

# Hopkins Middle School



## Staff Handbook

**2024/2025**

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### **A: Forward**

As a staff member in public education there are many expectations placed on you as an individual and as a group. These expectations include; curricular preparedness, managing students, keeping a physically and mentally safe environment, fulfilling administrative duties and continuous professional development. This staff handbook is a source of reference and guidance. Collegial discussions, asking questions and common sense are always encouraged.

Let's have a fantastic year forwarding our student's success!

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## **B: Mission Statements, Goals, Etc...**

### **DISTRICT MISSION STATEMENT:**

***Inspiring and empowering students to develop character and skills to pursue future successes.***

**VISION STATEMENT: “*Cultivating Excellence Together.*”**

### **BELIEF STATEMENTS:**

We believe

- HPS will provide a safe school environment for our students, staff and the
- community.
- Education is a shared responsibility and we value strong community partnerships.
- Critical thinking, problem solving, creativity and a strong work ethic are needed to
- be successful.
- Resilience, hard work, and self-motivation are essential for success.
- Learners will be supported to reach and expand their potential.
- Respect, empathy and open-mindedness are essential for a healthy community.
- Accountability by all and for all builds a strong community.

### **HOPKINS PUBLIC SCHOOLS’ EDUCATIONAL PHILOSOPHY**

The board believes that education should be shaped by purpose rather than by forces. Therefore, the education system of this district, while maintaining flexibility in adapting to an ever-changing society, will be dedicated to the total personal development of each student to the limits of his abilities and interests in a sequentially coordinated curriculum which allows for individual differences.

To this end, staff members will strive to aid in each student’s intellectual, physical, moral, emotional, aesthetic and social growth so that he/she may become a useful and responsible member of home, community and society while leading a personally rewarding life.

The board believes in the dignity of each child and in his/her right to the best possible education. In our constantly changing world, education must strive to help each student develop abilities and aptitudes as much as possible, while helping him/her to be pliable and adaptable to changing situations, ideas and concepts. We must be aware of these changing needs and reflect this awareness in our curriculum.

Our philosophy is to accept each student, both scholastically and personally, and to guide his/her growth so that each student can develop a feeling of self-worth and self-knowledge, so necessary to maturity and the ability to live in harmony with others. We endeavor not only to provide educational experiences, training, and activities, which will help the individual function effectively and provide a creative outlet for ideas, emotions and energies. We believe that by helping each student develop physical, mental, emotional, social, moral and cultural potential, that the student will become a productive and responsible adult, able to make a positive contribution to society.

## HOPKINS PUBLIC SCHOOL DISTRICT OBJECTIVES

- **Critical Thinking** – To learn to think logically, clearly, and objectively; to seek out facts; to evaluate the material; and to arrive independently at intelligent conclusions to problems, whether academic or personal.
- **Basic Skills** – To achieve a proficiency commensurate with ability in the fundamental skills of reading, writing, oral expression, and computation which will enable each student to successfully enter the world of work or to continue an academic or vocational education.
- **Work Habits** – To develop good work habits, self reliance, and self-discipline, in order to meet challenges present in either avocation or vocation; to develop as well, attitudes and personality traits, such as dependability, accuracy initiative, cooperation, and willingness to assume responsibility.
- **Respect for Others** – To form attitudes and concepts in the area of human relations so that the student will respect and work cooperatively with all people regardless of race, creed, personal limitation, economic status, or sex.
- **Citizenship** – To understand the operation of American democracy and to have an appreciation for American heritage; to be aware of current problems and the avenues available for change with existent political structures' and to promote citizenship through involvement.
- **Health** – To develop habit skills, and attitudes, which promote good mental and physical health.
- **Science Education** – To understand the influence of science on human life in today's world, as well as to grasp the basic scientific ideas and the scientific method.
- **Environment** – To encourage an awareness of our environment and stress ecological practices.
- **Vocational Education** – To offer in addition to basic educational requirements, specific preparation for vocational fields which, if desired could also be used as the foundation for advanced study.
- **Cultural Values** – To provide an opportunity to participate in cultural activities; to encourage creative expression, as well as to enlarge the capacity to appreciate beauty in literature, music and art.
- **Leisure Time** – To learn how to spend leisure time wisely in order to achieve personal fulfillment and a satisfying life.
- **Continuing Education** – To achieve the critical ability of choice and judgment, which will enable each student to mature and learn after formal education has terminated.

### C: Safety

The teacher shall consider and attend to public safety, health, and welfare at all times.

**Accident or Illness** – Teachers are expected to observe the following procedures in cases of accidents or illnesses which require immediate attention:

1. Render first aid if needed- see emergency flip chart.
2. Notify the office as soon as possible (send a student if necessary).
3. The office will see that parents are contacted and transportation is provided if necessary.
4. In the case of an accident, an accident report form is to be completed by the teacher and filed in the office within 24 hours.

**Assemblies** – Assemblies will be held periodically for the student body. When dismissing students, teachers are asked to walk with their classes to the gymnasium and sit with them throughout the assembly. Teachers are asked not to sit in groups but spread throughout the bleachers to better supervise the students. Working in your classroom when students that you are responsible for are in the assembly is unacceptable.

**Attendance-** Classroom attendance should be taken within the first 15 minutes of class. It is imperative to know students are in the classroom.

**Classroom-** The teacher shall be responsible for those students assigned to him/her for each class period, and shall remain in the classroom to supervise students, except for extreme emergencies. If it is necessary for a teacher to leave the classroom, arrangements must be made with the principal's office so that the students will be supervised.

**Emergency Flip Chart-** Have your flip chart available to you at any time. Substitute teachers should have access to the flip chart. Do not place it where students have access.

**Errands-** No teacher shall send students from the building on personal errands. No student(s) will leave the building and grounds on school related business, unless they have approval of a building administrator. The students involved must receive parent permission, sign out at the office and sign back in upon return to school.

**Facilities-** The teacher shall utilize existing classroom facilities to an optimum degree and report to the principal's office those facilities that need improvement.

**Hallway Dismissal-** No teacher is to dismiss a class early without the approval of the principal.

**Hall Passes-** Teachers must give passes when sending students out of the room or to any other class. This includes student aides assigned to the teacher. Teachers should give passes to students who have been detained and where students are tardy to class.

**Hallway Supervision-** Beginning at 7:35 a.m., between classes and at 2:45 p.m. teachers should either be helping individual students or monitoring students in their assigned areas. The teacher shall be aware of the standards of conduct expected of pupils by the school board in the hall, teach these standards, and enforce them. Teachers are expected to be at the classroom door during class passing times and assist in the movement of students. The teacher shall challenge students in the halls when their behavior is out of the ordinary or disturbing.

**Lunch Duty** – Students are not to be in the hallways during lunch hours. Students are not permitted to go to their lockers, the parking lot, or outside the building except the patio area. Teachers assigned to lunch supervision should be stationed right outside the cafeteria doors in the hallway for the last ten minutes of the lunch period. Students are not allowed to:

1. eat in the hallways
2. leave the building (except the patio area)
3. be excessively loud
4. sit on tables
5. engage in any activity you deem as potentially dangerous or violates handbook rules.

Be firm but reasonable with the students. Remember that someone may have a legitimate reason to go to the office, teacher's lounge, etc., during lunch. Treat students the way you would expect to be treated.

**Medication** – No teacher shall give any student medication, including aspirin, at any time. All requests for teachers to keep and/or dispense medications to students should be referred to the main office at once.

**Relationships-** Do not put yourself in any position with a student that could jeopardize your career. Precautions may include:

- Transparency in communications with student, parents and staff
- Do not allow for the opportunity where it becomes their word against yours, always be in open sight of others when working one on one with students. Leave your classroom door open, never transport a student without getting approval from your supervisor and communications with parents, etc...
- Do not use language or actions that could lead to the consideration that an inappropriate relationship may exist in the past, now or into the future.

**Student Counseling Needs-** The teacher shall either counsel with or suggest proper counseling for each student, when counseling is deemed necessary by the instructor.

**Propping Exterior Doors-** All employees should help maintain a safe environment by making sure all exterior doors are not propped open. Failure to do so may result in a progressive consequence.

**Protective Service Referrals** – All professional school employees are required to report any cases of suspected child abuse. Any staff member who suspects that a situation may be occurring which involves physical or sexual abuse, or neglect should immediately discuss the situation with the building principal. The staff member should report to the Allegan County Department of Social Services for their own legal protection (assistance will be available to complete the report). Any school employee may report suspected cases of child abuse directly to the Children's Protective Services, however, the employee must also notify the building principal.

#### **D: Procedures and Responsibilities**

The teacher shall be responsible for carrying out the policies and procedures formulated by the Board of Education, Superintendent, and the building administrator(s). Teachers shall assume all other duties assigned by the administration within the limits of the contract.

