

# Sunny Hill Intermediate School

Faculty and Staff Handbook

2022-2023



2401 Anderson Avenue

Brownsville, TN 38012

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*Inspire, Encourage, Mentor*

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# Section 1: Who We Are at HCS

## **HCS Mission:**

The mission of Haywood County Schools, in partnership with families and community, is to ensure an engaging, respectful, and safe environment where all students are empowered with the knowledge and skills needed to pursue post-secondary opportunities.

## **HCS Vision:**

The vision of Haywood County Schools is that all students, under the guidance of a passionate and qualified staff, will be equipped with the academic and social skills needed to be successful and productive citizens.

## **Haywood County Schools Core Values:**

- An environment of high expectations where all decisions are student-centered
- Passionate, caring, and focused employees who model leadership from where they serve
- Effective partnerships with family and community
- A respectful, safe, and supportive learning environment
- An environment where all students, staff, and school board members continuously learn and grow
- Honesty, integrity, and accountability for all

## **Haywood County Schools Grade Scale (3-12):**

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

# HCS School Calendar

## 2022-2023

<b>August 1- 4</b>	<b>Teacher In-service (No School)</b>
<b>August 5</b>	<b>Half day</b>
<b>August 8</b>	<b>First Full Day</b>
<b>September 2</b>	<b>Progress Report</b>
<b>September 5</b>	<b>Labor Day (No School)</b>
<b>September 29</b>	<b>Parent Teacher Conference</b>
<b>October 3-7</b>	<b>Fall Break</b>
<b>October 12</b>	<b>Report Card Go Home</b>
<b>November 8</b>	<b>Teacher In-service (No School)</b>
<b>November 11</b>	<b>Progress Report</b>
<b>November 21-25</b>	<b>Thanksgiving Break (No School)</b>
<b>December 16</b>	<b>Early Dismissal- Half Day</b>
<b>December 19-30</b>	<b>Christmas Break (No School)</b>
<b>January 2-3</b>	<b>Teacher In-service (No School)</b>
<b>January 4</b>	<b>Students Return</b>
<b>January 6</b>	<b>Reports Card Go Home</b>
<b>January 16</b>	<b>MLK Day (No School)</b>
<b>February 8</b>	<b>Progress Report</b>
<b>February 20</b>	<b>President Day (No School)</b>
<b>March 9</b>	<b>Parent Teacher Conference</b>
<b>March 10</b>	<b>Teacher In-service (No School)</b>
<b>March 13-17</b>	<b>Spring Break (No School)</b>
<b>March 22</b>	<b>Report Cards Go Home</b>
<b>April 7</b>	<b>Good Friday (No School)</b>
<b>April 19</b>	<b>Progress Report</b>
<b>May 20</b>	<b>HHS Graduation</b>
<b>May 22</b>	<b>HMS Promotion</b>
<b>May 26</b>	<b>Report Card/ Last Day of School</b>

# HCS Standard Dress Code

## HCS Standard Dress Code 2022-2023

Students shall dress and groom in a clean, neat, and modest manner so as not to distract or interfere with the operation of the school.

The following items are not acceptable school attire:

- Bandanas, Beanies, Caps, Hats or Toboggans of any type with exception of religious garb
- Sunglasses
- Shirts with any messaging/graphics w/ exception of representation of Haywood Tomcats (Designer logos may not be larger than a credit/debit card.)
- Political statements/messaging on any clothing or masks
- Shorts, skirts, and dresses that are not at your fingertips or below with hands to sides
- Any apparel made from spandex material
- “Mesh” shirts, tank tops, or “cut off” tops, see through shirts (Midriffs must be covered at all times including when students are seated and/or raising their hands. Also, skin and undergarments must be covered with opaque clothing from underarm to mid-thigh. Mid-thigh is defined as the midpoint between the waist and mid-knee. Cleavage is NOT allowed to be shown at any time.)
- Articles of clothing that are ripped or torn that show skin. (Please note that jeans are allowed; however, jeans should not have rips or holes.)
- Clothing that promotes the use or consumption of alcohol, drugs or sexual innuendoes conveying suggestive or inappropriate messages. Clothing which denotes possible gang affiliation/interest group is not permitted.
- Apparel worn so tight that it is distracting
- Low riding pants
- Wording across the seat of pants
- Flip flops/house shoes/slippers
- Pants that are not the appropriate size and not worn at the waist
- Pajama Pants
- Tights worn as pants, yoga pants, and stretchy, form-fitting pants (However, leggings and other compression-style garments may be worn so long as opaque top garment covers the private body parts.)
- Camouflage clothing
- Oversized coats and large overcoats cannot be worn during school hours, and trench coats are not permitted on campus.

The above list is not all inclusive. For the orderly and efficient operation of the school, the school administration may determine other attire to be inappropriate as situations arise. Students not in compliance will be required to be in compliance immediately and may be in ISS until appropriate dress is brought or corrected.

# Sunny Hill- Who We Are

## **Sunny Hill Intermediate School Vision:**

The vision of Sunny Hill Intermediate School is to Inspire, Encourage, Mentor

## **Sunny Hill Intermediate School Mission:**

The mission of Sunny Hill Intermediate School is to assist all students in acquiring strong foundational knowledge, both academic and soft skills, as well as strong character development necessary for each student to learn who they are as they are exposed to various career and collegiate pathways.

## **Sunny Hill Intermediate School Goals:**

1. To provide a safe, secure, and inviting learning environment
2. To exceed the benchmark of both state and federal education requirements
3. To teach a curriculum that challenges students at every level
4. To utilize and expand parental and community involvement

## **Sunny Hill Intermediate School Expectations:**

**Pride**- Students will put first their best effort and show pride in themselves and others, towards both their own individual work and work of others, and to all facilities.

