

Faculty Handbook—Administrative Guidelines

ACCIDENT REPORTS

All accidents will be reported to the office at once. An accident report is on file in the office for each accident. Both the principal and parents of the child will be notified of any accident that would seem to be of serious nature. Check with the nurse to make sure contact is made with the home.

ACTIVITY CALENDAR

Information to be placed on the monthly activity calendar must be in the office prior to the 15th of each month. If it is turned in late, it will be placed on the white board calendar, but not printed for distribution. The superintendent must approve any item needing to be scheduled on the School Master Calendar. The only official calendar is in the superintendent's office. Once an event is scheduled, if the time or date changes, the superintendent must be notified before the change will be approved. The activity calendar is posted on our website, on InformationNOW and in the office.

ADVERTISING AND SALES

1. Instructional materials for use in the classroom should be evaluated on the basis of usefulness in achieving the districts' approved curriculum. Free materials may be obtained and used that present information of value to students and teachers. Materials are not to be used that contain an excessive amount of advertising.
2. Instructional materials shall include books, periodicals, bulletins, leaflets, films, videos, recordings, maps, charts, and other materials normally used for classroom or laboratory instruction.
3. The principal prior to use in the classroom shall approve instructional materials containing a significant amount of advertising, or biased viewpoints. Materials of questionable content shall be examined and evaluated by the superintendent at the principal's request.
4. Sales literature or samples of branded products shall be distributed to the pupils only for instructional use in the classroom. This shall not apply to school pictures or other materials produced as a result of school activities.

ASSESSMENTS

All students will participate in statewide assessments. The ASSESSMENT COORDINATOR will annually develop an assessment schedule for the current school year. The assessment schedule will be approved by the superintendent and distributed during the back-to-school inservices. The assessment schedule will list the assessment instrument to be administered and the students who will be administered each assessment instrument and the dates to be given. This policy and the assessment schedule will be given to each student as well as their parent/guardian at the beginning of each school year

All standardized testing materials shall be stored, distributed and collected according to procedures that insure the security and authorized access to test booklets.

Teacher Responsibilities for Test Administration

Prior to the administration of any District or State standardized test, the principal & assessment coordinator will review with the teachers the testing guidelines that they and the students are to follow. The principal and assessment coordinators shall distribute this policy and any other assessment guidelines to all teachers, require them to sign and return one copy and keep a copy for the teacher's permanent files. The guidelines listed below are basic rules; others may be provided by the superintendent and/or principal:

1. Teachers are not to review the test questions or content prior to its being given to the students.
2. Teachers are not to give any assistance to the students during the administration of the test.
3. Teachers are to review only the purpose of the test, the directions, the time restraints and what the students are to do upon completion of the test.

Violation of these and other administrative testing guidelines by the teacher will result in disciplinary action against the teacher, up to and including termination.

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AUDIO-VISUAL MATERIALS

All audio-visual materials, such as videos, DVD's, blocked Web-sites, etc. must be pre-approved by the principal for viewing, unless they are obtained through our library or Greenbush. Please make preparations early enough to allow for proper review of the materials. NO R-rated materials will be approved.

BULLYING PREVENTION PROGRAM

A Bullying Prevention Program will be implemented in conjunction with the character education program and through the principal's office. Training will be provided for the teachers and staff. Grade level expectations will be followed for grades K-12. All teachers will be involved in assisting with teaching students about bully-prevention strategies including cyberbullying.

CAREER LADDER

The Career Ladder Program is a variable match program established in 1985. The purpose of the program is to reward excellent educators for the work they do over and above what is required of good educators. An educator who chooses to participate in the program must meet certain criteria prior to participation and must agree to complete a career development plan. That plan designates the academic activities that the educator will perform outside contracted time. An educator may progress through the three stages of the Career Ladder as long as he/she meets the criteria for each stage.

CHARACTER EDUCATION

Character education recognizes that each student's ethical development is as essential to the school mission as academic learning and is a key—but often neglected—element of school reform. Having good character means understanding, caring about, and acting upon core ethical values such as honesty, respect, and responsibility. *CHARACTERplus*, a statewide initiative, is devoted to advancing the cause and importance of character education. This organization is designed to address issues related to student character, responsibility, and academic achievement.

More than just an add-on to the busy school day, character education not only fosters the development of personal strengths but addresses such development of personal strengths but addresses such critical concerns as student absenteeism, discipline problems, drug abuse gang violence, teen pregnancy and poor academic performance. At its best, character education integrates positive values into every aspect of the school day.

Bronaugh R-VII School District's Character Education Program consists of the following programs:

- Weekly, Monday morning assemblies
- Special Assemblies/Programs for...Grandparents, Veterans, Red Ribbon Week, and speakers on character topics.
- Red Ribbon Week Activities
- Student Award/Recognition Program
- Sportsmanship Initiatives

CHARACTERplus provides quality-training, resources, and leadership to help parents and schools accomplish one of their most important jobs - the character development of the next generation.

CONFERENCE HOUR

Each full-time teacher, preK-12, is provided, in their schedule, 250 minutes per week of planning/ collaboration time. This time is to be used for district related work, such as; Grade-level meetings, collaboration on projects in your PDP, priority

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projects discussed in your PLC team, grading student work, posting student work, creating lesson plans, up-dating curriculum, etc. Time logs will be collected quarterly by the principal, if necessary.

CURRICULUM

Curriculum is the process, attitudes, skills and knowledge that is taught and learned at the appropriate levels in District schools. Curriculum development and revision is an on-going process. The Board of Education directs that all curriculum developed and/or adopted by the District shall be based on current research relative to how students best learn. Resources to be consulted include, but are not limited to, local or area universities, State Department of Elementary and Secondary Education services, Association for Supervision of Curriculum Development and similar national, state and/or local curriculum organizations. Every effort should be made to insure that District curriculum is current and based on sound educational research findings. All curriculum developed by District staff shall be formally presented to the Board of Education for official approval before classroom implementation. Written curriculum guides shall be developed and Board approved for implementation in the following areas K-12:

1. English/Language Arts
2. Social Studies
3. Mathematics
4. Science
5. Foreign Language
6. Health, Safety and Physical Education
7. Fine Arts (Visual and Performing Arts)
8. Practical Arts and Vocational Programs (Agriculture, Business, Industrial Arts, and Family and Consumer Science)

Guidance and Counseling Department is also required to provide a curriculum guide.