**Absence** – Staff members shall follow district procedures for securing a substitute through RED ROVER. Teachers are responsible for substitute teacher plans on the days absent.

**Activity Accounts** – The activity accounts maintained by clubs and organizations are separate from the General Fund. All monies from all student activities are deposited into an activity account. The student treasurer, working with the sponsor, is responsible for the financial records for this account. When money is deposited, the treasurer must complete a deposit form and turn in the money to the principal's secretary. When money is needed by a student group, a check request must be made out and turned into the Superintendent's Office. The faculty sponsor is ultimately responsible for the account.

**Advertising** – Posters – Posters and advertisements that are displayed in public must be approved by the principal in order that the artwork is in good taste, the information is accurate, and the spelling is correct. The use of display posters or announcements is regulated as follows:

1. The posters or displays must have the stamp of approval of the faculty advisor and the principal.
2. Posters are not to be put up with anything other than masking tape or tacks on tack strips.
3. All posters, displays, and pieces of tape must be removed when the event is over by those who put them up.

Students may not write or post announcements on black boards in the classrooms, in the corridors, or on bulletin boards without permission and the principal's stamp of approval.

**After School Activities** – After school events are as much a part of the staff responsibilities as class preparation or attention to hall conduct. It is certainly not to be expected that all teachers attend all after-school events, but to insure against the possibility of some events not being attended by any staff members, it is necessary to request certain instructors to be present at certain scheduled events. This is done by the instructor volunteering to chaperone a certain event when approached by a student from the organization sponsoring the activity. It is expected that each teacher will take his/her "share" of this responsibility. Your responsibility in chaperoning will be that of general supervision.

**Announcements** – Daily announcements will be shared via intercom or e-mail. The principal (or designee) must approve any announcements submitted by the class/group sponsor or coach. Please do not send students to the office with announcements that you have not read and signed. All announcements requests must be submitted in a timely manner. If other announcements need to be made during the day, they will be made two minutes before the bell rings or immediately after the tardy bell rings (exceptions will be made for emergencies). Classroom interruptions will be kept to a minimum.

**Attendance Procedures-** Your attendance is a legal document and is related to school funding. Your attendance is monitored daily and checked for accuracy and to ensure proper protocol is followed.

All students not in their classroom when class is scheduled to start are to be recorded as absent. Students arriving in the classroom within the first 15 minutes of class are to be recorded as tardy (excused or unexcused). Inform students that they were marked tardy. Teachers should be aware that attendance records for each student in all classes are electronically documented. Included in this record are:

- The number of times tardy.
- The date of each tardy.
- The number of times absent.
- The dates of each absence.
- The date of entry into class
- The date leaving the class.

Teachers are to use a uniform method of recording absences. This following method will be used at Hopkins Middle School:

- A- Absent
- T- Excused Tardy
- L- Unexcused Tardy
- P- Count Week Present (will only be active during count weeks)

The Office will recode any marked absences with the following code

- U- Unexcused Absence
- E- Excused Absence
- X- Expulsion
- SR- School Related Absence
- V- Prearranged Vacation
- ISS- In School Suspension
- M- Medical Absence
- OSS- Out of School Suspension
- N-N1H1 Symptoms
- HB- Homebound
- JI- Juvenile Incarceration

You will be responsible to verify attendance records.

**Absences Protocol-** Students who are absent should be allowed to make up all work for the day they were absent, excused or unexcused.

**Building Use Regulations** – Any instructor wishing to work in the building is welcome to do so when custodians are in the building Monday through Friday. Any instructor using the building outside of these hours must have the approval of the principal. If you use the building any time outside of the regular school day for anything other than working in your specific classroom, you must complete a building use form.

Any time you use the school facilities outside of the regular school day it is important that you:

- Clean up must take place immediately following the event. Leave the area clean and readied for educational activities.
- Turn out lights, close windows and doors.
- DO NOT leave any students you may have in the building when you leave. Students must be out of the building when you leave. You must remain with your students until all students have been picked up or left school property.

**Classes Combining or Relocating** – Teachers who combine or relocate classes for any purpose must notify the office. A communication device must be utilized if you leave the building.

**Club and Class Sponsorship** – The club/class sponsor assumes primary responsibility for the fiscal management, supervision and sponsorship of his/her group of students. The sponsor should:

- Supervise all meetings, social activities, fundraising activities, etc. of their group. Students are not to be unattended when they are engaged in a school activity.

- Be responsible for seeing that class/club funds are expended only with the approval of the executive committee of the group and the sponsor.
- Clear with the principal any expenditure over \$ 100.00.
- Make sure that class funds are used for the good of the school, class or club. The sponsor and principal must approve funds used for group recreation. No funds are to be used by any member for personal gain.
- Set up with the principal, well in advance, any group trip or outings. Parental permission notes, medical and emergency release statements but be obtained from each student when attending such an event. Notification to staff should be given one week in advance.
- Be the liaison person between the student organization and the principal. This responsibility includes keeping the principal well informed of current issues, ideas and/or problems of the group.
- No money is to be left in the teacher's room overnight. All money must be properly accounted for and turned into the school office.
- It is the responsibility of the sponsor to check eligibility as per the student handbook.

**Copy Machine Use** – The copy machine is available for teachers use during office hours and is to be used for school related copying only. Students should not be allowed to use the office copier. DO NOT send a student to the office for last minutes copies to be made by the office staff. When reproducing a large print job, please do so from your networked computer.

**Dances-** If your group is sponsoring a dance be aware that:

- No open dances.
- All regularly scheduled Middle School dances must be terminated by 10:00 p.m., clean up must immediately follow
- All regularly scheduled Middle School dances will have their doors closed 60 minutes after they are opened, unless proper arrangements have been made with the administration.
- All entertaining groups (DJ) will be subject to all dance rules.
- At least four chaperones are required.
- Once a participant leaves, he/she will not be allowed to re-enter the dance.
- Any student exhibiting disorderly conduct will be subject to disciplinary action.
- Middle School students are not permitted to Senior High dances. Senior High students are not permitted to attend Middle School dances.
- Students may bring one guest to a dance. A guest pass must be completed and turned in to the office one day before the dance. Guests must present I.D. at the dance when entering.
- All Hopkins students must have a current I.D. to enter a dance.
- The principal will review a play list from the disc jockey.
- Only music that is tasteful and free of obscene language, whether spoken or implied is allowed.

Chaperone responsibilities are:

- At school dances, no student will be allowed to leave the building and then return. Once a student has left, he or she cannot come back. Chaperones and reserve police should be stationed near the entrance so this regulation can be enforced.
- Students caught possessing or under the influence of narcotics, tobacco (smoking), or alcohol (drinking or with it on their breath), will immediately be referred to the administrator on duty. The police may be contacted.
- Restrooms and the parking lot area should be checked frequently (no students may sit in parked cars).
- Unless the entire building area is open for a special reason, students are to remain in the assigned areas of the activity.
- The class, club advisors, or administrators have the right to refuse admission to any person whom they feel may be a source of trouble. If asked, students must identify themselves to get into the dance. Entertainment groups are subject to all dance rules.
- A copy of student expectations should be posted in a prominent location for reference purposes.



**Dress Code for Staff** – There are a number of things that set the tone of our school and probably none is more important than the day-to-day appearance of our staff, be it teaching staff, non-instructional, or administrative staff. Teachers desire to be thought of as professional, and certainly a professional educator will want to dress in such a way as to elicit respect from both the students and the community. The following are some generalizations, which may be followed by those who wish to dress in a manner consistent with the majority of the staff and the customary attire of the teaching profession.

- Staff members should wear clothing that is appropriate for their hourly teaching activity.
- Suggested appropriate dress for male staff members might be slacks, collared shirt, and tie. No t-shirts unless it is a spirit day.
- Suggested appropriate attire for female staff members might be dresses, slacks, suits, and skirts and appropriate tops consistent with the professional educator's image. No t-shirts unless it is a spirit day.

There is a one-time \$20 fee to have the right to wear jeans on Fridays. This money is used for the Don Jobe Scholarship fund.

**Fundraising** – There is a Google calendar for fundraising. Any coach or sponsor wishing to conduct a fundraising activity must make their requests to the principal or appropriate supervisor.

**Keys** – All keys in your possession should be documented in the office

- Each teacher should have a key, which will open his or her assigned classroom.
- Keys for special areas are to be given only to those who are responsible for those special areas.
- Students are not to be given any keys.
- Before school closes in June, each member of the staff is to clearly mark any keys they have for the school building and turn them into the office (keeping the keys is an option- we just need to verify what keys you have).