**Attitude**- Students will show positive attitudes and take responsibility in their learning, growth and development.

**Wise Choices**- Students will make wise choices in their daily actions and understand how choices affect themselves and others.

**Safety** – Students are expected to made to feel safe by following all school expectations and allowing others to learn without worrying about being made fun of.

# Sunny Hill Event Calendar

<b>August 2</b>	<b>Community Meet &amp; Greet</b>
<b>August 5</b>	<b>Open House</b>
<b>August 11</b>	<b>Open House/Title 1 Meeting</b>
<b>August 30</b>	<b>RTIB Meeting</b>
<b>September 1</b>	<b>Faculty Meeting</b>
<b>September 14</b>	<b>Data Chat #1</b>
<b>September 27</b>	<b>RTIB Meeting</b>
<b>September 29</b>	<b>PT Conference</b>
<b>October 14</b>	<b>PAW Party</b>
<b>October 15</b>	<b>Fall Fest</b>
<b>October 19</b>	<b>Data Chat #2</b>
<b>October 25</b>	<b>RTIB Meeting</b>
<b>November 3</b>	<b>Faculty Meeting</b>
<b>November 8</b>	<b>PD Day</b>
<b>November 11</b>	<b>Progress Report</b>
<b>November 29</b>	<b>RTIB Meeting</b>
<b>November 30</b>	<b>Data Chat #3</b>
<b>December 1</b>	<b>Faculty Meeting</b>
<b>December 15</b>	<b>Talent Show</b>
<b>January 3</b>	<b>PD &amp; RTIB Meeting</b>
<b>January 6</b>	<b>PAW Party</b>
<b>January 13</b>	<b>Winter Dance</b>
<b>February 1</b>	<b>Data Chat #4</b>
<b>March 2</b>	<b>Faculty Meeting</b>
<b>March 8</b>	<b>Data Chat #5</b>
<b>March 9</b>	<b>Parent Teacher Conference</b>
<b>March 10</b>	<b>PD All Day</b>
<b>March 24</b>	<b>PAW Party</b>
<b>March 28</b>	<b>RTIB Meeting</b>
<b>April 6</b>	<b>Faculty Meeting</b>
<b>April 25</b>	<b>RTIB Meeting</b>
<b>April 29</b>	<b>Sunny Hill Race</b>
<b>May 4</b>	<b>Faculty Meeting</b>
<b>May 16</b>	<b>RTIB Meeting</b>
<b>May 17</b>	<b>Data Chat #6</b>
<b>May 18</b>	<b>Career Fair</b>
<b>May 19</b>	<b>PAWS Party</b>
<b>May 22</b>	<b>DARE Graduation</b>
<b>May 23</b>	<b>Student Awards</b>

## School Assessments & Screeners

<u>Assessment Name</u>	<u>Purpose of Assessment</u>	<u>Date(s) of Assessment</u>	<u>Parent Notification</u>
<p><b>AimsWeb+</b> Gr. K-12</p>	<p>AimsWeb Plus provides multiple universal screening, benchmarking, and progress monitoring assessment to improve students' math and reading skills.</p> <p>It assesses a student's ability to tackle early elementary/ foundational skills needed to do grade-level work in reading and math. It then places students in three Tiers based off probability of achieving end of the year goals. Tier I is classified as Low Risk, Tier II as Moderate Risk and Tier III as High Risk</p>	<p>Fall- Aug 22 – Sept 2</p> <p>Winter- Jan17- Jan31</p> <p>Spring- May1- May12</p>	<p>Reports disseminated by individual schools</p>
<p><b>iReady</b> Gr. K-12</p>	<p>iReady provides growth comparisons for students three times throughout the year in math and reading skills.</p> <p>It assesses a student's ability to tackle grade-level standards in reading and math as well as identifies specific domains of strengths and weaknesses. Students are then placed into one of 5 categories: Mid/Above Grade-level, Early on grade-level, 1 grade level below, 2 grade-levels below, 3 or more below.</p>	<p>Fall- Sept 6 – Sept16</p> <p>Winter- Nov28- Dec16</p> <p>Spring- May1- May25</p>	<p>Reports disseminated by individual schools</p>
<p><b>TCAP</b></p>	<p>TNReady assesses student Knowledge, critical thinking, and problem-solving skills in reading, writing, and math, in grades 3-12. Other assessments assess grade level standards. This assessment is used to primarily look at overall achievement of how students scored compared to all students in same grade across the state.</p> <p>Students report classify student into 4 categories: Mastery, On Track, Approaching, Below</p>	<p>April 17-May 5</p>	<p>Reports from TN Department of Education</p>
<p>While we understand that a single test is not a complete picture of what a child knows and understands, multiple types of assessments are key components in what state and local governing bodies use to help formulate what actions are needed to best help all children. Thus, daily attendance and maximum effort are needed when school-wide assessments are given to help make the best decisions for your child in regards to placements, intervention and enrichment strategies.</p>			



# Section 2: Sunny Hill- What We Do

## Absences-Make-up Work

It is the responsibility of the student to make up all class work, assignments, or test missed during any excused absence. A student shall receive two days after an absence to turn make-up work with no penalty.

## Accident Reports

Injuries should be reported to nurse with the proper documentation. In case of a serious injury to a student, the teacher on duty will take the student to the nurse's office and alert administration.

## Always Bell to Bell

Evaluation of all teachers will be tied in with effective teaching habits and well written lesson plans. Remember, effective teachers **do not** sit behind their desks, **are** constantly helping their students to be successful, and **are** positive with their attitudes and actions.

## Announcements

If you wish to submit an announcement for the morning or afternoon announcements, forms are available in the office. Please make announcements legible for the announcer. Morning announcements will be made at 7:55.

## Assemblies

**Teachers will sit or stand w/students at all assemblies.** Teachers should be scattered throughout the bleacher area and not all in one place. If this practice isn't followed, seating areas will be assigned. Certain teachers may supervise the campus and hallways during the assemblies as assigned by the principal.

