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## What is a Student?

A Student is the most important person in this school . . . in person, on the telephone, or by mail [e or snail].

A Student is not dependent on us . . . we are dependent on the Student.

A Student is not an interruption of our work . . . the Student is the purpose of it. We are not doing a favor by serving the Student . . . the Student is doing us a favor by giving us the opportunity to do so.

A Student is a person who brings us his or her desire to learn. It is our job to handle each Student in a manner which is beneficial to the Student and ourselves.

Adapted by William Purkey from an LL Bean Co. poster: "What is a Customer?" by JM Eaton.

# THE BEHAVIORS OF PROFESSIONALISM

Altruism	Responsibility & Accountability	Leadership
Respect	<i>Exira – EHK Staff Consistently Demonstrate</i>	Excellence & Scholarship
Caring	Compassion	Communication

# Exira-EHK Community Schools

*Indicators of Pride and Professionalism Creating a Constructive and Positive Culture and Climate in 2011-2012.*

A positive and constructive culture and climate happen as a result of staff:

- Arriving on time for work, classes, meetings and activities;
- Dressing appropriately for work;
- Maintaining composure during difficult interactions with students, parents or colleagues;
- Maintaining a positive attitude amidst increased and unanticipated work;
- Discussing student, parents or colleagues without using inappropriate labels or comments;
- Maintaining confidentiality of student information;
- Conveying information and answering questions honestly and tactfully;
- Accepting constructive feedback and modifying behavior appropriately;
- Making valuable contributions during class, meetings and around the school;
- Displaying enthusiasm, positive attitude, pride, spirit and respect for the school, students and staff.

## **ACADEMIC MAKE-UP TIME**

Academic Make-up Time (AMT) may be assigned by classroom teachers for students who are not meeting academic expectations. This action should be viewed as student assistance and should not be used as a disciplinary sanction. AMT may be assigned to a student for any of the following reasons:

1. Poor grades on assignments, quizzes, and/or tests on any particular day(s).
2. Failure to complete and/or hand in regular or make-up assignments.
3. Other situations in which the teacher believes additional help is needed.

Academic Make-up Time is required for any student so assigned. AMT takes precedence over any other activity, including practice, rehearsals, games, and/or programs of any kind. AMT is not to be considered detention; however, the failure of a student to report as assigned may result in detention or another disciplinary action.

## **ADMIT SLIPS**

For any absence, students in grades 9-12 will be expected to obtain an admit slip immediately upon his/her return to school. In the event the absence is known about in advance, high school students are expected to obtain an admit slip prior to the absence. It would be preferable for the student to also complete all work in advance of the absence, but this is at the discretion of the teacher.

It is the responsibility of the student to obtain the assignments missed from each instructor. The admit slip simply serves as a guide for the student and teacher. The student should complete the missed work within the assigned time frame (2 days for every day absent) as indicated on the admit slip. Failure to complete make-up work within the allotted time frame is to be dealt with by each teacher according to his/her classroom policies for late work.

## **ANNUAL IMPROVEMENT GOALS**

### **Reading:**

On the 2011-2012 Iowa Assessments, 67% of the students in the cohort group of 8th – 10th grade students were proficient in Reading. Our Annual Improvement goal is to increase the percentage of students proficient in grades 9 – 11 to 75% on the 2012-2013 Iowa Assessments.

### **Math:**

On the 2011-2012 Iowa Assessments, 82% of the 2022 cohort were proficient in Mathematics. Our Annual Improvement goal is to increase the percentage of students proficient in this cohort to 84% on the 2012-2013 Iowa Assessments.

### **Science:**

On the 2011-2012 Iowa Assessments, 75% of the 2022 cohort were proficient in Science. Our Annual Improvement goal is to increase the percentage of students proficient in this cohort to 79% on the 2012-2013 Iowa Assessments.

## **ASSEMBLIES**

Periodically, assemblies will be scheduled. For those held for elementary students in the multi-purpose room, the elementary students are to bring their own chairs. Teachers are to sit with their classes.

In the high school, class sponsors should sit with the students in the class year for which they serve as sponsors.

Because there are several teachers with K-12 responsibilities, situations may develop where either an assembly begins and a teacher is in another area of the school teaching or during the assembly a teacher needs to leave to teach in another area. Therefore, when you are assigned responsibility for students and they are in an assembly, it is imperative that you fulfill your supervisory responsibility.

## **BUILDING SECURITY**

With the many activities occurring after school hours, building security can become a problem. If you are in the building at night or on the weekend, be sure to check all doors and lights. Don't assume that someone else will lock the doors and shut off the lights. Problem areas that need to be double checked include locker rooms and restrooms, the outside door by the weight room, the northwest entrance by the kitchen, the northeast door in the student lounge, the southeast entrance next to the high school library, the basement entrance, and the main high school entrance.

Do not permit students to remain in the building unsupervised. If you leave, they must leave. After evening activities, if students are waiting for rides, stay with them or have them wait outside the building.

Do not lend your keys to students. Keys found in the possession of students will be confiscated.

In an effort to create a safe learning environment, all outside doors except for the main entrance doors on the southwest corner of the building will be locked during the school day. Teachers should not prop outside doors open anywhere in the building.

## **CALENDAR OF ACTIVITIES**

The official calendar of school activities is kept in the high school office. All athletic events, music events, plays, field trips, class projects, dances, and other events and activities must be submitted to your principal for approval before being scheduled. The principal will place the approved activity on the official calendar to ensure that conflicts do not arise.

## **CHAIN OF COMMAND**

The chain of command is important. No teacher is to see the superintendent without first seeing the principal. No teacher or principal should talk to the Board about any school concerns, issues, or problems without first seeing the superintendent.

## **CHILD ABUSE REPORTING**

It is the policy of the Exira-EHK School Districts that any certificated or licensed employee who has a reasonable belief that a child under the age of 18 has been abused by a person responsible for the care of the child, as defined by law, shall report the suspected abuse verbally to the Department of Human Services within 24 hours and follow the verbal report with a written report on appropriate forms. Failure on the part of an employee who is a mandatory reporter to make a report as required by law may subject the employee to disciplinary sanctions up to and including discharge. It is also the policy of the Exira-EHK School Districts that reports of child abuse remain confidential, as required by law. (See board policies #405.9 & #405.9R.)

## **CHILD ABUSE BY EMPLOYEES**

If a school district employee or other member of the school district community believes a child has suffered abuse by a school district employee in the course of their employment, it should be reported to LEVEL ONE INVESTIGATOR immediately. In the EH-K School District the Level One Investigator is the guidance counselor. The Alternate Level One Investigator is the family & consumer science teacher. If either of these Level One Investigators determines the complaint is founded and deserves further investigation, the matter will be turned over to the LEVEL TWO INVESTIGATOR. For the EH-K School District, the Shelby County Sheriff has been designated as the Level Two Investigator.

Further information on Child Abuse by School Employees is contained in Board Policy # 405.12.

## **CLASSROOM MAINTENANCE**

As far as teaching supplies and classroom equipment are concerned, teachers are responsible for the house cleaning and appearance of their rooms. Report any damage or need for repairs to the principal immediately. The principal will arrange with custodians to attend to this need.

Watch the students' care of their desks. If a student is observed writing on a desk, make him or her clean it after school.

At the end of the day, when you leave your room, turn off the lights, close the windows, and lock the door.

## **COLLECTING AND DEPOSITING MONEY**

Occasionally, teachers must collect money from students for a variety of reasons: fines, fees, class and co-curricular trips/activities, and etc. It is best to have either the high school secretary or the superintendent's secretary collect the money and write receipts when possible. The teacher should turn in the money to the office at the end of the school day to be placed in the vault. No money should be kept in any classroom overnight. When all monies are collected and ready for deposit, the money should be given to the superintendent's secretary who will deposit the funds in the appropriate account.

## **COMPLAINTS**

According to Board Policy #1003.3, citizen's complaints are to be dealt with at the lowest possible level of decision making. For example a parental concern about a classroom activity should first be addressed to the teacher involved. If the concern cannot be resolved at that level, the concern is then processed through the chain of command. Anonymous complaints shall not be considered.

## **CORPORAL PUNISHMENT**

Corporal punishment may not be used to discipline students. However, reasonable physical force not designed or intended to cause pain may be used upon a student when such force is deemed essential by a reasonable person for the purposes of self-defense, to quell a disturbance, to obtain possession of a weapon or other dangerous object, to remove a disruptive pupil from class or school activity, to prevent a student from the self-infliction of harm, to protect school district property, or for the protection of others located on school district property. The student's parents shall be given an explanation of the reasons for physical force upon request.

## **CUMULATIVE FOLDERS**

Student cumulative folders are kept in the elementary and high school offices. Folders may be checked out of the office but should never leave the school building. In the elementary, it is the teacher's responsibility to keep the cumulative folder up to date. In the high school, the principal, guidance counselor and administrative assistant work together to keep students' cumulative folders in order. The end of the year report card and the Iowa Assessment results should be placed in the folder before teachers leave for the summer

## **DAILY & WEEKLY BULLETINS**

A bulletin for announcements and other information is printed daily. The bulletin is divided into two sections: one for students and faculty and one for faculty only. The faculty only section may contain information that should not be available to the students. If you post the daily bulletin in your room or otherwise make it available for student reading, please detach the faculty only section.

Anyone wishing to place an announcement in the bulletin should complete an announcement submission form, copies of which are available in the secondary office. All announcements are subject to the approval of the principal.

When the bulletin is distributed (usually during second period), please read the section for students to the students under your supervision at that time. To hold the students responsible for the information contained in the bulletin, we must insure they have received it. A copy of this section is posted outside the secondary office.

Also, be sure to carefully read the faculty only section. Frequently, information will be communicated via the bulletin to avoid excessive faculty meetings. Attendance information will be reported to the faculty in this section.

The staff will also receive a weekly bulletin from the elementary principal. Upcoming events and any deviations in the schedule for the week will be communicated through this bulletin.