**Lost and Found** – All lost and found articles are to be reported and/or turned into the principal's office.

**Media Center Procedures** – The Media Center is a place for use by individuals, small groups, and entire classes. It is a place for checking out and returning materials, for research and browsing, for reading, writing, and studying. It is also, a place for library instruction and related activities. The district uses Destiny for our Online Public Access Catalog (OPAC). This can be accessed on the district web page or at <http://tinyurl.com/hhsdestiny>.

To help operations go more smoothly, the following guidelines should be followed:

- Media Center personnel should be notified as far in advance as possible about group assignments to help insure that materials will be available.
- Group use should be scheduled in advance via the Google Calendar to be sure of getting the time and space needed.
- If a majority of the class comes to the media center, the teachers will accompany the class. This will aid in the answering of questions, and maintaining control.
- Since space may be limited, previously scheduled classes must take precedence over casual visitors. The users of library materials must come before those simply using the library as a study hall or place to read.
- Materials and equipment, especially when in short supply, should be cheerfully shared.
- No one teacher should send more than five students to the Media Center unless previous arrangements have been made.

Faculty members may withdraw any book from the library at any time. You are urgently requested not to withdraw books without checking them out. Books passed on to students or adults are frequently lost. The faculty is asked to request books desired on reserve two days in advance. Please notify the librarian when these books are no longer needed on reserve.

Faculty may request a classroom collection of books a few days ahead of time and these will be brought to the classroom.

REMC orders – please check with media center personnel:

**Money** – No money is to be left in the teacher's room overnight. All money must be properly accounted for and turned into the school office.

**Parties** – Generally, parties in classrooms during school hours are prohibited. On special occasions teachers wishing to, may request the approval of the principal for a party.

**Preparation Period** – This period is to be used for the preparation of lessons, counseling, planning, etc. Occasionally a teacher may be asked to substitute in another class during their preparation time. Compensation for this is outlined in the Master Agreement. Teachers should refrain from leaving the building on their preparation period unless it is absolutely necessary- the office must be notified.

**Professionalism**- The teacher shall assist the school in the improvement of its operation and education program through participation in curriculum, special or departmental committees and through sharing with other staff members those educational practices, which the school has found to be successful.

**Professional Development**- The teacher shall assume the responsibility of professional growth through keeping abreast of new development in his/her specialty fields by reading, advanced studies, and/or participation in related conferences or professional development opportunities.

**Room Care** – Keep the learning environment appropriate to student learning. Maintenance request can be made at: [maintenance@hpsvikings.org](mailto:maintenance@hpsvikings.org)

- Check for burned out lights and report your needs to maintenance via a Maintenance Request Form via G-mail.
- Check your room at the close of the day to be certain it has received proper care throughout the day. Close windows. Leave the room respectable for custodial clean up after school. Report any repair needs, broken furniture, etc. at once to the office and log a Maintenance Request Form via G-mail.
- Other instructors may be assigned classes in your assigned room during your planning period procedures, insofar as student care of desks, furniture arrangements, etc. are concerned. They will cooperate with you, so plan to check procedures with them at the beginning and throughout the school year.
- SUGGESTION – There is considerable merit in enlisting student help to care for your room, which is an integral part of their school. Requesting students to pick up waste paper off the floor or other small tasks– under your direction – is good procedure. Instructors who use this approach teach students responsibility for their school.
- **Speakers in the Classroom** – Resource persons in your classroom are encouraged. However, for your protection, it is necessary that you notify the principal prior to arranging for a speaker in your class. Be sure you know the nature of the speaker's topic. Allow no distribution of materials by a visitor to your class unless you are fully aware of the contents. If there is a question as to the appropriateness of these materials for our students, check with the principal, if not available, then say NO! Please report to the office when you are expecting a guest lecturer.

**Student Activity Account** – The student activity accounts are separate from the general fund. All monies from all student activities are deposited in this account. The student treasurer is responsible for the financial records for this account. When money is deposited in this account, the group treasurer must fill out a deposit slip and turn it into the secretary. When a student group needs money, the request must be made to the secretary. This request is made by filling out a voucher form signed by the treasurer and sponsor and submitted to the secretary five days in advance.

**Student Discipline-** The teacher shall maintain discipline in the classroom and report discipline problems where help is required to the appropriate administrator's office. All reasonable efforts should be made to see that the parents of the student involved are informed of the problem. This includes making contact with the parents when the problems begin.

**Student Files and Records** – Permanent student records (CA-60s) are housed in the office. Teachers may look at these records when there is a need. Please check with the secretary when desiring to use the CA-60s. No student records are to be removed from the office at any time.

**Student Field Trips, Travel Tours and Excursions** – Field trips must fit into the accepted district curriculum for the grade level of the students involved and for the subject matter, which is being studied. Staff will evaluate the following factors in the selection of field trips:

- Value of the activity to the educational program.
- Relationship of the activity to classroom instruction.
- Suitability of the activity and distance traveled in terms of the students' age level.
- Mode and availability of transportation.
- Cost and source of revenue.

Arrangements:

- All arrangements for field trips must be approved in writing by the school principal.
- Overnight, out-of-country, and out-of-state field trips must have the advance approval of the board of education, superintendent or designee. The itinerary and rationale for the trip, including time of departure, route, rest and lunch stops, and approximate time of return must be determined by the teacher and approved in advance by the superintendent or designee.
- Early notification to parents/guardians regarding field trips is essential. A complete description of the field trip should be provided to parents/guardians two-weeks in advance of the trip. Notification to parents must follow written approval of the field trip.
- All field trips must be within budget.
- Appropriate personnel must supervise field trips.
- Field trips to amusement parks for students in grades 7 through 12 may be permitted if the trip is related to the educational program.
- Students shall participate in field trips only with written permission of their parent/guardian.
- Parent consent forms and emergency medical release forms must be completed by the parent and taken with the chaperone on the trip.
- Adult chaperones may also accompany the students. All chaperones must be at least 21 years of age and must meet other minimum criteria as determined by the building principal, supervisor, or program director. The number of chaperones (i.e., parents and school staff) should be no less than the pupil/teacher ratio in effect at the school. Under certain circumstances, a lower pupil/teacher ratio may be required. Teachers, principals, supervisors, and program directors shall inform adult chaperones of their duties and responsibilities in advance.
- Please contact the food service department regarding the number of students that will be absent.

**Student Publication Review** – The principal, in conjunction with the advisor, will review any and all student publications before their final publication. Examples include newspapers, yearbooks, etc.

**Student Records-** The teacher shall maintain an accurate class record book. Parents, administration and counseling should be able to review and evaluate a student's academic and attendance record at any time. Homework related to class work should be assigned in all academic classes.

Your class record book is our final resource for student grades. Be certain that your electronic class records are accurate. It is expected that records are updated in a timely manner for eligibility and parent access. Your year long teaching responsibility does not end until you have turned into the office at the end of the school year, all your class records- copies printed and signed. The office must be able to refer to your record book and secure the above data during vacation periods when you are not available.

Daily attendance of each student must be recorded accurately in the computer and in your class record book. Your class record book(digital) is the final authority on student attendance on any given day or hour in your classes. All attendance must be submitted every hour of each school day.

**Substitute Teachers Plan** – In addition to maintaining current, detailed, daily lesson plans as an aid to proper unit development if required by the principal, the teacher shall provide the office with emergency lesson plans to the available substitute teacher.

Teachers are asked to have the following available for a substitute teacher:

- Detailed lesson plans.
- Seating chart.
- Needed forms for routine work.
- Access to emergency flip chart

In addition, the regular teacher has other important duties to fulfill in relating to the substitute teacher, such as:

- To instruct pupils as to attitudes, behavior, and class procedures in the event of a substitute teacher.
- To designate pupil helpers in each class to assist the substitute teacher.
- To have prepared a detailed lesson plan including general suggestions covering classroom instructions to be followed for a given period of time.
- To follow through with pupils on any decisions or work which was accomplished with the substitute teacher. Thus, the teacher not only helps to make the pupils' experience with the substitute teacher a more meaningful learning experience, but also helps the pupils to realize that the substitute teacher is respected.
- To make available for the use of the substitute teacher any information or materials which will be helpful in carrying out the specific duties of their assignment.

Please let the office know in advance where your substitute plans can be found. E-mailing plans to office personnel is permitted.

**Supplies** – These may be obtained from the principal's secretary in times of emergency. However, enough supplies should be ordered prior to the start of the school year.

**Teacher Arrival and Departure Times** – The contract agreement states minimum times that a teacher is to be on duty. Please follow these minimum times. Arrival in the morning is no later than 7:35 a.m. You may depart the building no earlier than 3:00 p.m. The teacher shall remain in the building throughout the contracted school day, including preparation period, unless permission is granted by the Principal.