## Attendance Record

Each teacher is responsible for taking roll at the beginning of each class period by entering attendance into PowerSchool. This is evidence for your testing claiming and vital to students' success. PowerSchool is the official record, and it must have an accurate account of each student's attendance. In addition, our social worker will be working off of these records so accuracy and precision each day.

If a student is tardy to school, the student must be given a slip from the office and his/her attendance will be altered through the front office. Any student who is late in the morning, should not be admitted to class without a tardy slip.

## **Bell Schedule 2022-2023**

1st Period	8:00-9:03
2nd Period	9:05-10:08
3rd Period	10:10-11:13
4th Period**	11:15-1:00
Lunch/Recess A	11:15-12:00
Lunch/Recess B	11:45-12:30
Lunch/Recess C	12:15-1:00
5th Period	1:00- 2:03
6th Period	2:05-3:00

## **Bullying**

Sunny Hill Intermediate School expects all persons to conduct themselves in a manner in keeping with their level of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of others. Appropriate behavior includes treating others with civility and respect, and refusing to tolerate harassment or bullying.

- Bullying is documented, repetitive, unbalanced power over a person.

## **Cafeteria**

- Teachers or designee are expected to walk their students to the cafeteria and wait until students have picked up their trays. Most students are dismissed from cafeteria to go to recess. They should be picked up promptly as they will not be dismissed until you arrive.

## Cell Phones/Phone Use: Teacher

School phones can be used for school business, but personal usage should be kept to a minimum during classroom instruction. If a known instance(s) may arise (e.g. doctor results, daycare, etc.), please communicate with your pod teachers and/or admin of a situation so that **students are not left unattended** while you take your phone call.

## Classrooms

A teacher's classroom reflects in many ways his or her teaching. The arrangement of the room, the choice of materials, the ways in which materials are used, stored, displayed, are all unique to that teacher. Every classroom should provide a neat, organized, pleasant environment for learning. Safety should be an important factor in the arrangement and storage of materials in each classroom. This environment is the teacher's responsibility -- within the physical limitation of that room.

*The Teachers' Workroom/Lounge is a common area for all to use and enjoy. All staff will work together to keep it clean and neat. Personal items in the refrigerators should be labeled or they may be discarded after a period of time.*

## Classroom/Lab Computers

School computers are for school use, and teachers should avoid using them for personal matters. All students must sign and have on file with Central Office an acceptable use signature sheet so that they are aware of the District's policies having to do with computer use. Please do not allow students to use teachers' computers. For reserving the computer lab, please contact Ms. Clark.

## Classroom Maintenance

Classroom maintenance must be a joint effort involving students, teachers, custodians, and administration. Do not assume that someone else will address the problem you find in areas you use on campus. If a repair is needed, please speak with and send a follow up email to your grade-level admin. When the ticket has been submitted, an email with the repair ticket will be forwarded back to you. Communication between teachers and custodians is the most effective means of accomplishing desired tasks. Classroom cleanliness can be greatly assisted by following a few simple guidelines:

- Have students pick up papers and trash and deposit them in the trash containers. Make this a ritual at the end of each class period.
- If you have tables and chairs in your room, have students place chairs on the tops of the tables at the end of the day.
- Do not leave excessive clutter in your room.
- Remember that it is the teacher's responsibility to make sure desks are kept clean.
- Treat your room like a home away from home.
- Expect the best. Demonstrate the best. Be positive.

## Early and Late Duty

Staff are to be at duty posts on time. If you cannot report to your duty for any reason, you are responsible for finding a volunteer or can elect to pay a staff member \$10 dollars a week to cover your assigned responsibilities. Unless in extreme emergencies, substitute coverage must be made 24 hours in advance. As a reminder, you are responsible for supervision of students during the entire time you are on early and late duty. **Staff should be actively monitoring students during the entire duration kids are in designated areas.** This means we should not be grading papers, planning, or on his/her phone during this time. Staff not following expectations or consistently late will be reprimanded accordingly.

Early and late duty assignments will be communicated to the staff at the beginning of the term.

## Early Leave

Teachers and staff must remain on campus throughout the day. If you need to leave the building for any reason before dismissal time, you must notify an administrator and sign out. These sign outs are filed with Central Office. Everyone is encouraged to take care of personal business, doctor's appointment, and banking after school hours when possible.

## Faculty Meetings

Meetings may be set before or after school and are set for the first Thursday of the month. Meetings are mandatory unless otherwise stated. All other activities such as practices, club meetings, etc., should be rescheduled. To miss a meeting, you must obtain permission from Mr. Aitken and attend a make-up meeting the following morning. Meeting dates will be noted in the Sunny News. Please mark meeting dates on your calendar or in your planner as soon as you receive them via the weekly email.

## Hall Pass

All students are required to have a pass when leaving the classroom. The teacher should teach the students to use the sign in and sign out form located near their doors and to grab the pass. The hall passes are colored coded by grade to help staff identify the original location of the student. If a student is going to another teacher's room, please write the student a note to tell the other teacher why the student is coming to him or her. It is the responsibility of the teacher to ensure that his/her student has a pass when leaving class. Students in the hallways without a pass will be sent back to class.

The teacher should always check the pass of any student who comes in his/her room during instructional time to see another student. It is the right of that teacher to refuse a student's request to communicate with another student during instructional time or to dismiss that student from his/her class.

## **Lunch**

Teachers, staff, and administrators are expected to eat lunch on campus. It is acceptable to have lunch delivered to campus as long as it does not create a problem in the front office or disrupt instructional time. It is completely acceptable for lunch to be delivered lunch to you; however, no one is allowed to enter the building through unauthorized doors.

Staff are expected to walk students to cafeteria, and make sure they are seated before leaving, and pick up students at designated times.