Curriculum Guides at all levels will include a philosophy statement and sections defining behavioral goals and objectives reflecting content standards and grade level expectations, teaching resources, and evaluation criteria reflecting performance standards. Each Guide will include strategies for interdisciplinary studies, cooperative classroom implementation, technology connections, connections to character education, safety procedures, and appropriate research-based instructional strategies. Teachers will be required to attend curriculum writing meetings when scheduled. Curriculum guides will be updated on the online tool. Lessons, activities and assessments will be added to the online tool. Curriculum should be aligned to the Show-Me Standards, Grade-Level and Course-Level expectations. Curriculum connections should be evident in the daily lesson plans.

DAILY BULLETIN

1. All information to be placed on InformationNOW message board must be in the high school office by 3:00 p.m. the previous day.
2. Information turned in must be signed.
3. It will be the responsibility of the first period teacher to read the daily bulletin to his or her particular class. Bulletins will be posted on the bulletin board by the gym and in the elementary office. Bulletins will be available online through the InformationNOW program.
4. Announcements to be sent home should not be distributed until the last period before the departure of the buses.

DISCIPLINE

Please consider the following points as you pattern your ways of student discipline for the coming year...

1. You cannot hold the respect of your students unless you act the part of teacher. This does not mean that every class is to be all work and not fun. There is a place for laughter in every classroom. However, our #1 priority is student achievement.
2. Be fair with each student regardless of personality conflicts.
3. Encourage respect from your students by giving respect to your students.

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4. Help each student to find the desire to do the work you require. The better you achieve this goal, the fewer discipline problems you will encounter.
5. Be firm—don't make threats or promises that you do not intend to carry out.
6. **NEVER** discuss a student's problem in front of the other students. Attempt to solve the problems with the student himself. Never use ridicule as a form of discipline. Remember, bullying and harassment, can be teacher-student also.
7. Be careful about sending a student into the hall for punishment. Do not use the hall for a place to discipline. The students must be under your supervision. A student placed in the hallway would be out of your supervisory area. Please contact the Principal for help in recurring discipline problems.
8. If you feel that a student needs to be sent to the office, bring him/her or fill out a disciplinary referral form explaining the situation. Forms will be online.
9. Refer to the Behavior Guidelines for steps that will be taken once a student is sent to the office, if you would like alternative actions taken, please make the principal aware of this at the time the student is sent to the office.
10. Protect school property—do not allow students to mark on or destroy furniture, walls, or books. Sitting on tables is prohibited.
11. Demand that students get to class on time. Do not permit them to come in tardy without a slip from the office...exception for late buses.
12. Avoid informality in the classroom that goes as far as students' talking without permission, sitting on the desks or standing at windows. This provides a poor learning situation.
13. The bell should not dismiss classes. Classes dismissed by the teacher after the bell rings are always more orderly.
14. Teachers should be punctual for the start of classes. Leaving a large group of students unsupervised is inviting trouble and is considered legal negligence.

ALL TEACHERS ARE RESPONSIBLE FOR THE CONDUCT OF ALL STUDENTS, ANYWHERE IN THE BUILDING, ON SCHOOL GROUNDS, OR AT EXTRA-CURRICULAR ACTIVITIES—HOME OR AWAY, AT ALL TIMES.

EMERGENCY AND DISASTER DRILLS

Emergency and disaster drills are held at regular intervals in accordance with Board of Education Policy. The emergency procedures will be displayed in each classroom near the door. Please review the procedures with your students periodically. Classroom teachers should always have their class rosters with them during a disaster or emergency drill. We will notify each teacher when we are in a tornado watch. Notification of a take-cover will be 3 long bells. We will use the regular fire drill signal of continuous short bells for any type of evacuation of the building (fire drill or bomb threat). Lock down procedures will be discussed with teachers. Annual inservices will be scheduled on safety issues. The Superintendent will update the fire, tornado, fire extinguisher, and earthquake evacuation charts each year. A copy will be posted in each classroom and in various locations within the school building. Drills will be scheduled at regular intervals throughout the school year. The principal will be in charge of emergency drills within each building. There will be fire, tornado and lockdown drills during the first full week of school. There will be one fire and one tornado drill each quarter. Annual bus evacuation drills will be scheduled for all students during the first week of school. Other disaster drills will be held on an annual basis. Drills will occur during the 21CCLC Program. Drills will also occur during the first full week of summer school.

FACILITIES MANAGEMENT

1. Blinds, curtains, etc. will be lowered and windows closed and locked each evening by the classroom teacher.
2. Please check with the custodian or the principal if your room is uncomfortable. Every effort will be made to assure the students are in an environment conducive to learning. Thermostats will be set for energy conservation, altering them, will be a violation of board policy.
3. Fill out a work order for any needed repairs and turn it into the office.
4. No alterations of building or equipment having a permanent effect should be made without the approval of the principal.

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5. Lights should always be turned out when the classroom is not occupied.
6. Computers and technological equipment should be unplugged prior to leaving school each weekend or when severe weather is threatening.
7. Staples and paper clips should be picked up from the carpet. Vacuum sweepers do not pick them up thoroughly. This should be done daily, by students & teachers.
8. Heavy furniture (large tables/desks) should not be pulled across the floor. Please check with the principal on availability of assistance.
9. Desktops should be clear at the end of the day with chairs placed on top of them or stacked. Teachers should make sure all floors are free from extra debris before school is dismissed.
10. Empty pencil sharpeners frequently. The shavings and graphite can damage the mechanisms.
11. Teachers are requested to use hot glue to attach items to the walls, instead of poster tack substances.
12. The Superintendent will have charge of the physical plant and, as such, will be responsible for the materials within each classroom. Please consult her before changing any furniture from one room to another.
13. The custodians have their daily routine they must accomplish each day. They do not have the time to stop and assist every person that immediate moment. Please report any problems or needs of assistance to the office or principal. They will, in turn, get you assistance.
14. There will be no classroom pets or animals permitted in school unless part of the district approved curriculum.

FALL FESTIVAL

Participation in the Bronaugh Fall Festival is required by all classes and organizations—either through participation in the parade and/or participation in the booths. Booth assignments will be set by September 1st. Fall Festival Royalty will be selected by September 1st. In case of inclement weather—reminder—the school is the back-up location for the activities.

FIELD TRIPS

Field trips must be arranged through the principal with final approval of the superintendent. All field trips must have a clearly apparent tie to the district approved curriculum. This applies to all extra-curricular trips as well. Incentive trips with no curricular ties to the curriculum will be allowed only by permission of the board with proper financing in place. Plan early for trip approval. All field trip approvals are for approved destinations only. Emergency stops only will be allowed. If an emergency should happen, if at all possible call the school. All students must have a current signed field trip permission form in order to go on a field trip. Field trips will be scheduled only as budget allows.