**Technology** - The office must have a signed copy of the Hopkins Public School's Technology Code of Ethics. Technology must be used toward enhancing education and may not be used for personal use. This includes e-mail and Internet usage. All e-mail messages should be checked daily. If you have a need for the technology department to attend to please log a technology support ticket at:  
[support@hpsvikings.org](mailto:support@hpsvikings.org)

## E: Curricular Expectations

The teacher shall have knowledge of the school curriculum approved by the school and the Board of Education and follow it.

**Curricular Development-** Recognizing that teachers are specialists in their fields and have the necessary skills in dealing effectively with youth. They shall be charged with the responsibility of formulating and implementing meaningful changes in the curriculum through department collaboration.

**Lesson Planning-** The teacher shall plan a program of study on the level of his/her students thus providing for individual differences.

**Lesson Plans – Probationary Teachers** – Probationary teachers are to turn in weekly lesson plans for review by the principal. They need to be presented during weekly probationary teacher meetings.

**Lesson Plans – Tenure Teachers** – Staff members are expected to keep and have lesson plans available at all times. Staff members may be asked to submit lesson plans for additional weeks at the request of the administrator, especially when planning inadequacies exist or a new offering is introduced.

**Resources-** The teacher shall initiate action to secure the necessary textbooks, supplementary materials, and equipment for his/her students collaborating with the building principal.

**Resources/Textbooks-** The department or content instructor must see that a number and year of purchase are written in each new textbook before being issued to a student. They should also be stamped with the school stamp and an inventory of book titles, names of teachers using the books, number of volumes, etc., should be kept in the office. Each teacher shall complete a textbook handout sheet and turn in a copy of each sheet to the principal, keeping a copy for his or her own record.

**Special Education Referrals** – Any teacher considering a referral of any student for special education services or testing must consult with the building principal. After reviewing the student's records and verifying the necessity for the referral, the principal will assist the teacher in filing an ICT Report. The ICT will meet to discuss the student's progress and decide if accommodations, interventions or formal testing is appropriate.

**Syllabus** – All teachers must prepare a course syllabus to be given to all students and parents denoting:

- Curriculum Content - State benchmarks to be addressed - "I can" statements
- Attendance Procedures – Late work
- Textbooks - Testing Procedures - Grading Procedures - Class Assignment Requirements
- Classroom Rules and Regulations - Discipline Steps/Guidelines- Detention Policy

A copy of your syllabus must be submitted to the principal and students during the opening week of school. Please submit the copy to the principal electronically. Please consider having copies available during Parent Teacher Conferences.

**Student Reporting-** Grades need to be posted in a timely manner in the electronic grade book for parent and administrative review. Marking Report Cards – Teachers should personally and electronically inform each student of their report card mark. If there is a mistake, the teacher should edit the correction in their grade books.

Report cards are issued at the end of each trimester. At that time, teachers are responsible for the accuracy of the academic grade. Please also take the time to comment on a student's progress, both positively and negatively.

**Incomplete and Make Up Work** – The mark "I" (Incomplete) is used only to help a student who, because of illness, has missed a number of consecutive days from school. In this case, they are allowed one week or two depending on

the number of days absent, to complete the work and make up tests in accordance with the arrangements made with the teacher or teachers involved. Exceptions to this expectation need to be approved by the principal.

**Teacher Grading Procedures-** At the beginning of each year the teacher will provide to the students, within their syllabus, (with an electronic copy to the principal) the grading scale that they will be using during the marking period and the way in which their trimester final grade will be determined.

Since grades are an integral part of what teachers do that is most often questioned, much thought should go into preparing a grading scale. Any grading scale that is definable may be used, except a class curve grading scale.

### Hopkins Middle School Grading Scale

100	-	94	A
93	-	90	A-
89	-	87	B+
86	-	83	B
82	-	80	B-
79	-	77	C+
76	-	73	C
72	-	70	C-
69	-	67	D+
66	-	63	D
62	-	60	D-
59	-	0	E

Extra Credit – This should generally be discouraged in favor of teacher policies and lessons that offer students the chance to present evidence of their abilities and work within the confines of the regular class assignments.

**Tests and Exams-** One copy of all exams must be turned in electronically to the principal's office before the end of the trimester.

## F: Classroom Management

**Analyze Situations-** Recognize unacceptable behavior for what it is – a symptom. The need for attention, affection, expression of fear, resentment, and insecurity – these may be the basic problems. By fulfilling these needs, you can show a student that he does not have to resort to unacceptable behavior to gain his ends.

**Behavior Standards-** Start the year with definitive imposed controls, which can be relaxed gradually as the class exhibits the necessary responsibility. It is always easier to relax control than it is to “tighten up” after control has been lost. All teachers are to draw up their own codes of conduct the first day and inform each class of what they are in writing. Also, turn in a copy to the principal. These should be exposed in the room so that they may be seen by the students as well.

**Bell to Bell-** Get down to business with the bell. Make sure they have work to do immediately. Strict observance of your class time schedule is a must of Hopkins Public School. Instructors must realize that adequate organized class time represents one of the cornerstones of good teaching.

**Build Relationships-** Be yourself. There is no ideal personality for all teachers to emulate; you have to be your own best self. Children appreciate the genuine article – they are quick to detect anything synthetic or false in a teacher's attitude or personality.

**Class Organization-** The physical layout of your classroom should be determined for safety and efficiency. Desk/table should be aligned for the appropriate methodology you are employing.

**Consistency-** Be consistent with disciplinary consequences. Do not make deals, and don't compromise your standards to win popularity as a momentary fix.

**Discipline Process:**

- Develop and have a set of classroom rules. It is imperative to develop and go over classroom rules with students. Copies of the rules should be given to the students and be posted in your classroom. Make sure everyone is aware of the classroom rules.
- Teachers should deal with all classroom problems that distract the teacher's ability to teach and students to learn.
- Steps that can be taken:
  - a. Letting students know they are breaking rules
  - b. Talking to the student about the problem.
  - c. Adjust seat charts
  - d. Send students to SRC.
  - e. Calling Parents.
  - f. Talking to counselors, getting them involved with the student.
  - g. Keep a record of all steps taken.
- If a student is in direct violation of the student handbook rules of conduct, they are to be sent to the office, immediately.
  - a. Students should be directly accompanied, if needed, to the office.
  - b. The teacher should write out a referral as soon as possible and send it to the office.
  - c. The student will be given due process and corrective action will be taken as needed per handbook rules.
  - d. The administrator will communicate with the teacher to let them know the action taken. A reminder/request by the teacher for information would be helpful.

**Establish set procedures-** Have a routine in all classroom activities – sharpening pencils, asking questions, obtaining papers, collecting assignments, etc. Having set policies will save you time and also prevent arguments among students.

**Lesson Plans-** A solid lesson plan is your best classroom management tool, Over-prepare your plans. Plan so that all students will have enough work for the whole period. Since no plan is perfect, have alternate plans and materials to fill unexpected gaps. Planning is your best assurance of preventing indecision.

**Proximity-** Move around the classroom, studies, surveys and observations show that the most successful teachers move around the classroom spending a predominant amount of time in the middle of the class.

**Seating Charts-** Arrangement of students is a specific tool to avoid distractions and enhance learning.

**Think Safety** - When navigating a disciplinary situation you are still responsible for a student. Instructors are expected to be teaching a full period of each assigned classroom period, whether it is discussion, lecture or supervised study. Instructors must be on time for all classes and remain for the full period. It is difficult to demand that students be prompt and on time if the teacher is late. The only excuse for being late to class is that an emergency has developed. Consequently, instructors are assigned to remain with each class throughout the period, leaving only in the event of an emergency. In such circumstances, the principal will arrange for the supervision of your group. If you remove a student you must make a timely contact with the student or office. The child shall not be left unattended in the hall. This approach will eliminate any possible claim of negligence on your part for not being in your assigned area when a problem occurred.

## P: Communications

**Communications to Community and Parents** – If a teacher originates a notice to be sent home, he or she must show it to the principal before sending it out and give the office a copy. School news releases must be cleared through the principal.

**E-mails and Telephone Calls** – Staff members are encouraged to use technology for educational purposes, such as contacting parents of students.

**Feedback-** Please be timely in returning daily work assignments and tests to your students. Students have a right to feedback on their work before they (or you) have forgotten what the significance of the assignment was.

**Mailboxes and EMail** – Teachers should check their mailboxes and email twice a day, once in the morning and once at the end of the day. This responsibility is not to be delegated to a student at any time. (Any teacher who has a student get mail from their mailbox is responsible for any information that is lost.)

