, the employee should contact Mr. Spires.
- An employee is responsible for activating Frontline and acquiring a PIN # upon employment with CPSB.
- **An employee who is absent from school for more than 2 CLASS PERIODS (planning period or class) will be counted absent from duty ½ day.**
- If an emergency arises during the school day, the employee should notify the API and the secretary in the front office. Permission to leave is granted by the Principal or his/her designee. **Employee must sign out in front office.**
- An employee who is going to be absent from school any part of the day for field trips, athletic events, or other events **must ask for professional leave at least ONE MONTH prior to the event. Once leave is approved, the teacher should register the absence in AESOP.**

CELL PHONE USE (CPSB Policy Manual – File: GBCB)

Employees are prohibited from using cellular telephones and other electronic communication devices during the workday unless otherwise authorized or upon prior approval of their immediate supervisor. Employees may use the above-described devices during breaks or in emergency situations. (Reminder - time with students should be free from such distractions.)

CHILD ABUSE AND NEGLECT - MANDATED REPORTING

Any person who provides training and supervision of a child, such as a public or private school teacher, teacher's aide, instructional aide, school principal, counselor, school staff member, social worker, security coordinator, etc. is a mandated reporter. The following information needs to be provided with each report:

- Names, addresses, and phone numbers of parents/guardians
- Name of suspected victim and birth date
- Names of siblings and their birth dates
- What was told to you? What did you see? Have you seen this before? Have you ever reported this family before? Tell of any other concerns.

A written report should be mailed to Child Protection within 5 days of the phone report.

A reporter does not have to disclose his/her name. If the reporter chooses to state his name, state law protects the identity of all mandated reporters, and they are given immunity from legal liability as a result of reports made in good faith.

Phone Numbers:

Child Protection (676-7326)
Hot Line (676-7622)
CSO Juvenile Detention (929-9987)
SPD – Juvenile Division (673-7020)
Sex Crimes Unit (673-6955)

CLUBS AND ORGANIZATIONS

- Any sponsor of a NHS club or organization must have on file in the office a constitution and/or by-laws for his organization and a list of members.
- When dealing with club monies, the sponsor must strictly follow the financial guidelines outlined in this handbook. He/She is responsible for issuing membership cards to identify members, especially for Activity Periods, who are eligible to participate in club activities. He/She is also responsible for notifying other teachers of the students who

attended a club meeting during Activity Period on a specific date.

- Students are to leave campus by 4:15 p.m. each day unless under the direct supervision of a teacher, coach, or other CPSB employee. Sponsors of group meetings after school must adhere to the above conditions for meetings, practices, etc.

CLUB/ORGANIZATION SPONSORS

ORGANIZATIONS

Beta
Band
Multicultural Society
Choir
Cheerleaders-Varsity/Freddy Falcon

Classes

Freshman
Sophomore
Junior
Senior

Falcon line
FCA
FBLA
Flagline
Gentleman's Club
National Honor Society
Pep Squad/ J.V. Cheer/Dance
Renaissance

ROTC

Color Guard
Rifle Team
Drill Team
Blazer Team

Spanish Club
Student Council
Talon Staff
Key Club

SPONSORS

Suzanne Horan
Curtis Mills
SFC Eddie Brown
Maranda Stewart
Rebecca Galambos

Keri Donaghey
Marcia Sallee
Tracie Mitchell
Sandy Hearron
Sandy Hearron

Darryl Roberson
Curtis Mills
Darryl Roberson
Melissa Fisher
Tracie Mitchell
Danielle Bullock

SFC Brown
LTC Lafield
SFC Brown
SFC Parr

Madeline Pastor
Melissa Johnson
Tracy Brix
Maura Greer
Cayla Mitchell

COPYING FACILITIES

- For **75 or more copies** of an instruction related material, the risograph can be used. Other materials for the risograph must be approved by the API.

Use of the copier machines will be \$0.015 per copy. Teachers will be assessed quarterly.

COPYRIGHT LAW

The “fair use” section of the revised copyright law (PL94-553) spells out the rights of teachers. This section of the law became effective January 1, 1978. “.....the following statement of guidelines is not intended to limit the types of copying permitted under the standard of fair use under judicial decisions and which are stated in Section 107 of the Copyright Revision Bill. There may be instances of copying which do not fall within the guidelines stated below but may nonetheless be permitted under the criteria of fair use.”

DRESS CODE

Teachers should dress professionally. Extreme casual wear, such as tank tops, sweat suits, and shorts are not appropriate. Please be reminded that teachers are held to a higher standard than students. All teacher dress should meet and exceed the requirements of the student dress code. Modest and professional dress is expected every day. Teachers and staff who wear leggings should also have a long top or shirt that comes within 4 inches of the knee. **ALL STAFF MEMBERS ARE EXPECTED TO WEAR THEIR NHS I.D. DAILY.**

DUTY AND SUPERVISION

Supervision of students is the responsibility of all employees at Northwood High School. All teachers are to stand at their doors and supervise the areas near their rooms at the beginning and end of each class period. This includes your planning period. Some teachers are assigned other duty stations throughout the school day. Bus duty, restroom duty, before/after school duty, and lunch duty are examples. Duty stations throughout the building during the lunch shifts are important for the orderly flow of students to and from the cafeteria.

As a teacher, you have the right and responsibility to supervise and direct any student enrolled at Northwood. Effective duty is done when teachers anticipate possible situations, mingle among students, and direct the movement of students. Your duty schedule should be highlighted in your Substitute Folder. It takes all of us (teachers and administrators) working together to create a safe learning climate.

EFFECTIVE CLASSROOM ORGANIZATION AND MANAGEMENT

1. Do not permit students to check your roll or answer the intercom.
2. Keep the room clean and orderly at all times.
3. Maintain appropriate and up-to-date bulletin boards.
4. Have daily written lesson plans.
5. Lock your classroom when you leave and do not permit students to remain during your absence.
6. **DO NOT PERMIT STUDENTS TO USE SCHOOL KEYS.**
7. Send information to the office as soon as possible when requested.
8. Do not leave your students unsupervised at any time. **Do not place students in the hall unsupervised.**
9. Do not permit your students to leave class to use the office phone.
10. Do not send students to the teachers' lounge.
11. Do not send students to the mailboxes.
12. Do not send students to the workroom.
13. All students that need to leave your classroom must have a hall pass.
14. Do not have room parties.
15. Contact parents, keep them informed, and encourage their involvement.
16. **No Hall passes during the lunch shifts (4th Hour) or after 3:00 p.m.**
17. No holding students after class causing them to be tardy to their next class.
18. No allowing students to remain in your class without prior approval from the assigned teacher.
19. Do not allow other students in your class from different classrooms. Exceptions with administrative approval **ONLY**.
20. **DO NOT** allow students to drive your personal vehicles at ANY time.

ELECTION DAY(S)

Northwood High School is a polling site. Please do not schedule any practices in the gym or request any meetings in the building during election days.

ELEVATOR USE – STUDENTS

Any request to use the elevator must be submitted to the API. The request must include a doctor's note indicating the duration of the need for elevator use. Student will then be given an elevator pass signed by the API with specific begin and end use dates.

EVALUATION INFORMATION PRE-OBSERVATION CONFERENCE/INTERVIEW

During a pre-observation conference, you must bring the following:

- Up-to-date lesson plan book
- Copies of any items that will be distributed during the class period to be observed

During our Pre-Observation conference, please be prepared to discuss the following information:

- What should the students know or be able to do at the end of this lesson and how did you arrive at your objective(s)? Be prepared to indicate how this lesson relates to past and future lessons.
- What activities have you chosen to teach your objectives and why have you chosen these activities? Be prepared to indicate the order in which the evaluator will see the activities.
- Please identify the individual differences you will address in this lesson and discuss how you plan to accommodate them.
- What media and materials other than textbook, workbook, or chalkboard will you use in this lesson, if any, and why have you chosen these resources?
- Describe the method(s) you intend to use to measure learner outcomes of this lesson. When do you intend to use these methods?
- How do you formally assess students' performance over the course of a unit, grading period, or year, and in what ways do you use the assessment results?
- How do you monitor or informally assess performance of students, and how do you use the information?
- How and when do you give feedback to students about their performance?
- Are there any unusual circumstances or special conditions that I should know about as it relates to your class?

OBSERVATION LOOK- FORS

The following are some things observers will be looking for during your observation:

DIAGNOSTIC/PLANNING AGENT

- How does the teacher determine the activities of the class?
- Is the teacher implementing SIP research-based strategies?
- Does the teacher have a written lesson plan?
- Are all materials on hand prior to beginning instruction?
- Is the teacher able to implement lesson plans?
- Is the teacher giving the lesson the minimum required time allotment?

LEARNING DIRECTOR

- Without seeing the teacher's lesson plan, can you determine the objective for the day? Does she state it in the anticipatory set? Can you see where the class is going?
- Does the objective – the day's lesson – seem at the correct level of difficulty for the students? How can you tell?
- Is there a good learning atmosphere in the classroom? Are students taking part in the lesson? Can you see learning taking place?
- Does the teacher monitor – adjust – check for understanding throughout the period? Does the teacher know that students understand? How does the teacher know?
- Does the teacher praise the students? Tell them she is pleased when they do something right? What about the tone of voice the teacher uses? Do students feel good in this class?
- What materials does the teacher use- chalkboard, worksheets, text, newspapers, etc.? Does the teacher use these materials effectively?
- Does the teacher relate the lesson to what students know such as their interests, prior knowledge and background? Does the teacher use examples to increase understanding of students?
- Are pupils on task most of the time?

SUBJECT AREA COMPETENCE

- Does this teacher know the subject being taught? How can you tell? Would you be comfortable with what the teacher told you about the subject – do you get a feeling of confidence when listening to this teacher? Is the teacher totally dependent on the manual?
- Is there an order to the lesson? Does the teacher begin to lay the groundwork at the beginning and bring it to a close? Are provisions made for supplementary and/or enrichment activities?

HUMANIZING AGENT

- How does the teacher talk to the students – with the students?
- Is there warmth – caring – personality – in the voice of the teacher? Does the teacher treat the students courteously and with respect? How do the students respond? Does the teacher raise her voice? Use sarcasm? Does the teacher move about the room as she speaks? Does the teacher argue with the students?
- Does the teacher ever lose control of the class? Do you feel that students are taking over the classroom, or is the teacher in complete control? How does the teacher do this?
- Does the teacher praise students? Compliment them? How does the teacher correct wayward students?

CLASSROOM ORGANIZATION AND MANAGEMENT

- What happens when students come into the classroom? Where is the teacher? How do students come into the classroom? In what manner?
- What does the room look like? How is the furniture arranged? What about bulletin boards? What kind of atmosphere has the teacher created in the room? Does the teacher have easy access to all students?
- How are materials distributed or collected? Is there much movement around the room on the part of the students? Is the movement necessary or at the discretion of the teacher? Do students roam about the room at will?
- Is the room clean? How does the teacher keep the room clean? What seems to be the attitude of the students toward the cleanliness of the room?
- How does the teacher maintain discipline? Is it obvious or subtle? Does the teacher enforce discipline or classroom rules?
- How are assignments made?
- Is there a closure or do students just get up and leave?
- What about the teacher's voice? Does she raise her voice or does she maintain classroom control by her manner or by force?

Ask yourself this question: "Would I want to be a student in this classroom?"

Below are some examples of perceived weaknesses:

- The aim did not become clear until the middle of the lesson.
- The pupils, working in groups, did not seem to know the purpose of their activities. There was no way of determining whether the aim had been achieved.
- Most pupils were inactive during the lesson.
- Pupils often answered in concert or called / yelled out answers.
- Some pupils could not answer the teacher's questions.
- The teacher took too long to distribute the materials.
- The demonstration was not visible in the rear of the room.
- The bell rang for lunch before the lesson could be completed. (This does not apply to split lunch shifts.)
- The teacher talked too much.
- The pupils were orderly but passive.
- The teacher wrote extensive material on the chalkboard that pupils copied in their notebooks.

TEACHER SELF-ASSESSMENT

Consider the questions below and reflect upon your own performance in each area.

PLANNING AND PREPARATION

- Do I prepare for lessons adequately and assemble all materials prior to instruction? Are goals, objectives, and outcomes clear in my own mind?
- Do I anticipate questions that students might ask or problems with the lesson?
- Are key questions specified?
- Am I clear about the instructional strategies I intend to employ in lessons?
- Do I specify assessment techniques?

INSTRUCTIONAL SKILLS

- What do I do to motivate students for learning?
- Do I communicate objectives to students at the beginning of lessons?
- Are instructional materials varied and intrinsically interesting?
- Do I ask questions to probe student understanding of the learning?
- Do I adjust lessons as necessary, depending upon student comprehension?
- Have I anticipated and made adjustments for individual learning styles?
- What do I do to make lessons relevant to student's lives?
- Do I provide opportunities for students to share and collaborate?
- Are students actively involved throughout my lessons?
- Do I invite students to share and elaborate upon their ideas?
- What do I do to foster higher levels of thinking?
- Do I maintain accurate records of student growth and progress? Do I assign, grade and return student work in a timely manner?
- Do I encourage students to assume responsibility for their own learning?
- Do I provide opportunities for students to reflect upon their own learning?
- Do I ask students to summarize what they think they have learned at the end of lessons?

LEARNING ATMOSPHERE

- Is my classroom attractive, inviting, and cheerful? Is student work displayed? Am I respectful of all students, regardless of their ability or background?
- Do I take steps to ensure maximum participation on the part of all students? Do I maintain clear and appropriate standards for student behavior?
- What do I do to promote student self-discipline and responsibility?
- What do I do to promote a positive, enthusiastic attitude?
- Are students in my class excited and enthusiastic about learning?
- What do I do to create an atmosphere in which students feel free to take risks?

HUMAN RELATIONS

- Am I sensitive to the needs of students? Do I treat all students fairly and objectively?
- Do I make myself available to students who have concerns or issues that they want to discuss? Do I work cooperatively with other staff and the school administration?
- Do I work to promote harmony among the school staff?
- Do I communicate effectively and regularly with parents?
- Do I listen compassionately to parents' concerns?

PROFESSIONALISM

- Am I personally committed to student growth and development?
- What do I do to promote and become involved in the total school program?
- Am I open to new ideas and approaches?
- Do I strive for improvement through involvement in professional development activities?
Am I willing to serve on school and district committees?
- What do I do to keep abreast of professional literature in teaching and curriculum?

EVALUATOR ASSIGNMENTS

Please list the names of evaluators and certified employees below. Indicate each certified employee's grade level or area of responsibility.

Mr. Shannon Wall, Principal Dennis Spires, API Danielle Bullock, API Tasha Robinson, APA

B. Bellar	A Brown	S. Baker	F. Aker
M. Bogan	R. Burton	E. Brown	K. Donaghey
M. Boyter	R. Delcancy	L. Carter	M. Fisher
T. Brix	P. Guerrero	K. Feild	R. Galambos
D. Bullock	J. Hall	J. Gallion	B. Gibbs
K. Garsee	R. Howell	R. Green	S. Hall
D. Gibbs	M. Jimenez	S. Hearron	S. Horan
M. Greer	S. King	T. King	B. House
U. Jackson	P. Lindsey	B. Lafield	F. Jackson
M. Johnson	J. Mainiero	A Lindner	R. Moore
C. Malone	A Mason	Z. McCormick	C. Nelson
P. Mason	C. Mitchell	C. Mills	M. Pastor
T. Robinson	L. Roberson	K. Parr	K. Williams
D. Spires	M. Sallee	M. Stewart	D. Willis
S. Wood	G. Swearengin	N. Wainwright	
		S. Watson	
Cafeteria Manager			Security Coordinators
All Clerical	All Paras		ISS Coordinator

FACILITIES – CARE

- A well-kept, attractive school building is of utmost importance in establishing a suitable educational climate.
- It is the responsibility of each teacher to instruct his/her students to take proper care of the school facilities.
- Consequently, **students will not be left in a classroom without direct faculty supervision.**
- In addition, teachers must station themselves outside their doors in the hallways between classes to promote appropriate care of the school.

FACILITIES – MAINTENANCE

Teachers are accountable for the physical conditions of their classrooms. If any repairs need to be done (e.g., lights replaced, sink unstopped), the teacher should complete the maintenance request form and turn it in to **Mrs. Robinson, API**, the same day the need first occurs.

FIELD TRIPS

A teacher must submit a request for a regular field trip (within 150 miles) **at least three weeks in advance and for special field trips at least five weeks in advance** for approval and to guarantee that a bus can be secured. Students are not allowed to go on a field trip in which an admission fee is assessed for the event if transportation is provided by CPSB. Each bus must have an adult sponsor other than the driver. **A teacher who is going to be absent from school any part of the day for field trips, athletic events, or other such events must ask for professional leave at least three weeks prior in advance. Student volunteers for field day, carnivals, etc. do not require an accompanying sponsor, but the list of students must be submitted to Mrs. Bullock for approval before permission slips go home.**

After the field trip is approved, the sponsoring teacher should proceed as follows:

1. Place field trip on master calendar in office. (See S. Lawson)
2. The teacher must request bus transportation from S. Lawson.
3. The teacher must distribute NHS field trip permits to students. Forms are located in Riso area of lounge. Any student participating in a field trip **MUST** return the completed form signed by a parent prior to the trip. Forms should be taken with the sponsor on the trip so as to have available such pertinent information as parents' phone numbers, medications, etc.
4. The teacher must email an **alphabetized list** of participating students to Mrs. Bullock at least **6** school days prior to the trip.
5. After the list is approved, Mrs. Bullock will forward the approved list of students to counselors, administrators, front office, and the attendance secretary **at least 5 school days prior** to the trip. A student who is on the list to be excused and does not participate must be reported by the sponsoring teacher to the attendance office and the faculty as soon as the absence is noted.
6. The teacher must provide the API with a detail sheet (name, address, and phone number of the primary site of activity, address and phone number of motel, dormitory, etc.)
7. Give list of students attending field trip to T. Mitchell to fax to Fair Park Medical Careers and Caddo Career & Technology Center.

GRADE BOOK

All teachers are responsible for accurate entries of daily grades, test grades, themes, and other assignments in JCAMPUS in order that grades reported to parents can be substantiated. Absences and tardies must also be recorded. **Grades should be current.** A minimum of one

grade a week and three grades every 2 weeks should be posted for each class. Items assigned are to be graded, posted, and returned within 5 school days. There should be a balance of assignments and points possible so that one missed or failed assignment does not drastically impact the overall average.

GUEST SPEAKERS

Teachers are encouraged to utilize available resources in the community and invite guest speakers whenever appropriate for the enrichment of the students. Teachers should notify Mrs. Ricks, and API **five days in advance** prior to the visit.

JCAMPUS

Teachers will be required to input attendance, tardies, grades, and discipline referrals in the JCAMPUS software system. If you are keeping a hard-copy grade book, you must enter grades into JCAMPUS within 2 days of recording the grade into the hard-copy grade book.

KEYS

Teachers are issued keys to their rooms and are responsible for their return at the end of the year. Keys are issued by Ms. Lawson. **Keys should not be duplicated or given to students.** Loss or duplication may result in the teacher assuming the cost of the lock and key replacement. Teachers will be required to sign a key contract and will be held accountable for loss, duplication, or misuse.

LESSON PLANS – CPSB File INA

Each teacher must have **daily written lesson plans** with clearly defined objectives/ Common Core State Standards stated in terms of expected student behaviors. NHS provides a Daily Lesson Plan form which may be used. For purpose of observation, a copy of the lesson plan should be made available to the observer. Lesson plans should be legibly written or typed, kept on the teacher's desk in a notebook or folder at all times. Yearly plans by subject area and teaching across the curriculum lines are to be documented in lesson plans.

LIBRARY - CLASS USE

Classes may be scheduled as needed. Teachers should collaborate with the reference librarian and bring a copy of the class assignment before a time is scheduled. This should be done as far in advance as possible. The library can accommodate **one** class for research at a time. If a scheduled period is not to be used, the librarian should be notified no later than 8:30 a.m. on the

day of the scheduled class.

Students may not bring textbooks, briefcases, or book bags to the library. Teachers must remain with their students. Teachers are responsible for disciplining their students; the library staff will discipline at their discretion. Classes will leave the library 5 minutes before the end of the period.

LIBRARY - INDIVIDUAL STUDENT USE

The school library is not available for student use during class time unless accompanied by assigning teacher or administrative approval. Students may use the library before school, after school, and during lunch with library pass from assigning teacher.

Computers are for academic use. Any student observed using computers for purposes other than academics will be denied computer use.

LIBRARY - MATERIALS FOR FACULTY USE

Teachers must send a written request for any materials to be checked out by a student in the teacher's name for the teacher's use. Back issues of magazines may be checked out; current issues may not be checked out.

Equipment and audiovisual materials may be reserved in advance as needed. A sign-up book for AV materials and video use is at Mrs. King's desk. The library staff should be consulted when reserving time or materials. In case of a change in plans, reserved equipment should be canceled so that it may be released to another teacher. **All equipment and AV materials should be returned as soon as they have been used.** If equipment will not operate properly, the librarian should be informed of the specific problem when the equipment is returned. If a teacher wants to use AV materials away from school, permission must be obtained from the principal and the AV Librarian (see Mrs. King for a form).

Videos which are not checked out from the library are to be approved (two weeks in advance) by the API before they can be shown to students. Approval of a video is contingent upon the rationale for showing it and the suitability of the video's content. Videos which include excessive violence, racism, inappropriate language, or nudity are not appropriate for viewing at Northwood.

LIBRARY - MISCELLANEOUS SERVICES

The library provides additional services such as the following:

1. Reference help to students and faculty
2. Bibliographies of book and non-book material in various areas
3. Orientation on library use for all ninth-grade English classes and for other classes on request
4. Instruction in the use of audiovisual equipment
5. Videotaping of requested television broadcasts and special classroom events
6. Aid in ordering films, videotapes, and other media programs
7. Professional books and magazines for the faculty
8. Previewing of AV materials in the library's equipment room
9. Free use of the laminating machine by teachers for school-related materials
10. Use of "Accelerated Reader" and other computer software for such activities as generation of worksheets or testing of students on reading selections
11. Connection to the Shreve Memorial Library catalog
12. Use of the fax machine by teachers - local use free, long distance charges vary
13. Teacher resource room with phone and computer for teachers use.
14. Binding machinery
15. Recording of faculty meetings and showing during teacher's planning period
16. Accu-Cut letter cutting system

LUNCH SCHEDULE

NO HALL PASSES DURING LUNCH!!!

Lunch periods are determined by the classrooms students are in during **4th period**.

**Teachers and students who have 4th period on Third Floor will eat on 1st lunch.
All other teachers and students will eat on 2nd lunch.**

MAIL AND MEMOS

Each teacher will be assigned a mailbox, and all mail or written communication will be placed in his/her box. Teachers should check their boxes before and after school, on their planning periods, and at lunch for mail, messages, or in-house communication. **Teachers are required to check their CPSB email before school, middle of the day, and at the end of the day.**

MASTER ACTIVITY CALENDAR

All school activities must be recorded in the Master School Activity Calendar maintained by S. Lawson in the main office. Any dates for special events and activities should be given to Ms. Lawson for approval from an administrator at least **two weeks** in advance. An informal calendar is also kept in the teachers' lounge and maintained by office personnel **ONLY!** Check the master calendar on www.northwood-falcons.org.

MATERIALS AND SUPPLIES

Money is furnished by the school board on a per pupil basis to be used for materials and supplies. Each teacher received a \$200 materials and supplies allotment. Supplies requested will be distributed upon your arrival.

MEDICATION

When it is necessary for a student to take medication at school, there are forms that the doctor and a parent must fill out. Medication must be delivered to the school by a parent in a prescription bottle with proper labeling. **There are no exceptions to the Caddo Parish School Board Policy.** If a student does not have these forms filled out and the medication is not officially listed at school, a parent will have to come personally to administer the medication. If medication needs to be administered at school, students should go to the front office to pick up forms to be signed by the parent and the doctor.

If a student was on medication the previous school year, new forms must be completed at the beginning of each new school year. This Caddo Parish Medication Policy applies to all medications including: Tylenol, aspirin, cough drops, and any over-the-counter-drugs.

NEWS RELEASES

All news releases are to be handled through the principal. A news release form, located in the teacher workroom, should be filled out and turned in to Ms. Lawson for administrative approval. An individual is not to release information to the news media on his own. Teachers are to notify the principal of any media personnel scheduled to visit the campus.

PARENT-TEACHER CONFERENCE

A parent or a teacher must arrange a conference through the counselors. A counselor will give the teacher at least 1 day's notice and will notify the teacher as to the time and the place. The conference will be attended by the parent or guardian, the teacher, a counselor, and/or administrator. The student may or may not attend. Conferences will be arranged during your planning period and before/after school. We must remember that responsibility for the success or failure of a conference rests primarily with the teacher, counselor, and/or principal. You are encouraged to consider the following procedure:

1. Build a cooperative relationship with parents by sitting with them at a table.
2. **BE RECEPTIVE.** That is, receive anything the parent tells you without showing surprise or disapproval. If the teacher cannot do this, he will not get an honest picture of the parent's attitude and feelings.
3. Comparison to siblings/discussing other students/or naming other children shall be avoided.
4. Be accurate and specific about the student's academic and/or behavioral

- performance.
5. Provide detailed current progress report.
 6. Try to end the conference with a plan or mutual understanding.
 7. Document all parent conferences on Parent Contact Form.

TIPS IN DEALING WITH PARENTS

- Make first contact.
- Find something positive to say.
- Make it a cooperative effort.
- Be honest.
- Offer suggestions.
- Be a good listener.
- Have your documentation.
- Remain calm.
- Meet as a team.
- Have administrator there if necessary
- Listen

TIPS ON AVOIDING HOSTILITY

- Establish rapport.
- Give respect; get respect.
- Actively involve students in hands-on, challenging activities.
- Communicate with fellow teachers.
- Do not fall victim to anger or frustration.
- Remove audience when necessary.
- State choices.
- Be consistent.
- Use humor.
- Have a plan.
- Learn to recognize anxiety.
- Use good vocal skills.
- Smile.
- Acknowledge mistakes if appropriate.

PARENTAL INVOLVEMENT PLAN

PHILOSOPHY: The faculty and staff of Northwood High School uphold the position that all students can learn. By establishing effective lines of communication among parents, teachers, community members, and students, we believe that these groups will be aware of the responsibilities they have in the educational process, and that from this shared effort, Northwood High School will move successfully toward producing future citizens who are educated, productive, and capable of contributing to the betterment of society. Parental involvement at Northwood High School includes the following major components:

PARENT SUPPORT IN THE HOME: Parents should: encourage systematic study, show interest in assignments, provide proper conditions for study at home, assist the school in promoting and maintaining acceptable standards of conduct, agree to meet with the staff periodically to discuss student progress, insure the students' prompt and regular attendance,

become familiar with school rules, cooperate with the school in solving problems when disciplinary actions are necessary.

SCHOOL COMMUNICATION WITH THE HOME: The instructional goals are designed to meet "the needs of a student body which represent diverse educational, economical, and social backgrounds." Goals are communicated to students and parents throughout the school year. The annual Back-to-School Night is another opportunity for parents to meet the faculty and staff. Progress reports are sent home with each student quarterly (mid-point of each nine-week period). If a grade changes to an "F" anytime before the end of the nine weeks, a report is sent. Teachers also send reports periodically as a general update of the academic progress of students. Parent conferences are initiated frequently by teachers or by the administrators. The school website is updated periodically as a method of communicating with parents, as well as individual student grade reports available on [JCAMPUS](#). The use of this method of communication has been an important factor in Northwood's success.

All parents receive mailings from time-to-time to attend informative sessions on new programs, Renaissance (academic celebrations), diploma endorsements, career guidance, and completion of Louisiana Department of Education High School Plan of Study.

PARENTAL INVOLVEMENT AT SCHOOL: The Falcon Booster is active at Northwood. Parents and community members serve as resource persons, assistants for special projects, members of the hospitality committee, and volunteers for athletic events. Community and parental support and student participation in fund raising activities have assisted in the purchasing of materials and supplies for instructional needs.

PARENTAL INVOLVEMENT IN GOVERNANCE AND ADVOCACY: The Northwood High School Falcon Booster committee and advisory board have regularly scheduled meetings throughout the school year. The principal sits on this board. Input regarding curricular and co-curricular activities from the Falcon Booster Club is received as the school calendar is developed.

PARKING

Teachers and staff are to park in the designated teacher parking lot. Parking hang tags are available from the Security Coordinators and are to be displayed from the rearview mirror. Parking spaces on the ramp are designated for school bookkeeper, teacher and support Employee of the Year, handicapped and visitors conducting business on the premises for ten minutes or less. Additional parking behind the school is designated for administrators, office staff and counselors. Handicapped spaces are located behind the elevator and are reserved for those persons with proper handicapped license identification only.

PERSONAL ITEMS

Northwood High School is not responsible for personal lost/stolen items. Keep them secured at all times.

PROFESSIONAL DEVELOPMENT

FOUR TYPES OF PROFESSIONAL DEVELOPMENT CREDIT

Once activities are submitted, a determination of the type of credit to be awarded will be made. There are a number of types of credit:

- Relicensure CLUs for those new teachers with Level 2 or Level 3 Certificates seeking to accumulate 150 CLUs over each 5 year period. These CLUs may focus on instructional strategies and do not have to be content specific. Examples are classroom management, cooperative learning, frameworks of poverty, etc.
- College courses will be counted at 15 CLUs per credit hour in addition to the college credit earned. College courses will apply for Relicensure CLUs.
- Professional Development Credit on an hour-by-hour basis will be given for those activities which teachers participate in but which do not meet the requirements of "high quality" professional development as defined by NCLB.

REGISTER FOR WORKSHOPS ONLINE

- Access CPSB website: www.caddoschools.org
- Click on the down arrow of the tab entitled "Teachers & Staff"
- Click on "Staff Development Center"
- Click on the link entitled "Register for Workshops Online"
- Enter Username (Last name in all caps and last four digits of SS#)
- Enter Password (CPSB unless you have changed your password)

NOTE: **Documentation of completed coursework/professional development completed outside** Northwood High School and Caddo Parish sponsored professional development must be presented to **Mrs. D. Bullock, API** to enter on the district site.

PROFESSIONAL GROWTH PLAN INSTRUCTIONS

Each employee prepares a professional growth plan at the beginning of an evaluation period. The previous post evaluation conference is used to analyze and discuss job performance for the purpose of developing a growth plan that will strengthen and enhance performance. **The PGP should support the Northwood School Improvement Plan and the system's overall goals.** Additional objectives can be used as needs indicate.

For less experienced teachers or any employee whose performance needs to be strengthened, the objectives should be directed toward professional improvement. For experienced, successful employees, objectives may extend beyond the professional responsibilities included in the job description and may be used to explore new untried, innovative ideas or projects.

Plans are developed collaboratively by the employee and the evaluator.

1. State the rationale for the objective as it relates to improving professional performance and/or enhancing the goals of the school system.
2. Prepare a plan of action that describes steps you will take to complete the objective in relation to who, what, when, and how. The plan of action must contain a time schedule and must be reviewed each year.
3. Does the plan state the measurable criteria that can be used to evaluate progress toward completing the plan? You must also state how achieving each objective will improve your job performance.
4. When the objectives have been developed and the evaluator and employee are satisfied with the plan of action, both sign the form for each objective. The employee keeps the pink copy and the evaluator keeps the white and yellow copies.

QUESTIONS TO CONSIDER IN PREPARING YOUR PLAN:

- Is the plan based on a specific objective with outcomes that can be observed or measured?
- Do the objectives lead to improving student learning and/or strengthening professional performance?
- Does the plan include a timeline for accomplishing the objective?
- Does the plan support school system, building and/or department objectives? Does it conflict with any system, building or department objectives?
- Is the plan realistic and challenging? Is it designed to produce professional growth?
- Is the plan consistent with available and anticipated resources?

EXAMPLE OF PROFESSIONAL GROWTH PLAN

Objective

What area do you want to strengthen?

Over the next two years I want to learn how to incorporate higher order questioning techniques into my teaching.

Rationale:

Why do you want to strengthen this area?

Current research is showing that the types of questions teachers ask in the classroom have an impact on what their students learn. Since I want my students to learn how to apply, analyze, and synthesize what they are learning, I need to begin to ask questions in class which foster the development of such skills.

What is your plan of action?

1. Research various types of questioning skills.
2. Visit classes where teachers are using higher order questioning techniques effectively.
3. Ask at least two higher order questions in each class I teach.

What are the criteria for evaluation?

1. Prepare a report on what the research on higher order questioning has to say about teaching in my classroom. I will share and discuss this report with other teachers at my departmental meetings in order to get some suggestions as to how I might proceed to strengthen my questioning skills and what classrooms I might visit for help in this regard.
2. Keep a log of the classrooms I visited and the “tips” I picked up. Update this log with the information I acquired by completing the summer workshop on “Fostering Higher Order Outcomes in the Classroom.”
3. Establish a card file of “good questions” that I ask in class, those questions that foster higher level student learning outcomes. Questions will be keyed to objectives, labeled by level of student outcome fostered, and filed by unit.
4. Ask my principal to stop in to monitor my progress in using better questions to foster higher level student outcomes.

PROFESSIONAL LEAVE

Request forms for professional leave via email to jgricks@caddoschools.org Forms must be completed at least one month prior to the intended leave.

FALCON BOOSTER CLUB MEMBERSHIP

All faculty, staff, students, and parents are strongly encouraged to join and support the Falcon Booster Club. This hardworking group continues to assist and support us in our efforts to provide the best educational environment and opportunities for our students. Research has proven that if parents are involved in their child's school, student achievement increases and behavioral problems decrease. Please get involved in the NHS Falcon Booster Club today! Dues for Parents, Teachers, Grandparents Students and Community members are \$6.00. **Students who join the Falcon Booster Club will receive discounts on dance tickets, parking permits, etc.**

SCHOOL CORRESPONDENCE

An administrator must approve any official correspondence (including email) sent out on behalf of Northwood.

SCHOOL DAY DEFINED

Teachers & paraprofessionals must sign in at Northwood by 8:10 a.m. daily. Teachers and paraprofessionals will leave the campus no earlier than 4:10 p.m. each day.. Students may be given permission slips to come to a teacher's room before school if the teacher is in the room and remains with the student. Students are to leave campus by 4:00 P.M. each day unless under the direct supervision of a teacher, sponsor, coach, or other employee of Caddo Parish School Board. Sponsors of groups meeting after school must adhere to the above conditions for meetings, practices, etc. Assigned duty supersedes meetings, practices, etc. Students are not allowed in the teachers' lounge at any time.

SCHOOL BUILDING LEVEL SCREENING COMMITTEE

To assist the teacher in identifying students who need another educational setting or other support services not available in the regular classroom, the school system has mandated that each school form a committee to help the classroom teacher to provide those services. If a teacher has a student who needs special services, he/she may secure a form from the appropriate counselor. After completing the form, please return it to the counselor who will present the request to the screening committee. **SBLC** meetings are scheduled on a regular basis, to be announced later.

SCHOOL FINANCE

REGULATIONS

1. Funds collected for any activity, curricular or co-curricular, must be entered in the school's account.
2. Advertising, soliciting, and selling for school or non-school events are not permissible unless written approval is given by the principal.
3. There is no such thing as "free" candy from a vendor. All items, purchased or free, must be accounted for. Sponsors must document/account for items given to students as awards.
4. A local requisition form must be completed and signed by the principal **BEFORE** making purchases. When requesting a requisition, you must have vendor, item number, description, quantity and price.
5. The original invoice and/or all receipts of purchase must be turned in to the bookkeeper on ALL purchases.
6. The school will not be held responsible for any purchases made in the school's name without the approval of the principal.
7. When a club or organization gives gift cards for students, teachers or parents, we must have them sign a voucher indicating they received the card.
8. Teachers collecting money from students must issue a numbered receipt and deposit such funds immediately (same day) with Mrs. Moore. ALL receipt books must be turned in to the bookkeeper at the end of the school year.
9. The principal, by law, has the responsibility of budgeting ALL funds. Before assessing any fees, the principal must approve the assessment.
10. Any teacher turning in money must receive a receipt before he/she leaves the office.
11. Check requests should be turned in to the bookkeeper 48 hours prior to needing the check.
12. All class fees collected from students must be spent by **February 20, 2021**.

FUNDRAISERS

1. ALL fundraisers must be approved by the principal.
2. A sponsor may conduct only one (1) fundraiser at a time.
3. Fundraising forms must be completed and approved by the principal. The forms are available in the bookkeeper's office.
4. Fundraisers will not be approved (except for special cases) after the third Friday in April of the current school year.

5. 5% of all fundraiser and non-athletic profit(s) will be placed in the school's general fund. 10% of all athletic fundraiser profit(s) will be placed in school's general fund.
6. Fundraiser forms must be completed within 2 weeks of Fundraiser extending date

SCHOOL WIDE SEARCH PROCEDURES

1. Police officers cannot conduct the search. They can arrest should we find anything.
2. Employees of the CPSB must conduct the search (use the metal detector/have them empty their pockets/search backpacks/binders/lockers).
3. At no time is any employee to touch a student of the opposite sex (protects you and the child).
4. Employees are to confiscate any items that can be used or transformed into a weapon (rat tail comb, broken rulers, pointed scissors, etc...).
5. Students are to be removed from class and lined up against the wall for metal detector search. Jackets and backpacks are to remain in the classroom where "teams" will search those items. Teachers performing metal detector searches are to have students step out of line, searched, and then return to their spot in line. Do not have students moving up and down the line. This will prevent students from picking up someone else's items which were removed from their pockets.
6. Teams searching backpacks need to be specific. You must open/unzip every pocket and section on the backpack. Razor blades can be concealed in small areas such as notebooks. Lunch sacks/boxes also need to be searched.
7. Lockers will be searched for drugs with the use of police K-9's. Physical searches may also be conducted to search for other weapons.
8. Items containing "gang graffiti" should also be confiscated and tagged.
9. Use tape that can be written on. The yellow sticky notes come off easily and may prevent proper identification of items to owners.
10. Be mindful of the security cameras.

PROCEDURES

1. Turn bells off .
2. LID announcement over the intercom (no one leaves the classrooms)
3. Post employee outside of school (prohibit check outs, avoid anxiety from parents, etc...) and in the student parking lot.
4. K-9 will check lockers for drugs (hall & P.E.) and all vehicles on the campus.
5. Teams will search classrooms and students (and lockers if needed).
6. Teams will remain in radio contact throughout the search. Any team experiencing a problem should notify **Mr. Wall or Ms. Robinson, APA** immediately.

Mr. Roy Murry or Mr. Don Otis from the CPSB Security department will help supervise. Ms. Lawson will be posted outside the school entrance. No one enters the building. Calm parental concerns. Let them know this is an annual event designed to promote safety and security at our school.

K-9 Officer will maintain control of the K-9's during the search. Deputy Nunnery will assist with teams as needed. Mrs. Gaines will man the front office. *Individuals in **Bold print** will operate the metal detectors. The remaining people will search the classrooms.

TEAM ASSIGNMENTS

<u>Team One</u>	<u>Team Two</u>	<u>Team Three</u>	<u>Team Four</u>	<u>Team Five</u>
Mr. Wall	Mrs. Robinson	Dr. Pendleton	Mr. Spires	Ms. U. Jackson
Mrs. Bellar	Mr. Aker	Mr. Stokes	Mr. Thomas	Ms. Garsee
Mr. Gatlin	Sgt. Parr	Mr. Wood	Mr. Jester	SSG Brown
Mr. Swearengin	Ms. Brix	Mr. Watson	Mr. Lindsey	Col. Lafield

Rooms:	Rooms:	Rooms:	Rooms:	Rooms:
3E	202	215	300	GYM Girls
3F	203	214	301	GYM Boys
3G	205	213	302	101
3H	206	212	303	102
315	207	211	304	103
314	2A	ROTC	305	104
313	2B	T- 1A & 1B	306	105
312	210	T – 2A & 2B	3A	106
311	LIB		3B	107
310	Field house		3C	108
309	Help as needed	-----	3D	Help as needed
308	Help as needed	-----	----	-----
CMC				

SEXUAL HARASSMENT POLICY

I. GENERAL STATEMENT OF POLICY

Sexual harassment is a form of sex-discrimination which is prohibited by federal and state law. It is the policy of the Caddo Parish School Board to maintain a learning and working environment that is free from sexual harassment. This policy of the school board specifically prohibits all forms of sexual harassment.