FIRST HOUR ACTIVITIES

First hour each Monday will begin with an assembly in the gym for the first 15 minutes. This time will be used to comply with the laws requiring schools to provide an opportunity for students to recite the Pledge of Allegiance and for a brief character education activity. Students and teachers will be assigned a particular area of the bleachers—it will be required for teachers to be present. No students are to be in the classrooms. Teachers should check attendance while in the gym. On Tuesdays, Wednesdays, and Thursdays teachers will allocate the last 15 minutes of class time first hour to sustained silent reading time—elementary teachers can plan this time in accordance with your daily reading time. Students and teachers will be required to read a book or some type of appropriate material during this time. Everyone should document this activity in his or her daily lesson plans.

On Fridays teachers will use the 15 minutes of time to participate in the character education program activities. Materials are provided for you to use in your class. Additional materials are found in the professional library. Participation in the program is NOT optional; it is part of the board approved curriculum. Each school is required to have and document a K-12 character education program. Everyone should document this activity in his or her daily lesson plans.

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FOOD SERVICE PROGRAM

- Meal prices for adults are as follows: Breakfast--\$1.50; Lunch--\$2.25; salad bar \$.75 with meal, or \$2.25 without meal.
- Duty will be designed as follows: Teachers & Staff will be assigned to do breakfast, lunch, &/or gym duty. A master schedule will be posted in the office, online and distributed to each staff member.
- No food or drink, of any kind, should be taken out of the cafeteria to consume during class time.
- If you are eating in your classroom for lunch/breakfast—please have items cleaned up prior to students' arrival.
- Teachers and staff only (no students) may sit at the round tables provided in the cafeteria. Teachers on duty should sit so they can observe the cafeteria.
- Teachers are NOT to allow soda, milk, snacks, etc. to be eaten in their classrooms without prior office permission. This does not include elementary parties and preschool/kindergarten snack time.

FUNDRAISING

All fund-raising activities should be approved at least 2 weeks in advance and placed on the calendar. Priority decisions will be based on 1) traditional areas of fund-raising, ie. Senior carnival—to seniors, fruit sales—to FFA, etc. 2) requests will be taken in order for dates on the calendar. The superintendent has final approval of all school involved fund-raising activities. Fundraising events will not overlap in time & will be spread throughout the school year...not all in September.

The following process and rules for approval will be followed:

1. Form 3370 must be completed and given to the principal prior to requesting a date on the master calendar.
2. Fund-raisers will only be approved and placed on the calendar if there is not a conflict with another group's fund-raising activities.
3. Organizations will collect money for items when ordered, not when items come in...sponsors will monitor finances in such a way as to limit the chance for students to use/spend the collected funds. A list will be provided to each sponsor of patrons who the school cannot take a check from—you will abide by this list. All funds will be receipted.
4. ALL funds collected must be deposited into school approved accounts and are subject to audit by the school and/or the school outside auditors. NO accounts may be established independently by groups raising funds in conjunction with school activities. All funds raised in connection with the school must be deposited in a student activity account. All school accounting procedures must be followed including the use of purchase orders to withdraw funds.
5. Use of school charge accounts, ordering through school vendors or use of school tax exempt status must be approved by the superintendent prior to any actions taken.
6. Each class will be limited to one major fund raising project, which involves selling products to the community. The only exception to this is the senior class.

HEALTH REPORTS

Teachers are not expected to be doctors or nurses but they should be alert to signs of illness. They should observe their students each morning and through the day for such symptoms as abnormal temperature, skin eruptions, watery eyes or nose, swollen glands, flushed face or vomiting. If you suspect a student should have further attention, send a written note with them to the nurse or office stating the problem. We will reply in writing.

HIGH QUALITY PROFESSIONAL DEVELOPMENT

All children deserve to be taught by highly qualified teachers, and all teachers deserve the opportunity to be involved in high-quality professional development. Following are Missouri's criteria for high-quality professional development. Note the references to the National Staff Development Council's Standards, which are provided in the parentheses.

Part I: High-quality professional development:

- actively engages teachers in planning, skills, and information over time, (Standard 2)
- is directly linked to improved student learning so that all children may meet the Show-Me Standards at the proficient level, (Standards 8, 10)

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- is directly linked to district and building school improvement plans, (Standard 1)
- is developed with extensive participation of teachers, parents, principals, and other administrators, [Parent participation may be at the Comprehensive School Improvement Plan (CSIP) level] (Standards 1, 2, 9, 12)
- provides time and other resources for learning, practice, and follow-up, (Standards 3, 7)
- is supported by district and building leadership, (Standard 2)
- provides teachers with the opportunity to give the district feedback on the effectiveness of participation in this professional development activity, (Standard 5)

Part II: Some types of activities that might be considered high-quality professional development if they meet the above requirements are:

- study groups, (Standard 1)
- grade-level collaboration and work, (Standards 1, 9)
- content-area collaboration and work, (Standards 1, 9)
- specialization-area collaboration and work, (Standards 1, 9)
- action research and sharing of findings, (Standards 4, 6)
- modeling, (Standards 8, 9)
- peer coaching, (Standards 8, 9)
- vertical teaming, (Standards 1, 9)

Part III: Topics for high-quality professional development may include:

- content knowledge related to standards and classroom instruction, (Standard 11)
- instructional strategies related to content being taught in the classroom, (Standard 7)
- improving classroom management skills, (Standards 9, 10)
- a combination of content knowledge and content-specific teaching skills, (Standards 7, 11)
- the integration of academic and career education, (Standard 9)
- research-based instructional strategies, (Standards 6, 11)
- strategies to assist teachers in providing instruction to children with limited English proficiency to improve their language and academic skills, (Standard 10)
- strategies to assist teachers in creating and using classroom assessments, (Standard 5)
- instruction in the use of data to inform classroom practice, (Standards 4, 11)
- instruction in methods of teaching children with special needs, (Standard 10)
- instruction in linking secondary and post-secondary education, (Standard 9)
- involving families and other stakeholders in improving the learning of all students, (Standards 10, 12)
- strategies for integrating technology into instruction, (Standard 10)
- research and strategies for the education and care of preschool children, (Standard 6)
- research and strategies for closing achievement gaps between diverse groups of students, (Standard 10)
- To be considered high-quality professional development, the fully-implemented **combined, ongoing activities** in the district, building, and/or individual professional development plan(s) must meet all of the criteria in Part I and at least one criterion in Part II and one in Part III.
- Unless one-day workshops and short-term conferences or workshops are part of a fully-implemented professional development plan, they are not considered high-quality professional development.
- All fully-implemented activities in the plan(s) must be aligned to a priority of the district or building CSIP. If they are not fully-implemented, they shall not be funded with federal funds. A district may choose to support these activities with other funds, but may not report them via Core Data as high-quality professional development.
- Professional development activities should be regularly evaluated for impact on teacher effectiveness and improved student learning, (Standard 5).

Note: References to Standards indicate links to the National Staff Development Council's Standards for Staff Development detailed in the following section.

National Staff Development Council's Standards for Staff Development

Context Standards

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- 1. Learning Communities:** Staff development that improves the learning of all students organizes adults into learning communities whose goals are aligned with those of the school and district. (Related to MSIP Standard 6.7; Indicators 6.7.1, 6.7.2, 6.7.5)
- 2. Leadership:** Staff development that improves the learning of all students requires skillful school and district leaders who guide continuous instructional improvement. (Related to MSIP Standard 6.7; Indicators 6.7.1, 6.7.5, 6.7.6)
- 3. Resources:** Staff development that improves the learning of all students requires resources to support adult learning and collaboration. (Related to MSIP Standard 6.7; Indicators 6.7.1, 6.7.6)

Process Standards

- 4. Data-Driven:** Staff development that improves the learning of all students uses disaggregated student data to determine adult learning priorities, monitor progress, and helps sustain continuous improvement. (Related to MSIP Standard 6.7; Indicators 6.7.3, 6.7.4, 6.7.5)
- 5. Evaluation:** Staff development that improves the learning of all students uses multiple sources of information to guide improvement and demonstrate its impact. (Related to MSIP Standard 6.7; Indicators 6.7.3, 6.7.4, 6.7.5)
- 6. Research-Based:** Staff development that improves the learning of all students prepares educators to apply research to decision making. (Related to MSIP Standard 6.7; Indicators 6.7.2, 6.7.3, 6.7.4)
- 7. Design:** Staff development that improves the learning of all students uses learning strategies appropriate to the intended goal. (Related to MSIP Standard 6.7; Indicators 6.7.3, 6.7.5)
- 8. Learning:** Staff development that improves the learning of all students applies knowledge about human learning and change. (Related to MSIP Standard 6.7; Indicators 6.7.1, 6.7.2)
- 9. Collaboration:** Staff development that improves the learning of all students provides educators with the knowledge and skills to collaborate. (Related to MSIP Standard 6.7; Indicators 6.7.2, 6.7.6)

Content Standards

- 10. Equity:** Staff development that improves the learning of all students prepares educators to understand and appreciate all students; create safe, orderly, and supportive learning environments; and hold high expectations for their academic achievement. (Related to MSIP Standard 6.7; Indicator 6.7.5)
- 11. Quality Teaching:** Staff development that improves the learning of all students deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately. (Related to MSIP Standard 6.7; Indicators 6.7.1, 6.7.2, 6.7.3, 6.7.6)
- 12. Family Involvement:** Staff development that improves the learning of all students provides educators with knowledge and skills to involve families and other stakeholders appropriately. (Related to MSIP Standard 6.7; Indicator 6.7.5)

HOMEWORK

Students may receive homework as reinforcement for independent practice or as a direct relationship to a topic taught in class. Make sure the students and the parents understand the importance and relevance of completed homework assignments.

HOTLINE and WEB PAGE

As part of our efforts to keep the patrons and parents of our district informed.

- It will be mailed twice per year, August and January.
- Information will be requested as to needed articles.

The Bronaugh Web Pages located at www.bronaughschools.net will be required to be updated by teachers monthly, if not more often. The following items will be required for the website.

- Sports Pages (one section for each sport, to include at a minimum the team schedule, a team photo, scores updated periodically, special events reported on)—Coaches
- Counselor's Corner—Mrs. Layher (to include links to scholarships, information on testing, schedules for office visits, MAP and EOC information, etc.)

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- School Organizations—(one section for each organization including a minimum of program of activities, School History, Officers, Memberships, and event information).
- PPP/PAT Information—Mrs. Brown
- 21st CCLC—Mrs. Forkner
- Character Education—Mrs. Forkner
- Library—Mrs. Coonrod
- Health and Wellness News—Nurse
- Menus—Mrs. Schmidt
- PDC—Mrs. Wait
- Board Agendas and Press Releases—Mrs. Clinton
- School Calendar—Mr. Sherwood
- Teacher Pages—all teachers will have a page, with information updates, class assignments, activities, students work pictures, etc.

Teachers and/or organizational reporters will write news articles per instructions through SOCS program.

INSTRUCTIONAL STRATEGIES

The following list includes accepted instructional strategies for increasing the rigor and maintaining or increasing student achievement. Teachers are encouraged to utilize strategies that promote higher order thinking skills in students. The following is a partial list:

- Kagen's Cooperative Learning
- Marzano's Instructional Strategies
- Ruby Payne's Understanding Poverty Guidelines
- Constructivism (Inquiry based learning)
- Hanel Questioning Techniques
- LETRS
- Reading First

In addition to the above list...utilization of researched-based instructional strategies the following strategies and programs have been adopted by the Board of Education and are required for teachers to utilize in their classrooms, at the appropriate level.

- Scientific-based Reading Research utilizing phonemic awareness, phonics, vocabulary, fluency, comprehension, K-3 (4-6 encouraged)
- Saxon Phonics, K-3
- DIBELS Assessments, K-3
- SRA Reading Lab & Assessments, 4-8
- Power Writing, K-12
- Cornell Note-taking, 7-12
- Everyday Math, K-5
- MathThematics, 6-8
- STC/FOSS/DELTA Science Kits with Journaling, 1-8
- CPO Science, 9
- A+ Learning Systems Curriculum for At-Risk/Credit Recovery, etc.

INSTRUCTIONAL TIME

The primary focus of the District's staff and programs is maximization of student learning. While learning occurs as a result of extracurricular activities and as a result of non-structured interaction between students and between students and staff, most learning occurs as a result of planned learning activities during class time. Therefore, every effort will be made to minimize disruptions in instructional time. Public address announcements and pull out programs will be planned to avoid loss of critical

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instruction time. **The office will not call you or a student to the phone unless it is an emergency.** Messages will be taken and given to you or left in your mail box. Bus changes will be delivered to the elementary office prior to the end of school. If you plan a student activity that will take students out of other classrooms, you must have prior approval from the office and approval from the student's other teachers. See form section for the appropriate form.