**Media** – We encourage all staff members to cooperate fully when news reporters call to ask about specific programs or activities at school. However, we are governed by right to privacy laws for students and staff which may not wish to answer some specific questions. As an example, if a reporter calls to ask about a specific language arts program, it would be appropriate to talk with the reporter and give them the general information. If the teacher agrees and it does not disrupt the educational process, the reporter could be allowed to visit the classroom and to film or take pictures of the class in session. It is necessary to discuss this and receive approval from the principal. On the other hand, if the reporter is seeking personal information about a student or staff member, it is not appropriate to answer these types of questions. Simply inform them that you are not at liberty to provide them with that kind of information. There are also times when it would not be appropriate for a building principal to respond to questions which put him or her in the position of speaking for the district. The reporter should be referred to the appropriate administrator in the district office.

**Staff Meetings** – Staff: All teachers are to attend staff meetings in accordance with the teacher contract. Coaches: the following are policies all coaches will use in reference to staff meetings and any special in-service meetings throughout the school year. Coaches are expected to attend staff meetings during their scheduled season of competition. If a coach is unable to attend a scheduled staff meeting that coach must reschedule with the principal.

In case of emergency, meetings may be called at any time on any day. All staff members, including coaches, are expected to be in attendance for the entire meeting.

**Staff Notes** – A weekly bulletin will be issued every Monday from the principal via e-mail. Teachers are responsible for knowing the information contained in the bulletin. Any items to be included in the weekly bulletin should be in the principal's office by Friday afternoon.

**Student Responsibility Center** – The student responsibility center is designed to allow you to teach and students to learn in a safe and respectful environment. To this end, you have been empowered to send students to the Responsibility Center when their decision-making is poor and it impacts instruction or the respect of someone in the classroom. A process is in place, including forms and procedures, to accomplish this task. Please follow established procedures and practices when utilizing the Responsibility Center. The SRC has been introduced to hold students accountable and responsible for their behavior especially when it negatively impacts your instruction and prevents or inhibits students from learning. The purpose of the Center is for students to analyze their conduct and behavior in terms of the group of individuals that have been impacted by their poor decision making. When a student is sent to the SRC, he/she will develop a plan in consultation with the Coordinator and arrange for a meeting with you to discuss this plan and subsequent approval before re-entering your classroom. While cooperatively working with the



student, you give final approval for the plan. This process has been designed with teacher and student in mind. Its aim is to increase the quality of instruction and learning by creating and maintaining an atmosphere that is most conducive toward student achievement. Teachers must contact the parents to follow up and collaborate with stakeholders to receive the desired effect of using the SRC as a corrective measure.

**X: Forms** – can be found at: <http://www.hpsvikings.org/staff-portal/>

## Forms



[Mileage Reimbursement Form PDF](#)



[Mileage Reimbursement Form EXCEL](#)



[Teacher's Annual Professional Development](#)



[403\(b\) Change Form](#)



[Direct Deposit Selection Form](#)



[Federal W-4](#)



[State of Michigan W-4](#)



[Tuition Reimbursement Form 15-16](#)



[Personal Day Form 2015-2016](#)



[Textbook Handout Form 16-17](#)



[Textbook Checklist Form 16-17](#)



[Occupational Injuries and Illnesses Form 16-17](#)



## O: Observations

### Class Visitation and Evaluation - See Board Policy for specifics on Evaluation Weighting.

- Formal classroom visitations may be made by the principal at any time during the school year- minimum of one will occur
- Probationary teachers will be visited according to contractual requirements.
- Informal observations will occur from time to time throughout the school year by the principal or assistant- a minimum of one.
- A pre-conference, observation, post-conference, written evaluation will be held with the principal/assistant principal for each formal visitation.
- Invitations to visit your class are always welcome. In lieu of an invitation, the principal or assistant will visit as their schedule permits. There will be learning walks taking place that could add to evidence for the final evaluation document.
- Copies of written evaluations will be given to the central office for the personnel file, the principal, and teacher.

### Thoughtful Classroom Dimensions for Evaluation

<p><b>Organization, Rules, and Procedures</b></p> <p>How do you organize your classroom to enhance learning and establish rules and procedures that clarify expectations?</p>	<p><b>Preparing Students for New Learning</b></p> <p>How do you establish your purpose, activate students' prior knowledge, and prepare them for learning?</p>	<p><b>Positive Relationships</b></p> <p>How do you build meaningful relationships with your students and among students to promote learning?</p>
<p><b>Deepening and Reinforcing Learning</b></p> <p>How do you help students solidify their understanding and practice new skills?</p>	<p><b>Presenting New Learning</b></p> <p>How do you present new information and provide opportunities for students to actively engage with content?</p>	<p><b>Reflecting on and Celebrating Learning</b></p> <p>How do you help students look back on their learning and refine their learning process?</p>
<p><b>A Culture of Thinking and Learning</b></p> <p>How do you develop a classroom culture that promotes serious learning and sophisticated forms of thinking?</p>	<p><b>Applying Learning</b></p> <p>How do you help students demonstrate their learning and what kinds of evidence do you collect to assess student progress?</p>	<p><b>Engagement and Enjoyment</b></p> <p>How do you motivate students to do their best work and inspire the love of learning?</p>
<p><b>Professional Practice</b></p> <p>How do you demonstrate commitment to professional learning and contribute to the school community?</p>		

See Board Policy for Teacher Evaluation

## G: Counseling Services

**Mission Statement-** We believe the Hopkins Public Schools' counseling program is sensitive and responsive in meeting the needs of all students, staff, parents, and community in the following areas:

- Personal and Social Development
- Planning for Academic Success
- Career and Vocational Planning
- Consulting and Referral Services

**Counseling Curriculum Outcomes-**As a result of a sound education based on well-defined educational outcomes, Hopkins Public Schools' graduates will be:

- Collaborative citizens who employ effective interpersonal skills to contribute to the well being of society.
- Problem solvers who demonstrate thinking and decision making skills to resolve issues and solve complex problems both as individuals and as members of a team.
- Self directed, adaptable learners who seek out knowledge and use new information effectively and exhibit the ability to set goals to enhance the quality of their personal and vocational lives.
- Effective communicators who are able to share information, ideas, and opinions with others.
- Technology literate individuals who utilize instruments of technology to enhance their lives.

### **Counseling Program Components-**

Personal and Social Development- Personal and social development consists of activities that help all students meet their own needs and concerns. The strategies include counseling on a small group or individual basis and/or teaching – learning to help students develop skills. Knowledge, and understanding to monitor and manage their own personal and social development. Personal and social development activities are delivered through the following instructional units or programs:

- . Orientation
- . Self Awareness
- . Behavior Problems
- . Interpersonal Relationships
- . Groups
- . Family Issues
- . Agency Referrals
- . Educational Development Planning
- . Gender Issues
- . Harassment/Intimidation
- . Making Choices
- . Peer Problems
- . Substance Resistant Training
- . At Risk Services
- . Career Awareness

Consulting and Referral Services- These services are available to all students and are often student-initiated.

Consulting and referral services are delivered through the following activities or agency programs:

- Consultation - Counselors consult with parents, teachers, administrators, student services, personnel, other educators, and community agencies regarding the strategies to help individual students.
- Personal Counseling - Counseling is provided on a small-group or individual basis for students expressing difficulties dealing with relationships, personal concerns, or normal development tasks. Personal counseling assists students in identifying problems, causes, alternatives, and possible consequences so that appropriate action is taken. Small group discussions may include topics such as divorce, loss and grief, new student orientation, etc.
- Crisis Counseling - Counseling and support are provided to students and their families facing emergency situations. Such counseling is normally short-term and temporary in nature. When necessary appropriate referral sources are used.
- Referral - Counselors use referral sources to deal with crises such as suicide, violence, abuse, and terminal illness. These referral sources may include: Allegan County Child Abuse & Neglect Council, Allegan County Community Mental Health Services, Allegan County Cooperative Extension Service, Allegan County Department of Social Services, Allegan County Health Department, Allegan County Juvenile Court, Allegan County Sheriff's Department, Allegan County Substance Abuse Agency, Catholic Social Services of Ottawa County, Clergy within Hopkins Public School District, Family Planning Association of Allegan County, Inc.

## S: Student Policies or Programs of Note

**Student Responsibility Center** – It is important at Hopkins Middle School that we work together to create an educational environment that fosters mutual respect between staff and students. It is also important that students be allowed to learn and teachers given the opportunity to teach. If a student decides to detract from the integrity of the classroom they will be directed to the student responsibility center.

Creating Mutual Respect Between Staff and Students

- What are you doing?
- What should you be doing?
- I see you have chosen to report to the SRC.

Student Responsibility Center- Students are in control of their behavior. We do not control students. We feel it is important that students be given an opportunity to control what will happen to them. Students will be allowed to remain in the SRC to work on their plan to regain admission to the classes or activities for up to 3 days.

**Tardy Policy-** Responsible students who arrive on time are valued at Hopkins schools and in the world of work. It is the responsibility of the student to be in the classroom when the bell sounds. If the student neglects to plan ahead and arrives late to class the following consequence (or appropriate alternative) will occur:

1 <sup>st</sup> Tardy	Warning, written referral no parent signature
2 <sup>nd</sup> Tardy	Warning, written referral with parent signature required
3 <sup>rd</sup> Tardy	1 lunch detention, written referral with parent signature required
4 <sup>th</sup> Tardy	2 lunch detentions, written referral with parent signature required
5 <sup>th</sup> Tardy	Saturday School 4 hours, parent contact
6 <sup>th</sup> Tardy	Suspension and parent meeting

Students will have all previous tardies dropped at the beginning of each trimester.

- Students arriving late to school or returning to school from an appointment must check in with the attendance office.
- Students are considered absent if arriving to class after it has been in session 15 minutes.
- If a staff member detains a student, who subsequently causes the student to be tardy, the staff member will provide the student with a written tardy excuse.
- Personally inform a student if you are reporting them tardy.

## H: Specific Board Policies

All board policies concerning teaching staff can be found at: <http://neola.com/hopkins-mi/>

**Smoking on District Premises** – The Board believes that the right of persons to use tobacco must be balanced against the right of those who do not use tobacco. Further, the Board adopted a Policy in the 1997-98 school year prohibiting the use of tobacco in all facilities or on school property owned, leased, or otherwise controlled at all times in order to contribute to the health and well-being of all persons at school and school events. For the purpose of this policy “use of tobacco,” means a cigarette, or pipe, or any other matter or substance than contains tobacco. Includes E-cigarettes (vapes). For purposes of this policy “regularly scheduled hours” refers to 7:30 a.m. until 3:30 p.m.

Notwithstanding any provisions of this policy, no student enrolled in the district’s schools shall be permitted to use or possess tobacco at any time on school premises or in the course of any activity sponsored by the board. Notice of this policy will be given in each school in accordance with the law. The principal of each school building is authorized to report violations to the superintendent. Students and employees who violate the provisions of this policy shall be subject to appropriate disciplinary measures.

Hopkins Public School District
Bylaws & Policies

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**5517 - HARASSMENT OF STUDENTS**

Harassment of students is prohibited, and will not be tolerated. This includes inappropriate conduct by other students as well as any other person in the school environment, including employees, Board members, parents, guests, contractors, vendors and volunteers. It is the policy of the District to provide a safe and nurturing educational environment for all of its students. This policy applies to all activities on school property and to all school sponsored activities whether on or off school property.

Harassment is defined as inappropriate conduct that is repeated enough, or serious enough, to negatively impact a student’s educational, physical or emotional well-being. This would include harassment based on any of the legally protected characteristics, such as sex, race, color, national origin, religion, height, weight, marital status or disability. This policy, however, is not limited to these legal categories and includes any harassment that would negatively impact students. This would include such activities as stalking, name-calling, taunting, and other disruptive behaviors.

Harassment through any means, including electronically transmitted methods (e.g., internet, telephone or cell phone, personal digital assistant (PDA), computer or wireless hand held device), may be subject to District disciplinary procedures. Such behavior is considered harassment whether it takes place on or off school property, at any school-sponsored function, or in a school vehicle if it is considered to have a negative impact on the school environment.

Any student that believes s/he has been or is the victim of harassment should immediately report the situation to the teacher, the principal or assistant principal, or may report it directly to the Superintendent. Complaints will be investigated in accordance with AG 5517.

Every student should, and every staff member must report any situation that they believe to be improper harassment of a student. Reports may be made to those identified above.

If the investigation finds harassment occurred it will result in prompt and appropriate remedial action. This may include up to expulsion for students, up to discharge for employee, exclusion for parents, guests, volunteers and contractors, and removal from any officer position and/or a request to resign for Board members.

Retaliation against any person for complaining about harassment, or participating in a harassment investigation, is prohibited. Suspected retaliation should be reported in the same manner as harassment. Intentionally false harassment reports, made to get someone in trouble, are also prohibited. Retaliation and intentionally false reports may result in disciplinary action as indicated above.

The following definitions are provided for guidance only. If a student or other individual believes there has been harassment, regardless of whether it fits a particular definition, s/he should report it and allow the administration to determine the appropriate course of action.

## Harassment

	A.	submission to such unwelcomed conduct or communication is made either an explicit or implicit condition of utilizing or benefiting from the services, activities, or programs of the School District;	
	B.	submission to, or rejection of, the unwelcomed conduct or communication is used as the basis for a decision to exclude, expel, or limit the harassed student in the terms, conditions, or privileges of the School District;	
	C.	the unwelcomed conduct or communication interferes with the student's education, creates an intimidating, hostile or offensive environment, or otherwise adversely affects the student's educational opportunities. This may include racial slurs, mocking behavior, or other demeaning comments.	

## Sexual Harassment may include, but is not limited to:

	A.	verbal harassment or abuse;	
	B.	pressure for sexual activity;	
	C.	repeated remarks with sexual or demeaning implications;	
	D.	unwelcome touching;	
	E.	sexual jokes, posters, cartoons, etc.;	
	F.	suggesting or demanding sexual involvement, accompanied by implied or explicit threats concerning one's grades, safety, job, or performance of public duties.	

Note: Any administrator, teacher, coach, other school authority who engages in sexual or other inappropriate physical contact with a student may be guilty of criminal "child abuse" as defined in State law. M. C. L. A. 722.621 et. seq.

## Confidentiality

Every reasonable effort will be made to maintain confidentiality during the investigation process. However, a proper investigation will, in some circumstances, require the disclosure of names and allegations

## Notification

Notice of this policy will be annually circulated to all school buildings and departments within the District and discussed with students, as well as incorporated into the teacher, student and parent/guardian handbooks. State and Federal rights posters on discrimination and harassment shall also be posted at each building. All new hires of the District will be required to review and sign off on this policy and the related complaint procedure.

Titles VI and VII of the Civil Rights Act of 1964, 42 U.S.C. 2000d et seq.  
42 U.S.C. 2000e et seq.

Title IX of the Educational Amendments of 1972, 20 U.S.C. 1681 et seq.

Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794

The Americans with Disabilities Act of 1990, 42 U.S.C. 12101 et seq.

The Handicappers' Civil Rights Act, M.C.L.A. 37.1101 et seq.

The Elliott-Larsen Civil Rights Act, M.C.L.A. 37.2101, et seq.

Child Protection Act, M.C.L.A. 722.621 et seq.

Policies on Bullying, Michigan State Board of Education, 7-19-01

Model Anti-Bullying Policy, Michigan State Board of Education, 09-2006

Hopkins Public School District
Administrative Guidelines

**2260B - GRIEVANCE PROCEDURES FOR NONDISCRIMINATION**

**Section I**

Any person who believes that s/he has been discriminated against or denied equal opportunity or access to programs or services may file a complaint, which shall be referred to as a grievance, with the District's Civil Rights Coordinator.

	Superintendent	
	Hopkins Public Schools	
	400 Clark St.	
	Hopkins, MI 49328	
	269-793-7261	

The individual may also, at any time, contact the U.S. Department of Education, Office of Civil Rights, 600 Superior Avenue, Room 750, Cleveland, Ohio 44114-2611.

**Section II**

The person who believes s/he has a valid basis for grievance shall discuss the grievance informally and on a verbal basis with the District's Civil Rights Coordinator, who shall in turn investigate the complaint and reply with an answer to the complainant. S/He may initiate formal procedures according to the following steps:

	Step 1
	A written statement of the grievance signed by the complainant shall be submitted to the District's Civil Rights Coordinator within five (5) business days of receipt of answers to the informal complaint. The Coordinator shall further investigate the matters of grievance and reply in writing to the complainant within five (5) business days.

	Step 2
	If the complainant wishes to appeal the decision of the District's Civil Rights Coordinator, s/he may submit a signed statement of appeal to the Board of Education within five (5) business days of his/her receipt of the Superintendent's response. In an attempt to resolve the grievance, the Board of Education shall meet with the concerned parties and their representative within twenty (20) business days of the receipt of such an appeal. A copy of the Board's disposition of the appeal shall be sent to each concerned party within ten (10) business days of this meeting.

	Step 3
	If at this point the grievance has not been satisfactorily settled, further appeal may be made to the U.S. Department of Education, Office of Civil Rights, 600 Superior Avenue, Room 750, Cleveland, Ohio 44114-2611.

Inquiries concerning the nondiscriminatory policy may be directed to the Director, Office for Civil Rights, Department of Education, Washington, D.C. 20201.

The District's Coordinator will provide a copy of the District's grievance procedure to any person who files a complaint and will investigate all complaints in accordance with this procedure.

A copy of each of the Acts and the regulations on which this notice is based, may be found in the Civil Rights Coordinator's office.

## I: Teacher Schedules

**School Office Hours** – The school office will be open daily from 7:00 a.m. until 3:30 p.m.

### MEETINGS

**Staff meetings will be based on scheduled monthly team meetings. Please observe weekly emails for information, by contract we may meet as a staff once a month. Make up meetings will be scheduled with the principal.**

#### STAFF Meeting Dates 2024-25

The Second Thursday of the Month (3:00-4:00)

9/12, 10/10, 11/7\*, 12/12, 1/09, 2/13, 3/13, 4/17\*\*, 5/8

\* First Thursday

\*\* Third Thursday

### PTC

**All conferences formats to be determined in collaboration with HEA and posted with 30 days notice**

Parent Teacher Conferences: **Week of 9/30, Week of 1/20, Week of 4/21**

### DPPD

8/20, 8/21 (12 Hrs), 8/26 (3 Hrs), 11/01 (3 Hrs F), 11/14 (3 Hrs), 1/20 (3 Hrs), 2/14 (3 Hrs F), 3/06 (3 Hrs)

### Trimester End Dates

Trimester 1: August 26- November 15

Trimester 2: November 18 - March 7

Trimester 3: March 10 - June 4



Hopkins Middle School  
Master Schedule 2024-2025

updated 8/14/24

6th Instructor	Lunch	Room	1	2	3	4	5	Lunch	6	7
			7:45-8:49	8:53-9:43	9:47-10:37	10:41-11:31	11:35-12:25	12:25-12:55	12:59-1:49	1:53-2:43
Jennan, Kathleen	C	1102	Science/Advis.	Science	Science	Intro Spanish/Zoology	Science	Lunch	Science	Planning
Veick, Patricia	C	1104	English/Advis.	English	English*	Expl Poetry/Novel Study	English	Lunch	English	Planning
DeGood, Jennifer	C	1101	Math/Advis.*	Math	Math	Planning	Math	Lunch	Adv. Math	Puzzlers
Lynsbarger, T.J.	C	1103	Social Studies/Advis.	Social Studies	Social Studies	Planning	Social Studies	Lunch	Social Studies	Survival
Lump, Molly	C	Gym	PE T1, T2	PE T1, T2	PE T1, T2	Planning	PE T1, T2	Lunch	PE T1, T2	Fitness T1, T2
Jana, Katherine	C	3105	Art T3	Art T3	Art T3	Planning	Art T3		Advanced Art	Art T3
Jocke, Anna		3102							Basic Botany	
7th Instructor		Room	1	2	3	4	Lunch	5	6	7
			7:45-8:49	8:53-9:43	9:47-10:37	10:41-11:31	11:31-12:01	12:05-12:55	12:59-1:49	1:53-2:43
isher, Mark	B	1109	Science/Advis.	Science	Science	Science	Lunch	Tech Trends	Planning	Science
Luegsegger, Sarah	B	1105	English/Advis.	English*	English	English*	Lunch	Planning	Musicals, Movies and More	English
Jetken, Lindsey	B	1108	Math/Advis.	Math	Math*	Math*	Lunch	Planning	Digital Design	Adv. Math
Leszka, Richard	B	1107	Social Studies/Advis.	Social Studies	Social Studies	Social Studies	Lunch	Current Events	Planning	Social Studies
Lump, Molly/Hazen, Rick T1, T3	B	Gym	Hazen T1, Klump T3	Hazen T1, Klump T3	Hazen T1, Klump T3	Hazen T1, Klump T3	Lunch	m T1 Hazen Fitness T3 Klump	Planning	Hazen T1, Klump T3
Jana, Katherine	B	3105	Art T2	Art T2	Art T2	Art T2	Lunch	Planning	Advanced Art	Art T2
Jocke, Anna		3102						Spanish 2 T2		
8th Instructor		Room	1	2	3	Lunch	4	5	6	7
			7:45-8:49	8:53-9:43	9:47-10:37	10:37-11:07	11:11-12:01	12:05-12:55	12:59-1:49	1:53-2:43
Myers, Travis	A	3102	Science/Advis.	Science	Science	Lunch	Science	Communication Skills	Planning	Science
Vlaski, Vicki	A	3104	English/Advis.*	English	English	Lunch	English	Planning	Greek Gods & Goddesses	English
Avrage, Leanna	A	3108	Math/Advis.	Math*	Math	Lunch	Math	Logic & Reasoning	Planning	Alg 1 Math
Cudder, Meck	A	3106	Social Studies/Advis.	Social Studies	Social Studies	Lunch	Social Studies	Planning	Pop Culture	Social Studies
Hazen, Rick T2, T3	Gym		PE T2, T3	PE T2, T3	PE T2, T3	Lunch	PE T2, T3	Planning	Hazen Cards T2, T3	PE T2, T3
Jana, Katherine	A	Art	Art T1	Art T1	Art T1	Lunch	Art T1	Planning	Advanced Art	Art T1
Jocke, Anna		3102							Around The World In 52 Days T1	
win, Julie		1106	6th Math Cotaught	8th Math Cotaught	7th Math Cotaught	Lunch	Math Lab 7/8		RTI All	Planning
Meerman, Megan		3103	English 8th Gr.	English 7th Gr.	English 6th Gr.	Lunch	RTI All		Reading Lab 7/8	Planning
Music Instructors			H.S. 1st Hr.	H.S. 2nd Hr.	4 (6th Grade time)	Lunch	5	6	7	
			7:45-8:38	9:04-10:17	10:41-11:31	11:31-12:01	12:05-12:55	12:59-1:49	1:53-2:43	
Cross, Alexander	B	3116	H.S. Concert Choir	H.S. Chamber Choir	Plan	Lunch	First Aid Skills	7/8 Choir	6th Choir All	
Williams, Jessica	B		H.S. Concert Band	H.S. Wind Ensemble	6th Band All	Lunch	7/8 Band	Music in Context	Planning	

**Full Day Schedule**  
2024-2025

<u>6<sup>th</sup> Grade</u>		<u>7<sup>th</sup> Grade</u>		<u>8<sup>th</sup> Grade</u>	
<b>1<sup>st</sup> Hour Core and Advisory: 7:45-8:49</b>		<b>1<sup>st</sup> Hour Core and Advisory: 7:45-8:49</b>		<b>1<sup>st</sup> Hour Core and Advisory: 7:45-8:49</b>	
<b>2<sup>nd</sup> Hour Core: 8:53-9:43</b>		<b>2<sup>nd</sup> Hour Core: 8:53-9:43</b>		<b>2<sup>nd</sup> Hour Core: 8:53-9:43</b>	
<b>3<sup>rd</sup> Hour Core: 9:47-10:37</b>		<b>3<sup>rd</sup> Hour Core: 9:47-10:37</b>		<b>3<sup>rd</sup> Hour Core: 9:47-10:37</b>	
<b>4<sup>th</sup> Hour Exploratory: 10:41-11:31</b>		<b>4<sup>th</sup> Hour Core: 10:41-11:31</b>		<b>Lunch: 10:37-11:07</b>	
<b>5<sup>th</sup> Hour Core: 11:35-12:25</b>		<b>Lunch: 11:31-12:01</b>		<b>4<sup>th</sup> Hour Core: 11:11-12:01</b>	
<b>Lunch: 12:25-12:55</b>		<b>5<sup>th</sup> Hour Exploratory: 12:05-12:55</b>		<b>5<sup>th</sup> Hour Exploratory: 12:05-12:55</b>	
<b>6<sup>th</sup> Hour Core: 12:59-1:49</b>		<b>6<sup>th</sup> Hour Exploratory: 12:59-1:49</b>		<b>6<sup>th</sup> Hour Exploratory: 12:59-1:49</b>	
<b>7<sup>th</sup> Hour Exploratory: 1:53-2:43</b>		<b>7<sup>th</sup> Hour Core: 1:53-2:43</b>		<b>7<sup>th</sup> Hour Core: 1:53-2:43</b>	

**Half Day Schedule**  
Core Classes Only

6 <sup>th</sup>	1	2	3	5	6
	7:45-8:20	8:25-9:00	9:05-9:40	9:45-10:20	10:25-11:00
7 <sup>th</sup>	1	2	3	4	7
	7:45-8:20	8:25-9:00	9:05-9:40	9:45-10:20	10:25-11:00
8 <sup>th</sup>	1	2	3	4	7
	7:45-8:20	8:25-9:00	9:05-9:40	9:45-10:20	10:25-11:00

**2-Hr Delay Schedule**

<b>6<sup>th</sup></b>	1	2	3	4	5	Lunch	6	7
	9:45-10:20	10:24-10:59	11:03-11:38	11:42-12:17	12:21-12:56	12:56-1:26	1:30-2:05	2:09-2:43
<b>7<sup>th</sup></b>	1	2	3	4	Lunch	5	6	7
	9:45-10:20	10:24-10:59	11:03-11:38	11:42-12:17	12:17-12:47	12:51-1:26	1:30-2:05	2:09-2:43
<b>8<sup>th</sup></b>	1	2	3	Lunch	4	5	6	7
	9:45-10:20	10:24-10:59	11:03-11:38	11:38-12:08	12:12-12:47	12:51-1:26	1:30-2:05	2:09-2:43

# SEXUAL HARASSMENT AND SEXUAL ASSAULT INFORMATION GUIDE

## What is Sexual Harassment?

Sexual harassment is unwanted sexual remarks or behaviors. It can be verbal, physical, or visual. Here are a few examples of sexual harassment.