## **DANCES AND OTHER SOCIAL FUNCTIONS**

Student social events are discussed in board policy #503.4. The following time line is to be used to guide those groups planning dances and other such activities.

### *Minimum of one month in advance:*

1. Clear date with principal and place on school calendar.
2. Organize student committees and assign responsibilities and meeting times as appropriate: music, decorations, refreshments, entertainment, invitations, publicity, chaperones, programs, clean-up, etc.
3. Decide on the type of music and submit the contract for a sound system or band to the principal for approval.
4. Choose a theme around which to coordinate the evening's activities.

### *Two weeks in advance:*

1. Begin publicity (posters, newspaper advertisements and/or articles, etc.). Be sure to include such details as what, when, where, for whom, formal/informal, how much, etc.
2. Send out invitations to guests and chaperones. NOTE: One chaperone for every twenty-five students is required. There must be at least two chaperones. Of the chaperones, a minimum of two must be faculty members or administrators, one male and one female.
3. Arrange for ticket sales. Submit a request for a change bag and secure ticket takers for the gate.
4. Make sure decoration, refreshment, and program plans are underway.
5. Contact the principal to arrange a time to decorate the facility being used for the event.

### *One week in advance:*

1. Order food and drinks for refreshments or arrange to have them made.
2. Secure the principal's approval for the use of any school equipment (sound equipment, dishes, silverware, and etc.) and arrange to use it with the appropriate school personnel.
3. Process your check request for the band or DJ service.
4. Make any decorations needed.
5. Place a sign-up sheet in the office for students to register their out-of-school dates.

*Suggestion:* Have all students register and pay in advance and eliminate the need for a change bag for the ticket takers.

### *The day of the dance/event:*

1. If planned, put decorations in place.
2. Get tables and cash bags for ticket takers and refreshment sellers.
3. Announce the time the doors will open and close.
4. Pick up the check for the band or DJ service.

### *At the dance:*

1. Post signs communicating the following school rules and that disciplinary action will be taken with any student or guest who violates these rules at the event:
  - a. No student or guest shall possess, consume, or be under the influence of alcohol or drugs.
  - b. No student or guest shall possess or use tobacco in any form.
  - c. No verbal or physical abuse of any person(s) will be tolerated.
  - d. Disruption of the event will not be tolerated.
  - e. Any student or guest who leaves the dance/event will not be readmitted.
2. Ticket taking and refreshments must be monitored by the sponsor.

## **DETENTION**

Several effective methods of disciplining students who have misbehaved exist. Detention is only one method. Any disciplinary action loses its effectiveness and students become immune to its impact if it is administered too frequently. Therefore, teachers are encouraged to develop an array of disciplinary tactics.

Teachers may assign detention for minor misbehavior within their classrooms or anywhere (including hallways) during the school day. When being assigned detention, a student should be given the option of remaining after school that day or the following day. This allows the student to arrange transportation. A special contact with the parents is required.

When teachers have assigned a student detention, they should:

- a. Give completed detention slip to Principal.
- b. The Principal will mail the detention form to parents.

The detention notice forms are available in either principal's office.

Students assigned detention will serve their time with the teacher issuing the detention on the agreed upon day immediately after school (3:30 to 4:00 p.m.). Students who do not report by 3:35 will be considered late and the teacher will work with the principal on further action.

## **DISCIPLINE REFERRALS**

Whenever you send a high school student to the office, you will need to fill out a referral form explaining what happened. (For due process considerations, space exists on the form for the student to explain what occurred from his or her perspective.) Written explanations may be done on another piece of paper and attached to the referral form. Forms are available in the office.

Other than detaining the student for the remainder of the class period, no administrative action will be taken until the referral form has been completed. Individual or group conferences with the parties involved may then be scheduled before disciplinary measures are undertaken.

Before sending a student to the office, be sure the misbehavior is either severe or continual enough to warrant eventual removal of the student permanently from the class. A disciplinary referral is the first step in the removal, suspension, and/or expulsion process.

## **DRUG FREE WORKPLACE**

While on school grounds, in a school vehicle, in a school building, or when supervising students, no school employee shall distribute, dispense, possess, use or be under the influence of any alcoholic beverage, malt beverage, wine or other intoxicating liquor or unlawfully manufacture, distribute, dispense or use or be under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, anabolic steroid or any other controlled substance, as defined by federal or state law.

## **EARLY DISMISSAL FOR INSERVICE**

When school is dismissed early due to teacher inservice; practices, rehearsals, or other activities are not to be scheduled until after 3:40 p.m. Students are not to be in the building during the inservice time. They will be asked to leave the building and return for the extra-curricular and co-curricular activities after 3:40 p.m.

## **EDUCATIONAL EQUITY STATEMENT**

It is the policy of the Elk Horn-Kimballton Community School District not to discriminate on the basis of sex, race, national origin, creed, age, sexual orientation, gender identity, marital status, socioeconomic status, or disability in its educational programs, activities, or employment policies as required by Title VI and VII of the 1964 Civil Rights Act, Title IX of the 1972 Educational Amendments, and Section 504 of the Federal Rehabilitation Act of 1973.

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

Inquiries regarding compliance with Title IX, Title VI, or Section 504 may be directed to the Secondary Principal, Elk Horn-Kimballton Community School, 4114 Madison St., Elk Horn, IA 51531, (712) 764-4616, or to the Director of the Iowa Civil Rights Commission, Des Moines, Iowa, or to the Director of the Region VII Office of Civil Rights, Department of Education, Kansas City, Missouri.

## **EMAIL**

To insure timely updates, teachers are expected to check and respond to emails once every day.

## **ENGLISH LANGUAGE LEARNER**

Exira-EHK has a plan in place for when a student registers for classes who is not proficient at speaking the English language. These students will have their needs met with help from the staff and the Area Education Agency. This plan, Lau Plan, can be found in the principal's office.

## **EXTRA-CURRICULAR & CO-CURRICULAR POLICIES**

Exira – EHK offers a variety of activities for its students. The policies covering these activities, including the Code of Conduct, are contained in the Student/Parent Handbook

## **FACULTY MEETINGS**

Faculty meetings will be held twice a month or as needed. They will be scheduled by one of the principals or the superintendent. If a faculty member has an item or concern that he or she feels warrants a faculty meeting, he or she should visit with his or her principal.

Faculty meetings will normally be scheduled for 7:45 a.m. (see Board Policy #405.1). Administratively called meetings will fall into one of five categories: elementary (PK-3), high school (9-12), all-school (K-12), by curricular area or coaches. The type of meeting will be announced in advance. Attendance is required by those involved in the particular administrative unit. Attendance is **HIGHLY RECOMMENDED** if you teach in the grade level being discussed.

## **FAMILY NIGHT**

Wednesday is designated as family night in the Elk Horn-Kimballton School District. No school activities are to be scheduled on this night. All practices and rehearsals must be concluded and all students are to be out of the building by 6:30 p.m.

## **FIELD TRIPS**

Teachers wishing to take students on a field trip must first clear any trip through the principal a minimum of 10 school days in advance of the proposed field trip date by submitting a Field Trip Request form. Information regarding cost, transportation needs, dates, or parental supervision would be helpful in discussing the proposed trip. Once the trip is cleared through the principal, information about the trip, along with a permission slip, must be sent home with the students by the teacher. (sample permission slips are available in the office.) As soon as possible after receiving approval, (a minimum of 5 school days in advance of the field trip) the teacher should also complete and submit a Transportation Request. These forms may be found in the offices.

No field trips will be allowed in May for grades 9 – 12, except those which are controlled by seasonal factors and senior day out. This policy has been developed in response to faculty concerns that too much time is lost during the last month of the school year to a variety of activities, including field trips.

## **FIRE AND EMERGENCY EVACUATION PROCEDURES**

Fire drills will be conducted periodically throughout the school year. The fire alarm is an alternating signal, accompanied by flashing lights.

Whenever the fire alarm sounds, all persons in the building are to leave the building immediately. Never assume it is a false alarm! Leave the building in single file quickly and quietly, following the directions posted near the door of each room. Teachers should accompany their classes and direct the students.

Teachers should take class list, switch off the lights and close the door as they leave their classrooms. Once outside, keep the students moving until everyone is at least 50 feet from the building. Make sure the driveway, fire hydrants, fire lanes, streets, and exits are not blocked so emergency vehicles and personnel have easy access to the building. Take role of your class to make certain all students have exited the building.

If the procedure is a drill, the principal will give the all clear to indicate the drill is over. Do not return to the building until the all clear is given. The all clear signal will be the sounding of the regular passing bell and/or administrator's okay.

### Evacuation Directions

Elementary Building: Closest exit door (Sign in each room specifies where the closest exit is.)

High School Building:

Southeast door, main level – Rooms 5,6,7,10,11

Front door, east side – Rooms 1,2,3,4,12,13, Study Hall, Music Room, Girls' Locker Rooms & Restrooms

Northwest gym door – PE classes, Boys' Locker Rooms, & Weight Room

South lower door – Rooms 8,9

Northwest Exit doors – Art Room

West Gym Exit Doors – New Gym, Locker Rooms

Greenhouse Door – HS Science Room, Biology Science Room

If an elementary class happens to be in the high school when the alarm sounds, exit the classroom and follow the other classrooms in that vicinity. Any high school class which is in the elementary building is to use the nearest exit.

## **FUND RAISERS**

Many clubs, organizations, and activities will be involved in fund raising efforts throughout the year. The school board is concerned the school does not alienate the strong support of the community by approaching the community too frequently asking for too much. The board addressed this concern in policies #505.7 and 505.7R.

All groups considering a fund raising project must submit a written proposal to the high school principal for approval. This includes those projects that are conducted annually. This allows the principal to coordinate efforts and avoid duplication of activities and overlapping time lines.

The written proposal should include the name of the group requesting permission for the fund raiser, the number of persons/solicitors involved, the purpose for the project (Why is the fund raiser needed?), the target audience to be solicited, the projected amount to be raised, a description of the project, a suggested time line for the project, and other pertinent information (such as specific assignments for group members by name). As an aid for such proposals, a worksheet is available in the elementary and high school offices.

Proposals should be submitted a minimum of one month prior to the proposed kick-off date for the project. If an outside fund raising company/consultant is assisting with the project, the individual(s) must be introduced to the principal prior to submission of the written proposal for approval. The principal will ask a series of questions about the details of the project concerning motivation techniques and gimmicks, record keeping procedures, sales prizes, delivery dates, marketability of the product, and etc. Any funds collected are to be handled according to the procedures described in the section of this handbook on COLLECTING AND DEPOSITING MONEY.

## GRADING PROCEDURES

Grades are to be used as encouragers, not discouragers. Please use an objective system of grading and inform students frequently about where they stand so they are not surprised when report cards come out. Remember to use Progress Reports to notify parents about students who are experiencing difficulty in a class (D and F work). It is your responsibility to inform students when they fail your class, but don't forget to send home positive notes also!

Each teacher is to keep an accurate record of each student's work in his or her grade book. The entries in the grade book should be sufficient to substantiate the grade given to each student. Attendance can be a part of the student's grade provided that credit is earned, not deducted. Each teacher should review the specific grading procedures for his or her courses with the students at the beginning of each course. It is strongly suggested that this information be in writing and distributed to the students and their parents!

Plus and minus grades may be used. These will be used in computing grade point averages on official transcripts and/or records. Only the semester grade becomes part of a student's official transcript.

Many parents check their children's grades frequently. They work hard to support the work you do in your classroom everyday. **To help these parents support your efforts, teachers must update their grades by Friday of each week in the JMC grading program so parents and students can check grades weekly using the JMC Parent Access option that will be available to those who have internet access.** This will help parents be aware of their child's grade but grades must be updated weekly so parents can get an accurate report on their child's grades.

In the high school, grades will be collected at every midterm period. In this manner, extra-curricular eligibility will be determined for each student. Eligibility will be determined on the culminating grade for each grading period; i.e., at midterm – the midterm grade, at the end of first and third quarters – the quarter grade, and at the end of first and second semesters – the semester grade.

The following grading system will be used by all teachers:

Letter Grade	Percentage
A	95-100
A-	92-94
B+	89-91
B	86-88
B-	83-85

C+	80-82
C	77-79
C-	74-76
D+	71-73
D	68-70
D-	65-67
F	Below 65

**Remember: Your course should be structured so the student who is putting forth effort will pass. We are not here to fail students, but to help them succeed.**

### **HOMELESS**

Students who experience homelessness must have access to educational services for which they are eligible, including special education, programs for English learners, gifted and talented programs, voc./tech. programs, and school nutrition programs. For more information on the rights of and services available to children and youth experiencing homelessness, please contact: Mrs. Rochelle Bruns, 712-764-4616, rbruns@exira-ehk.k12.ia.us.

### **INCLEMENT WEATHER**

When school is dismissed early due to inclement weather, practices or other activities are not to be conducted. If school is held for the duration of the day, but evening activities are canceled, practices may be scheduled and conducted after obtaining the permission of the principal.

Weather related announcements will be made through radio stations KJAN 1220 AM (Atlantic), KNOD 105.3 FM (Harlan), and KMA 960 AM (Shenandoah), and KSOM 96.5 FM (Atlantic).

### **School Announcement.com**

Again, this year Elk Horn-Kimballton Community School is implementing the voice notification system, to improve parent communication through School Announcement ([www.schoolannouncement.com](http://www.schoolannouncement.com)). During the year, we will be sending out voice notifications for school closings, event reminders, schedule changes, meeting notifications, and volunteer opportunities, along with a variety of other reasons.

To set up your account (at no cost to you) go to the Exira-EHK website (<http://www.exira-ehk.k12.ia.us>) Click on The Parent Information Portal and scroll down to Parent Notification System Information . This will link you with the [www.schoolannouncement.com](http://www.schoolannouncement.com) website where you will be provided with a step-by-step instructional demonstration on how to create your username, password and add additional contact information for your child or children to the School Announcement web portal

Normally, school cancellation and late start announcements are made by 6:30 a.m. When such announcements are made, in addition to the public announcements on radio, a calling tree will be initiated among school employees. The calling tree will be published and distributed during the first quarter.

### **LEAVE – The following Leave Information applies only to Elk Horn-Kimballton Community School employees – i.e., those employees that have a contract with the EH-K Community School.**

Employee leave policies are described in school board policies 404.1 through 404.10. Guidelines for requesting leaves are detailed below. The types of leaves available include personal illness, serious illness of immediate family, bereavement, professional, and personal. All leaves are granted only in half-day increments. (Any employee wishing to use leave in less than a half-day increment must make special arrangements with his/her principal.)

Any employee who is absent from school for any part of a day due to personal illness leave is not to attend any school activity scheduled that day. This includes evening activities, at Elk Horn or at any other location.

### Excellent Attendance

In recognition of "Excellent Attendance" each one-half time or more teacher with only one day absence for the school year shall receive \$60 with their June check. Each teacher shall receive \$120 with zero (0) absences during the school year.

Other employees working one-half time or more shall receive 1/2 their per diem per credited day.

Excellent Attendance will be defined as zero (0) or one (1) day absent in the categories of sick leave, personal leave, family leave, or "other" bereavement leave. Professional leave, immediate family bereavement leave, jury duty, and military leave will be exempt from calculating "Excellent Attendance". Vacation leave (12 month employees) shall also be exempt from calculations, however it not to be taken as sick leave.

### Personal Illness Leave (404.1)

If the occasion arises that illness prevents a teacher from being at school, he/she should telephone his/her principal between 6:00 and 6:30 a.m.

The secretary will place an Employee Request for Leave form in the teacher's mailbox for him or her to complete and submit to the principal (see Appendix C). Should a teacher become ill while at school, he/she should immediately contact his/her principal to arrange for his/her classes to be covered.

The following information and materials will be needed by the substitute:

1. Location of lesson plans and attendance materials.
2. Adjustments in lesson plans for the substitute.
3. Telephone number where the instructor can be reached if necessary.
4. A class schedule including supervision assignments.
5. Directions regarding assemblies, early dismissals, in-services, fire and tornado procedures, and other special information which is applicable.
6. Class list and seating charts for each class period.

LESSON PLANS are crucial for substitute teachers. These plans should include clearly stated objectives, location of all materials required, order of presentation, description of lesson tasks, suggested questions, assignments, and other aids. It is the responsibility of the teacher, even though ill, to insure that complete lesson plans are available for his/her substitute.

### Serious Illness of Immediate Family Leave (404.1)

Procedures are the same as Personal Illness Leave. The employee is limited to using 10 days of sick leave to attend to family members illness. For serious illness of immediate family, the immediate family is defined as the employee's child, spouse, parent, or member of the household such as a ward or person the employee is legal guardian of.

### Bereavement Leave (404.4)

When using Bereavement Leave, please provide as much notice as possible. For bereavement leave, the immediate family consists of parent, child, spouse, sibling, mother, father, sister, or brother-in-law or any member of the household of the employee such as a ward or person the employee is legal guardian of. Complete and submit the Employee Request for Leave form as soon as the need for leave arises. For immediate family, five days of bereavement leave is allowed for each occurrence. For outside of the immediate family, one day of bereavement leave is permitted per year.

Professional Leave (404.5)

Submission of the Employee Request for Leave form a minimum of five work days prior to the day(s) request for Professional Leave is required. All requests for Professional Leave are subject to administrative approval.

Two days with pay per year are allowed for the professional improvement of the teacher. If arrangements are approved by the superintendent in advance, there is no loss of pay. If the leave is approved, substitute teacher costs will be borne by the district.

The following expenses will be supported by the district for one approved conference per year:

1. Lodging for the employee, if necessary.
2. Use of a school vehicle, if requested.
3. Registration.
4. Meals only if included in the registration fee.

A second approved conference would be supported only with full pay, substitute costs, and a school vehicle, if requested and available.

To be approved and qualify for expenses and transportation, a conference must be in Iowa or within 120 miles of Elk Horn. This would include Omaha and Lincoln.

Coaches will be allowed the previously defined expenses for one clinic per sport coached per year. (Limit – 2 clinics per year.)

Additional funding for professional trips may be approved provided such activities are backed by federal, state, and/or private grant monies in excess of district funds.

All conferences must receive administrative approval to qualify for any of the considerations detailed above.

Procedures regarding preparations for substitutes are the same as those for Personal Illness Leave.

Personal Leave (404.10)

Two days per year are allowed for Personal Leave. Teachers are asked to submit an Employee Request for Leave form a minimum of five work days in advance of the day(s) requested for any Personal Leave.

Personal Leave will not be granted the day before or the day after a holiday. Holidays are defined in Board Policy #402.4R as Labor Day, Thanksgiving break, Christmas-New Year's break, Easter break, Memorial Day, and Summer break. No more than two faculty members from the same administrative unit (PK-3 or 9-12) will be allowed Personal Leave on the same day. Exceptions to each of these conditions may be granted for emergency situations. Other procedures are the same as those for Personal Illness Leave.

**LEAVING THE BUILDING DURING THE SCHOOL DAY**

According to Board Policy #405.1, staff members must receive advance approval from the principal before leaving the school grounds during the school day. School staff members with principal approval may leave during those class periods for which they are not scheduled to supervise students by signing out on the teacher sign-out sheet posted in the high school office or the teacher work room.

Any absence which involves being gone from school when the staff member is assigned any supervisory duty must be cleared with the principal in advance and arrangements made to cover the class or other duty.

## **LESSON PLANS**

Copies of lesson plans for the following week need to be assessible to your supervising principal before leaving Friday afternoon. The purpose of submitting lesson plans is to insure teacher preparation and organization. Especially if a substitute is needed. Lesson plans should include clearly stated objectives, location of all materials required, order of presentation, description of lesson tasks, suggested questions, assignments, and other aids. It is the responsibility of the teacher, even though ill, to insure complete lesson plans are available for his/her substitute. Please keep your original lesson plans in a convenient location so a substitute teacher can find them when needed. Have your lesson plans ready for the next school day before you leave each day along with any changes in schedules or routines. Please leave information regarding extra duties so they are covered while you are gone. If the substitute is unable to locate adequate lesson plans, the principal may monitor your lesson plan development for a period of time.

## **MAIL BOXES**

A mail box is provided for each faculty member. Boxes for high school teachers are located in the high school office. Those for elementary teachers are located in the teachers' lounge. Please check your box at least once a day for mail, notices, memos, and etc.

## **MAKE-UP WORK**

Make-up work accumulated during absences is the responsibility of the student. The student is expected to take the initiative to obtain all assignments missed, complete them, and hand them in within the time frame designated on the admit slip. General guidelines for make-up work are:

1. Any assignment due on the date of an absence shall be handed in immediately upon the student's return.
2. Any test or quiz given on the date of an absence shall be taken immediately upon the student's return.
3. All other assigned work should be completed and handed in within the time frame designated on the admit slip.
  - a. While completing the make-up work, the student is expected to complete all current assignments on time.
  - b. Failure to complete make-up work on time (two days for every day absent) will result in a reduction of the student's ability to earn credit, in accordance with the individual teacher's classroom policies.

## **MEDIA ORDERS**

DVDs, videotapes, books, and other media may be scheduled for use in your classroom through the Green Hills Area Education Agency ([www.ghaea.org](http://www.ghaea.org)). Orders may be placed by using the computerized ordering and booking service by using one of the computer modems and phone lines located throughout the building, by calling 800-432-5804 and asking for the appropriate department, by calling the automated phone booking system at 800-886-3421 or 366-3421, or by completing the appropriate form and returning it with the AEA van. The order forms are located in the media room in the high school wing and in the teachers' lounge in the cupboard under the mailboxes.

When making an order, use your assigned teacher number. This number enables the AEA to route materials more efficiently.

Delivery and pick-up of media materials is scheduled for Thursdays at approximately 9:30 a.m. Materials will be delivered to the media room and the teachers' lounge. Please make sure that all materials scheduled for return are taken to the assigned locations before the AEA van arrives so the driver does not have to track down missing items.

Other media services include a wide range of media production, duplication, and recording. For these services, the appropriate forms are also located in the media room and teachers' lounge. The district's media contact person is the librarian, Virginia Conklin.

## **MEDICATION**

By law, medication cannot be dispensed unless it is in the original container. The child's name, dosage, and time of day to be given should be written on a note and attached to the container. Over-the-counter drugs such as aspirin and cough syrup can only be dispensed under the same guidelines.

If students need to take aspirin or Tylenol, have them see the secretary: elementary and middle school students should see the elementary secretary and high school students should see the high school secretary. The secretaries have the medical records and permission forms on file to check parental desires concerning these medications.

Please inform students that all medication must be given to a teacher or secretary when they arrive. Elementary students' medication will be given to the elementary secretary; high school staff should give meds to the High School secretary to be secured. Students are not to keep medicine in their desks or lockers. This is for their protection as well as ours and is required by state laws and regulations.

## **PARTIES**

The students in Kindergarten through grade three will have three parties during the school year: a Halloween party, a Christmas party, and a Valentine's Day party. Parties are not to begin before 75 minutes prior to dismissal. It is the teacher's responsibility to arrange for parents to bring refreshments.

High school will have only one party in the year – the afternoon before Winter Vacation begins. Other parties in the high school are discouraged. If you wish to reward a class with a party as part of an overall classroom management system, please obtain approval from your principal at least three (3) school days in advance.

## **PHYSICALS**

All certificated employees are to have a physical examination upon commencing employment. (Board Policy #402.10). The Board will pay the rate charged by in-district clinics toward the cost of this physical examination. Current physicals are to be filed with the superintendent prior to the first pay period in September.

## **PROGRESS REPORTS**

Reports regarding student progress in school are to be sent to parents/guardians whenever appropriate. It is required that the parents/guardians of students who are failing or near failing be informed in writing of the situation prior to the end of the grading period. This notice should be sent with sufficient time remaining for the student to correct any deficiencies. In addition, the parents/guardians of those students not performing up to expectations should also be informed in writing about their children's academic status. JMC the student information system has the capability to print Progress Reports or a standardized PROGRESS REPORT form is available in the office for this purpose.

The communication should be specific in terms of the deficiency in performance, behavior, and/or etc. In the communication, give specific examples of the lack of performance or unacceptable behavior.

When completing the standardized form, or if you choose to create your own form, be sure to keep a copy for your files and present the original to the office to be mailed. A copy will also be given to the guidance counselor.

Remember: Do not put yourself in the position of failing a student and having not informed the student's parents/guardians of this possibility earlier. A good time to do this is at midterm.

## **SPECIAL EDUCATION PLAN (DISTRICT DEVELOPED SERVICE DELIVERY PLAN)**

“The delivery system was developed in accordance with Iowa Administrative Code rule 41.408(2)”c”. The group of individuals who developed the system included parents of eligible individuals, special education teachers, general education teachers, administrators and at least one representative of the AEA.” The EH-K School Board approved the formation of the committee and the committee members on March 16, 2009.

### *CONTINUUM OF SERVICES*

Regular Early Childhood Program with Teacher holding Dual Endorsements (i.e. Ed 100).

The child is served in the regular early childhood classroom with a teacher who holds a valid practitioner's license issued by the Board of Educational Examiners that includes prekindergarten and early childhood special education. The teacher is responsible for direct instruction, preparation of materials, adaptations and accommodations as specified in the IEP. The teacher with the dual endorsement is responsible for implementing and monitoring the child's progress according to the IEP.

#### Consulting Teacher Services:

Consulting Teacher services are defined as indirect services provided by a certified special education teacher to a general education teacher in adjusting the learning environment and/or modifying his/her instructional methods using specially designed instruction strategies to meet the individual needs of a student with a disability receiving instruction in the general education classroom. The service provider is responsible for consulting with the general education teacher and monitoring the student's progress according to the IEP.

#### Co-Teaching Services:

Co-teaching services are defined as the provision of specially designed instruction and academic instruction provided to a group of students with disabilities and nondisabled students. These services are provided by the special education teacher and general education teacher in partnership to meet the content and skills needs of students in the general education classroom. These services take shape in a variety of manners. For example: teachers co-plan, divide the class, and/or provide the instruction to smaller groups, or teachers co-plan and then co-instruct different components of the content. The effectiveness of services provided through co-teaching has a strong research base and monitoring the student's progress according to the IEP.

#### Collaborative Services:

Collaborative services are defined as direct specially designed instruction provided to an individual student with a disability or to a group of students with disabilities by a certified special education teacher or teacher associate/para-educator in a general education classroom to aid the student(s) in accessing the general education curriculum. These services are provided simultaneously with the general education content area instruction.

#### Pull-Out Services:

Pull-Out services are defined as direct specially designed instruction provided to an individual student with a disability or a group of students with disabilities by a certified special education teacher or teacher associate/para-educator to provide supplementary instruction that cannot otherwise be provided during the student's regular instruction time. These services are provided in an individual or small group setting for a portion of the day. Pull-out services supplement the instruction provided in the general education classroom through Consulting Teacher services or Collaborative/Co-teaching services. The specially designed instruction provided in Pull-out settings does not supplant the instruction provided in the general education classroom.

**Special Class:** Special Class services are defined as direct specially designed instruction provided to an individual student with a disability or a group of students with disabilities by a certified special education teacher or teacher associate/para-educator to provide instruction which is tied to the general education curriculum, but has been modified to meet the unique needs of the student(s) in a self contained setting (including, but not limited to special classes, special schools, home instruction, and instruction in hospitals and institutions). This means the student is receiving his or her primary instruction separate from non-disabled peers.

Notes:

1. Students may receive different services at multiple points along the continuum based on the IEP. The district will provide access to this continuum for all eligible individuals based on their IEP. Services may be provided within the district, or through contractual agreement with other districts and/or agencies.
2. The district will always strive to serve students in the least restrictive environment. Student progress of special education students will be reported at least 4 times per year at the end of each quarter.
3. The continuum includes high quality services for eligible individuals' ages 3-21.

Please refer to the district website for a complete copy of the District Developed Service Delivery Plan (Special Education Service Delivery Plan). If you do not have internet access and would like a copy of the plan, please contact the Superintendent's office at 764-4616 or the High School office at 764-4606.

## **REPORT CARDS**

In Grades 2, 3 and the high school, report cards are computer-generated. At the end of each grading period, teachers are required to submit grades via JMC to the office. Teachers will need to check with their respective secretary to ensure that grades were received.

In PK-1, individual report cards for each student are filled in by each teacher.

Normally, report cards are released within a week of the quarter's end.

## **REQUISITIONS AND PURCHASE ORDERS**

All requests for the purchase of textbooks, equipment, supplies, and materials must be placed on requisition forms which are available in the office. All requisitions must be approved by the principal before being processed. No order should be made until the requisition process has been completed. Any order made prior to obtaining administrative approval becomes the personal responsibility of the individual staff member.

Supplies for teachers such as tape, staples, scissors, markers, and etc. can be obtained in the office. To help keep track of inventory needs, ask the secretary to assist you; don't just help yourself.

Upon receipt of the completed requisition, a purchase order will be issued (by the superintendent's office). When the item(s) have been received by the teacher, please so note on the packing slip/invoice and present it to the office for payment. If the order is incomplete, please clearly specify what should and should not be paid. If the order is incomplete due to back-ordered items, make sure to so note this on the packing slip/invoice. Please be sure to inform the office when the back-ordered items arrive so that the remainder of bill may be paid.

## **SCHOOL DAY FOR TEACHERS**

All full-time, certified employees must report for work by 8:00 a.m. If eight hours have been accrued by 3:40 p.m. the employee may leave. There will be times when teachers will be asked to attend meetings before, during or after the regular working hours and/or to supervise students during morning and afternoon bus transitions.

## **SMOKING AND TOBACCO USE**

The use of any tobacco product (both smoke producing and smokeless) is prohibited within the entire Exira-EHK K-12 building, school grounds and both school and personal vehicles. This applies to students, staff and public at all hours and throughout the entire year. School district personnel failing to abide by this policy will be subject to disciplinary action.

## **STAFF ID BADGES**

Each staff member will be given a staff ID badge that should be worn during the day. This helps visitors identify the adults in charge and it also allows law enforcement to identify staff members in an emergency situation.

## **STUDENT DISCIPLINE**

The achievement of an effective disciplinary climate relies on no magic success formula; however, the efforts of administrators and teachers must be based upon a clear understanding of their roles as educators and strong teacher-student relationships. Decisions about discipline must be firm, fair, consistent, and positive. Educators should continually strive to help students adjust to their environment and to mature with a positive self-image. The primary goal must be to turn unacceptable behavior into acceptable behavior. Any philosophy of discipline which does not teach and instill the ideal of self-discipline will eventually prove weak and ineffectual.

Discipline problems can be minimized by careful planning, close self-appraisal of personal convictions, and active and energetic enforcement of these convictions within the framework, philosophy, and rules of the school and community.

Discipline is best handled at the point and time of the misbehavior by the immediate supervisor of the class or activity. In other words, in most situations, the teacher should handle his or her own discipline. Whenever an outside "authority" is brought in, the classroom teacher's own authority and control over the classroom may be undermined. Don't send the student to the office as a first recourse. Remember: Corporal punishment is NOT allowed. (See Board Policy #502.6)

Listed below are suggested practices, procedures, and policies the individual classroom teacher may wish to incorporate into his or her personal discipline structure.

### *Be orderly*

The first prerequisite of discipline is order. An orderly, well-run classroom sets the stage for orderly conduct.

1. Have a place for everything and insist that all classroom objects and etc. be kept in their proper place.
2. Establish set procedures. Have a routine in all classroom activities: taking attendance, asking/answering questions, collecting assignments, etc.
3. Use seating arrangement charts.

### *Set behavior standards*

1. Set reasonable behavior standards immediately. Start the year with definite, imposed controls. These can always be relaxed gradually as the class demonstrates the ability to behave responsibly.
2. Insist on the general rule of only one voice being heard at one time in your classroom (in all large group activities).
3. Put major rules and procedures in writing. Post these prominently in the room. Distribute copies to the students and their parents.

### *Keep students busy and motivated*

1. Begin class immediately. (In the middle school and high school, this means at the sound of the bell. In the elementary, this means upon the shift from one activity to another. The key is to reduce any “free” time at the beginning of an activity or period.)
2. Prepare your lessons beforehand with alternative plans and materials to fill unexpected gaps of time.
3. Do not reward students with free time. Instead develop special activities which enhance curriculum goals that provide students with a break from the normal routine.
4. Do not play games for the sake of playing games. Use games and simulations only if they advance the planned curriculum.
5. Be decisive. Students are quick to sense the indecision of the teacher who is unsure as to what to do next.
6. Mutually set class goals. Give the class an idealized picture of themselves to encourage good group conduct.
7. Sell your subject matter. Relate assignments to the needs of students and make the assignments meaningful. (Do not assign busy work!)

#### Be an adult

1. Be mature and self-controlled – an example of the conduct you are trying to teach.
2. Be yourself. Students can spot a phony! Students do appreciate the teacher who is comfortable with whom he or she is and who can therefore relate to their ups and downs.
3. Act your age. Students need a teacher, not a playmate. You can think as a pupil and understand as a pupil without becoming a pupil.
4. Insist at all times on respect for adults and for authority in general.
5. Never use profanity.

#### Keep a positive attitude

1. Be positive. Give praise. Always look for the worth of each individual. Providing for students’ successes is a positive way of solving/preventing discipline problems. Phony praise should never be given. Be sincere and genuine. Catch the students doing the right things and appropriately acknowledge them.
2. Be consistent. Your values and standards should remain rigid. Your moods should not affect your basic framework of operation.
3. Be fair. Favoritism causes resentment and defiance.
4. Let parents know about their children’s successes. Phone calls and notes sent home about positive experiences can do much to winning the support of parents and students alike.

#### Control your emotions

1. Don’t be thin-skinned. Don’t take undisciplined, aggressive students’ behavior personally – you are a symbol of authority against which students rebel.
2. Do your utmost not to dislike a student because of his or her actions. Reject the behavior, not the student.
3. Be honest. Your mistakes are examples of your humanity. Be big enough and adult enough to admit your errors.
4. Project confidence even if you feel timid and unsure inside. Act the part – it may eventually become a part of your behavior.
5. Have a sense of humor. Be very careful about addressing students sarcastically.
6. Never physically or verbally abuse students.

#### Group discipline

1. Don’t threaten if you cannot back up and carry through on the threat. (Even better – Don’t issue threats.)
2. Don’t make deals and don’t compromise your standards to win popularity. You may become “popular,” but you won’t be respected.

3. Don't use parties to reward behavior. Expect good behavior. Don't try to buy it. (Exception: If you are using an Assertive Discipline plan which incorporates parties as an incentive, work out the details with your principal. Don't make parties the primary incentive or use them frequently.)
4. Reject undesirable pupil behavior, but never the entire group.
5. Action is more effective than words.
6. Never give a slow learner additional homework as a form of punishment. (Essentially, never give any student extra homework as punishment.)

#### Cooperation with parents

1. Enlist parents' help as much as possible. Call them or arrange a personal visit to discuss concerns and possible disciplinary actions.
2. Establish cooperative relationships with parents by sending them written copies of classroom policies and procedures.
3. Keep parents informed of the "good things," too. Use Up-Slips liberally.

### **STUDY HALL RULES**

Study halls are provided for students to complete homework within the school day. The study hall environment should be a structured one designed to allow students to work without interruptions. Uniform study hall rules have been developed by the study hall teachers and posted. These rules will address the use of the vending machines, check out procedures, library access, working together, and other areas of concern. Students are to have no more than 2 study halls per day. Any exceptions must be approved by the principal.

### **SUNDAY ACTIVITIES**

No school activities, rehearsals, or practices are to be scheduled or conducted on Sundays. (See board policy #1004.6 for official policy and permissible exceptions.) Periodically, the gym is opened to the community for recreational purposes on Sundays. Students are allowed to participate in open gym activities. However, this time is not to be used for practices or rehearsals of any kind, and student attendance must be optional. No consequences can be given to those students who do not attend open gym. Other than open gym activities, no student is to be in the building on Sunday. This includes children of EH-K staff.

### **SUPERVISION OF STUDENTS**

At no time when students are assigned to a teacher's classroom, when the teacher is assigned other supervisory duty, or when the teacher permits students to come to his/her classroom for additional work is the teacher to be absent from the room. In other words, when students are under your supervision, you are expected to be supervising them. **FAILURE TO SUPERVISE STUDENTS IS AN ACT OF NEGLIGENCE!**

Do not leave the room to photocopy materials, make or receive telephone calls, discuss concerns with the principal, or handle other routine chores. You have been provided with a planning period to do these things.

In the event of an emergency for which you must leave the room, quickly arrange with a neighboring faculty member to supervise your classroom or assigned area of supervision. If necessary, send a student to the office to obtain assistance. Do not leave the room until supervision has been arranged.

### **TEACHER ASSISTANCE TEAMS**

A Teacher Assistance Team (TAT) is a day-to-day peer problem solving group within a particular building. The team is usually made up of the Guidance Counselor, 3 regular education teachers, a special education teacher, the referring teacher, and additional members as needed (special education teachers, parents, guidance staff, AEA personnel, and/or etc.). This model provides a support system to help teachers handle learning and behavior problems in the classroom. The teacher refers himself/herself to the team for help with a particular student.

The TAT considers each referral for 30 highly structured minutes. The team leader maintains the group's focus, and a recorder writes down all suggestions made during the brainstorming time. The referring teacher selects one or more of the suggestions made for implementation. A follow-up meeting is scheduled to evaluate the effectiveness of the intervention and to determine whether further steps are needed or not.

Interventions which come out of TAT serve as pre-referral activities and documentation of prior attempts. TAT can be utilized in developing interventions for at-risk students.

## TEACHER EVALUATION

### Elk Horn-Kimballton Community School Professional Staff Evaluation System

#### Track I: New EH-K Employees

During the first two years of employment with the Elk Horn-Kimballton Community School District, all professional staff will participate in Track I of the Professional Staff Evaluation System. Each new staff member will participate in the district's mentoring/induction program. Staff members may be assigned to Track I for a third year by their evaluator. Written notification of this decision will be provided to the employee by May 15. Upon successful completion of Track I, staff members will be placed on Track II of this system.

#### Procedures

The evaluation system shall consist of formal observations, short-take observations, artifact collection and review of additional data gathered by the teacher and administrator. The evaluation process will begin with notification to the staff member with the first month of school.

#### Observation Process

1. A minimum of two formal observations shall be conducted by the evaluator before April 30. Those observations that include pre- and post-observation conferences, which will be scheduled for dates and times mutually agreeable to the staff members and the evaluators.
2. The formal observation process shall consist of:
  - a. Pre-Observation conference
    - i. The pre-observation conference is the opportunity for the professional staff member and evaluator to provide each other with information that will be helpful to the observation process.
    - ii. At or before the pre-observation conference, the staff member will submit the pre observation form for the session to be observed.
    - iii. At this pre-observation conference, the staff member may submit other artifacts or planning data.
  - b. Observation
    - i. During the observation, the evaluator will gather data, which is descriptive of the teaching/learning situation.
    - ii. Criteria used during the observation will be the 8 teaching standards and 42 criteria.
    - iii. Observations will be conducted openly with the full knowledge of the staff member.
  - c. Post-Observation Conference
    - i. The post-observation conference is an open and honest discussion of the observation between the professional staff member and the evaluator.
    - ii. The post-observation conference will held within a week of the observation, except in unusual circumstances.
    - iii. At this post evaluation conference, the staff member may submit additional artifacts or data to assist in a review of the session observed.

#### Artifact Collection

Artifacts used in a teaching unit or within a specified time period shall be available or submitted to the observer for feedback. The time period will be mutually agreed to by the staff member and the evaluator. Any materials that are used to develop the instructional environment for students can be used for artifacts. A cumulative professional portfolio will be created and maintained by all beginning teachers in year one and two.

#### Short-take Observations and other data input

Informal walk-through or unannounced observations and other informal input may be used to provide additional data in the evaluation process. Other information may include (but is not limited to) observations of the staff member's interactions with students, parents, or other staff members, professional involvement, management of conferences, work on committees, interactions with community agencies, participation in staff meetings or work on teams with fellow staff members.

#### Summative Evaluation

A final summative conference will be held with the first-year teacher on or before March 30. The purpose of the conference will be to provide the teacher with a current performance review with feedback and explanation based on the required and informal evaluation activities conducted during the year. A comprehensive evaluation will be held with the second year teacher on or

before March 30. The written evaluation must include the administrator's licensure recommendation for the teacher or a recommendation for continued participation in the district's mentoring and induction program. This continuing participation should not exceed one year. A school district must use the comprehensive evaluation form provided by the Department.

Recommended for licensure

A second year teacher who is recommended for licensure will meet with the administrator prior to October 1 of the following school year to cooperatively design an individual professional development plan. The plan should focus on areas from the Iowa Teaching Standards the administrator and the teacher feel would be of most benefit to the career teacher in supporting their on-going skill development based on the Iowa teaching standards and the student achievement goals of the attendance center and the school district.

**Elk Horn-Kimballton Community School District  
Professional Staff Evaluation System  
Track II: Professional Growth System**

Following successful completion of participation in Track I of the Professional Staff Evaluation System, all professional staff will participate in Track II: Professional Growth Planning Placement and continuing involvement in this track is recognition of the staff member's demonstration of satisfactory performance as identified in the Iowa Teaching Standards and Criteria. One year during the three year period will be a performance review year. During that year, there will be a formal classroom evaluation and a review of a completed portfolio.

The formal observation process shall consist of:

- d. Pre-Observation conference
  - i. The pre-observation conference is the opportunity for the professional staff member and evaluator to provide each other with information that will be helpful to the observation process.
  - ii. At or before the pre-observation conference, the staff member will submit the pre observation form for the session to be observed.
  - iii. At this pre-observation conference, the staff member may submit other artifacts or planning data.
- e. Observation
  - i. During the observation, the evaluator will gather data, which is descriptive of the teaching/learning situation.
  - ii. Criteria used during the observation will be the 8 teaching standards and 42 criteria.
  - iii. Observations will be conducted openly with the full knowledge of the staff member.
- f. Post-Observation Conference
  - i. The post-observation conference is an open and honest discussion of the observation between the professional staff member and the evaluator.
  - ii. The post-observation conference will held within a week of the observation, except in unusual circumstances.
  - iii. At this post evaluation conference, the staff member may submit additional artifacts or data to assist in a review of the session observed.

Procedures

1. Professional staff not on Track I and not on Track III will be involved in developing, implementing, and assessing Professional Growth Plans as participants in Track II. Track II will require that each staff member develop an Individual Professional Growth Plan each year.
2. Teachers on this track will have a formal classroom evaluation during the year they are scheduled for a performance review, which must be done once every three years. A performance review will require teachers to show evidence that they have met all 8 teaching standards and 42 criteria. Certain criteria can be met through the classroom evaluation and other observations. This can be in the form of a portfolio, 3-ring binder, or electronically on a CD or disk.

Individual Professional Development Plans

Purposes of the Professional Development Plan

- To support professional development and growth of teachers;
- To focus teacher growth and instruction using student achievement data;
- To encourage experimentation of new ideas and reflection on best practice;
- To show how teacher effort aligns with district and building goals;
- To support growth in mastery of the Iowa Teaching Standards;
- To provide a supportive structure for teacher learning.

Process Used for Professional Development Plan

- The Professional Development Plans are to be drafted by the second Wednesday in September.
- The Professional Development Plan may be developed by an individual or group. The guiding questions should be used to help the teacher(s) design the plan and do not necessarily have to be answered.
- The principal/evaluator will meet with the teacher(s) to review the plan, jointly modify it as needed, and approve the plan by the first Wednesday in October.

- A Mid-Year Reflection and Update is due to the principal/evaluator by the third Wednesday in January. The purpose of this report is to review the progress toward the completion of the plan. The teacher(s) and principal/evaluator do not have to meet and discuss this mid-year reflection.
- End of the Year reports on the Professional Development Plan will be submitted to the principal/evaluator as part of the ongoing evaluative process and will be due by the final workday of the school year.
- The teacher keeps the materials they have generated as part of the Professional Development Plan such as “artifacts” and reflections.

Areas of inquiry and/or investigation for Individual Teacher Career Development for Career Teachers could include, but are not restricted to:

- **Refinement of Current Practice**  
This addresses the refinement of teaching skills/strategies (questions, motivation techniques, small-group instruction, etc.) that the staff member is currently using in practice. This type of plan is generally done individually and short-term (one year).
- **Acquisition of new skills**  
This area assumes access to resources to acquire and support new skills or knowledge (integration of technology, research-based instruction strategies for specific content areas, teaching for understanding, etc). This type of plan may be done by an individual, but most likely a team. It should clearly relate to the teaching discipline/school improvement plan and would likely be a two or three year plan.
- **Development of Curriculum/Program**  
This has three potential directions:
  - Deepening:* Participants would generally address moving curriculum coverage to a “deeper level” (focusing on themes rather than linear facts). This endeavor may use an individual or team approach and generally span one to three years.
  - Integrating:* Participants would focus on developing integrated lessons and courses. This work is generally done in teams and spans two to three years.
  - Engaging:* Participants would develop materials and activities that focus on engaging students more in the work of the classroom. This may be an individual or team activity and span one to three years.
- **Monitoring Student Outcome/Progress**  
This addresses the development of new and/or alternative assessments that measure or describe student learning. This can also cover work addressing the collecting, interpreting, and disaggregating of student achievement data. This work may use an individual or team-approach and span one to three years.
- **Special Populations/Opportunity to Learn**  
This area focuses on developing new or alternative-learning opportunities for special needs students (gifted, at-risk, special education, etc.). This may be an individual or team activity and span one to three years.
- **Completing Requirements for Licensing Endorsements**  
The Individual Teacher Career Development Plan may be designed, in collaboration with the teacher’s supervisor, to assist a teacher who is not fully licensed to complete the endorsement requirements to instruct the students that teacher has been employed to teach. For example, a teacher who is teaching with a conditional license may work on completing the requirements as part of their Individual Career Development Plan.

**Elk Horn-Kimballton Community School District  
Professional Staff Evaluation System  
Track III: Intensive Assistance**

The Specific Intensive Assistance Plan provides a good faith effort to support and guide the career teacher in meeting the expectations set forth in the Iowa Teaching Standards. This plan provides a more structured and intensive mode of supervision for the staff member who is not consistently demonstrating one or more of the Iowa Teaching Standards.

The decision regarding implementation of Track III should be collaborative, but may be directive. This plan is intended to provide the highest likelihood for professional improvement. This process may begin at any time. Because of the personal nature of this plan, confidentiality is expected of all participants. Track III consists of two phases.

a. **AWARENESS PHASE**

In the awareness phase, the administrator/evaluator identifies a problem relating to the Teaching Standards (only Iowa Standards one through seven can be identified for placement in an intensive assistance tier) that is characteristic of a teacher's performance rather than an anomaly. The evaluator should contact the staff member in writing, make him/her aware of the problem, collaboratively develops the means to resolve the problem, and schedules a time (not to exceed three months) to discuss resolution. While the teacher and the evaluator attempt to resolve the problem, the staff member continues to remain in Track II and work on the District and Individual Teacher Career Development Plans. At the conclusion of the agreed upon timeframe, the evaluator will review the progress and will make one of the following recommendations:

- The problem is resolved and the staff member is removed from the awareness phase and continues to work within Track II.
- In the event the problem is not resolved, the staff member is notified in writing and placed into the assistance phase. Placement in the assistance phase would suggest that activities regarding the professional development plan in Plan II would be suspended. The evaluator must approve the decision to postpone the teacher's responsibility for engaging in the learning identified in the District Career Development Plan.

a. **ASSISTANCE PHASE**

After the final meeting of the Awareness Phase, a letter will be sent to the staff member to formally notify him/her of placement in the Assistance Phase. A copy is forwarded to the Superintendent's office and is placed in the personnel file. The staff member should also be notified of their right to request assistance from their local association. A conference will be held between the staff member and the evaluator to develop an Assistance Plan that must include a specific statement of problems related to one or more of the Iowa Teaching Standards (Standards 1 – 8) as well as specific-growth promoting goals that are measurable, action-oriented, realistic, and time-bound. In addition the plan will include strategies to be applied in achieving the goals, intended timelines for the strategic actions, and specific criteria for evaluating the successful completion of the plan. It may be beneficial for a district to identify a team of individuals who have the knowledge and skills to assist the identified teacher in improving his/her performance. This team may also assist in the development of the intensive assistance plan but may not identify the standards by which the teacher was placed on intensive assistance. The summative evaluation of the teacher in the intensive assistance phase must be made by the designated evaluator. At the end of the designated timeframe, one of three recommendations will be made at the time of the summative evaluation:

- The problem is resolved; the staff member is removed from the Assistance Plan and returned to Track II.
- Progress is noted, the timeline is extended but may not exceed twelve months according to Iowa law and work continues in the assistance phase.
- The problem is not resolved, progress is not noted. Actions are then taken by the district to move towards a recommendation for non-renewal of contract.