LESSON PLANS

Lesson Plans will be required from all teachers. Items that must be included in plans will include: objective taught, GLE taught, instructional strategy used, assessment method used, assignments, technology used & how, safety items noted, use of library or other facility used, etc. Lesson Plans for the upcoming week are due to the Principal's Office, no later than 4:00 p.m. on Friday's or the last school day in a calendar week. Lesson Plans will be accepted online through the STI Program, online curriculum tool and/or emailed lesson plans—make sure the principal knows how you will be sending the lesson plans—no paper copies will be accepted.

OFFICE PROCEDURES

Office Hours: 7:30 am until 4:30 pm

Each classroom is supplied with many materials and supplies. Classroom teachers are responsible for ordering next year's classroom materials at the end of the current school year. Please plan ahead for what you may need next year. If you need some supply, which you do not have in your room, you may ask in the office to see if it is available. If you send a student to the office for supplies or equipment, please submit your request in writing.

Routine procedures are in place for purchasing materials for school. ALL purchases must have prior approval and follow requisition guidelines. Do not make purchases and then expect to be reimbursed for the purchase.

Mileage vouchers and any request for reimbursement or payment must be into the office not later than the first of each month to be paid at that month's board meeting. Items submitted after that date will be held until the following month.

Remember that the office is the school business center. The office personnel have their own work to do every day. Our secretaries are very busy with their assigned duties. Please be sure you check with them on availability of time before you ask them to do extra work for you.

The office computers are off-limits to all but approved personnel. For a list please refer to each individual computer for approved personnel. The school vault is also off-limits to all but the staff members posted on the door. Several office procedures are in place concerning the checking out of materials from the office. (i.e., keys—signed out, cumulative records—record of reason for review, etc.) Please follow the guidelines explained to you and respect the office staff.

PARENT COMMUNICATION

Parent involvement and communication is vital to our District. Teachers should be professionally appropriate when communicating with parents and community. Teachers should frequently communicate with parents and community in order to support instructional school issues. The teacher models clear and articulate verbal, nonverbal, and media communication tools and techniques in all communication with the parents and community.

Teachers should provide weekly communications with parents in grades preK-6. This could be in the form of newsletters, take-home envelopes, or websites. Teachers in grades 7-12 should provide monthly communications with parents. This could include newsletters, calendars of events/activities/topics covered or websites. This is the part of the minimum that should be done to "meet expectations" for the PBTE Standard # IV, Criteria #14.

PAY PERIODS

ALL employees will be paid twelve (12) checks beginning in August. Paychecks will be direct deposited to the employees' bank account on the 25th of each month. If the 25th falls on a weekend, checks will be deposited on the preceding Friday. Cut off time for all hourly employees will be the 18th of each month (exceptions may be needed in November and December).

PLAYGROUND SUPERVISION

1. Keep Your Back to the Wall
 - a. When students are scattered throughout the area, teachers are tempted to stand in the middle of the area and interact with only students around them. Half of the class/group is then out of sight or contact.
 - b. Avoid “favorite” spots and gravitating to chat with others.
 - c. To ensure that every student can be observed, move continually throughout the area, staying around the perimeter of the space.
2. Scan Frequently
 - a. When paying attention to students who need help, ask for attention, etc. the remainder of the group is unsupervised for that period. Allow for no more than 8-10 seconds of focused attention between scans of area.
3. Move Around Quickly
 - a. Identify areas of highest risk and supervise these areas without losing contact with the rest of the group by moving toward, away from, then back to the higher hazard area.
4. Be Unpredictable
 - a. Avoid traveling in the same path and at the same pace. Keeping your “back to the wall” but avoid repeated circles around the area. Move in a manner that does not allow students to predict your movement.
5. Provide Across-Space Interactions
 - a. Even when teachers are moving continuously and scan the class/group, frequently it is a challenge to observe students across large distances. One way to decrease large distances is to provide across-space interaction. Students will know that although they are far away, their behaviors are still being monitored. An important consideration is the high risk area and/or the risk taking, aggressive child.
6. Be Aware of Unsafe or Disruptive Behavior
 - a. Be aware of safe practices and teach or reinforce these behaviors to students.
 - b. Immediately stop any unsafe behavior.
7. Distribute Attention Equitably
 - a. Not only time focused on the less coordinate, shy, etc. student but equitable time for the skilled, adventuresome child.
8. Imagine What a Visitor Would Think
 - a. “What would a visitor think if he or she walked into the area right now?”
 - b. “What would a video tape of the playground reveal?”
9. Investigate and Document Accidents
 - a. Develop a habit of noting accidents and finding out how they happened, no matter how slight the injury. This can help the teacher and the school identify unsafe acts, behaviors, and develops plans to prevent future accidents.
10. **ALL SUPERVISORS NEED TO SUPERVISE AND NOT GATHER AND HAVE THEIR OWN CONVERSATIONS. SUPERVISORS SHOULD NOT BE SEATED. SUPERVISORS SHOULD NEVER BE WORKING ON PAPERS OR READING, etc. DURING PLAYGROUND SUPERVISION.**

PROFESSIONALISM

As a teacher, what would you do to students who...read a newspaper or magazines while you were actively teaching? What would you do if students brought work from another class to your class to work on when you had work they needed to do in your class immediately? What would you do if a group of students in your classroom talked all through your instruction time or made sarcastic remarks just loud enough to be heard while you were teaching? What would you do if students walked in late at the beginning of class, had a restroom break and walked in late from that? And finally, how would it make you feel if every time you presented material to your class that they need to learn in order to improve—you were faced with whining and complaining?

Some of you may say, that's exactly how your students behave...well, they are preK-12 grade students, who are learning

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how to behave and you should expect more from them and model the appropriate behavior.

The following will not be tolerated:

1. Rude or discourteous behavior to any speaker, local or outside
2. Working on other things during inservices or faculty meetings
3. Cell phone interruptions of meetings
4. Talking while speakers are making a presentation
5. Consistent tardiness to meetings

PROFESSIONAL DRESS

Teachers are to dress in a professional manner. Casual Fridays does NOT mean sloppy, dirty or unprofessional clothing day. Casual Friday's is in place at the discretion of the Superintendent. Teachers should dress as to be distinguished from the students, not as students. Business attire or business casual attire only. Staff shirts are encouraged on Fridays or at school events.

PROFESSIONAL LEARNING COMMUNITIES

The goal of the Missouri Professional Learning Communities (PLC) Project is to help schools in Missouri engage in sustained, substantive school improvement that will result in better outcomes for all of their students, especially in the area of student performance on the Show-Me Standards. The project is based on the work of Dr. Rick DuFour, formerly superintendent of Adlai E. Stevenson School District in Illinois. Professional Learning Communities have six characteristics:

- Shared mission, vision, values, and goals;
- Collective inquiry;
- Collaborative teams;
- Action orientation/experimentation;
- Continuous improvement; and Results.

The Missouri PLC Project is a comprehensive school improvement program that offers guidance to Missouri schools in their efforts to focus on the fundamental purpose of schooling (learning), develop a vision of their ideal school where all students learn, commit to behaviors that will help reach the vision, and set goals that are SMART (specific and strategic, measurable, achievable, results-oriented, and time-bound). In a PLC, school efforts focus on improving student achievement. School faculties work in collaborative teams to continually ask and seek answers to the following three questions:

- What should students know and be able to do?
- How will we know if students have learned?
- What will we do if they have not learned?

Working together, teachers respond to the first question by identifying and agreeing to teach a core curriculum aligned to state standards and valid measures, such as local, state, and national assessments. The collaborative teams of teachers focus on setting specific goals for student achievement and are provided useful information that helps them identify students who are not making progress. PLC's monitor student learning continually and respond to students who are not learning by providing them with additional time and more support during the school day. *In a PLC, the school does not allow students to fail.*

PUBLIC RELATIONS

There is actually no choice of whether or not a school system or teacher uses public relations. The only choice is between good or bad public relations. School public relations is a whole series of relationships between members of the school staff and people living in the community. Public relations and good teaching are inseparable. It involves the teachers and his/her relationships with the students and their parents. Good human relations are the essence of good public relations. Parents may interpret the whole school system by their contact with the principal, teacher or other school employee. It is the duty of every staff member to interpret the school program in a positive manner to the community. The people of the community are sincerely interested in their children, school, and community and they have demonstrated their willingness to support the school. Their continued support and interest is actually a vote of confidence in the professional staff. It is vital each of us continue to foster that feeling. **SCHOOL PROBLEMS ARE NOT TO BE DISCUSSED IN PUBLIC.** It there is

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something about the school program that does not meet the teacher's approval; he/she should take the problem to the proper school authority at the lowest level.

Instructors should cooperate in school activities, which are open to the public. This may require attendance only. In our community, it is quite noticeable and promotes favorable public opinion when all instructors actively support the school activities.

RECORD KEEPING AND MANAGEMENT

At least one grade per week must be given in each subject and recorded in the grade book and online system. Grades are to be reported by letters: A, B, C, D and F. Each teacher is responsible for assigning grades in a fair and equitable manner. Appropriate documentation should be kept to explain each grade given on the report card. Grade books (print outs from online gradebooks) are legal documents and are to be available upon request. Legends should be included to explain symbols, etc. used. Dates, assignments, and grades/points should be accurately recorded. Anyone should be able to pick up your grade book or go to the website and decipher the grades and assignments. Print outs of online grades may be attached to your grade book or put together to form a grade book for audit and archival purposes. Electronic grades will be kept on the InformationNOW System. Elementary Attendance and lunch count must be taken each morning. Attendance must be posted on the online system. Secondary attendance and lunch count must be taken each morning. Secondary attendance must be taken each subsequent hour and posted on the online system. All teachers are to abide by the attendance policy rules for unexcused and excused absences. Violation of this policy is a violation of board policy. Lunch Count should be placed outside your door for the food service staff to pick up by 8:30a.m.

Cumulative records will be kept in the elementary and high school offices. Teachers are encouraged to review them in the office. Records are not to leave the office. Nothing should be added to cumulative folders without the principal's approval. End of the year entries on all cumulative records must be made prior to teacher checkout. Report cards are sent home the first through fourth quarter. Progress reports will be sent home at mid-quarter. Grades will also be reported and available to parents online.

RELEASE FROM CONTRACT

The Board of Education shall collect a fee of \$1000.00 from any teacher requesting release from contract after June 1st for the continuing teacher and after the contract has been signed for the probationary teacher. A fee of \$1500 after July 1st will be assessed and a fee of \$2000 after August 1st will be assessed. All fees will be presented with the request to be released and in the form of a money order or cash. In most cases, a request for release will not be considered unless a suitable replacement can be found. In case of pregnancy, military obligation, or physical or mental incapacitation supported by doctor's certificate, or a transfer of location of employment of his/her spouse, the fee may be waived. In all cases, the release from contract will not be granted without formal action of the Board of Education. Rarely will a release be granted after the third week in August. Administrators have 30 days from the board meeting approved to sign and return contracts. Release from contracts will only be given, when suitable replacements are found, if requested during the spring. If requested after June 1st the rates applying to teachers will be assessed for principals. Superintendent's will rarely be released after June 1st.

SCHEDULED ACTIVITIES

Scheduled activities will be distributed in the Calendar & Schedule section of the handbook.

SCHOOL ACTIVITIES

Sponsors, advisors and coaches of school activities must clear all activities with the principal and superintendent. All activities should be cleared two weeks prior to the event. Each group must clean up after use of the facilities or gym. Wednesday nights are to be left open on the school calendar and scheduled as a last resort—nothing can be scheduled until after 3:30 p.m. on Wednesdays. The Master Calendar is located in the superintendent's office. No faculty member is to enter events on the master calendar—see the superintendent.

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SCHOOL CLOSINGS

During the school day, if weather should indicate dismissing school early, the office will notify you. All staff members will be notified at home by telephone of any unscheduled school closings. Teachers should make it a point early during the year to know what each of their students should do if school is dismissed early. The school will be utilizing a service called School Messenger to notify all parents, staff, etc. of school closings.

SOCIAL SKILLS

Teachers have certain responsibilities to encourage and promote acceptable social life skills practices. Efforts should be made to enlist children's interest in establishing and maintaining good personal health habits, getting adequate rest, assuming responsibility for personal grooming, getting enough outdoor exercise, learning and observing safety rules, and creating desirable attitudes. School climate will be enhanced if students are taught to practice good sportsmanship. Showing consideration of others will help make a more satisfactory school experience for all the school. All faculty members should encourage good citizenship.