### Verbal:

- Making sexual jokes, comments, or spreading rumors targeted at someone (in person or online)
- Making sexual jokes or comments about students' bodies or how they look or act
- Making jokes or comments about students' masculinity or femininity and/or who they are attracted to or love



### Physical:

- Pulling at or touching someone's clothing in a sexual manner (like pulling down someone's pants or snapping a bra strap)
- Touching, pinching, or grabbing someone in a sexual way
- Brushing up against someone's body on purpose



### Visual:

- Posting or sharing sexual comments, pictures, or videos
- Pressuring someone to take or send sexual pictures or videos ("nudes")



### Sexual harassment can make someone feel many emotions



You may feel scared, uncomfortable, upset, embarrassed or angry. When it comes to sexual harassment, what matters is how the action makes a person think or feel--not the intention of the person who did it. Sexual harassment can happen anywhere or to anyone. It can take place in person or online. But no matter where sexual harassment happens, it is never OK. It is wrong and it is against the law.



# What is Sexual Assault?

Sexual assault is any sexual act that one person chooses to do to another person without consent (permission) through physical force, threats, or pressure (verbal or emotional).

Here are a few examples of sexual assault:

- Touching someone's genitals, breast, or butt without their permission (consent)
- Unwanted behavior or touch over or under clothes
- Unwanted kissing
- Physically forcing someone to perform a sexual act
- Threatening or pressuring a person to do any sexual act
- Unwanted vaginal, oral, or anal penetration with a body part or object (also known as rape)

**Sexually assaulting another person is wrong and it is against the law.  
In Michigan statute, this is called "Criminal Sexual Conduct."**

## About Consent

- Consent means that each person agrees or gives permission.
- Anyone can change their mind at any time.
- Consent means each person understands what is going on and agrees to all of it.
- Someone needs to get consent every single time.
- Just because someone said "yes" before, does not mean "yes" now.
- It is not OK to use threats, emotional pressure, or the fact that another person is drunk or high to get what you want.

**If someone doesn't consent to sexual acts it is sexual assault.**



## What if This is Happening to Me?

It is not your fault. You are not alone.

- No one has the right to sexually harass or assault anyone else.
- You have the right to feel safe and respected.
- If you feel like you won't be harmed, tell them this is not okay and to stop.
- Consider telling a trusted adult if any of these behaviors happen to you. If the trusted adult is a teacher, coach, or school staff, they may have to tell someone else (like a principal, parents, etc.). If you're not sure if you are ready or want to tell a trusted adult at your school, you can talk to them without saying it happened to you ("I have a friend who...").
- If the first person isn't helpful, keep trying until you find someone who is.
- Speaking up is a brave thing to do. Don't be afraid to seek help from someone you trust.
- Resources listed on page 4 are available 24/7 to support you.

Scientific research tells us that people who experience traumatic events like sexual harassment and sexual assault have many different responses in their brains, bodies, feelings, and behaviors. However YOU respond to trauma is OK and is normal.

## What if This is Happening to Someone I Know?

Believe. Listen. Support.

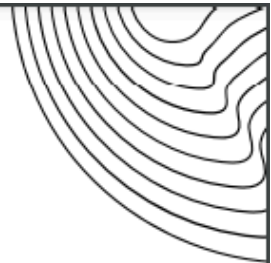


- Believe them! If someone tells you that someone has sexually harassed or assaulted them, know that it is very hard to tell someone about this and that person trusts and respects you enough to share this information. Let them know that what happened is not their fault and you are there to support them.
- Listen without judgment. Give them space and time to tell you what they feel comfortable sharing.
- Ask how you can support them. What you would need might differ from what your friend needs, so always ask. Let your friend decide who else can know.



# Resources

## There is Help.



You can call or chat with any of the resources below 24/7. People who are trained are there to listen and support you no matter what. **You don't have to tell them your name.** They can connect you with people and organizations nearby who can help you with questions or needs.

### Michigan's Sexual Assault Hotline (VOICES4)

**Text:** 866-238-1454 **Call:** 855-864-2374

**Chat:** <https://mcedsv.org/sexual-violence-hotline-chat/>



### Michigan's Domestic/Dating Violence Hotline (VOICEDV)

**Text:** 877-861-0222 **Call:** 866-864-2338

**Chat:** <https://mcedsv.org/hotline-domestic-violence/>



### Youth Resources Web Page

<https://mcedsv.org/resources>



### School Title IX Coordinator

If someone sexually assaulted or sexually harassed you at school or at a school event, you can choose to talk to your School District's Title IX Coordinator. Part of their responsibilities is to prevent and respond to sexual assault, sexual harassment, and discrimination based on sex and gender. Note: If you report to a Title IX Coordinator, they are required by law to follow up and may conduct an investigation.

If you report a sexual assault or sexual harassment incident, the policies forbid someone from retaliating or doing something to get back at you. See page 5 for your school's Title IX information and other related policies.

This resource was developed in response to Public Act 57 of 2023 by the Michigan Department of Education in partnership with the Michigan Domestic and Sexual Violence Prevention and Treatment Board and the Michigan Coalition to End Domestic and Sexual Violence (MCEDSV).

## Hopkins Public School District

### District Title IX Coordinator

Katie Jager  
400 Clark Street  
Hopkins, MI 49328  
269-793-7261  
katijage@hpsvikings.org



### District Title IX Coordinator

Andrew Mains  
400 Clark Street  
Hopkins, MI 49328  
269-793-7286  
andrmain@hpsvikings.org

### District Policies Related to Sexual Harassment and Sexual Assault

#### Policies on Anti-Harassment. (1662, 3662, 4362, 5517)

It is the policy of the Board of Education to maintain an education and work environment that is free from all forms of unlawful harassment, including sexual harassment. This commitment applies to all School District operations, programs, and activities. All students, administrators, teachers, staff, and all other school personnel share responsibility for avoiding, discouraging, and reporting any form of unlawful harassment. This policy applies to unlawful conduct occurring on school property, or at another location if such conduct occurs during an activity sponsored by the Board.

The Board will vigorously enforce its prohibition against discriminatory harassment based on race, color, national origin, sex (including sexual orientation and gender identity), disability, age (except as authorized by law), religion, height, weight, marital or family status, military status, ancestry, or genetic information (collectively, "Protected Classes") that are protected by Federal civil rights laws (hereinafter referred to as unlawful harassment), and encourages those within the School District community as well as Third Parties, who feel aggrieved to seek assistance to rectify such problems. The Board will investigate all allegations of unlawful harassment and in those cases where unlawful harassment is substantiated, the Board will take immediate steps to end the harassment, prevent its recurrence, and remedy its effects. Individuals who are found to have engaged in unlawful harassment will be subject to appropriate disciplinary action.

#### Policy on Nondiscrimination on the basis of sex in education programs or activities. (2266)

The Board of Education of the Hopkins Public School District (hereinafter referred to as "the Board" or "the District") does not discriminate on the basis of sex (including sexual orientation or gender identity), in its education programs or activities, and is required by Title IX of the Education Amendments Act of 1972, and its implementing regulations, not to discriminate in such a manner. The requirement not to discriminate in its education program or activity extends to admission and employment. The Board is committed to maintaining an education and work environment that is free from discrimination based on sex, including sexual harassment.

For the complete policies on Anti-Harassment and Nondiscrimination on the basis of sex, visit the district's [nondiscrimination/Title IX webpage at https://www.hpsvikings.org/title-ix/](https://www.hpsvikings.org/title-ix/) or scan the following.



*The policies prohibit adverse action against a person for reporting sexual harassment and sexual assault.*