## TEACHER PARKING

Faculty may park vehicles in two designated locations. Parking is provided in the parking lot west of the school building. Faculty is to use the row closest to the building. Leave the four most southerly parking spaces for visitors and handicapped persons. Diagonal parking is provided immediately to the east of the school building on Madison Street.

Under no circumstance is any staff member to park in the alley north of the school building, the fire lane north of the building, or any of the driveways. These areas must remain clear for fire code reasons and for emergency vehicles.

## TEACHER WEBSITE

Each teacher will be expected to have a website. This website should be kept up to dates with classroom activities, lesson plans, and assignments. This is a great place to keep a list of up coming events posted for parents to see.

## TELEPHONE USE

Telephones are provided in a number of locations for use by teachers. Please make calls during your planning period or at other times when you are not assigned supervisory duties. Teachers are encouraged to use the telephone to communicate with parents.

All personal long distance calls (including directory assistance calls) must be logged in the notebook placed near each telephone. Fill the form out completely. Upon receipt of the monthly telephone bill, personal calls will be tallied and billed to each teacher.

## TEXTBOOKS

Books should be handed out the first day of class. When issuing textbooks, have students note any damage already incurred and submit this report to the teacher. Students should be instructed in their care. Emphasis should be placed on the care of books and workbooks at the beginning of the year. Teach students how to properly open new books.

Keep a record of the book number assigned to each student and make certain at the end of the course that each student returns the same book he or she checked out. During the year, be on the lookout for unnecessary wear or abuse of books and workbooks.

When books are returned at the end of the course, the teacher will assess fines to the students on the basis of the damage done or the loss of the book. All fines for lost or damaged books are to be collected by the teacher in accordance with the student check-out procedures and noted in the appropriate space on the check-out form. The following may be used as a guide for charges:

Lost or Destroyed book      (percentage of new price)

- 1 year old – new price
- 2 years old – 4/5 new price
- 3 years old – 3/5 new price
- 4 years old – 2/5 new price
- 5 or more years old – 1/5 new price

Broken back	\$5.00
Excessive damage	\$5.00
Excessive writing	\$0.25 per page
Torn covers	\$3.00 to \$5.00
Torn pages	\$0.25 per page

## **TORNADO AND SEVERE WEATHER PROCEDURES**

Tornado drills will be conducted periodically throughout the school year. The tornado alarm is a warble.

Once the tornado alarm sounds, follow the directions which are posted near the door of each classroom. If the instructions require movement to another room, do so quickly and quietly in single file. Once in the assigned location, squat/kneel down and cover the back of your neck with your hands. Teachers should model the proper safety position and insist that all students assume this protective position (especially the high school students!). Teachers are to take role to certify that all students in their class are with them. Remain in the assigned location until the all clear signal has been given. The all clear signal will be the sounding of the regular passing bell and/or administrators' okay.

### Shelter Assignments

To Room 8 (H.S. basement) – Rooms 6,7,9,10, & 11  
To Small Girls' Locker Rooms – Rooms 1,2,3,4,5,12,13, & HS. Science  
To Music Practice Rooms (or JH Boys Locker Room) – Music Room & Music Practice Rooms  
To JH Boys' Locker Room – Shop, Family & Consumer Science,  
To Weight Room (or JH Boys' Locker Room) – Old Gym PE classes & Gymnasium  
New Gym Mens Restroom–Combination Class (2<sup>nd</sup>-3<sup>rd</sup>) ,Grade 3  
New Gym Womens Restroom – Grades 2, Preschool  
To Elementary Boys Restroom–Grade 1  
To Nurses' Room Area – Elementary Resource Room, Elementary Special Education  
To Kindergarten Restroom Area – Kindergarten Room  
To New Boy's Locker Room – High School Special Education  
To New Girl's Locker Room – New HS Gym, Art Room  
To JH Boys Locker Room- Cafeteria  
To JH Girls Locker Room- Former Blue Lab, Biology Classroom

## **TRANSPORTATION REQUESTS**

School vehicles are provided for a variety of activities: field trips, athletic events, professional workshops and seminars, conference and AEA meetings, and etc. To facilitate the scheduling of school vehicles by the director of transportation, any staff member needing a school vehicle for any reason should complete and submit a Transportation Request form five school days before the event. (See board policy #405.2)

If no school vehicles are available, the staff member may use his/her own car. In this event, the staff member will be reimbursed at a rate established by the school board. If a school vehicle is available, but the employee chooses to use his/her own car, then reimbursement will be at a rate established by the school board.

Presently, EH-K's school vehicles include six buses, two vans, a suburban and a car. Preference should be indicated on the Transportation Request form. Please consider how many persons are being taken and request an appropriately sized vehicle.

## **UP-SLIPS/POSITIVE PROGRESS REPORTS**

Understandably, our communications with parents should not be limited to students who are not meeting expectations. When a student has improved in his/her work habits (particularly after a Progress Report indicating areas needing improvement has been sent), the parents/guardians need to be advised of the improvement. Parents/Guardians should also be advised when their child has made extraordinary effort in the classroom, in activities, in community affairs, and/or in special projects.

Positive contacts may take many forms: letters, handwritten notes, phone calls, and/or personal contacts. If the contact is in response to improvement that followed the issuance of a Progress Report, the communication should be made in writing. To assist teachers with this, standardized UP-SLIPS & POSITIVE PROGRESS REPORTS are available in the office and through JMC. Again, the teacher should keep a copy for his/her files and the original should be given to the office to be mailed. A copy will also be given to the guidance counselor. In this communication, be as specific as possible about the student's improvement or outstanding performance.

Positive comments are the most effective means to permanently affect students' behavior. We spend too much time on students' failures and misbehavior. Let's make a concerted effort to emphasize the positive and minimize the negative!

## **VISITORS**

All visitors are requested to check in at the office before visiting any classroom. Please obtain approval from your principal before having a visitor come to school.

## **VOLUNTEERS**

We are fortunate to have people in the community who are willing to give some of their time to assist the teachers and students in the Elk Horn-Kimballton School District. Teachers wishing to utilize a volunteer should contact the principal. Volunteers are available to assist in correcting papers, typing, working with individuals or small groups, and various other tasks. Volunteers should never be asked to discipline students, record grades in the grade book, or be put in a situation where they do not feel comfortable. It is the teacher's responsibility to have materials ready for the volunteer and to make the experience a pleasant one. Remember to thank the volunteer for the help they have provided. If there is a problem with a volunteer, please discuss it with the principal.



# Appendix A

## Pre-Observation Form

Name:	Administrator:
Pre-Conference Date:	Date and Time of Observation:
Grade/Subject Observed:	

1. Briefly describe the students in this class, including those with special needs.
2. What are the goals for the lesson? What do you want the student to learn?
3. How do these goals support the district's curriculum?
4. How do you plan to assess student achievement of the goals? What procedures will you use: ( Attach any test or performance tasks, with rubrics or scoring guides)
5. How do you plan to engage students in the content? What will you do? What will the students do?
6. What difficulties do students typically experience in this area, and how will you plan to address those difficulties?
7. What instructional materials or other resources, if any will you use? (Attach sample materials you will be using in the lesson)
8. What Iowa teaching standards/criteria will be demonstrated in this observation?
9. List any items you want to call to the attention of the administrator.

Appendix B  
Post Observation Reflection Form

Name:	Grade/Subject:
Observation Date:	Post Conference date:

1. As I reflect on the lesson, to what extent were students productively engaged?
  
2. Did the students learn what I intended? Were my instructional goals met? How do I know?
  
3. Did I alter my goals or instructional plan as I taught the lesson? If so, why?
  
4. If I had the opportunity to teach this lesson again to this same group of students, what would I do differently? Why?
  
5. Provide several samples of student work related to this lesson. The samples should reflect a full range of student's ability in your class and include the feedback you provide to students on their papers.
  
6. List the Iowa Teaching Standards/Criteria that were related to this lesson.

\_\_\_\_\_  
Teacher Signature                      Date

\_\_\_\_\_  
Administrator Signature                      Date

# Appendix C

## Performance Review Form

### Tier II

### Performance Review Summative Conference

### (Iowa Teaching Standards Review Form)

Yellow Boxed spaces are in Microsoft word. Just insert text and box will expand to fit size of text.

Teacher:		Principal/Evaluator:	
School Name:			
Grade Level:		Subjects:	

Directions: In the narrative under each standard, the evaluator should incorporate and address each criterion.

**1. DEMONSTRATES ABILITY TO ENHANCE ACADEMIC PERFORMANCE AND SUPPORT FOR AND IMPLEMENTATION OF THE SCHOOL DISTRICT'S STUDENT ACHIEVEMENT GOALS.**

The teacher:

- a. Provides evidence of student learning to students, families, and staff.
- b. Implements strategies supporting student, building, and district goals.
- c. Uses student performance data as a guide for decision making.
- d. Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.
- e. Creates an environment of mutual respect, rapport, and fairness.
- f. Participates in and contributes to a school culture that focuses on improved student learning.
- g. Communicates with students, families, colleagues, and communities effectively and accurately.

Evidence to support attainment of or failure to meet standard:	Check one: (Place an X in the box to the left of the selected descriptor).
	<input type="checkbox"/> Meets Standard.
	<input type="checkbox"/> Does not meet Standard.

**2. DEMONSTRATES COMPETENCE IN CONTENT KNOWLEDGE APPROPRIATE TO THE TEACHING POSITION.**

The teacher:

- a. Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area.
- b. Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.
- c. Relates ideas and information within and across content areas.
- d. Understands and uses instructional strategies that are appropriate to the content area.

