Staff Handbook Changes for 2014 – 15

SCHEDULE FOR 2014-2015 SCHOOL YEAR

Regular

Period	Start Time	End Time	Duration - minutes
1	7:40 a.m.	8:30 a.m.	50
2	8:34 a.m.	9:20 a.m.	46
3	9:24 a.m.	10:10 a.m.	46
4	10:14 a.m.	11:00 a.m.	46
5	11:04 a.m.	12:34 p.m.	90
1st Lunch	11:07 a.m.	11:33 a.m.	26
2nd Lunch	11:36 a.m.	12:02 p.m.	26
3rd Lunch	12:05 p.m.	12:31 p.m.	26
6	12:38 p.m.	1:24 p.m.	46
7	1:28 p.m.	2:14 p.m.	46
8 – Guided Study	2:18 p.m.	2:55 p.m.	37

HAWK

Period	Start Time	End Time	Duration - minutes
1	7:40 a.m.	8:30 a.m.	50
2	8:34 a.m.	9:17 a.m.	43
3	9:21 a.m.	10:04 a.m.	43
4	10:08 a.m.	10:51 a.m.	43
5	10:55 a.m.	12:25 p.m.	90
1st Lunch	10:58 a.m.	11:24 a.m.	26
2nd Lunch	11:27 a.m.	11:53 a.m.	26
3rd Lunch	11:56 a.m.	12:22 p.m.	26
7	1:16 p.m.	1:59 p.m.	43
8 – Guided Study	2:03 p.m.	2:55 p.m.	52

COUNSELING OFFICE STAFF

Mrs. Sharon Streit — Counselor

Mrs. Judy Hollis — Secretary/Registrar

CELL PHONE USE AT SCHOOL

(Additional sentence to paragraph) - It is expected of staff to demonstrate proper cell phone etiquette, and to teach that etiquette to the children served.

CLASSROOM AND HALL SUPERVISION

(Additional sentence to paragraph) - It is expected of staff through the Capturing Kids Hearts district-wide initiative, to meet and greet students daily, on an hourly basis, as they enter the classroom. It is also expected of staff to shake the hand of the children served during this process.

Agreement on Guidelines for Classroom Copying in Not-For-Profit Educational Institutions with respect to books and periodicals (US Copyright Office-Circular 21 – pp. 6-8)

The purpose of the following guidelines is to state the minimum and not the maximum standards of educational fair use under Section 107 of H.R. 2223. The parties agree that the conditions determining the extent of permissible copying for educational purposes may change in the future; that certain types of copying permitted under these guidelines may not be permissible in the future; and conversely that in the future other types of copying not permitted under these guidelines may be permissible under revised guidelines.

Moreover, the following statement of guidelines is not intended to limit the types of copying permitted under the standards of fair use under judicial decision and which are stated in Section 107 of the Copyright Revision Bill. There may be instances in which copying which does not fall within the guidelines stated below may nonetheless be permitted under the criteria of fair use.

Guidelines

I. Single Copying for Teachers

A single copy may be made of any of the following by or for a teacher at his or her individual request for his or her scholarly research or use in teaching or preparation to teach a class:

a) A chapter from a book
b) An article from a periodical or newspaper
c) A short story, short essay or short poem, whether or not from a collective work
d) A chart, graph, diagram, drawing, cartoon or picture from a book, periodical, or newspaper

II. Multiple Copies for Classroom Use

Multiple copies (not to exceed in any event more than one copy per pupil in a course) may be made by or for the teacher giving the course for classroom use or discussion; provided that:

a) The copying meets the tests of brevity and spontaneity as defined below and,
b) Meets the cumulative effect test as defined below and,
c) Each copy includes a notice of copyright

Definitions

Brevity

i. Poetry: (a) A complete poem if less than 250 words and if printed on not more than two pages or, (b) from a longer poem, an excerpt of not more than 250 words.
ii. Prose: (a) Either a complete article, story or essay of less than 2,500 words, or (b) an excerpt from any prose work of not more than 1,000 words or 10% of the work, whichever is less, but in any event a minimum of 500 words.