STAFF MEETINGS

Staff meetings will be held on the 2nd Wednesday from 2:15-3:45 p.m. and on an as needed basis with the time and date being distributed by the principal and/or superintendent. Teachers not in attendance are held responsible for any information discussed at the meeting. There should be no student activities with the exception of the 21stCCLC program, planned during the monthly staff meeting and students should not be left in the gym, hallways or classrooms unattended.

STUDENT RECORDS

All student records will be kept on the InformationNOW system. Teachers are responsible for accurate use of the program. Annual training will be provided on the second day of the New Teachers Academy.

SUBSTITUTE TEACHERS

If a teacher needs an emergency substitute, please call the principal between 5:30 a.m. and 7:00 a.m. at his home phone number...After 7:30 a.m. please call the school phone number...417-922-3211. Substitutes should be arranged with the Principal, as far in advance as possible. Proper forms should be filled out and approval granted from the Principal. All certified substitute teachers would be paid at the rate of \$70.00 per day. Long-Term substitutes will be paid \$90.00 per day after the first 10 days.

SUPERVISION AND DUTIES

1. Teachers accepting employment or a contract, agree to accept the assignment of the Superintendent. Such assignment is understood to include teaching and all the professional correlates of teaching, such as preparation, planning, evaluation, student-parent conferences, curriculum writing and attendance at professional, faculty, department and grade level meetings.
2. It is the responsibility of the teacher to discharge his/her duties in a professional manner. His/her service and performance of duty are to be of such quality as to insure effective instruction. The supervisory and administrative staffs are committed to helping the teacher increase academic and professional competencies.
3. Supervision of appropriate clubs and school activities, which are a normal part of the school's co-curricular and extra-curricular program, is also considered a part of the teaching responsibility.
4. All staff members are required to be on duty at 8:00 a.m. and remain in the building until 3:30 p.m. unless there is a scheduled. If you are on morning duty your supervision starts at 7:45 a.m. If you are unable to check in at your classroom by 8:00, then you should notify the office so your classroom can be supervised. If you must leave the building during the day, notify the office. This includes leaving school grounds on your conference hour.
5. Please check your mailboxes upon arrival each morning and before leaving each day.

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6. Duty schedules will be posted.
7. Elementary classroom teachers should have students ready for participation in Art, Music and PE three to five minutes before the special teacher's scheduled class time and be prepared for the students to return three to five minutes before the scheduled close of the period. Follow the guidelines set forth by the principal in relation to picking up or dropping off students.
8. Elementary classroom teachers should submit a classroom schedule to the principal's office by the end of the first full week of school. Schedules should be submitted via email or on flash drives.
9. The principal shall have charge of the general administration and supervision of the school under such policies, rules, and regulations as the Board of Education and Superintendent may prescribe.
10. **A teacher's job is varied and consists of far more than classroom instruction.** It consists of the supervision and instruction of children wherever they may be. Supervision of students may consist of the student assigned to the teacher or those assigned to other teachers. It may be for a specific time or place or it may be in the absence of the student's own classroom teacher. Whatever the case may be, it shall be the duty and authority of any teacher to provide such supervision.
11. Classes should **NEVER** be left without adult supervision; students must be supervised at all times. If you must leave your classroom, please contact the office or have a fellow teacher cover for you.
12. In order to eliminate unnecessary noise and confusion between classes, each teacher should be at their door or in the halls. Be alert and correct any improper behavior.
13. Elementary teachers are to accompany (not send) their classes to the Library, and Cafeteria.
14. **Students are not permitted** in the custodial storage rooms under any circumstances.
15. When teachers have an assigned duty, they must be sure to be on duty when the first student arrives or have another teacher on duty until they are able to be there.
16. Teachers should allow students some time each day for supervised study when possible. Teach pupils to study and help them study. Use all the study skill devices you know...and then look for others.
17. Please cooperate with all committee chairpersons in responding to requests for documentation.

TECHNOLOGY GUIDELINES

(Subject to new regulations at any time during the year)

The Board of Education recognizes that it is important for students to have access to electronic-based research tools and to master skills for their application to learning, problem solving, production of work, and presentation of information. The Board also recognizes that while these resources represent extraordinary learning opportunities and enriching educational materials, they also offer persons with illegal, immoral or inappropriate motives avenues for reaching students, teachers, staff, parents/guardians and members of the community. Additionally, these resources present tempting opportunities for users to explore areas that are either confidential, have restricted access, are inappropriate or are disruptive to the classroom or workplace. It is the purpose of District policy and regulations to outline acceptable student and employee behavior with respect to use of District technology and electronic resources.

Personal Responsibility

Access to electronic research requires students and employees to maintain consistently high levels of personal responsibility. The existing rules found in the District's Behavioral Expectations policy (Board Policy/Regulation 2610) as well as employee handbooks clearly apply to students and employees conducting electronic research or communication.

One fundamental need for acceptable student and employee use of District electronic resources is respect for, and protection of, password/account code security, as well as restricted databases files, and information banks. Personal passwords/account codes may be created to protect students and employees utilizing electronic resources to conduct research or complete work.

These passwords/account codes shall not be shared with others; nor shall students or employees use another party's password except in the authorized maintenance and monitoring of the network. The maintenance of strict control of passwords/account codes protects employees and students from wrongful accusation of misuse of electronic resources or

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violation of District policy, state or federal law. Students or employees who misuse electronic resources or who violate laws will be disciplined at a level appropriate to the seriousness of the misuse.

Acceptable Use

The use of the District technology and electronic resources is a privilege, which may be revoked at any time. Staff and students are only allowed to conduct electronic network-based activities which are classroom or workplace related. Behaviors which shall result in revocation of access shall include, but will not be limited to: damage to or theft of system hardware or software; alteration of system hardware or software; placement of unlawful information, computer viruses or harmful programs on, or through the computer system; entry into restricted information on systems or network files in violation of password/account code restrictions; violation of other users' rights to privacy; unauthorized disclosure, use or dissemination of personal information regarding minors; using another person's name/password/account to send or receive messages on the network; sending or receiving personal messages on the network; and use of the network for personal gain, commercial purposes, or to engage in political activity.

Students and employees may not claim personal copyright privileges over files, data or materials developed in the scope of their employment, nor may students or employees use copyrighted materials without the permission of the copyright holder. The Internet allows access to a wide variety of media. Even though it is possible to download most of these materials, students and staff shall not create or maintain archival copies of these materials unless the source indicates that the materials are in the public domain.

Access to electronic mail (E-mail) is a privilege and designed to assist students and employees in the acquisition of knowledge and in efficiently communicating with others. The District E-mail system is designed solely for educational and work related purposes. ***ALL E-mail files are subject to review by District and school personnel.*** Chain letters, "chat rooms" or Multiple User Dimensions (MUDs) are not allowed, with the exception of those bulletin boards or "chat" groups that are created by teachers for specific instructional purposes or employees for specific work related communication. Students or employees who engage in "hacking" are subject to loss of privileges and District discipline, as well as the enforcement of any District policy, state and/or federal laws that may have been violated. Hacking may be described as the unauthorized review, duplication, dissemination, removal, damage, or alteration of files, passwords, computer systems, or programs, or other property of the District, a business, or any other governmental agency obtained through unauthorized means.

To the maximum extent permitted by law, students and employees are not permitted to obtain, download, view or otherwise gain access to "inappropriate matter" which includes materials that may be deemed inappropriate to minors, unlawful, abusive, obscene, pornographic, descriptive of destructive devices, or otherwise objectionable under current District policy or legal definitions.

The District and school administration reserve the right to remove files, limit or deny access, and refer staff or students violating the Board policy to appropriate authorities or for other disciplinary action.

Privileges

The use of District technology and electronic resources is a privilege, not a right, and inappropriate use will result in the cancellation of those privileges. All staff members and students who receive a password/account code will participate in an orientation or training course regarding proper behavior and use of the network. The password/account code may be suspended or closed upon the finding of user misuse of the technology system or its resources.

Staff members, who are fortunate to have access to portable district owned laptop computers and PDA's, be advised these policies apply to your connectivity away from the district also. If you have laptops at home, they are for your use—not your children, spouses or friends. You are open to inspection of the laptop/PDA at any time by the superintendent and district employed technology workers. All equipment is the property of the school district and will be returned to the district immediately at the request of the superintendent.

Network Etiquette and Privacy

Students and employees are expected to abide by the generally accepted rules of electronic network etiquette. These include, but are not limited to, the following:

1. System users are expected to be polite. They may not send abusive, insulting, harassing, or threatening messages to others.

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2. System users are expected to use appropriate language; language that uses vulgarities or obscenities, libels others, or uses other inappropriate references is prohibited.
3. System users may not reveal their personal addresses, their telephone numbers or the addresses or telephone numbers of students, employees, or other individuals during E-mail transmissions.
4. System users may not use the District's electronic network in such a manner that would damage, disrupt, or prohibit the use of the network by other users.
5. System users should assume that all communications and information is public when transmitted via the network and may be viewed by other users. The system administrators may access and read E-mail on a random basis.
6. Use of the District's electronic network for unlawful purposes will not be tolerated and is prohibited.

Online Communication

Staff should NOT participate in online communication programs such as face book, my space, texting, etc. with students. This will be considered inappropriate student and staff contact and will be dealt with through the appropriate board policies.

Services

While the District is providing access to electronic resources, it makes no warranties, whether expressed or implied, for these services. The District may not be held responsible for any damages including loss of data as a result of delays, non-delivery or service interruptions caused by the information system or the user's errors or omissions. The use or distribution of any information that is obtained through the information system is at the user's own risk. The District specifically denies any responsibility for the accuracy of information obtained through Internet services.

Security

The Board recognizes that security on the District's electronic network is an extremely high priority. Security poses challenges for collective and individual users. Any intrusion into secure areas by those not permitted such privileges creates a risk for all users of the information system. The account codes/passwords provided to each user are intended for the exclusive use of that person. Any problems, which arise from the user sharing his/her account code/password, are the responsibility of the account holder. Any misuse may result in the suspension or revocation of account privileges. The use of an account by someone other than the registered holder will be grounds for loss of access privileges to the information system. Users are required to report immediately any abnormality in the system as soon as they observe it. Abnormalities should be reported to the classroom teacher or system administrator. The District shall use filtering, blocking or other technology to protect students and staff from accessing internet sites that contain visual depictions that are obscene, child pornography or harmful to minors. The District shall comply with the applicable provisions of the Children's Internet Protection Act (CIPA), and the Neighborhood Internet Protection Act (NCIPA).

Vandalism of the Electronic Network or Technology System

Vandalism is defined as any malicious attempt to alter, harm, or destroy equipment or data of another user, the District information service, or the other networks that are connected to the Internet. This includes, but is not limited to the uploading or the creation of computer viruses, the alteration of data, or the theft of restricted information. Any vandalism of the District electronic network or technology system will result in the immediate loss of computer service, disciplinary action and, if appropriate, referral to law enforcement officials.

Consequences

The consequences for violating the District's Acceptable Use Policy include, but are not limited to, one or more of the following:

1. Suspension of District Network privileges;
2. Revocation of Network privileges;
3. Suspension of Internet access;
4. Revocation of Internet access;
5. Suspension of computer access;
6. Revocation of computer access;
7. School suspension;
8. Expulsion; or
9. Employee disciplinary action up to and including dismissal.

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TELEPHONE CALLS

1. All toll calls, which are made from the school, will be logged by phone code number. Each staff member is assigned a phone code. **USE YOUR OWN PHONE CODE.** Teachers will be issued a statement each month showing the phone calls made on that code. Teachers will reimburse the school for all personal calls.
2. Incoming calls during school time should be held to a minimum. Teachers will not be called to the phone during class time, unless it is an emergency. Messages will be taken & left in your mailbox or brought to you at the discretion of the office staff.
3. Cell phones are **NOT** to be used during instructional time. While students are present—teachers should not be making or receiving phones calls.
4. Cell phone texting to students is only to include reminders for events and should be a group text, not individual students. All staff should be cautious about texting students—remember our policies on student contact. Students should **NEVER** be text during school hours.
5. Cell phones are **NOT** to be on during staff meetings or inservice activities.

WEBSITE

All teachers will be asked to produce a one page (250 word) introduction to their class/subject/grade level/autobiography/etc.(Their choice) to be posted on the school district website. Teachers will be required to utilize the website for parent and student communication. All extra-curricular activity sponsors will be required to maintain a web page relating to their activity. Student assistants/reporters are encouraged to assist teachers/staff. Training can be provided for students at the sponsor's request. See section on Hotline and Website.

21st CCLC PROGRAM

All teachers participating in the before and after school program will be under the direction of the CCLC Coordinator, Mrs. Forkner and the principal, Mr. Sherwood. Rules and policies for the program can be found in that handbook.