It shall be a violation of this policy for any employee, non-employee volunteer, or board member of the Caddo Parish School Board to harass a student, an employee or non-employee volunteer through conduct or communication of a sexual nature as defined by this policy. The School Board through the Superintendent of Schools or his or her designee will act to investigate all complaints, either formal or informal, verbal or written, of sexual harassment

and to discipline any employee or non-employee volunteer who sexually harasses a student, employee, or non-employee volunteer of the School Board.

II. SEXUAL HARASSMENT DEFINED

- A. Sexual harassment shall include, but not be limited to, unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when:
1. Submission to such conduct or communication is, either explicitly or implicitly, made a term or condition, of obtaining or retaining employment, of promotion, or of student's education; or
 2. Submission to or rejection of such conduct or communication is used as a factor in decisions affecting an individual's employment or promotion or a student's education including any aid, benefits, services or treatment; or
 3. Such conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's work performance or education, or creating an intimidating, hostile or offensive working or education environment.
- B. Sexual harassment may include, but is not limited to:
- 1) Verbal harassment or abuse
 - 2) Uninvited letters, telephone calls, or materials of a sexual nature
 - 3) Inappropriate and uninvited leaning over, cornering, patting, or pinching
 - 4) Uninvited sexually suggestive looks or gestures
 - 5) Intentional brushing against a student's or an employee's body
 - 6) Uninvited pressure for dates
 - 7) Demanding sexual favors accompanied by implied or overt threats concerning an individual's employment, promotion, or educational status
 - 8) Uninvited sexual teasing, jokes, remarks, or questions
 - 9) Demanding sexual teasing, jokes, remarks, or questions
 - 10) Any sexually motivated unwelcome touching
 - 11) Attempted or actual rape or sexual assault

III. REPORTING PROCEDURES

Any person who believes he or she has been the victim of sexual harassment by an employee or non-employee volunteer of Caddo Parish Schools, or any third person with knowledge or belief of conduct which may constitute sexual harassment should report the alleged acts immediately to an appropriate School Board employee as designated by this policy. If the complaint involves the employee designated by this policy to receive the report, the report should be made to the highest ranking administrator at the particular school or other site designated by this policy to receive such reports or directly to the Assistant Superintendent of Human Resources. If criminal activity is involved, a victim should also report the incident to the police. The School Board encourages the reporting party or complainant to use the report

form available in the administrative office of each building or available at the School Board's central office receptionists.

- A. **In each School Building.** The building principal is to designate the administrators to receive oral or written reports of sexual harassment at the school building level. The principal, assistant principal, coordinator, counselor, and others if necessary will be designated to provide both male and female representatives. Students are encouraged to make reports to a counselor. Upon receipt of a report involving an employee or non-employee volunteer, the administrator, coordinator or counselor must notify the Assistant Superintendent of Human Resources and the principal. A written report will be forwarded simultaneously to the Assistant Superintendent of Human Resources. If the report was given verbally, the administrator, coordinator or counselor shall reduce it to written form within 24 hours and forward it to the Assistant Superintendent of Human Resources. Failure to forward any sexual harassment report or complaint as provided herein will result in disciplinary action. Complaints may also be filed directly with the Assistant Superintendent of Human Resources.
- B. **Other Sites.** The persons designated by the Superintendent of Schools at each administrative support or maintenance site are responsible for receiving oral or written reports. Upon receipt of a report, the designated person shall follow the procedure outlined in paragraph A above and notify the Assistant Superintendent of Human Resources.
- C. **System-wide** The Caddo Parish School Board hereby designates the Assistant Superintendent of Human Resources to receive reports or complaints of sexual harassment from an individual, employee, or victim of sexual harassment and also from the building administrators or designated persons as outlined above. If the complaint involves the Assistant Superintendent of Human Resources, the complaint shall be filed directly with the Superintendent of Schools.
- D. **Notice of Policy.** Each principal or other person in charge of a building or site owned or operated by the Caddo Parish School Board shall conspicuously post in each building or site the names of the persons designated to receive complaints and the name of the Assistant Superintendent of Human Resources, including a mailing address and telephone number, together with a copy of this policy.
- E. Submission of a complaint or report of sexual harassment will not affect the individual's future employment, promotion, grades, or work assignments.
- F. Use of formal reporting forms is not mandatory.

The School Board will respect the confidentiality of the complainant; and the individual(s) against whom the complaint is filed as much as possible, consistent with the School Board's legal obligations and the necessity to investigate allegations of harassment and take corrective or disciplinary action when the conduct has occurred.

IV. INVESTIGATION AND RECOMMENDATION

- A. By authority of the Caddo Parish School Board, the Assistant Superintendent of Human Resources, upon receipt of a report or complaint alleging sexual harassment by an employee or non-employee volunteer, will immediately authorize an investigation. This investigation may be conducted by School Board employees or by a third party designated by the Assistant Superintendent of Human Resources. The investigating party will provide a written report of the status of the investigation within 10 working days to the Assistant Superintendent of Human Resources.
- B. The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator or the Assistant Superintendent of Human Resources.
- C. In determining whether alleged conduct constitutes sexual harassment, the Assistant Superintendent of Human Resources should consider the surrounding circumstances, the nature of the sexual advances, relationships between the parties involved, and the context in which the alleged incidents occurred.
- D. The Assistant Superintendent of Human Resources may utilize informal procedures to handle complaints when the harasser agrees to a penalty and apologizes to the victim.
- E. The School Board's Assistant Superintendent of Human Resources shall make a report to the Superintendent of Schools upon completion of the investigation involving an employee or non-employee volunteer. The report may include a finding that the complaint was unfounded, informally resolved, or a recommendation made to the Superintendent of Schools for disciplinary action. No record of an unfounded or unsubstantiated complaint will be filed in an employee's personnel file

V. ACTIONS

- A. Upon receipt *of* a recommendation that the complaint is valid involving an employee or non-employee volunteer, which has not been informally resolved, the Superintendent of Schools will take such action as appropriate based on the results of investigation.
- B. The result of the investigation of each complaint filed under these procedures involving an employee or non-employee volunteer will be reported in writing to the complainant and the alleged harasser by the Assistant Superintendent Human Resources. The report will document any action taken as a result of the complaint.

VI. RETALIATION PROHIBITED

The School Board will discipline any individual who retaliates against any person who reports alleged sexual harassment or who retaliates against any person who testifies, assists, or

participates in an investigation, proceeding or hearing relating to a sexual harassment complaint. Retaliation includes, but is not limited to, any form of intimidation, reprisal, or harassment at the time of a report or any time after a report.

VII. NON –HARASSMENT

The School Board recognizes that not every advance or consent of a sexual nature constitutes harassment. The criteria for judging an incident of sexual harassment or harassment should be based on its own merit.

VIII. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES

These procedures do not deny the right of any individual to pursue other avenue of recourse which may include the Board's Grievance policy, filing charges with the Equal Employment Opportunity Commission, the Office for Civil Rights, initiating civil action or seeking redress under state criminal statutes and/or federal law.

IX. SEXUAL HARASSMENT AS SEXUAL ABUSE OR CRIMINAL ACTIVITY

Under certain circumstances, sexual harassment of a student may constitute sexual abuse under the Louisiana Children's Code. In such situations, School Board personnel will comply with Article 609(A) of the Louisiana Children's code and directly report the sexual abuse to the Child Protection Unit of the Louisiana Department of Social Services. Also, activity of a criminal nature should be reported by the victim to the police.

X. DISCIPLINE

Any action taken pursuant to this policy will be consistent with requirements of applicable statutes and School Board policies. The School Board and Superintendent of Schools will take such disciplinary action for employees and non-employee volunteers it deems necessary and appropriate, including warning, transfer, suspension or immediate discharge to end sexual harassment and prevent its recurrence.

XI. PREVENTION

Prevention is the best tool for the elimination of sexual harassment. The Superintendent of Schools shall provide for additional training of supervisory personnel, principal, assistant principals and counselors by means of workshops and in-service programs. All supervisors will provide training and information to all employees concerning this policy and its implementation. Principals shall include appropriate programs for students at the start of each school year and as is necessary.

Adopted: February 16, 1994

RENAISSANCE PROGRAM

Northwood has implemented a student motivational plan called "Renaissance." We began this program in the 1996-1997 school year in which we honored 26% of our students (330) for academic achievement. Each year, the number of Renaissance students continues to increase. Through the orange level, Renaissance affords every student the opportunity to earn recognition for their efforts, not just the "Honor Roll" student. This unique opportunity has produced significant results in the number of students achieving Renaissance Level status – up from 330 (26%) in 1996 to 398 (37%) students for the Spring semester.

The four levels of Renaissance Scholars and the requirements for each are:

PLATINUM

Straight A's for the semester with no suspensions

GOLD

3.75 or higher GPA for the semester
with no suspensions.

TEAL

3.0 - 3.74 GPA for the semester
with no suspensions.

ORANGE

Increase GPA by .5 or more from
1st 9 weeks to 2nd 9 weeks with no suspensions
or
from 3rd 9 weeks to 4th 9 weeks with no suspensions

STUDENTS OF THE MONTH

One male and one female student will be nominated by each department during departmental meetings by the faculty and selected by the administrative team.

SUPPORT EMPLOYEE OF THE MONTH

A support employee will be nominated by each department during departmental meetings and selected by the administrative team.

TEACHER OF THE MONTH

A teacher will be nominated by each department during monthly departmental meetings and selected by the administrative team.

TELEPHONE CALLS

Personal telephone messages will be delivered in cases of emergency. Any message which does not represent an emergency will be placed in the teacher's mailbox. Teachers should make every effort to return parents' calls within a 24 hour period from time of parent request. Efforts to return calls, including inability to reach parents, should be documented and maintained by the teacher in the Parent Phone Log.

Long distance calls to parents may be made in the Bookkeeper's office. Other long distance calls should be cleared by an administrator. All long distance calls must be documented on the official record in the bookkeeper's office.

TEXTBOOKS

Many thousands of dollars have been entrusted to the teacher with the proper accounting and management of textbooks. It is important to the school that accounting be as accurate as possible. All textbooks must be accounted for in one of five ways. The book is either LOST, DAMAGED, PAID FOR, OWED FOR, or READY FOR ISSUE. For each title that is issued, a teacher completes a textbook issue form. The teacher must complete the top of the form, including the textbook issue number for that book. Textbook request forms are available in the teacher workroom. The teacher is to list the student's name and book number as the book is issued, and the teacher is to **write the student's name, teacher's name or initials, and the present school year in the textbook**. Under no circumstances will any book be accepted from the student at the end of the semester or year except the one that was issued to him. The teacher will indicate on the textbook issue form if the book is a "new" issue, 2-3 years issue "good" condition, or more than 3 years issue "fair" condition. Have students initial the inventory sheet when they return their book.

For a lost textbook the teacher must give the student the book's title, textbook issue number, publisher, copyright date, and NHS book number. The student must then take this information to the bookkeeper when he pays for the book. For a damaged textbook, the API will assess the amount of damages, and the student will make payment to the bookkeeper. For both lost and damaged textbooks, the student must show the teacher his receipt as proof that his financial obligations have been met. **Periodic book checks should be made at least twice per nine weeks.**

TOBACCO PRODUCTS

It is against CPSB policy to have tobacco products on school board property. Employees and visitors will not use tobacco products in the building or on these premises.

TRANSFER STUDENT

Any student entering Northwood will receive a schedule form from a counselor. The teacher should check the schedule carefully for the appropriate class information on the schedule. The teacher must obtain from the counselors any grade and attendance information which the student has already acquired for the present grading period.

When a student has a schedule change during the semester and receives a schedule from the counselor, he should adhere to the following procedure for each period which is affected by the change. The student must first go to the teacher for that class period on the original schedule. The teacher will take up the student's textbook if the new schedule does not place the student in that same course with that same teacher any time. The student will then proceed to his new class for that block.

Any student who wishes to withdraw from Northwood must first go to the counselor's office. Parents will be contacted and procedures outlined. The registrar will notify each of the student's teachers to supply the student's grade which is cumulative, attendance record which is calculated by nine weeks, and book number(s) within twenty-four hours. The returned textbooks will be placed in the teachers' boxes.

VENDOR CONTRACTS

Faculty and staff do **NOT** have the authority to sign any type of contract on behalf of the school. All contracts must be reviewed by the principal and the CPSB Director of Risk Management. After consultation with the Director of Risk Management, the principal will sign any contract approved by the Director. Any employee who violates this mandate will be responsible for any monetary or legal liability. This includes but is not limited to: charter bus contracts, dance facilities (Homecoming/Prom), candy, etc.

VISITORS

Visitors, including parents and alumni, who are on campus for any reason **must** report immediately to the front office upon arrival. All visitors will be issued "VISITOR" badges while they are on campus. A teacher will be notified of any approved visitor to his classroom. A teacher should courteously ask any visitor without office approval to return to the office, and the

teacher should notify the office staff immediately. ***Students and NHS staff are not allowed to bring children to school during school hours.**

WORKROOM

A well-equipped workroom is provided for your convenience. Please do all of your paper copying, machine test grading, and other machine usage in the workroom. The workroom is yours. Keep it clean and do not waste. Use what you need and take care of your equipment. Repairs are costly and can cause serious delays in service. **Teachers should not send students to the workroom for drinks, snacks, or to make copies.**

EMERGENCY PLANS

BOMB THREATS

In case of a bomb threat, the following procedure will be used. The signal for these types of threats will be “TEACHERS, PLEASE CHECK YOUR AREA FOR THE AUDITORIUM MEDIA PACKAGE.” If this announcement is made, please search your room in a “casual” manner for anything unusual. If you find something that is out of the ordinary, please call the office with a response “I FOUND THE AUDITORIUM MEDIA PACKAGE.” Security will be dispatched to your room immediately. Please do not alert students of any problem. (REFER TO CRISIS RESPONSE MANUAL FOR SEARCH TEAMS) Under no circumstances will anyone other than the bomb disposal unit touch, open, or lift the device. No attempt should be made to remove or otherwise handle the device. During the time spent waiting for the bomb disposal unit to arrive, the area will be rechecked for any personnel who might not have been made aware that they should clear the area, and guards will be posted at all approaches to the area to make sure that no one enters the area. Care should be exercised to make sure that nothing is disturbed which might activate the bomb. Any handling or attempted removal of a bomb or suspected device will be handled by the proper authorities and not by an employee.