## **Mailboxes/Email**

Teachers' mailboxes should be checked at least once a day, especially before leaving for the day. **Please do not send students to check your mailbox.** This is the responsibility of the teacher. It is wise to check your email several times a day since important information is often sent to teachers via email.

## **Parent Communication**

Parent communication is vital and our life blood. Parent communication can take many forms such as phone calls, text, teacher weekly letters, progress reports, remind101, in-person conversations etc.

## **PLC Meetings**

Each subject level will have its scheduled PLC during the planning period for that subject. Meeting times and places will be assigned per your department administrator. Each meeting must have a data-driven focus with attention to concerns specifically related to instruction, data, and testing. IEP meetings should not be scheduled on your PLC meeting days.

## **Principal's Sunny News**

Teachers will receive a looking forward and backward update via email weekly by Monday morning. Please make sure you read your Sunny News email for important information and dates.

## **Procedures for Copying, Laminating Materials, and Posters**

Please be mindful and strategic when copying papers. Often times, peak usage times are right before school and right after school so make plans accordingly. If and when the copy machine jams, please follow the directions on the screen to fix the jam. In instances when you cannot fix it immediately, please let Ms. Felicia know so that we can have it ready for the next person and they don't have to spend time fixing the machine first.

In regards to laminating and making posters, please fill out a ticket request and attach your materials to the ticket. Tickets should be turned in to Ms. Felicia who will perform laminating and making poster duties. Please be courteous and mindful of the amount of time needed to perform such task. Laminated material will be returned to you as soon as possible, but one should not expect materials to be cut out for you.

## **School Calendar**

Each month, the school calendar is sent to faculty and staff. It is also posted on the school's website. Requests to have events included on the calendar should be submitted as far in advance as possible. Send information for the school calendar to Mr. Aitken at [alex.aitken@hcsk12.net](mailto:alex.aitken@hcsk12.net).

## **Staff Dress Code**

Teachers will be required to dress professionally. As professionals, you will be expected to dress accordingly. Fridays can be reserved for more casual dress. You can pay to wear jeans on Fridays for the entire school year for \$40. To wear jeans on Mondays and Fridays a fee of \$60 and for jeans all year, \$100 dollars. All money collected goes to the teacher fund to support teacher snacks, appreciation tokens, and other moral boosters throughout the year. Shorts, sweats, and/or anything that may be disruptive to the school atmosphere should not be worn to school unless otherwise permission is granted by the Principal.

## **Teacher Planning Time**

All teachers have a 60-minute planning time each day. One Tuesday each week should be set aside for subject-level PLC meetings and one day for grade-level planning. The remaining days are for personal planning, use, and/or professional development. Daily collaborative planning sessions are always encouraged:)

## **Textbooks & Materials**

You will be asked to sign a textbook and materials inventory sheet at the beginning of the year that verifies the number of books assigned to you for your students. This inventory sheet will be reviewed at the end of the year to guarantee accuracy in the count and to verify accountability. Teachers are responsible for ensuring that the number of textbooks on the inventory along with the number of textbooks lost or damaged by students equals the number of textbooks issued at the beginning of the year.

## **Visitors**

During school hours when staff and students are present, all visitors must report to the office first and sign in at the desk. Visitors will be issued a visitor badge at this time. If a visitor does not display their badge, please stop them and politely inquire their business, and return them to the office and/or alert an administrator. Teachers should notify the office of any expected visitors, including family members to sign in the front office.

## **Section 3: Classroom Instruction**

### **Attendance: Teacher**

All staff should sign in to the front office no later than 7:40 each morning unless otherwise noted (e.g. early duty). After 7:40, any staff who has not reported and expected to be will have their name highlighted and notated in his/her professionalism. In case traffic accidents on I-40 arise, please text your pod teachers and administrator(s) so that everyone is aware that you are running late to get coverage.

All 10-month employees are allocated two personal days, 10 sick days, and three PD days to be used to attend conferences or training(s) without penalty. Sick days should be used as intended to care for oneself or loved one and not to go to the beach or mountains (and post pictures). Unused personal days will be transferred to your sick day bank at the conclusion of the school year.

### **COVID- Students**

COVID guidelines will be updated as needed and will be announced by Mr. Hassell's updates.

### **Educational Assistants in the Classrooms**

The unsung heroes of our schools are our educational assistants. Educational assistants must be seen as an additional teacher when he/she pushes into the classroom, and that starts with our classroom teachers. Great care in scheduling has been done to try and include EAs in PLC and planning conversations to give each EA the background knowledge of the content. In addition, our EAs are a means of providing extra support for all students, not just inclusion students. Our EAs are not runners to solely cut stickers and run copies. Rapport should be built between the classroom teacher and EA to create a co-teaching dynamic to help facilitate the curriculum. A classroom culture should be built in which EAs are not pulling kids out of the room consistently (unless directed via IEP).

### **Inclusion Students**

We are a public school. As such, any teacher may be rostered with students with an IEP or 504. An IEP at a Glance or copy of the 504 should be given to you within the first two to three weeks of instruction. These accommodations should be kept in a confidential place. These documents are legally binding and any accommodations agreed upon by the IEP team, must be given and followed. These students should not be solely grouped together in the classroom and left to fend for themselves as ability grouping is illegal and will not be tolerated.



## **Instruction Expectations**

All teachers should know what he/she is teaching that given day and have any copies of handouts, materials, etc. ready for student usage on the day of instruction. Please have standard language on the board to help visitors know objective(s) being covered. While we know that there will be a time and place for teacher heavy instruction, we expect to see students doing the majority of the reading, writing, speaking, thinking, and doing of the work. The usage of small groups, fishbowls, stations, peer reviews are all great strategies to help give the space for students to talk to one another and do thinking.

## **Substitute Teacher Notebooks: Emergency**

Sometimes life presents emergencies in which we cannot plan. In these instances, teachers should have a generalized lesson with student copies ready to go to help alleviate stress on other teachers to scramble to get materials. You should maintain an emergency sub-notebook (red binder) for substitute teachers to use at all times. In that notebook, you must have the following:

- General letter thanking them for subbing and outlining your day
- Copies of work students can do at any time
- Copy of your classes' rosters
- Seating chart for each class
- Copy of your daily schedule.
- Red/Green Card (or access to it)
- Buddy teacher to help in case of emergency
- Copy of rules and procedures

## **Substitute Teacher Notebooks: Planned**

If you know ahead of time that you are going to be out, in addition to the above-mentioned items, you are expected to have a copy of your lesson plan available with any notes that will help the substitute as to what your class is studying. Any student handouts should be copied and readily available to prevent any other teacher having to quickly make your copies. Be sure to leave specific directions about which work is to be turned in by students and whether or not they may work together on assignments. Plans for those students who finish work early also greatly help substitute teachers.

# Section 4: Discipline

## Classroom Rules

Teaching is an extremely tough, but rewarding profession. One of the key factors in having a successful year is the implementation of classroom rules and procedures. As a teacher, you are expected to handle many of the minor discipline/interruptions on your own. However, the administration team is here to help when needed so that the continuation of your daily teaching routine is not severely interrupted.

The following suggestions have weathered the test of times and will help:

1. **Build strong, positive relationships** with your students and their respective parents/guardians.
2. Have a complete, full and meaningful lesson planned for each day to minimize student down time.
3. Find out about a student's home life before making a quick decision about a student. This information can be obtained by building relationships with the student, talking with the school counselor and administration, or contacting the parents. We must remember that parents are sending their best and want to know what is going on so reaching out to inform them of their child's progress is a great way to build the parent connection.
4. Remember that positive measures and reinforcements are always preferred. Your disciplinary actions should be corrective, never punitive. Although actions do have consequences and consequences will have to be delivered, go back and let the student know that you are not mad or upset with the student. Remember that you are the adult and that we cannot take everything personally. Behaviors are a form of communication.
5. Please handle classroom management problems such as cheating, excessive talking, chucking small harmless objects, etc. in the classroom by following your classroom consequence hierarchy. You must follow the low-level discipline procedures set forth by administration before writing an official office referral. Otherwise, the low-level form and the student will be sent back to class.

## Classroom Management Tips

- Establish yourself, not the administrators, as the authority in the classroom.
- Teach and rehearse your non-verbal cues, physical proximity, and verbal redirects explicitly and often in the first few weeks of school. Re-teach as needed.
- Document any student behavior and what you have done in order to correct that behavior. \*Missing Recess is almost never an appropriate consequence\*
- Consistency, Consistency, Consistency!
- Effective classroom management demands explicit modeling of the desired behavior that you expect all students to follow daily.
- **Keep your rules short and sweet as well as visible to help remind you and students of them. Check that your rules are not procedural as breaking rules has consequences. This will help with your consistency.**

## Disciplinary Referral Forms

For *minor behavioral disruptions*, document the observed behavior and the teacher consequence given. Use the Low-level discipline log as part of your documentation. Include this documentation when contacts with parents are necessary.

To address continuation of minor behavioral offenses or behaviors that warrant an administrator's immediate attention, please fill out the Office Referral form. Fill out the form completely and describe the behavior in detail. This is part of the due process protocol that all students get according to federal and state law. If the referral is for continuation of repeated minor offenses, all three incidents must be documented with a proper teacher consequence administered. All discipline forms are recorded in PowerSchool and kept on file in the office. A sample low-level, office referral, and HCS District Disciplinary structures are included in this handbook.

# HCS Discipline Procedures

## Responsibility and Authority

The Board of Education delegates to school administrators and teachers the responsibility and authority to enforce regulations regarding conduct of students and supports them in their efforts to maintain orderliness. The Board authorizes disciplinary or punitive measures as seem necessary including counseling, detention, in-school suspension, suspensions, and corporal punishment. The authority relationship and responsibility that exists in the school is as follows:

1. The Principal is responsible for establishing and maintaining effective discipline within the school.
2. It is the responsibility of all teachers to assist in the discipline of the total school.
3. The teacher is recognized as the person responsible for maintaining appropriate classroom management.
4. The authority of school administrators and teachers to control student conduct will extend to all activities of the school including, but not limited to, athletic events, public performances, and school trips.

## Grades 5-6

<b>INFRACTION LEVEL 1</b>	<b>CONSEQUENCE</b>
1. Minor classroom disruption	<ul style="list-style-type: none"> <li>• Teacher Consequence &amp; Low-level Form documentation</li> </ul>

\*\*The teacher will administer the appropriate punishment based on the severity of the offense and age of the child. Repeated offenses will be reported to the school principal. \*\*

<b>INFRACTION LEVEL 2</b>	<b>CONSEQUENCE</b>
1. Repeated Level 1 offenses	<ul style="list-style-type: none"> <li>• 1<sup>st</sup>- Suspension/ISS up to 1 days</li> <li>• 2<sup>nd</sup>- Corporal punishment /ISS up to 2 days</li> <li>• 3<sup>rd</sup> -Suspension/ISS up to 3 days</li> <li>• 4<sup>th</sup>- moves up to Level 3</li> </ul>
2. Destroying or defacing school property	
3. Leaving campus (unauthorized)	
4. Possession of tobacco products or over the counter medications	
5. Insubordination- (failure to follow a direct instruction of a school official)	
6. Repeated disruption of the instructional process	

<b>INFRACTION LEVEL 3</b>	<b>CONSEQUENCE</b>
1. Repeated Level 2 offenses	<ul style="list-style-type: none"> <li>• 1<sup>st</sup>- Suspension/ISS up to 4 days</li> <li>• 2<sup>nd</sup>- Suspension/ISS up to 5 days</li> <li>• 3<sup>rd</sup>-Suspension/ISS up to 6 days</li> <li>• 4<sup>th</sup> moves up to Level 4</li> </ul>
2. Destroying or defacing school property	
3. Leaving campus (unauthorized)	
4. Possession of tobacco products or over the counter medications	
5. Insubordination- (failure to follow a direct instruction of a school official)	
6. Repeated disruption of the instructional process	

<b>INFRACTION LEVEL 4</b>	<b>CONSEQUENCE</b>
1. Repeated Level III offenses	<ul style="list-style-type: none"> <li>• 1<sup>st</sup>- Suspension/ISS up to 10 days</li> <li>• 2<sup>nd</sup> Suspensions or ALC up to 30 days</li> <li>• 3<sup>rd</sup> moves up to Level V</li> </ul>
2. Possession of fireworks	
3. Threats, harassment (physical or verbal), and/or abusive language to others	
4. Assault and/or battery of any student on school property	
5. Breaking into and/or illegally entering school property	
6. Use of any object(s) not referred to in Level V that create(s) an unsafe environment	
7. Engaging in conduct, contact, or gestures of an inappropriate physical/verbal nature	
8. Fighting	
9. Displaying gang signs or symbols or participating in any action sanctioned by a group the school environment, destroys or defaces school property, or threatens to cause bodily harm to any student or employee	

<b>INFRACTION LEVEL 5</b>	<b>CONSEQUENCE</b>
1. Repeated Level IV offenses	<ul style="list-style-type: none"> <li>• Expulsion or ALC up to 1 calendar year</li> </ul>
2. Possession of alcohol, drugs, or controlled substances	
3. Weapons (possession and use) of firearms or any other dangerous weapons	
4. Battery upon any staff member	

# Section 5: Emergency Operation Plan(s)

## Accident Report Forms

If you are injured in an accident at school, it is very important to file an Accident Report Form as soon as possible. Workman's Compensation forms must be filed within three days, or the claim may be denied. These forms are available in the school office. Accident reports for staff and students are to be filed online whenever an accident occurs. The school secretary will be responsible for filing all accident reports.

## Earthquake

1. Protect face and head from flying debris with arms, books, coats, etc. Take cover under a table or desk.
2. Stay in this position until building tremors cease and debris stops falling.
3. Await further instruction.
4. If the fire alarm sounds, evacuate to a safe distance from the building.
5. Injuries and damage should be reported to emergency services (911).
6. There may be occasions that teachers have to make a decision relative to evacuation if communication with the main office is not possible (for example, if there is a power outage). Determine safe areas. Avoid moving into areas with power lines, trees, or other objects which might fall and cause injury to students.

## Emergency Evacuation Plan

Teachers will follow the procedures as directed by the school administration. Emergency and disaster situations will follow the SHIS Emergency Operation Plan. This section includes procedures for safety and security as well as floor plans with areas designated for lockdowns, severe weather drills, and evacuations (fire drills). You should be thoroughly familiar with the emergency plan so that you will be able to provide for your safety and the safety of your students should an emergency arise.

You should maintain a roster of each class along with phone numbers for students should it be necessary to call parents during an emergency. You will also find a red card and a green card to use during drills. Signaling administrators with these cards will facilitate efficient drills that take less time from the instructional day. Make sure to keep these emergency cards with your rosters in case of emergencies.

## Fire Drill Procedures and Regulations

Teachers will model and practice procedures with their students during the first week of school for leaving the room in an orderly, single-file line. Teachers will place themselves in the most advantageous position to observe the movement of their students. Fire exit procedures must be posted in every classroom by the end of the first week of school.

During a fire drill, keep your class together. Be sure roads are clear so that emergency vehicles such as fire trucks and ambulances can pass easily. The teacher will take roll to ensure that all assigned to the class are present. To report any student missing in your line, hold up the red card for administrators to see. This card indicates that a child is present that day, but is currently not in your line and should be classified as missing. If all of your students are present, you should hold up the green card to indicate that everything is OK with your class.

## Inclement Weather

In case of any delay in school due to inclement weather, the Central Office (HCS Superintendent and Transportation Director) will decide to close or delay school. In the case of an early release, teachers on late duty should wait until all buses have run. Maintenance should clear all walkways.

## Tornado Procedure

In the event of a tornado, students and teachers should proceed to the areas indicated on the Emergency Evacuation school map. Students should stay away from windows and doors.

## Lockdown: Two Types

***Soft/Working:*** doors locked, but instruction continues. No classes are to be outside on the playground during these lockdowns.

***Hard/Shelter & Places:*** doors locked, lights off, windows covered, and students in designated areas away from hallways and/or windows

There are two types of lockdowns that can take place. A soft/working lockdown and a hard/shelter in place lockdown. If there is a situation that requires a lockdown, teachers will be notified by the school administration and students and staff should be in designated lockdown until the all clear call has been lifted.

## Prevention Methods

- ⇒ Staff members will be alert to unusual situations -- book bags, containers left alone, etc.
- ⇒ All visitors must report to the main office to be checked in and receive a visitor's pass.
- ⇒ No student is allowed in the hall without a hall pass.
- ⇒ Staff members will monitor the halls during class changes.
- ⇒ Disperse large crowds to prevent riot behavior.
- ⇒ Be aware, and notify the administration if you should discover that a student has forbidden items (weapons, drugs, tobacco, etc.) in his/her possession. An administrator and/or school resource officer will investigate the situation appropriately.
- ⇒ Know at all times where your students are. Notify the office if they do not report to class as required.



# Section 6: Money and Bookkeeping

## Scheduling Fund Raisers

All fund-raising activities must be approved by the Principal and the Superintendent.