[Each of the numerical limits stated in “i” and “ii” above may be expanded to permit the completion of an unfinished line of a poem or of an unfinished prose paragraph.]

iii. Illustration: One chart, graph, diagram, drawing, cartoon or picture per book or per periodical issue.
iv. “Special” works: Certain works in poetry, prose or in “poetic prose” which often combine language with illustrations and which are intended sometimes for children and at other times for a more general audience fall short of 2,500 words in their entirety. Paragraph “ii” above notwithstanding such “special works” may not be reproduced in their entirety; however, an excerpt comprising not

more than two of the published pages of such special work and containing not more than ten percent of the words found in the text thereof, may be reproduced.

Spontaneity

i. The copying is at the instance and inspiration of the individual teacher, and
ii. The inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission.

Cumulative Effect

i. The copying of the material is for only one course in the school in which the copies are made.
ii. Not more than one short poem, article, story, essay or two excerpts may be copied from the same author, nor more than three from the same collective work or periodical volume during one class term.
iii. There shall not be more than nine instances of such multiple copying for one course during one class term.

[The limitations stated in "ii" and "iii" above shall not apply to current news periodicals and newspapers and current news sections of other periodicals.]

III. Prohibitions as to I and II Above

Notwithstanding any of the above, the following shall be prohibited:

a) Copying shall not be used to create or to replace or substitute for anthologies, compilations or collective works. Such replacement or substitution may occur whether copies of various works or excerpts therefrom are accumulated or reproduced and used separately.
b) There shall be no copying of or from works intended to be "consumable" in the course of study or of teaching. These include workbooks, exercises, standardized tests and test booklets and answer sheets and like consumable material.
c) Copying shall not:
    a. substitute for the purchase of books, publishers' reprints or periodicals;
    b. be directed by higher authority;
    c. be repeated with respect to the same item by the same teacher from term to term.
d) No charge shall be made to the student beyond the actual cost of the photocopying.
    a. Agreed March 19, 1976.
    Ad Hoc Committee on Copyright Law Revision: By Sheldon Elliott Steinbach.

    Author-Publisher Group: Authors League of America: By Irwin Karp, Counsel.

    Association of American Publishers, Inc.: By Alexander C. Hoffman, Chairman, Copyright Committee.

Guidelines with Respect to Music

In a joint letter dated April 30, 1976, representatives of the Music Publishers' Association of the United States, Inc., the National Music Publishers' Association, Inc., the Music Teachers National Association, the Music Educators National Conference, the National Association of Schools of Music, and the Ad Hoc Committee on Copyright Law Revision, wrote to Chairman Kastenmeier as follows:

During the hearings on H.R. 2223 in June 1975, you and several of your subcommittee members suggested that concerned groups should work together in developing guidelines which would be helpful to clarify Section 107 of the bill.

Representatives of music educators and music publishers delayed their meetings until guidelines had been developed relative to books and periodicals. Shortly after that work was completed and those guidelines were forwarded to your subcommittee, representatives of the undersigned music organizations met together with representatives of the Ad Hoc Committee on Copyright Law Revision to draft guidelines relative to music.

We are very pleased to inform you that the discussions thus have been fruitful on the guidelines which have been developed. Since private music teachers are an important factor in music education, due consideration has been given to the concerns of that group.

We trust that this will be helpful in the report on the bill to clarify Fair Use as it applies to music.

The text of the guidelines accompanying this letter is as follows:

Guidelines for Educational Uses of Music

The purpose of the following guidelines is to state the minimum and not the maximum standards of educational fair use under Section 107 of H.R. 2223. The parties agree that the conditions determining the extent of permissible copying for educational purposes may change in the future; that certain types of copying permitted under these guidelines may not be permissible in the future, and conversely that in the future other types of copying not permitted under these guidelines may be permissible under revised guidelines.