The principal or his designee will decide whether to evacuate the building. If partial or complete evacuation is found to be necessary, fire drill procedures will be followed. All persons will move as far as possible from the building. As a preventative measure, teachers, custodial staff, and cafeteria staff should be alert to suspicious or unauthorized person(s) in and around the school. The persons should be reported to the administration.

If no issue is found, an announcement of “Go Falcons” will be made. Hopefully, normalcy will resume.

BUS ACCIDENT INFORMATION

The following procedures are in place at Northwood High School:

1. In the event an NHS bus has been involved in an accident, the following procedure is in place:
 - a) Bus driver is responsible for notifying the school and the transportation department.
 - b) If the driver is unable to notify the school or the transportation department, the school upon notification will call the transportation department.
 - c) An administrator will go to the location and assess the situation as it relates to damage and personal injury.
 - d) If a student needs to be transported to an area hospital, an administrator will go with them (if possible, it will depend on the number of students injured.)
 - e) School officials will notify parents of the accident and approximate time that students should be returning to their normal stop or will notify them of which hospital students have been transported.

CRISIS RESPONSE “GO KIT”

Roy Murry, Director of Security, has provided a list of items that need to be taken with personnel in the event of a school emergency. The following personnel are to be responsible for the following items:

Mrs. Harrington: Laptop with wireless internet to access JCAMPUS

Attendance: A “blank” check out log/sheet that parents sign releasing students from our custody.

Mrs. Ricks: Copies of any medical information kept in the office on specific students (those taking medicine, experience seizures, diabetes, asthma, etc...)

Teachers: *All teachers have been instructed to have their class rosters with them in the event of an emergency:

Fire drill

Tornado drill

Lock Down

School Crisis (that may or may not involve relocating students to Donnie Bickham Middle School or another site)

School Evacuation

***Anything that will involve the need to identify students who are enrolled in our school and in your classroom**

TORNADO DISASTER DRILL

--to be read to each class and posted

Signal for Disaster Drill: The signal will be delivered over the intercom.

All Third-floor Classes/Teachers

All third-floor classes will evacuate to the second floor halls and stairways. The foyer near the office will not be used. All glassed areas should be avoided. Students will sit on the floor facing the wall.

Rooms 300, 301-304, 3A-3D

Exit via the stairwell nearest to the elevator to the second floor. Take cover along the hallway outside of room 202.

Rooms 313-315, 3E-3F:

Exit via the stairwell nearest room 3E to the second floor hallway in front of the Attendance/Discipline Office.

Rooms 305-306, 309-312, & 3H:

Exit to the west stairwell (nearest CMC) go down to the first floor (or as far down as possible) remain in the stairwell.

Rooms 307, 308, and CMC:

Use the west stairwell to the second floor hallway in front of the library away from glass.

ROTC Classes:

Remain in ROTC stairwells of the ROTC department.

T-BUILDINGS

Report to Band Room

All Second-floor Classes/Teachers

Students in outer rooms will move into designated areas and sit facing the wall on that classroom's side of the hall. Students in inner classrooms will move to the supporting wall in that class area, away from glass and doors.

**Rooms 212-213:
Move to room 2B.**

**Rooms 209, 210, 211, 214, 215:
Move to hallway.**

Rooms 204, 205, 206:

Move to room 2A.

Rooms 202, 203, 207, 208, and Library

Move to hallway.

All First-floor Classes/Teachers

All students are to be seated on the floor next to the inside wall of the classroom, away from glass and doors. Physical Education classes report to Locker Rooms. If the alarm sounds during lunch, the cafeteria will be directed to the rear of the cafeteria and the detention room. Students outside on lunch are to be moved into the nearest available safe room (concession area and first floor classrooms).

General Instructions

- All students will remain quiet during the entire drill.**
- Students are to sit directly against the wall due to the sway during impact. Complete cooperation on the part of the students and faculty may prevent a disaster.**
- A single ring of the bell will signal all clear. Students will return to class in an orderly fashion. Any questions should be directed to the Mrs. Robinson, APA.**

LOCK-DOWN (CODE: L.I.D. -- LOCK IT DOWN)

Drills are posted in the handbook. If a L.I.D. that is not scheduled is announced, assume it is for real.

In order to secure Northwood students and faculty from an undesirable element or a threat on campus, the following procedure will be observed:

- 1. An administrator/security team will determine if a lock-down situation is required. If necessary, he/she will then make an “all call” announcement on the intercom. The lock down signal will be, “Teachers initiate LID.”**
- 2. Teachers will lock classroom doors and otherwise secure the classroom (i.e. close and lock windows, turn off lights, place two pieces of furniture in front of the door, silence class and pull shades). Students outside the teacher’s door should be brought into the nearest room.**
- 3. Check class roll. Account for all students. Add any student’s name that you brought is not assigned to your class.**
- 4. Call the office immediately on the intercom if a person tries to enter or leave the classroom.**
- 5. Lock-down status will remain in effect until “all clear” is determined and announced by an administrator on the intercom.**
- 6. After “all clear” is announced, students and faculty will return to normal schedule.**

FIRE DRILL

- to be read to each class and posted.**
- All fire drills will be announced.**

General Instructions

- The signal for fire will be the fire alarm on the intercom. A single ring of the bell will later signal all clear.**
- All persons are to exit at a fast walk with no running. All persons are to be at least 100 feet from the building upon exiting for a fire drill (football stadium or grass area across the bus ramp). They are to move quietly, in an orderly manner.**
- The APA will assure that designated areas are cleared during fire drills.**

Wardens and Room Exit Routes for Fire

A. Third Floor:

1. S. Watson and Williams - 304, 305, 306, 307, 308, 309, 310, 311, 3H

Persons in these areas will exit by the west stairs to the ground floor, then to the football stadium.

2. A. Brown and Wood - 312, 313, 314, 315, 3E, 3F, 3G

**Persons in these areas will exit by the north stairs (front) to the ground floor,
then to the football stadium**

3. Roberson– 300, 301, 302, 3A, 3B, 3C

Persons in these areas will exit by the southeast stairs to the second floor mall, then downstairs by the auditorium to the football stadium.

B. Second Floor

1. Jimenez - 202-206, 2A

Persons in these areas will exit by the outside door on the east end in front of the office, staying on the right side in single file; then they will move beyond the flagpole past the bus ramp.

2. Aker - 207, 208, 2B-210, library

Persons in these areas will exit by the west stairs to the ground floor, then to the football stadium.

3. Swearingin - 211, 212, 213, 214, workroom

Persons in these areas will exit by the outside doors on the east end of the hall, using the left side doors; then they will move beyond the flagpole past the bus ramp.

3. Lafield - 201A, 201B, rifle range, stage auditorium and lobby, gym. Persons in these areas will exit to the mall; then they will move beyond the flagpole on the north ramp.

C. First Floor

1. Hearron - 101, 102, 103, 104, 105, 106, armory

Persons in this area will exit to the grass area across the driveway on the west side of the bus ramp.

2.

Cafeteria Manager – cafeteria

Persons in this area will exit and relocate to the stadium.

3. Mills - bandroom

Group B: 107, 108

Persons in this area exit and relocate to the stadium.

4. Willis and Stewart - 107, 108

Persons in this area will exit to the grass area across the driveway on the east side of the bus ramp.

5. Garsee - girls' locker room, auxiliary gym/weight room

Persons in these areas will exit by the east door, then stadium.

6. Gatlin - boys' locker room

Persons in these areas will exit by the east door, then to the grassy area on the south side of the new gym.

Any student in the office, hall, mall area, or restroom will join the exit line with the group nearest to his/her location.

Students are to remain with their teacher after exiting the building and return to their classrooms accompanied by the teacher when the bell is sounded to signal their return.

POWER FAILURE

In the event of a power failure, keep students calm and in your supervision until instructions are received from the administration. **Do not allow students to leave the room for any reason.**

ACADEMICS

AWARD OF CREDIT

Students earn one-half credit for each semester of a course in which they earn a semester grade of 67% or higher if enrolled in general classes or 60% or higher if enrolled in enriched classes. When selecting courses, a student must enroll all year for a 1-credit course and one semester for a ½-credit course.

BONUS POINTS/EXTRA CREDIT

Bonus points may be used by a teacher to foster extra effort from students. These points may not be more than **2%** of the total points for each nine week period. Bonus points need to be open to all students and clearly defined as a part of the teacher's grading policy. Bonus points must require that the students perform a function that has learning value.

CAREER MAJORS

Entering freshmen have received career major orientation at the middle-school level and will receive continued high school orientation. Each student will complete a IGP for an articulated, clearly defined sequence of academic and vocational courses in an identified career major. Each student's yearly IGP indicates a career major, which provides direction in selecting courses for the remaining years at Northwood.

CORRESPONDENCE COURSES

Several courses by correspondence are available to students for a fee. Information and subsequent testing are provided through the counselors.

ELIGIBILITY

All entering ninth-grade students are eligible to participate in extracurricular activities, including athletic and club activities. To maintain eligibility, a student must have a 2.0 grade-point average as per CPSB policy and must pass 6 subjects per semester. If the student fails to meet these standards during a semester, he will be declared “ineligible.” To re-establish eligibility, a student must obtain a 2.0 GPA as per CPSB policy **and** pass 6 subjects in a semester. These are minimum standards of eligibility; more stringent standards may be set by selected clubs and organizations with the approval of the principal. Athletic eligibility is determined by a 4.0 scale.

GRADE POINT AVERAGE

It is the teacher’s responsibility and duty to grade and return student work in a timely manner. Grades on progress reports and report cards are to be current. Students are ranked in their classes according to their grade point averages. A student’s grade point average is the weighted average based on the semester grade earned in each class and the difficulty level of the class.

Grade earned	A	B	C	D	F
Weighted score for general classes	4	3	2	1	0
Weighted score for enriched classes	5	4	3	2	0

ONLINE GRADE REPORTING

- Whenever appropriate, teachers are encouraged to complete the Comment Section of the online grade report.

<u>Code</u>	<u>Comment</u>
1	Student is improving in this course.
2	Student is achieving below his apparent ability.
3	Assignments are not completed regularly.
4	Study habits need improving.
5	Behavior needs improving.
6	Excessive absences.

An “I” grade should not be given in most cases of incomplete work. If the student has failed to complete that which is required, then his grade should reflect that failure. When the student completes the required work, then the teacher changes the grade with the registrar. If the student does not complete the work, the grade is correct as it was originally

recorded. **Only under the direction and with the approval of the API is an “I” grade to be issued.**

- An “N” grade (no grade) is not to be issued.
- **Please DO NOT mark S or U.** The S or U is only used for courses not requiring a percent (i.e. Severe & Profound classes)

GRADING POLICY

CPSB policy for high school sets the following grade scale for general students:

A	93-100
B	85-92
C	75-84
D	67-74
F	0-66

CPSB policy for high school sets the following grade scale for non-general students:

A	90-100
B	80-89
C	70-79
D	60-69
F	0-59

At the high school level, grades are based on the “total points method” using cumulative raw scores: the student’s grade is the ratio of total points earned to total points possible. Grades are not calculated as an average of percent scores since this method may not yield the same result as the “total points method.” Grades do not start over at the end of the first nine weeks of each semester but accumulate over the entire eighteen weeks of the semester. Therefore, grades on the report card ultimately reflect scores earned from the first day of the semester through the last day of the semester. First-quarter and third-quarter report cards are simply formal progress reports reflecting the students’ standings at those times. The semester grade combines the weighted average of the eighteen-weeks’ grade and the semester exam grade. CPSB policy provides that the eighteen-weeks’ grade must be weighted at the to count 80% of the total; the semester exam grade counts 20% of the total.

Example:

<u>First-nine-weeks’ grade</u>					
total points possible	100	110	60	10	24
points earned	85	75	45	8	18
total points possible	$100+110+60+10+24 = 304$				
points earned	$85+75+45+8+18 = 231$				
first-nine-weeks’ grade	$231 \text{ divided by } 304 = 76\%$				

<u>Second-nine-weeks' grade</u>						
total points possible	(304)	30	50	80	10	146
points earned	(231)	25	40	75	9	125
total points possible	304+30+50+80+10+146 = 620					
points earned	231+25+40+75+9+125 = 505					
second-nine-weeks' grade	505 divided by 620 = 81%					

Semester exam grade and semester average

These may be figured by points or by weighting the exam grade as part of the semester grade. The semester exam will count as 25% of the semester grade. Either of the following methods is valid.

1. By percent weighting:
With this method, the semester exam can be any number of points since points are not used in computing the semester grade. If the student earns 94% on his exam (47 out of 50 possible points, 145 out of 155 possible points, 188 out of 200 possible points, etc.), his semester exam grade is 94. His semester grade is then computed as follows:

$$75\% \times \begin{matrix} \text{second-nine-weeks'} \\ \text{grade} \end{matrix} + 25\% \times \begin{matrix} \text{semester exam} \\ \text{grade} \end{matrix} = \text{semester grade}$$

HOMEBOUND STUDENTS

Information on a student who has officially been declared “homebound” by CPSB is relayed to the student’s teachers through the counselors. The date on which the student was declared homebound is supplied to the teacher, and the student is not recorded as absent after that date, even though he is not attending class at Northwood.