Be sure that all procedures for a fund-raising activity are made clear to the students who are participating. Have a definite starting date and a definite cut-off date. Make sure that deadlines for turning in money are clear. If a student fails to turn in money on time, notify the office for help in collecting the money. You may also want to contact the student's parent or guardian about the problem. Often, parents do not know about the activities in which their children participate.

## Procedure for Turning in Money

Do not keep money in your desk or filing cabinet overnight. At the end of the day, turn in all money to the school bookkeeper, Mrs. Holly Austin, in the main office. She will make sure that the money is locked away safely for the night.

When a student turns in money, you must write a receipt to the student. The yellow copy of the receipt and the money collected must be turned in to Mrs. Austin the same day that the money is receipted. The receipt total and the money total should balance. Teachers should count all money before giving a receipt to a student.

The bookkeeper will return a receipt to you. You should keep this receipt for your records.

## Spending Money

The school books are audited each year. There are certain procedures that we must follow in making purchases. Please be familiar with these procedures. If you have questions, the bookkeeper will be happy to assist you.

***All purchases must be approved before they are made. If you buy it without a PO first, it is yours.*** To facilitate this practice, you will need to fill out a requisition and/or purchase order.

## Central Office Requisitions

Some items may be paid for with funds from the Central Office. If this is the case, you will fill out a Haywood County Schools Requisition. This form must be signed by the principal and sent to the Central Office. Once the purchase order number has been assigned to the requisition, the form will be returned to you so that you can place the order.

NOTE: Some orders may require that at least three bids/quotes be submitted to compare pricing. Attach these bids/quotes to the HCS Requisition form.

## **Sunny Hill Purchase Orders**

To get your purchase order approved, you will need to fill out a purchase order request which is available in the bookkeeper's office. Be sure that you fill out the purchase order request completely, including the account number from which the funds will be taken for the purchase.

All purchase orders must be approved by the Principal, and a purchase order number must be issued **before** the order is placed. If this is not done in the proper order, you will not be reimbursed for this is an audit finding.

If you place an order by phone, be sure to give the vendor your purchase order number. Also, have items sent to your attention to facilitate delivery of packages. Tell the bookkeeper that the item was ordered by phone.

Be sure to give the bookkeeper your invoice as soon as it comes in. These must be on file with purchase orders. *If you purchase items without following the proper procedures, you can be held accountable for the cost of the items.*

## **BEP Money**

BEP funds are available to teachers for instructional materials.

The bookkeeper keeps a record of each teacher's BEP expenditures. Check with her if you cannot remember how much of your BEP money you have spent. Use the lime green requisition forms for BEP expenditures. These forms can be obtained from Mrs. Austin. The deadline to spend your BEP money is the last school day of first semester. Receipts for approved purchases must be turned in to Mrs. Austin no later than the next business day.

## **Receipts to Students**

Any time that you collect money from students, you must write the student a receipt. You must get receipt books from the bookkeeper for this purpose. Be sure that you write the student's name, the amount collected, what the money was for, and your signature. Copies of receipts are to accompany all deposits.

## **Textbook Replacement Money**

If a child loses a textbook, he/she must pay for that book before another one is issued. Textbook replacement costs should be paid in cash and turned in to the bookkeeper in the school office. The money is sent to the Central Office so that a replacement book may be purchased. If the lost textbook is found, the student may turn it in and receive a reimbursement of the money paid for the replacement. You will need to work closely with the bookkeeper to be sure that all textbooks are accounted for.

## **Section 7: Finishing the Year**

### **End-of-the-Year Checklist**

In May, each teacher receives a checklist that must be completed before we leave school for the summer. Be sure that your name is on your checklist and that all items are initialed by the appropriate person.

### **Turning in Grades**

You will receive a schedule for turning in grade at the end of each semester. Be sure that all grades are turned in and that any “Incomplete” grades have been changed to numerical grades. This process is done electronically in PowerSchool and will be verified by an administrator or guidance counselor.

### **Textbook Inventory**

The number of textbooks you have in May should coincide with the number you had in August (with, of course, adjustments for lost or damaged books). An accurate count of textbooks is necessary so that arrangements can be made to meet the needs of the next term.

### **Your Classroom**

Classrooms are used for summer school and other functions during the summer. Also, carpets are cleaned and tile floors are stripped and waxed. Personal items should be removed from the classroom and furniture should be moved to one side of the room to help with the custodial staff in waxing floors quickly.

## **Section 8: Forms**

- **Accident and Injury Report**
- **Classroom Inventory**
- **Curriculum Inventory**
- **SHIS Announcement Form**
- **Field Trip Form**
- **Student Incident Form**
- **Request for Counseling**
- **Low-level Discipline Form Office Referral**
- **Request for Leave**
- **Request for Counseling**
- **Poster and Laminating Request Form**

# ACCIDENT AND INJURY REPORT

Name of Injured: \_\_\_\_\_ School: \_\_\_\_\_

Date of Injury: \_\_\_\_\_ Time of Injury: \_\_\_\_\_

Date of Report: \_\_\_\_\_

Place accident occurred: \_\_\_\_\_

Description of Injury: \_\_\_\_\_

How did accident occur? \_\_\_\_\_

Witness: \_\_\_\_\_

Does injured have school insurance? \_\_\_\_\_

Disposition made of case:

Insurance report made: \_\_\_\_\_ Date filed: \_\_\_\_\_

Reported to parents: \_\_\_\_\_ Date reported: \_\_\_\_\_

Superintendent's copy: \_\_\_\_\_ Date submitted: \_\_\_\_\_

School's copy: \_\_\_\_\_ Date submitted: \_\_\_\_\_

**Report should be filed with The Director of Schools AS EARLY AS POSSIBLE**

Signature of person filing report

Date

Phone Number

\_\_\_\_\_





# CLASS DISCIPLINE PLAN

**RULES:** (Not procedures)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**POSITIVE:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**NEGATIVE:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Teacher: \_\_\_\_\_



# SUNNY HILL INTERMEDIATE SCHOOL

## FIELD TRIP PERMISSION FORM

I do hereby give permission for my son/daughter/ward to attend a field trip to

\_\_\_\_\_ on \_\_\_\_\_.