Evidence to support attainment of or failure to meet standard:	Check one: (Place an X in the box to the left of the selected descriptor).
--	--

	<input type="checkbox"/>	Meets Standard.
	<input type="checkbox"/>	Does not meet Standard.

**3. DEMONSTRATES COMPETENCE IN PLANNING AND PREPARING FOR INSTRUCTION.**

The teacher:

- a. Uses student achievement data, local standards and the district curriculum in planning for instruction.
- b. Sets and communicates high expectations for social, behavioral, and academic success of all students.
- c. Uses student developmental needs, background, and interests in planning for instruction.
- d. Selects strategies to engage all students in learning.
- e. Uses available resources, including technologies, in the development and sequencing of instruction.

Evidence to support attainment of or failure to meet standard:	Check one: (Place an X in the box to the left of the selected descriptor).	
	<input type="checkbox"/>	Meets Standard.
	<input type="checkbox"/>	Does not meet Standard.

**4. USES STRATEGIES TO DELIVER INSTRUCTION THAT MEETS THE MULTIPLE LEARNING NEEDS OF STUDENTS.**

The teacher:

- a. Aligns classroom instruction with local standards and district curriculum.
- b. Uses research-based instructional strategies that address the full range of cognitive levels.
- c. Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs.
- d. Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.
- e. Connects students' prior knowledge, life experiences, and interests in the instructional process.
- f. Uses available resources, including technologies, in the delivery of instruction.

Evidence to support attainment of or failure to meet standard:	Check one: (Place an X in the box to the left of the selected descriptor).	
	<input type="checkbox"/>	Meets Standard.
	<input type="checkbox"/>	Does not meet Standard.

**5. USES A VARIETY OF METHODS TO MONITOR STUDENT LEARNING.**

The teacher:

- a. aligns classroom assessment with instruction.
- b. Communicates assessment criteria and standards to all students and parents.
- c. Understands and uses the results of multiple assessments to guide planning and instruction.
- d. Guides students in goal setting and assessing their own learning.
- e. Provides substantive, timely, and constructive feedback to students and parents.
- f. Works with other staff and building and district leadership in analysis of student progress.

Evidence to support attainment of or failure to meet standard:	Check one: (Place an X in the box to the left of the selected descriptor).	
	<input type="checkbox"/>	Meets Standard.
	<input type="checkbox"/>	Does not meet Standard.

**6. DEMONSTRATES COMPETENCE IN CLASSROOM MANAGEMENT.**

The teacher:

- a. Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student.
- b. Establishes, communicates, models and maintains standards of responsible student behavior.
- c. Develops and implements classroom procedures and routines that support high expectations for learning.
- d. Uses instructional time effectively to maximize student achievement.
- e. Creates a safe and purposeful learning environment.

Evidence to support attainment of or failure to meet standard:	Check one: (Place an X in the box to the left of the selected descriptor).	
	<input type="checkbox"/>	Meets Standard.
	<input type="checkbox"/>	Does not meet Standard.

**7. ENGAGES IN PROFESSIONAL GROWTH.**

The teacher:

- a. Demonstrates habits and skills of continuous inquiry and learning.
- b. Works collaboratively to improve professional practice and student learning.
- c. Applies research, knowledge, and skills from professional development opportunities to improve practice.
- d. Establishes and implements professional development plans based upon the teacher needs aligned to the Iowa Teaching Standards and district/building student achievement goals.

Evidence to support attainment of or failure to meet standard:	Check one: (Place an X in the box to the left of the selected descriptor).	
	<input type="checkbox"/>	Meets Standard.
	<input type="checkbox"/>	Does not meet Standard.

**8. FULFILLS PROFESSIONAL RESPONSIBILITIES ESTABLISHED BY THE SCHOOL DISTRICT.**

The teacher:

- a. Adheres to board policies, district procedures, and contractual obligations.
- b. Demonstrates professional and ethical conduct as defined by state law and individual district policy.
- c. Contributes to efforts to achieve district and building goals.
- d. Demonstrates an understanding of and respect for all learners and staff.
- e. Collaborates with students, families, colleagues, and communities to enhance student learning.

Evidence to support attainment of or failure to meet standard:	Check one: (Place an X in the box to
--	--------------------------------------

	the left of the selected descriptor).	
		Meets Standard.
		Does not meet Standard.

- 
- The teacher meets or exceeds all eight Iowa Teaching Standards.
  - The teacher is recommended for the Intensive Assistance Plan.
  - The teacher fails to meet the Iowa Teaching Standards.

Teacher Signature		Principal/Evaluator Signature	
Date		Date	

Evaluation Period			
Beginning Month and Date		Beginning Year	
Ending Month and Date		Ending Year	

# Appendix D

## Intensive Assistance Plan Forms

### Intensive Assistance Plan Identification of Concern – Awareness Phase

Yellow Boxed spaces are in Microsoft word. Just insert text and box will expand to fit size of text.

Teacher:		Date:	
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Date(s) of Informal Discussions:	
Identification of Specific Concern(s) Related to the following Iowa Teaching Standards:	
Information and Evidence Documenting the Specific Concern(s):	
Actions to be taken: <i>(Additional rows may be inserted using the table feature)</i>	Timeline
Expected Progress Indicators:	
Expected Outcomes:	
Continuation of Career Development Plan: (Circle one)    Yes    No	
Next Meeting Date:	

Teacher Signature		Principal/Evaluator Signature	
Date		Date	

\*Signature of the teacher does not indicate that the teacher agrees with the content of the review, only that they have received a copy.

## Intensive Assistance Plan Plan of Assistance – Assistance Phase

Yellow Boxed spaces are in Microsoft word. Just insert text and box will expand to fit size of text.

Teacher:		Date:	
----------	--	-------	--

Specific Concern(s) Related to the Following Iowa Teaching Standards: <i>Text boxes are in Microsoft word. Just insert text in yellow text boxes and the box will expand to fit size of text.</i>
Plan (Methods/Strategies):
Proposed Timeline:
Indicators of Progress:
Resources/Support Needed:
Next Meeting Date:

Teacher Signature		Principal/Evaluator Signature	
Date		Date	

Signature of the teacher does not indicate that the teacher agrees with the content of the review, only that they have received a copy.

## Intensive Assistance Plan Final Summary – Assistance Phase

Yellow Boxed spaces are in Microsoft word. Just insert text and box will expand to fit size of text.

Teacher:		Date:	
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Information and Evidence Documenting Evaluator’s Recommendation:
<p>Evaluator’s Recommendation:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The concern has been resolved, the teacher returns to the individual career development plan</li> <li><input type="checkbox"/> Progress sufficient to place teacher on Career track and on evaluation cycle for the next school year. (This allows evaluator to monitor the teacher to assure the progress made continues)</li> <li><input type="checkbox"/> Concerns not resolved, insufficient progress made; a recommendation for discharge or termination will follow.</li> </ul>

Teacher Signature		Principal/Evaluator Signature	
Date		Date	

\*Signature of the teacher does not indicate that the teacher agrees with the content of the review, only that they have received a copy.

## Appendix E

### Professional Development Plan Form

## Elk Horn-Kimballton Community School District Professional Development Plan

This plan is due to your principal/evaluator by the first Wednesday in September:

*\*All teachers must meet with their principal/evaluator and review this plan on or before the first Monday in November.*

**Yellow Boxed spaces are in Microsoft word. Just insert text and box will expand to fit size of text.**

Teacher Name(s)			
Building			
Date Submitted			
School Year		Target Completion Date	
<p>Student Data Guiding Question:            What student assessment data (related to the district content and standards/school improvement plans) was analyzed in order to design this plan?            My Student Data: My plan is based upon an analysis of student assessment data/artifacts, student skill status, research on instruction, and my needs. This analysis indicates:</p>			
<p>Goal Guiding Question: What specific student knowledge/skill will be increased?            My Goal: I will increase my students':</p>			
<p>Action Plan Guiding Questions:            What subject/topics will this plan focus on? What district goals, Iowa Teaching Standards will be addressed?            What professional learning processes will be used to increase your instructional skill and knowledge level?            My Action Plan:            To achieve my goal, my learning will focus on the following subjects/topics, district goals, and professional learning processes:</p>			
<i>Check the Iowa Teaching Standards that are addressed in this plan:</i>			
	1. Enhance Student Achievement		5. Monitoring Student Learning
	2. Content Knowledge		6. Classroom Management
	3. Planning and Preparation		7. Professional Growth
	4. Instructional Strategies		8. Professional Responsibilities
<p>Strategies, Activities, and Periodic Assessments Guiding Questions:            What instructional strategies and activities will be used to increase student achievement?            What assessments will be used to measure student growth and knowledge retention?            My Strategies, Activities, and Periodic Assessments:            To increase student achievement, I will use the following instructional strategies, activities and periodic assessments:</p>			
<p>Resources Requested:            Request educational resources which you think will help you attain your goal:</p>			

Teacher Signature		Principal/Evaluator Signature	
Date		Date	

# Elk Horn-Kimballton Community School District Professional Development Plan Mid-Year Reflection and Update

This report is due to your principal/evaluator by the second Wednesday in January.

Teacher Name(s)	
Building	
Date Submitted	

What progress have you made toward completion of the plan?
What are you learning?
What impact is this learning having on you and your students?
Explain any revisions needed.
Are you requesting any additional resources?

Teacher Signature		Principal/Evaluator Signature	
Date		Date	

Elk Horn-Kimballton Community School District  
**Professional Development Plan**  
**End of Year Report**

This report is due to your principal/evaluator on or before the final work day of the school year.

Teacher Name(s)	
Building	
Date Submitted	

What do the results, outcomes and/or products of this plan indicate relating to student learning concerns/goals?
Teacher comments, reflections and future considerations on what has been learned as a result of this plan:
Administrator comments and reflections:
What might be the focus of your next career development plan? How, if at all, will your next career development plan relate to your current plan?

Teacher Signature		Principal/Evaluator Signature	
Date		Date	