HOME LEARNING POLICY

We, at Northwood High School, are aware that good grades are not products of teachers, school board members, or school superintendents alone, but they are representative of the entire community. Because parents and teachers, in particular, should be partners in the education of students, their joint effort in assigning and monitoring home learning can provide an excellent opportunity to strengthen this home-school partnership. To assist the school in making home learning assignments a profitable pupil experience, the following principles are suggested:

1. There should be a clear purpose for each home learning assignment.
2. The home learning assignment should require only materials which are easily obtainable by the student.
3. No home learning assignment should ever be given as punishment.
4. Make assignments that use a multi-sensory approach.
5. Try to match assignments with students.
6. Vary assignments to stimulate interest in a particular topic or subject, to review or reinforce previously learned skill, or to provide drill.
7. Students should not be overburdened with home learning assignments. Please take into consideration that we offer a challenging curriculum and other teachers will be assigning work in addition to the work you assign.
8. Consideration of home resources and home activities should be given.
9. **Homework cannot count for more than 10% of a student's total grade.**

A key factor in the effectiveness of home learning is home-school communications. The home learning policy should be reviewed regularly with teachers, parents, and students. We feel that when everyone concerned knows what is expected, **HOME LEARNING CAN BE REWARDING.**

HONOR CODE

Useful and lasting learning does not occur unless the process which students go through to learn is an honest process which reflects their true abilities as measured by their own efforts. Progress which is based on unsound learning, as is the case in cheating, is not genuine progress. Cheating prepares a student for failure, not for success. In an academic institution, dishonesty serves to undermine the academic and intellectual integrity of the school. What is the definition of cheating in the classroom?

Cheating involves one or more of the following actions:

- Using the work of another person as your own.
- Allowing your work to be used as the work of another person.
- Copying information from another student’s test, homework, writing assignment, etc.
- Plagiarizing – plagiarism means using another person’s ideas, expressions, or words without giving the original author credit. (This includes unauthorized help in writing essays in class.)
- Preparing to cheat in advance. Such action involves (1) having in your possession a copy of a test to be given or having been given by a teacher, (2) using the test or notes during a test, (3) talking while taking quizzes or tests, (4) attempting to get advance information from other students regarding tests, (5) writing study guide information on desks or other articles or leaving material out in plain view with the anticipation or intent of using the information on the test.
- Watching videos or using Cliff’s Notes (or other study aids) in place of reading a book. This is regarded as unsound learning, as it prepares students not for success, but failure. The values gained from actually reading a book cannot possibly be replaced by such superficial shortcuts.

Consequences: When a determination to the teachers’ satisfaction that cheating has taken place, the student will incur the following consequences:

- The student will immediately receive a zero on the assignment/test regardless of whether he/she gave help or received help.
- Parent contact will be made by the teacher.
- The student will forfeit his/her right to obtain extra-credit points for the nine- week period.
- The cheating incident will be recorded for future reference regarding recommendations for clubs, organizations, awards, and scholarships.
- Students who are current members of academic organizations, including National Honor Society, and are caught cheating will be recommended for removal from the organization.
- Cheating violations may be reported (at the teacher’s discretion) to the principal or his designee who will take the appropriate action.
- The student will be referred to the appropriate counselor for counseling.

Honor Pledge: Each student is to learn and understand the honor pledge written below. He/she should be able to write and sign the pledge when asked to do so on tests and other assignments. “I pledge on my honor that I have neither given nor received help in completing this test or assignment.”

Student Signature: _____
 Parent Signature: _____
 Date: _____

HONORS COMMITTEES

A committee of teachers, designated with administrative approval, reviews applications for National Honor Society and recommends candidates for final administrative approval.

Another committee of teachers, sponsors, counselors, and administrators is appointed by the principal to recommend students for specific honors, awards, scholarships, grants, and other financial aid. ***Any award/honor MUST have administrative approval.**

ID'S - STUDENTS AND TEACHERS

Individual picture identification cards are issued free of charge to students and teachers at the beginning of school. There is, however, a charge for any replacement card. The cards are required. ID's are not to be altered or defaced in any way. **All personnel and students will be required to wear ID's during the school day. Substitutes will be required to wear a name badge.**

INSTRUCTIONAL SUPPLIES

At the beginning of each school year, teachers receive their general supplies from the Bookkeeper. They should check with her for further assistance with any discrepancies. Teachers are to request additional instructional material from the API.

PHASING

A student is placed in the academic classes for which he may be most successful, based on the following criteria:

1. Achievement test scores (composite) 34% weight
 General phase--students having scores in the 65th percentile or lower
 Enriched phase--students having scores in the 66th percentile or higher

2. Grades 33% weight

- | | | |
|----|---|------------|
| | General phase--low to average overall grades | |
| | Enriched phase--average to excellent overall grades | |
| 3. | Teacher's recommendation | 33% weight |

Re-phasing shall be based on the following criteria:

- | | | |
|----|-------------------------------------|------------|
| 1. | Achievement test scores (composite) | 40% weight |
| 2. | Grades--student's present grades | 30% weight |
| 3. | Present teacher's recommendation | 30% weight |

Even though a student does not meet the specified criteria for a particular phase prior to registration, he may choose the challenge of a higher phase. However, any request for a lower phase will require re-evaluation. If the re-evaluation indicates that the student should remain in the current phase, a meeting may be held with the student, parent, counselor, teacher, and API. Appeal is referred to the principal.

The philosophy of mobility of students between phases is continued as a fundamental policy of the phasing program. School principals, teachers, and counselors should be sensitive and responsive to the needs of students to change phases.

PROGRESS REPORTS

A comprehensive progress report will be prepared and distributed to each student midway through each quarter. Additional progress reports may be issued at any other time during the nine weeks that the teacher deems it necessary and appropriate.

A progress report represents documentation that the student and his parents have been informed of his academic standing. Therefore, it is important that the student sign that he has received a report. Copies of progress reports and class rosters will be provided. Students will initial rosters upon receipt of progress reports. Teachers are to keep a copy of the signed class roster and return original to Mrs. Pendleton. At any time during the course of a grading period a student's grade falls below a "C," the teacher is responsible for notifying the student/parent.

REPORT CARDS - DISTRIBUTION

Report cards are distributed to students to take home to their parents or guardians at the end of the first nine weeks, second nine weeks (first semester), and third nine weeks. At the end of the year, however, report cards are mailed. Throughout the year, a student's report card will be withheld until financial obligations are fulfilled.

REPORT CARDS - GRADE CORRECTION

If a student presents the teacher with a report card, which has no grade or has an incorrect grade, the teacher will make the correction in red ink and initial the card. A correction before the card goes home can prevent much undue concern on the part of the parents and student. The teacher must also make all appropriate corrections in JCAMPUS.

REPORTS CARDS - HOLDING

Before report cards are distributed each nine weeks, teachers will email a list of report holds to Sue McCoy, bookkeeper. a list of those students with outstanding financial obligations (class fees, club fees, library fines, lost books, etc.). Report cards will be pulled and held for those students. On the first school day following issuance of report cards, students will be directed to pay their indebtedness to their teacher. Upon clearance, the student will be given a receipt to present to the bookkeeper to verify resolution of debt and to receive his report card. Teachers should turn in receipted money at the end of the school day.

SEMESTER EXAMS

A semester examination will be given in each class. Northwood final exams will count for 15% of the total semester grade. EOC tests will be used if available as semester finals. Semester exams will be given in accordance with the approved semester exam schedule. **No exams will be given early. No student may be exempt from a semester exam.** “Dead week” refers to time used for serious study in preparation for semester exams. Dead week includes school days the week of semester exams. No school activities can be scheduled for this time, no other major tests can be given during this time, and no new material can be presented. Teachers are to provide adequate class time and written material for review.

ATTENDANCE (STUDENTS) **ADMITS AND TARDY SLIPS**

Any student who has been absent all or part of a school day must obtain an admit before going to class. Admits will be issued in the attendance office between 8:10 A.M. - 8:40 A.M.

A student who has been absent due to a school-sponsored activity is not required to obtain an

official admit to class if his name appears on an administrator approved list of attendees provided to teachers. He will be recorded as “present” for school but “absent - excused” for each class missed.

If a student checks in after a class has begun, he will be required to show a check-in slip, and he will be marked “tardy - unexcused” for that class until the teacher receives an official admit stating otherwise.

Students are encouraged not to check out during the school day. However, when it is absolutely necessary, the student must report to the attendance office before school with a note from home. The student will be given documentation by the Attendance Clerk with a specific time to return to the attendance office to check out. **Students are encouraged not to check in or check out during the last period of the day. Only in emergency situations, such as illness, should a teacher send a student to the Attendance Office without prior documentation to use the phone to check out. Phone check outs are not allowed. Parents must come to the school to check their student out.**

Absences and tardies are excused with administrative documentation only. Therefore, a teacher **cannot** hold a student after class to finish a test, a lab, or other assignment or to confer with him about behavior or other topics. Any student who comes to class after the tardy bell with an Attendance Office admit is considered excused. Work missed by a student may be made up.

Whenever a discrepancy of records occurs and a teacher suspects that a student has cut class, the teacher should complete a Cut Slip for the student and turn it in to the Attendance Office.

STUDENT ATTENDANCE POLICY

The basic responsibility for regular attendance is assigned, by law, to the parents of the child. The school board is keenly aware that it shares with parents this responsibility. The school board recognizes that each day’s absence interrupts the learning process and results in delays and deficiencies in the student’s attainment of skills and knowledge. Accordingly, the Caddo Parish School Board has adopted a policy which requires that the parent has a conference with the school after the student has been excessively absent during a semester. For excused absences, the student should be allowed to make up work. Work should be made up within three (3) school days after the student returns, in accordance with Caddo Parish School Board Policy, unless other arrangements are made with the teacher(s).

STUDENT ABSENCES

Student absences from school should be considered excused or unexcused. The following reasons are the only reasons for an absence to be excused:

1. Personal illness
2. Death in family
3. Religious holiday
4. School activity
5. Extenuating circumstances

When continued absences seriously affect the work of a student, the teacher should contact the parent for a conference and consult with the counselor or a member of the administrative staff for additional help with this problem. NOTE: For schools counting attendance by periods, a student should be present for more than 50% of a period to be counted as being in attendance for that period (File: JEE/JED).

If a student has been absent more than the allotted number of days, official verification is required. Absences regarding extenuating circumstances must be approved by the parish supervisor of child welfare and attendance in conjunction with the principal.

Absences due to reasons other than those stated above are unexcused, and make-up work is allowed, for reduced credit, as explained in “ACADEMICS, MAKE-UP WORK.”

EXCESSIVE ABSENCES

If a student is out of school to take part in a school activity, the responsibility of notifying the staff rests with the teacher in charge of the activity. An alphabetized list of names is to be approved by the principal, duplicated, and a copy placed in each teacher’s mailbox at least five days prior to the activity.

At the beginning of the year, each teacher should make every possible effort to verify and record the home telephone number of each student. If there is no home telephone number available, then the teacher should ask for the telephone number of a relative or neighbor, or preferably, the place of employment of the parent or guardian.

HALL PASSES

Any student in the hall during class time must have the hall pass. It must be the official hall pass issued by Northwood High School, not a hand written or other version of hall pass. The only exceptions will be students who have been called by the office over the intercom.

Any student with a hall pass has permission to go only to the place designated on the hall pass, and he must verify his arrival with a signature from the receiving teacher or administrator.

DISCIPLINE

CODES FOR INTERCOM USE

- When requesting office assistance with a student, a teacher should classify the request by code number and a brief description when appropriate
- In a case of extreme urgency, the teacher should use the intercom to identify the situation as **Code 1 - medical** or **Code 1 - fight**.
- If a student requires an adult escort, the teacher will request security through the intercom and call a Code 2. If no escort is needed, the teacher will notify the office of the Code 2 and give the name of the student who is being sent to the office for the behavioral infraction. The teacher will then complete a School Behavior Report in WebPams and should make parent contact by the end of the day.

ONCE YOU HAVE CODED A STUDENT OUT OF YOUR ROOM, ALLOW SECURITY TO ESCORT THEM TO THE OFFICE. DO NOT FOLLOW STUDENTS TO THE OFFICE. PLEASE PLACE ALL COMMENTS CONCERNING THE STUDENT ON REFERRAL AND REFRAIN FROM ESCALATING THE SITUATION.

ID POLICY

Student IDs (students will be issued new IDs during the first two weeks of the school year)

- All teachers must enforce the ID within the classroom for consistency by referring the student to the office, indicating "ID" on the hall pass.
- Administrators will make random classroom visits to check for compliance.
- **Students and staff are required to wear their Northwood High School student IDs daily.** Appropriate display includes photo facing outward and ID attached to the upper torso. In the case of a lost ID, a temporary ID may be purchased for \$1.00 if purchased before 10:00 a.m. and \$2.00 after 10:00 a.m. Students who do not have their IDs or who do not purchase temporary IDs will be placed in ISS. ID Replacement cost: \$10.00; lanyard replacement cost: \$1.00. Total ID replacement: \$10.00. Teachers will refer students to the office to purchase a new ID.

INVESTIGATIONS AND SECURITY INTERVIEWS AND SEARCHES

Teachers, staff, and other personnel: Please refrain from interfering with security personnel while an investigation or search is being conducted by administrators, security personnel or the school resource officer. **YOU CANNOT TALK TO STUDENTS WHO ARE BEING INVESTIGATED OR WHO HAVE WITNESSED AN EVENT.** This can create a problem and/or confusion. Once the SRO has read a student his/her Miranda rights, no one other than the SRO can question the student as information secured may be used against him/her. Information will be made available at a later time from the administration on a need to know basis. **All information is confidential.**

ISS INFORMATION

Teachers are required to send assignments to ISS so that students will have something to work on. If you would like to submit 3-5 copies of a workbook or extra materials to the ISS room to be kept there, do so.

SPED ISS - Due to Federal regulations, teachers must document that SPED students are receiving work and appropriate services. Teachers should confer with CMC facilitator(s) each day concerning every SPED student assigned ISS.

NHS PROCEDURES FOR DISCIPLINING STUDENTS FOR VIOLATIONS OF SCHOOL AND PARISH RULES AND REGULATIONS

Every student at Northwood High School is entitled to an education which will be offered in an orderly, healthy atmosphere, both physical and emotional, and with a firm, fair treatment in all matters pertaining to school life.

Every student must comply with all rules and regulations of both the state and the Caddo Parish School Board having to do with student behavior. In a democracy there exist many privileges and freedoms, all of which are dependent on observance of certain rules and regulations. It should be made very clear that any student, by his own failure to comply with school regulations, may lose his right to an education at NHS. The teacher is the first and most important step in handling classroom management.

STUDENT DRESS CODE

Please refer to the student planner for updated information regarding student dress at Northwood High School.

***Northwood High School Athletic Jerseys may be worn by NHS student athletes on Spirit/Game days with the approval of the administration. Additionally, there are school-wide “dress up” days during student council week when the dress code will be relaxed during the scheduled activities/days.**

The NHS School Improvement Committee reserves the right to make revisions to the Dress Code Policy as needed.

DRESS CODE-JROTC CADETS

NHS dress code for JROTC cadets on uniform day is as follows:

1. Cadets must remain in uniform throughout the school day except for clothing changes required for another class i.e. dressing out for a physical education class.
2. Shirts must remain buttoned with the shirttail tucked into the trousers or slacks.
3. The only authorized footwear is the issued black leather or patent leather shoes with black socks.
4. The black web belt with brass buckle is required for both male and female uniforms.
5. The black neck tab must be worn with the female uniform.
6. The black necktie is optional for the male uniform. If the tie is worn, it must be adjusted so that the collar button is covered.
7. The green coat is optional wear for both male and female cadets. While wearing the coat, it must remain buttoned. The coat may be removed while in the classroom.

TARDY POLICY

The CPSB tardy policy for “coming to school” will be enforced (included below and in the CPSB discipline policy). Students will be in their seats or assigned place when the tardy bell rings. This practice preserves instructional time and is necessary for maintaining an orderly environment conducive to learning and educational accountability.

The following tardy policy is in effect for **1st period:**

First Tardy: Warning from the classroom teacher and recorded.

Second Tardy: Parental contact with documentation from the classroom teacher.

Third Tardy: Refer to the administration or designee for a warning and parental contact.

Fourth Tardy: One day School Detention or its equivalent with parental contact.

Fifth Tardy: Two days School Detention or its equivalent with parental contact.

Sixth Tardy: One Day ISS

Seventh Tardy: 3 Days ISS

Eighth Tardy: 5 Days ISS

Ninth Tardy: One day suspension

Tenth Tardy: Suspended pending a hearing.

Northwood High School is making a concerted effort to protect and preserve instructional time. Because of the increased number of tardies, the Northwood School Improvement Committee met to revise our current tardy policy **between classes**. The revised policy is cumulative and progressive in nature, meaning tardies from all classes continue to accumulate from class to class each day. Based on the tardy “number,” a consequence will be administered.

1st Tardy – **Warning** through Attendance and Discipline Office will be issued and **recorded**.

2nd Tardy - **Warning** through Attendance and Discipline Office will be issued and **recorded**.

3rd Tardy – **Parental contact** with **documented letter** or **phone call** from Attendance and Discipline Office.

4th Tardy – Referral to the **Administration** or designee for a warning with **parental contact**.

5th Tardy- **One Day of School Detention** with parental contact.

6th Tardy – **Two Days of School Detention** with parental contact.

7th Tardy – **One Day of In-School Suspension** with parental contact.

8th Tardy – **Two Days of In-School Suspension** with parental contact.

9th, 10th, & 11th Tardy – **One Day of Out-of-School Suspension** with parental contact.

12th Tardy – Suspended pending an **EXPULSION HEARING**.

On the fourth out-of-school suspension for any reason, the student will be suspended pending a CPSB hearing with a recommendation that the student attend an alternative school.

GUIDANCE & COUNSELING

PHILOSOPHY

The Counseling Department at Northwood High School is an integral part of the student's success within the academic setting. The Counseling Department is designed to assist the student in developing a better understanding and acceptance of himself, his needs, and his abilities. This is achieved through identification of the opportunities available to the student such as post-secondary education, school-to-work transitional programs, and technical education designed to strengthen technological skills.

Services provided to students by the Counseling Department include the following: academic counseling; career counseling; personal counseling; substance abuse counseling; social adjustment counseling, such as how to cope with school and peer relationships; orientation to new students; assistance with course selections and fulfillment of graduation requirements; scholarship and financial assistance information; help with test-taking skills; and information on post-secondary training, such as colleges, technical training programs, and military opportunities.

The Counseling Complex is located on the second floor, next door to the library.

APPOINTMENTS - STUDENTS

There are multiple ways to meet with your counselor for schedule requests, career guidance, graduation information, and personal issues. The best way is to use the electronic Request to See Counselor Form on the Northwood High School website (www.northwood-falcons.org) under the Student tab. We request you include an email address in order to receive a prompt reply, however no email address is required to submit the form. If you do not have Internet access, there are forms in the counselors' office. If it is a non-scheduling emergency please come directly to the counselor's office.

SCHEDULE CHANGE REQUESTS

Considerable time and effort is exerted each year during the spring semester to plan and execute a master schedule that meets the academic needs of all students. Ample time is given for individual academic advisement, parental and teacher input, and phase adjustments for the upcoming year. Schedule adjustments will be for one of the following reasons only:

1. The student was placed in a class by staff error.
2. The student has already passed a course in which he is enrolled.
3. It is determined that a student is not adequately prepared for a course (phase).
4. A class needs to be leveled to bring class size into accordance with state law.
5. All schedule and phase changes must be completed during the first 5 days of each new semester.

SCHOLARSHIPS AND FINANCIAL AID

Each year various groups and organizations offer scholarships and monetary awards to highly qualified graduating seniors. The information concerning specific scholarships is announced to the senior class by the Senior Newsletter, through the English IV classes, Remind 101 announcements, and posted on the website under the Counseling tab. A file within the Counseling Department complex contains applications to colleges and universities. Information on all scholarship announcements and opportunities is available to all students in a scholarship binder in the counseling office.

A scholarship committee of teachers, sponsors, counselors, and administrators is appointed by the principal to recommend specific students for other honors, award scholarships, and other opportunities to represent Northwood High School.

STUDENT RECORDS

The Counseling Department complex contains the following student records to which teachers have access:

1. Cumulative folder - A student's school records for years previously attended in

Caddo Parish. (New folders are made for students coming outside of Caddo Parish at the time of their enrollment in Northwood High School).

2. Unofficial transcript - A working copy of a student's complete academic and standardized test record in high school. (Semester grades are the only grades that appear on the transcript).
3. All standardized test scores.

TESTING

The following testing programs are administered to Northwood students:

ASVAB - The Armed Services Vocational Aptitude Battery is a voluntary test which is given to 11th grade students to identify vocational areas in which a student shows the interest and ability necessary to be successful.

PSAT - The Preliminary Scholastic Aptitude Test is a voluntary test offered in October. The scores earned on the PSAT are used to select National Merit Semifinalists. The PSAT may be taken by any high school student, but only juniors qualify for the National Merit Completion.

ACT - The American College Test is offered five times a year and is required of students entering a Louisiana state college or university. The test is taken at a local testing site of the student's choice on a specified Saturday morning. College-bound students are advised to take the test in April or June of their junior year in order to receive scores within the time limits required by many academic scholarships.

SAT - The Scholastic Aptitude Test is required of students making application to select colleges outside Louisiana. Students who wish to apply for scholarships in out-of-state programs should take the May or June test at the end of their junior year.

LEAP 2025 - The End of Course exams are for the following subjects: English I, English II, Algebra I, Geometry, American History, and Biology I.

LAGNIAPPE

DEFINITIONS OF THE MODIFICATIONS/ACCOMMODATIONS ON IEP FORM

Modifications imply a change in the type and amount of work expected of the students. For example, a student may be working on a lower level than the other students in the class. In some instances, the student may be working on a skill related to that upon which other students are focusing.

Accommodations change how students learn and the ways they demonstrate what they have learned. The students are working on the same instructional objectives and content as the other students.

MODIFICATIONS/ACCOMMODATIONS OF ENVIRONMENT

Assign preferential seating - The teacher will place the student's desk in the best area in the classroom so the student can participate and learn. An example would be at the front of the class so he/she could see the board better.

Alter the physical room environment - The teacher will arrange the classroom furniture, temperature, and lighting to enhance the student's ability to concentrate and learn.

Use learning centers- A learning center is usually a section of the classroom where the teacher has established an independent student activity that usually reinforces a concept that the teacher has taught. The center can be set up for any content area. Students can work at the center independently, with another individual, or in small groups.

Use notebooks for assignments/materials/homework -Designate a notebook as the place where the student writes his/her assignments, scheduled tests, or special materials needed for each class. The student does not use the notebook for anything else. The student's teacher can initial the assignments indicating the information is correct, and the parent can initial that he/she

saw the assignments.

Provide individualized or small group instruction - The teacher will work with the student on a one-to-one basis or in small groups with a maximum of 8 students.

Assign peer tutors/work buddies/note takers - Peer tutoring is when the teacher assigns a student who has mastered needed skills to work with another student who needs help in learning the same skills. Work buddies are students who are paired to work together on an assignment or a task, and a note taker is a student who is selected to take notes that will be copied for another student who is unable to take his or her own notes. Special note-taking pages are available from Mrs. Nelson in CMC.

Reduce/minimize distractions - The teacher will make alterations to the classroom or to the child's assigned seat so that distractions are reduced to a minimum. Examples would be to cover the window on the door to the classroom to avoid activities in the hall, and to limit the number of distracting items decorating the classroom walls. Another possibility is to limit the number of materials on the student's desk.

Consider alternative grouping - The teacher will group students into small groups according to like needs or instructional focus.

Stand near the student when giving directions - The teacher will move close to the student when telling the student how to do a task or when telling the student how to correct a problem to assure the student's attention.

Provide adaptive equipment - If a student needs special equipment to be able to perform a task, it will be provided. Examples: a magnifying glass to better see words on a page; batteries for an assistive listening device, probes to use the computer, special chairs, etc.

MODIFICATIONS/ACCOMMODATIONS OF TEACHING STRATEGIES

Teach to student's learning style - The teacher will modify instruction and materials to address the student's strongest learning style.

- Visual - the student learns best by seeing the material or task to be learned.
- Tactile - the student learns best by touching the material to be learned.
- Auditory - the student learns best by hearing the material or task to be learned
- Kinesthetic - the student learns best by doing or moving.

- Multi-sensory - the student learns best by seeing, hearing, touching, and performing the task to be learned.

Provide individualized/small group instruction/testing - The teacher will teach or test the student on a one-to-one basis or in a group with a maximum of 8 students.

Use cooperative learning strategies - The teacher will assign students to teams who work together on a task or a project. Each student has a specific task or responsibility. The teacher provides the team with feedback for desired academic outcomes and positive behavior.

Modify assignments as needed - The teacher will make changes in the requirements of certain tasks. Examples: the student may be given more time to complete an assignment; the number of problems/questions may be reduced; the number of paragraphs required in a paper may be reduced; the student may give an oral report rather than a written paper.

Break tasks and procedures into sequential steps - The teacher will divide tasks into the necessary steps for completion. The student will perform one step at a time until the task is completed.

Use strategies for mastery and overlearning - The task to be learned is taught until the student can perform it automatically.

Teach concrete concepts before teaching abstract concepts - The teacher will use objects or pictures to teach a concept the student can see and touch before teaching abstract concepts.

Limit number of concepts to be introduced at one time - Concepts that are presented to the student will be limited to one or two at a time, depending on the student's ability to understand.

Utilize oral responses to assignments/tests - The student will be given the opportunity to answer questions on an assignment or test orally rather than in writing. A scribe (usually the teacher or paraprofessional) records the student's oral answers.

Read class materials orally- The teacher or a student will read the material presented in class aloud.

Provide practice activities and immediate feedback - The student is given immediate feedback while he/she learns new skills.

Outline notes/key sections of the text to emphasize main idea - The student, teacher, or another student will prepare an outline of assigned reading which highlights the main ideas.

Highlight pens or tape may be used.

Use hand-on activities and manipulatives - The student learns a task by doing it or by touching and moving concrete objects to perform the task required.

Use verbal and visual cues to reinforce instruction - Students are taught by using words or picture associations. The teacher may also use visual cues to prompt a student to use a learned strategy or technique.

Provide options for students to obtain information and demonstrate knowledge through the use of

- **Tape recorders** - The student tapes lectures or explanations.
- **Word processors** - The student uses a word processor or computer to complete written assignments.
- **Calculators** - The student uses calculators for computation.
- **Interviews** - The student answers orally or interviews others to obtain necessary information.
- **Alternative projects** - If an assigned project requires more or different skills than the student possesses, he/she may be given another project that he/she can complete.
- **Oral Reports** - The student orally reports on information acquired rather than in writing.

Teach students to use strategies such as

- **Preview, review, and predict** - The student looks over the material to be read, reviews the material, and thinks ahead and predicts what is going to happen.
- **Ask and answer** - The student asks questions as new material is being presented or read. After answering the questions, the teacher checks for accuracy and understanding.
- **Summarize and synthesize** - The student summarizes large amounts of information stating the main ideas and essential details. The student will then express this information in his/her own words.
- **Provide opportunities for generalization of skills** - The teacher will create opportunities for the student to use newly acquired skills in a variety of settings and situations. Examples: using new behavior skills in the library, on the playground; using safety skills outside the school building; using reading skills in another class or in the library.

MODIFICATIONS/ACCOMMODATIONS OF MATERIALS

Shorten assignments - The teacher will reduce the number of questions to be answered, pages to be read, sentences to be written or problems to be solved.

Use text/workbooks/worksheets at a modified reading level - The teacher will select materials that cover the content to be taught but are written at the student's reading level.

Provide learning materials to supplement instruction - The teacher will assist the student in acquiring content material by providing materials that address each student's learning styles or processing need. The materials may be visual, auditory, tactile, kinesthetic, or any combination of the above. They may also be a simplified version of other materials.

Alter the format of materials on a page - The material given to the student can be changed by using a special type, by highlighting certain words, or by the way the material is spaced on the page. The material can be larger than normal, or can have certain words or phrases in bold print or underlined. The page may have more white space than typical worksheets.

Modify/repeat/model the directions - The teacher will change the directions given for a specific assignment; the teacher may repeat the directions until the student understands what to do; the teacher may demonstrate for the student how to perform the required task.

Utilize large print/braille/recorded books - The student may be provided with books that have large print, or books that have been brailled, or books that have been tape recorded.

Color code materials - Materials are color-coded so that the student can find the materials easily and organize classes and assignments. Specific content can be highlighted in an assignment or other written materials to cue the student. Examples: English texts and folders may be green and spelling may be yellow; a student's belongings might be color-coded so that he/she knows the materials with blue dots are his/hers; place values and computation signs in math might be color-coded to remind the student of what to do.

Transferred answers - When an assignment or a test is presented in a way the student cannot write on the test or the page presented. The student will use another sheet of paper or a computer to answer questions. The teacher or paraprofessional will copy the student's answers on the paper to be turned in.

MODIFICATIONS/ACCOMMODATIONS OF TIME DEMANDS

Increase the amount of time allowed to complete assignments and tests - The teacher gives the student more time to finish assignments and to take tests.

Limit amount of work required or the length of tests - The teacher will reduce the size of the assignments and/or reduce the number of questions on tests.

Allow breaks during work periods or between tasks- The teacher will schedule or allow breaks for the student while working on assignments and/or between tasks.

Provide cues and prepare for transitions in daily activities - The teacher will tell the student when it is time to change activities by using a variety of methods, such as ringing a bell, using a musical tone, pointing to a picture or written schedule, getting out specific materials, or using verbal cues.

MODIFICATIONS/ACCOMMODATIONS FOR BEHAVIOR CONCERNS

Assure curriculum is appropriate and needed modifications have been implemented - The teacher will provide materials that are age appropriate and are written at the students functioning level. A behavior management/support plan addressing the student's specific behavior concerns should be implemented in all of the students' classes.

Provide instruction in social skills - The teacher will write daily lesson plans that include instruction of skills that address the social deficits of the student.

Reinforce appropriate behavior - When the student exhibits appropriate behavior, the teacher/paraprofessional/person in charge should reinforce that behavior with a positive comment, gesture, or reward.

Determine reason for behavior and teach replacement skills - The teacher or IEP team should determine the reason for the student's behavior through use of a functional behavior assessment. Once the purpose for the behavior has been determined, the teacher should teach the student a replacement behavior that is appropriate and will result in an outcome which meets the students needs.

Establish procedures and routines to assist the student in completing activities -The teacher will establish guidelines and routines for the child that will make it easier and be in the best interest of the child to complete assigned tasks.

Conduct problem-solving session which focuses on specific issue - The teacher will involve the students in a discussion of a specific issue that presents a problem to the class or school. Open discussion takes place on the issue and ways to solve it. Together the group selects the best way to solve the problem and implement the solution.

Offer systematic program to increase self-esteem - The teacher will establish a program with daily/weekly activities designed to assist students in recognizing their strengths and in feeling better about themselves. These activities are included in the teacher's lesson plans.

Conduct child-teacher conferences - The student and teacher should sit down together to discuss problems and to reach an agreement on how the problem could be solved.

Modify student's schedule - If the student is exhibiting inappropriate behavior as a result of being in a classroom where he/she is being bullied, harassed or is with other students who have too much influence over the students' behavior, his schedule of classes could be changed to eliminate some of the problem behavior. The schedule might also be changed to match his time of alertness or to place him in a classroom with a teacher who is better able to meet his/her needs.

Use token economy reinforcement strategies - The student is given a token when he/she exhibits appropriate behavior. The tokens are exchanged at a later date for something more valuable to the student.

Organize and administer group contingent reward system - This system involves rewarding the class or whole group when the student exhibits the identified behavior to the standards set by the teacher.

Use a structured individualized behavior management plan which emphasizes positive reinforcement techniques - This involves the implementation of a plan written for a specific student to address his/her behavior problems. The purpose of the plan is to get the student to exhibit the desired behavior and to reward him/her when he/she exhibits the desired behavior.

EFFECTIVE TEACHING & MONITORING

DIFFERENCE BETWEEN CLASSROOM MANAGEMENT AND DISCIPLINE

Classroom management and discipline are not the same thing. Owners don't discipline a store; they manage a store. Coaches don't discipline a team; they manage a team. Likewise, teachers don't discipline a classroom; they manage a classroom. No learning takes place when you discipline. All disciplining does is stop deviant behavior, which must be done, but no learning has taken place. Learning only takes place when the students are at work, or as we say in education, on-task.

DISCIPLINE: Concerns how students *BEHAVE*

PROCEDURES: Concern how things are **DONE**

DISCIPLINE: *Has* penalties and rewards

PROCEDURES: Have *NO* penalties or rewards

The number one problem in education is not discipline. It is the lack of procedures and routines resulting in students not knowing what to do-responsibly-in the classroom.

WHY PROCEDURES WORK

Students readily accept the idea of having a uniform set of classroom procedures, because it simplifies their task of succeeding in school. Efficient and workable procedures allow a great variety of activities to take place during a school day, and often several activities at a given time, with a minimum of confusion and wasted time. If no procedures are established, much time will be wasted organizing each activity and students will have to guess what to do. As a result, undesirable work habits and behaviors could develop which would be hard to correct.

Procedures are the foundation that set the class up for achievement. Student achievement at the end of the school year is directly related to the degree to which the teacher establishes good control of the classroom procedures in the very first week of the school year. When a class is managed with procedures and the students know these procedures, they will more willingly do whatever you want them to do. You can then be an exciting, creative, and informative teacher with a well-oiled learning environment.

CLASSROOM PROCEDURES

Ineffective teachers begin the first day of school attempting to teach a subject and spend the rest of the school year running after the students. Effective teachers spend most of the first two weeks of the school year teaching students to follow classroom procedures. There must be procedures in the classroom. Every time the teacher wants something done, there must be a procedure or a set of procedures to accomplish the task. Some procedures that nearly every teacher must teach include the following:

- entering the classroom
- dismissing at the end of the period/day
- returning to class after an absence
- arriving to class tardy
- quieting a class
- beginning of the period or day
- asking for help
- moving of students and papers.
- listening to/responding to questions
- working cooperatively
- finding directions for each assignment
- collecting/returning student work
- getting materials without disturbing others
- handing out equipment
- moving about the room
- going to the library/lab
- heading of papers
- changing groups
- keeping a student notebook

TEACHING CLASSROOM PROCEDURES

Most behavior problems in the classroom are caused by the teacher's failure to teach students how to follow procedures. Teachers must learn how to effectively convey the procedures just as students must learn how to follow the procedures. Below is a summary of an effective method of teaching classroom procedures.

The Three-Step Approach to Teaching Classroom Procedures:

1. **Explain:** State, explain, model, and demonstrate the procedure.

2. **Rehearse:** Rehearse and practice the procedure under your supervision.
3. **Reinforce:** Re-teach, rehearse, practice, and reinforce the classroom procedure until it becomes a student habit or routine.

MAINTAINING GOOD LEARNING ENVIRONMENT

KEYS TO MAINTAINING GOOD CLASSROOM MANAGEMENT

- Active monitoring
- Stopping inappropriate behavior quickly
- Consistent use of consequences
- Good pacing of classroom activities

MONITORING TIPS

1. During presentations, watch the whole class. Stand where you can see everyone.
2. Move around the room.
3. While monitoring, watch for inappropriate behaviors, attending behaviors, appropriate materials on students' desks, failure to follow directions, signs of confusion or frustration, and completion of work.
4. Don't become so engrossed with one student or a small group that you lose contact with the rest of the class.
5. Don't let students congregate around your desk, blocking your view of the *rest* of the class.
6. Start seatwork assignments as a group or at least under close supervision.
7. Check assignments and record grades regularly.
8. Look for opportunities to praise students for appropriate behavior.

FOUR SIMPLE WAYS TO HANDLE INAPPROPRIATE BEHAVIOR

1. Make eye contact with or move closer to the offender. Use a signal to terminate the behavior (e.g., a finger to the lips to stop talking, nodding at or pointing to the student's desk if he/she is out of their seat). Monitor the student to make sure he/she ends the violation and begins the appropriate behavior.
2. If the student is not following a procedure correctly, remind the student of the correct procedure. Have the student perform the correct procedure. Maybe he/she doesn't understand it.
3. Ask the student to state the appropriate rule or procedure, then follow it.
4. Tell the student to stop the rule violation. Monitor the student until you can observe appropriate behavior.

WHEN CAN INAPPROPRIATE BEHAVIOR BE IGNORED OR HANDLED LATER?

- The problem is momentary and not likely to escalate.
- It is a minor deviation.
- Handling it would interrupt the flow of the lesson.
- Other students are not involved.

THINGS THAT CONTRIBUTE TO GOOD PACING

1. Thorough planning and preparation (doing the activities, outlining presentations, having materials ready).
2. Obtaining frequent WORK SAMPLES during presentations.
3. Making adjustments according to work sample results.
4. Alternating periods of seatwork, active instruction, and relaxation.
5. Careful monitoring of time.
6. Efficient transitions (using established routines, careful monitoring, using student helpers).

MEETING STUDENT NEEDS IN THE CLASSROOM

AUDITORY

- Use tape recorders for many things: stories, spelling words, math facts, vocabulary words, etc.
- Use auditory clues: finger snaps for syllables, a tongue click for punctuation marks, etc.
- Chants for spelling words or math facts
- Have the student tape their own important information.
- Lecture with an accent; use various voice tones.

VISUAL

- The same information should be seen in several different forms and repeated.
- Use colored chalk, markers, pencils.
- Use pictures, transparencies, diagrams, charts, posters.
- Highlight important words or facts.
- Put a symbol by what is important on the chalkboard.
- Use filmstrips, slides, videos, photographs, etc.

TACTILE

- Use materials that can be touched, manipulated and moved.
- Game boards, puzzles, card games, clothespin games
- Electroboards
- Task cards
- Writing on chalkboards, sandpaper, sand boxes, velvet
- “Fingerspell” on arms or legs
- Bingo games
- Clay activities
- Practice writing words or facts with string, cold spaghetti, etc.

KINESTHETIC

- Use games which use the body and incorporate out-of-seat activity
- Floor games
- Scavenger hunts to find answers
- Puppets
- Provide soft pillows, rocking chairs, soft chairs, etc.
- Allow movement while practicing math facts or spelling word
- Have a “fact walk” or “sandwich” walk
- Hopscotch games

POWER STRUGGLES

AVOID POWER STRUGGLES

1. Be aware of how power struggles can entrap you. No one wins.
2. Take care of yourself emotionally-let go of anger, resentment, and hostile feelings toward a student-start fresh every day.
3. Ignore students initiating power struggles.
4. Acknowledge the student’s feelings by being an active listener, but refuse to accept the challenge.
5. Privately acknowledge power struggles.
6. Do not try to embarrass students into submission.

GOALS IN DEFUSING POWER STRUGGLES

- Dignity for the student
- Dignity for the educator
- Keeping the student in class

- Teaching an alternative to aggression

METHODS FOR DEFUSING POWER STRUGGLES

- P.E.P. (Proximity, Eye Contact, and Privacy)
- Listening
- Acknowledging
 - *I am really concerned! It is very important that I understand why you are so angry. Please tell me later when I can really listen. **
 - *I know there is a solution to this, but I don't know what it is right now. Let's meet later when we can really figure it out. **
 - *That is an interesting opinion. Tell me more after class. **
 - *I'm glad you trust me enough to tell me how you feel and I'm concerned. Any suggestions for improvement are appreciated.*
 - *Wow, you must be feeling awfully upset to use those words in front of everyone. Let's talk later when we can be alone. **
- Agreeing
 - *I'm disappointed that you are choosing to use such angry words even though I'm sure there is much to be upset about.*
 - *I know you are angry but there is no problem too big that can't be solved. Let's use words to solve the problem.*
 - *There may be some truth to what you are saying but it is hard for me to really hear you when you use words that are disrespectful.*
- Deferring
 - *I really want to understand what I did to upset you. But swearing doesn't help. Let's talk later when we can be alone.*

CPSB Policy GBC-R Staff Conduct Employee Notice of Criminal Proceedings

When an employee is arrested for committing a criminal offense (other than a minor traffic violation), that employee must notify his or her supervisor and the appropriate Director of Personnel of the arrest, in writing, within 24 hours of the arrest. The notice must include the

following information if then known:

- The date and place of the arrest
- The name of the arresting agency
- The number assigned to the arrest report
- The laws or ordinances allegedly violated
- The acceptance, rejection or other disposition of the charge giving rise to the arrest by the prosecuting attorney's office
- The location and duration of initial incarceration, if any
- The amount and type of bail, if any, required for the employee's release from incarceration

Additional information can be found on Caddo Parish Website under policy manual.