I understand that she/he will be traveling by \_\_\_\_\_ and will leave Sunny Hill Intermediate School at \_\_\_\_\_ a.m. and return around \_\_\_\_\_ p.m. The students will be accompanied by \_\_\_\_\_ chaperones. I further understand that she/he will tour \_\_\_\_\_ and eat lunch at \_\_\_\_\_, and that I will be responsible for his/her estimated expense of \_\_\_\_\_ dollars.

- I understand that a field trip is an extension of the school day and all school rules apply.
- I understand that any misconduct could result in suspension of my child from school.

My phone number in case of emergency is \_\_\_\_\_.

Cell Phone number \_\_\_\_\_.

\_\_\_\_\_

Signature of Parent or Guardian

\_\_\_\_\_

Date

# SHIS INVENTORY FOR CLASSROOM

TEACHER NAME: \_\_\_\_\_ RM # \_\_\_\_\_

DATE: \_\_\_\_\_

## FURNITURE

ITEM	QUANTITY	COLOR	CONDITION
STUDENT DESK			
TEACHER DESK			
4-DRAWER FILE CABINET			
2-DRAWER FILE CABINET			
STORAGE CABINET			
BOOK CASE			
CHAIRS (TYPE)			
TABLES (TYPE)			
OTHER			

## EQUIPMENT

ITEM	QUANTITY	USABLE	UNUSABLE

# SHIS CURRICULUM ISSUE FORM

Curriculum materials will be issued by class sets. Please count and list the number of books and/or materials received and return this form to PLC admin lead.

**NO. OF BOOKS**

**TITLE OF BOOK**

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**Teacher Signature** \_\_\_\_\_

**Date Received** \_\_\_\_\_

-----

**Teacher Signature** \_\_\_\_\_

**Date Returned** \_\_\_\_\_

**Administrator Signature** \_\_\_\_\_



## Staff Information Sheet

Name: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Phone Number: \_\_\_\_\_ Birthday (month/day): \_\_\_\_/\_\_\_\_

T-Shirt Size: \_\_\_\_\_ Favorite Sonic Drink: \_\_\_\_\_ Favorite Candy: \_\_\_\_\_

Vehicle Make: \_\_\_\_\_ Vehicle Model: \_\_\_\_\_ Vehicle Color: \_\_\_\_\_

### Emergency Contacts:

Name: \_\_\_\_\_ Relationship: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Name: \_\_\_\_\_ Relationship: \_\_\_\_\_

Phone Number: \_\_\_\_\_

In case of emergency, please list any other medical information that you think an administrator needs to know on the  
back of the sheet.

# Sunny Hill Intermediate School

## Request for Counseling

Please complete one form per student per referral. Each student will be seen as soon as possible and in the order of seriousness/urgency.

Thank you for your cooperation.

STUDENT NAME: \_\_\_\_\_

GRADE: \_\_\_\_\_

HOMEROOM TEACHER: \_\_\_\_\_

REQUESTING TEACHER: \_\_\_\_\_

**REASON FOR REFERRAL:**

<i>Academic</i>	<i>Behavioral</i>	<i>Personal</i>
<input type="checkbox"/> Attendance/Truancy <input type="checkbox"/> Lack of motivation <input type="checkbox"/> Low Grades/Failing <input type="checkbox"/> Other (please elaborate)	<input type="checkbox"/> Anger Management <input type="checkbox"/> Anxiety <input type="checkbox"/> Behavioral Outburst <input type="checkbox"/> Chronic Sadness <input type="checkbox"/> Emotional Disturbances <input type="checkbox"/> Defiance <input type="checkbox"/> Other (please elaborate)	<input type="checkbox"/> Child Neglect <input type="checkbox"/> Clothing Need <input type="checkbox"/> Expression of Suicidal Thoughts <input type="checkbox"/> Grief <input type="checkbox"/> Hygiene Practices <input type="checkbox"/> Other (please elaborate)

Briefly describe the primary problem/concern:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Has the problem/concern been discussed at home? \_\_\_\_\_

Has the problem/concern been discussed with the teacher? \_\_\_\_\_

If so, what was the response?

\_\_\_\_\_

\_\_\_\_\_

When did the problem/concern begin?

Within \_\_\_ 24 hrs    \_\_\_ 3days    \_\_\_ 7days    \_\_\_ 2 weeks ago    \_\_\_ 1+ month ago

Any physical concerns or medications related to the issue? \_\_\_\_\_

Signature: \_\_\_\_\_.

Date \_\_\_\_\_



Date \_\_\_\_\_ Teacher Name \_\_\_\_\_

Circle one:

Lamination only

Poster to be made: Y/ N  
(If yes, fill out the following info.)

Size needed: \_\_\_\_\_

Number of posters needed: \_\_\_\_\_

Laminated? Y / N

Date Needed: \_\_\_\_\_



Date \_\_\_\_\_ Teacher Name \_\_\_\_\_

Circle one:

Lamination only

Poster to be made: Y/ N  
(If yes, fill out the following info.)

Size needed: \_\_\_\_\_

Number of posters needed: \_\_\_\_\_

Laminated? Y / N

Date Needed: \_\_\_\_\_



Date \_\_\_\_\_ Teacher Name \_\_\_\_\_

Circle one:

Lamination only

Poster to be made: Y/ N  
(If yes, fill out the following info.)

Size needed: \_\_\_\_\_

Number of posters needed: \_\_\_\_\_

Laminated? Y / N

Date Needed: \_\_\_\_\_