Moreover, the following statement of guidelines is not intended to limit the types of copying permitted under the standards of fair use under judicial decision and which are stated in Section 107 of the Copyright Revision Bill. There may be instances in which copying which does not fall within the guidelines stated below may nonetheless be permitted under the criteria of fair use.

A. Permissible Uses

1. Emergency copying to replace purchased copies which for any reason are not available for an imminent performance provided purchased replacement copies shall be substituted in due course.
2. For academic purposes other than performance, single or multiple copies of excerpts of works may be made, provided that the excerpts do not comprise a part of the whole which would constitute a performable unit such as a section[1], movement or aria, but in no case more than 10 percent of the whole work. The number of copies shall not exceed one copy per pupil.[2]
3. Printed copies which have been purchased may be edited or simplified provided that the fundamental character of the work is not distorted or the lyrics, if any, altered or lyrics added if none exist.
4. A single copy of recordings of performances by students may be made for evaluation or rehearsal purposes and may be retained by the educational institution or individual teacher.
5. A single copy of a sound recording (such as a tape, disc, or cassette) of copyrighted music may be made from sound recordings owned by an educational institution or an individual teacher for the purpose of constructing aural exercises or examinations and may be retained by the educational institution or individual teacher. (This pertains only to the copyright of the music itself and not to any copyright which may exist in the sound recording.)

B. Prohibitions

1. Copying to create or replace or substitute for anthologies, compilations or collective works.
2. Copying of or from works intended to he "consumable" in the course of study or of teaching such as workbooks, exercises, standardized tests and answer sheets and like material.
3. Copying for the purpose of performance, except as in A(1) above.
4. Copying for the purpose of substituting for the purchase of music, except as in A(1) and A(2) above.
5. Copying without inclusion of the copyright notice which appears on the printed copy.

Discussion of Guidelines

The Committee appreciates and commends the efforts and the cooperative and reasonable spirit of the parties who achieved the agreed guidelines on books and periodicals and on music. Representatives of the American Association of University Professors and of the Association of American Law Schools have written to the Committee strongly criticizing the guidelines, particularly with respect to multiple copying, as being too restrictive with respect to classroom situations at the university and graduate level. However, the Committee notes that the Ad Hoc group did include representatives of higher education, that the stated "purpose of the … guidelines is to state the minimum and not the maximum standards of educational fair use" and that the agreement acknowledges "there may be instances in whichcopying which does not fall within the guidelines … may nonetheless be permitted under the criteria of fair use."

The Committee believes the guidelines are a reasonable interpretation of the minimum standards of fair use. Teachers will know that copying within the guidelines is fair use. Thus, the guidelines serve the purpose of fulfilling the need for greater certainty and protection for teachers. The Committee expresses the hope that if there are areas where standards other than these guidelines may be appropriate, the parties will continue their efforts to provide additional specific guidelines in the same spirit of good will and give and take that has marked the discussion of this subject in recent months.

EMERGENCY DRILLS

Fire, tornado, and other crisis drills will be conducted on a regular basis.

Tornado drills will normally be announced over the intercom. Instructions for tornado drills should be posted near the door of each classroom. Teachers will accompany their students to the assigned locker room. As staff approaches the main gymnasium, designated leads will instruct which locker to report to.

GUIDED STUDY PERIOD

At the conclusion of each school day, a 37 minute period . . .

WEAPON/INTRUDER ALERT PROCEDURE

If the situation arises that a weapon/intruder is present at school, and poses threat or harm, the following procedure will be implemented: an announcement will be made stating that either "There is an intruder in the building" or "There is an intruder outside of the building". There will be no codes or code words used in these situations. Staff and students will be told exactly what is taking place and the exact location of the incident to the best of the administrator's ability. When this occurs you need to:

1. Lock your door.
2. Turn off all classroom lights. Please make sure that you have a flashlight available.
3. Move students to a corner of the room away from the door. Open closet doors that are next to your hall door to cover the view of the classroom from the hall.
4. Barricade the door with as much classroom furniture as possible.
5. Instruct the students to be silent.
6. Explain to students what is happening and the importance of their cooperation.

7. Do not use the intercom except for an emergency.
8. In the event there is a life and death situation in your area, and you have not or cannot reach the main office, the intercom can be used by dialing 59 on the telephone located in the room so as an announcement can be made. Inappropriate use of this feature, specifically directed to a crisis situation not being true, could lead to discipline up to and including termination.

If you see a person with a weapon in your vicinity, call the office with the exact observation and location. The office will then take the necessary measures.

When the situation has ended, an announcement will be made stating "The building is secure and you may resume with your schedule."

Student Handbook Changes for 2014 – 15

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COUNSELING OFFICE STAFF

Mrs. Sharon Streit	Counselor
Mrs. Judy Hollis	Secretary/Registrar

Drills

Tornado, fire, other crisis, and building evacuation drills are held on a regular basis for students' safety. The school follows established procedures from the state fire marshal's office and the district crisis plan for these drills.

Student Academic Dishonesty Policy

Academic dishonesty, a basis for disciplinary action, includes but is not limited to activities such as cheating and plagiarism (presenting as one's own the intellectual or creative accomplishments of another

without giving credit to the source or sources).The faculty member in whose course or under whose tutelage an act of academic dishonesty occurs has the option of failing the student for the academic assignment in question. The building administration should be advised of any action taken by the faculty member regarding academic dishonesty. The student has the right to appeal the charge of academic dishonesty; to initially begin with the faculty member issuing the charge, and then with one of the building administrators. In the event this chain of command does not rectify the issue, an appeal may be made to the Superintendent of Schools and then to the Board of Education.

One definition, cited from http://legal-dictionary.thefreedictionary.com/Plagerism - “The act of appropriating the literary composition of another author, or excerpts, ideas, or passages therefrom, and passing the material off as one’s own creation.” In simpler terms, Plagiarism is the use of someone else's words, ideas, theories, and/or writing without explicitly giving credit to that source. The intent to plagiarism may be purposeful as in taking another student's essay, changing the name on it, and submitting it as your own. This instance is unforgivable. Very often, however, the act of plagiarism is due to a lack of knowledge about what constitutes plagiarism - specifically how to paraphrase correctly.

HOW TO CITE SOURCES –In order to Prevent “Plagiarism”

For the sake of example, the following text will be used to examine what constitutes appropriate and inappropriate paraphrasing:

Driscoll, M. P. (2000). Psychology of learning for instruction. Needham Heights, MA: Allyn

& Bacon, (p. 43).

When individuals perceive that their actions have little effect on aversive events, they, too, begin to exhibit symptoms of learned helplessness. In the context of learning, experiencing repeated failure or constant belittlement of their efforts can lead students to say, "I can't do this. I'm not a good reader" (or writer, or test-taker, or what have you).

Changing only a few words and/or phrases is still plagiarism:

When individuals' actions have little effect on aversive events, so they start to show symptoms of learned helplessness.

Notice the difference in meaning: "when individuals perceive their actions …" and "when individuals' actions have no effect…" What's more problematic is that no source is credited.

An appropriate paraphrase:

When students continue to experience failure despite numerous attempts, and their efforts are not acknowledged, they begin to believe that they are incapable of being successful at a particular task, an indication of learned helplessness (Driscoll, 2000).

Another method:

According to Driscoll (2000), individuals exhibit signs of learned helplessness when they sense their attempts at a specific task will remain unsuccessful, or be criticized.

A direct quote must also provide a page number:

"In the context of learning, experiencing repeated failure or constant belittlement of their efforts can lead students to say, "I can't do this. I'm not a good reader" (or writer, or test-taker, or what have you)." (Driscoll, 2000, p. 43)

From these examples, you should note that it is extremely important to paraphrase without changing the writer's original meaning, AND credit your source OR quote directly giving credit where credit is due.

Final note: Plagiarism also extends to the use of information such as graphs, charts, statistics, etc.

Helpful Websites: http://poynter.org/column.asp?id=52&aid=70742
http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml