

INTRODUCTION

The purpose of this handbook is to acquaint the teacher with general and specific policies and regulations which are essential to the orderly and efficient operation of the Skyline R-II School. The guidelines set forth in the handbook are the basis from which teachers are expected to operate. Whenever a teacher is in doubt concerning procedures, regulations, or policies; he/she should feel free to contact the administrator for definition and clarity. The administrator and/or Board of Education reserve the right to amend the handbook when circumstances warrant. This is not an exhaustive list of expected performance.

I. TEACHER DUTIES AND RESPONSIBILITIES

A. ORGANIZATIONAL STRUCTURE

Each teacher shall be under the direction of the administrator and immediately responsible to said administrator for carrying out the policies of the Board of Education as they relate to the function of the school, to the classroom and the immediate contact with pupils and parents.

For handling problems, grievances, requests, etc. within an organizational structure, there must be a chain of command. If a teacher has a grievance or problem that needs to be discussed with the administration and/or the Board of Education, it should first be discussed with the administrator. If an agreement cannot be reached the administrator and teacher shall arrange a hearing before the Board of Education. The board members decision shall be final. Under no circumstances should a faculty member go directly to individual board members to discuss an area of concern.

B. MEETINGS

1. GENERAL

a. Scheduled Faculty Meetings - Scheduled faculty meetings will be attended by the entire faculty. Promptness is a must. The meeting agenda will focus on specific items of interest and concern. If a faculty member wants to place an item on the agenda, it should be submitted to the administrator at least one school day in advance of the meeting. Scheduled faculty meetings will be held at 3:30 p.m. on the first Tuesday of each month. The administrator reserves the right to change meeting dates when needed.

b. Unscheduled Faculty Meetings - Teachers will attend all faculty meetings called by the administrator.

c. District/State - When school is closed to permit teachers to attend district or state teachers meetings, it shall be the duty of each teacher to attend such meetings.

2. IN-SERVICE

Faculty members are to take part in any in-service training program or workshop pertaining to their department sponsored by the school. Each teacher is expected to attend appropriate conferences and workshops directed toward the improvement of instruction. Turn in paper immediately upon returning - there is a \$10 limit per meal - and if workshop supplies meal then no reimbursement.

3. COMMITTEES

When asked to serve on a committee, teachers should be willing to give a reasonable account of service to any committee work which is needful or necessary to the proper development of any phase of the overall school program. Teachers are to complete fully, accurately and on time materials related to MSIP Reviews. Teachers are to understand this is a continuous project.

4. WORKSHOP (beginning and ending of the school year)

Teachers are to attend scheduled workshop sessions as requested by the administrator, preceding the opening day of school. These workshop days are considered as part of the duty of the teacher in order to become informed and prepared for the opening of school. It shall be the responsibility of the administrator to inform the teachers when meetings are scheduled. A teacher workshop day is scheduled for the end of the school year. Teachers are to attend scheduled back-to-school nights to assist students and parents, and to distribute materials pertaining to class goals and objectives as well as other classroom and/or school information.

C. DUTY

1. HOURS OF DUTY

Teachers are to be on duty at 7:45 a. m. and to be in the room supervising students who are not eating breakfast. All teachers will remain at school until 3:30 p.m. No teacher will leave the school premises during the school day without the authorization of the administrator.

2. REPORTING ABSENCE FROM DUTY

a. Substitute Teacher Needed - When a substitute teacher is needed, the regular teacher is hereby directed to notify the school secretary, Helen Batten, between 6:00 a.m. - 7:00 a.m, at 683-5657 or the evening before whenever possible. Please sign an absentee form upon returning.

b. Lesson Plans for Substitute - Teachers shall have lesson plans completed far enough in advance to be of aid to a substitute teacher. A substitute packet should be maintained with up-to-date information in the classroom. The office is to be advised of the permanent location of the packet. Updated lesson plans should be placed accessible to the substitute along with a folder containing other important information such as seating chart, schedule, safety procedures, etc.

c. School Policy - A copy of the school system's policy regarding teacher leave and resignation is located in the appendix (Note appendix 1).

D. THE CLASSROOM

1. SECURITY

Each teacher should lock his or her respective classroom after school. Also, the windows should be secured at the end of each day. Each teacher will be issued their room key or keys. Coaches, cheerleading sponsor and other faculty members who need access to the building at times other than regular school hours will be issued a sub-key for an outside entrance door.

2. MAINTENANCE

Requests for repairs and maintenance should be made by filling out a maintenance request form and submitted to the administrator. The forms are available in the teachers' workroom (Note appendix 3).

3. APPEARANCE/CLEANLINESS

- a. Classroom** - Each teacher is responsible for the appearance, organization, and neatness of his or her classroom.
- b. Floors** - Please direct students to keep items such as textbooks and notebooks off the floor. At dismissal time, the floor should be free of paper, wrappings, etc.
- c. Desks** - Students are not to write on their desks. If they do so, they must remove the writing and be disciplined accordingly. The teacher's desk should have an organized neat appearance. Arrangement of the desks in the rooms at the end of the day should be conducive for easier cleaning of the floor.
- d. Walls** - Have students be extra cautious about keeping their feet off the walls, especially under the chalkboard at the time they are doing board work.
- e. Erasers** - Students are not to clean erasers by beating the dust out on the sidewalk or on the building.
- f. Wall Decor** - Teachers are to utilize the bulletin board areas in their classrooms and in the hallway. Bulletin boards are to be changed regularly (suggested monthly). Use sticky tack when attaching any item to the wall. If tape is used on the floor, remove it immediately after the activity.
- g. Lights** - Conserve energy by turning the lights off when the classroom is not in use.

E. PROFESSIONALISM

Teachers are to conduct themselves and dress in such a way as to merit public respect. Teachers need to remember to use the appropriate salutation (Mr. Miss, Mrs. Ms.) when talking to or about another teacher in front of students.

1. CODE OF ETHICS

a. Cooperation Between Teachers - Cooperation between teachers is essential to the success of any school. Each subject area and department is important. Each teacher should also remember that the other teachers feel the importance of their departments. Any adverse criticism of any teacher, or any unfavorable comments reflect on the entire faculty. Never is a teacher justified in criticizing another teacher, or the methods of a fellow teacher to pupils or parents. Remember, pupils often quote a teacher to another teacher, and frequently the meaning is completely altered.

b. Each teacher should observe a professional code of ethics.

We hold that our profession stands for ideals, service, and leadership.

We believe that our highest obligation is to the boys and girls entrusted to our care

We believe that a proper professional spirit will prompt all teachers to become members of professional organizations.

We hold that teachers in act and conversation should so govern themselves that the profession be given the confidence of the public.

Mutual respect and loyalty should characterize the relationship among members of the profession. The high honor of the profession should be the personal charge of each teacher.

We insist that each teacher should be a progressive student of education and should regard teaching as a profession and a career.

It is incumbent upon all classroom teachers to secure full standard professional training and upon all school supervisors and administrators to pursue advanced specialized sources to fit themselves better for their positions.

It is perfectly proper at all times for teachers to seek preferment and promotion by legitimate means; but any sort of endeavor to establish a reputation or to obtain a position by innuendo, exploitation, complimentary press notices, or advertisement, is undignified and unprofessional.

We believe that all teachers should be compensated based upon their training and experience.

We believe that a teacher should take no step toward a specific position until the place has been declared officially, legally, and conclusively vacant.

It is unprofessional for a teacher to underbid, knowingly a rival in order to secure a position.

We hold that it is unprofessional for a teacher to violate a contract. Unless the consent of the school board is obtained, the contract should be fulfilled.

2. PROFESSIONAL BEHAVIOR AND DRESS

Teachers should consistently conduct themselves in a professional manner. Pupils and coworkers must not be discussed except on a professional level. It is imperative that the teacher's apparel reflect professionalism (no flip flops). Since we are an air-conditioned facility **no shorts** of any kind will be tolerated. Neat colored jeans may be worn throughout the week with **blue jeans allowed only on Fridays**. Shirts and blouses must cover the abdomen - "No Skin". If teachers need a drink for the classroom they need to have it in a glass/cup or some type of container - not a soda can.

3. ORGANIZATIONS

Teachers are encouraged to join local and state professional teachers' organizations. In addition, teachers are encouraged to become members of their subject area organizations.

F. TEACHER EVALUATION

Teachers will be evaluated using the Performance Based Teacher Evaluation (PBTE) System. All teachers will have a minimal of one formative evaluation and probationary teachers will have a minimal of two formative evaluations. A yearly summative evaluation of all teachers will be completed by March 1 except tenured teachers who will be evaluated on a three year rotation unless the administrator requires more frequent evaluations. (Note appendix 2). (Forms are subject to change)

Professional growth and development plans (job targets) will be formalized through the year for staff members who are not meeting expected levels of performance.

G. FACULTY AREAS

1. WORKROOM

a. Copy Machines/Copy Work - The copy machine is located in the teachers' workroom. Plan your time so that your work in this room can be done before school, during your preparation period, or after school. **Do not impose on the secretary to do copy work or leave your class unsupervised in order to use the copier.** Only teachers may use the copy machine unless the teacher's parent aide has been instructed in the proper use of the machine. **NO STUDENTS ARE ALLOWED IN WORKROOM!!!**

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b. Mailboxes - Each teacher will be assigned a mailbox in the workroom. Check your mailbox each morning before you report to your classroom. The mailboxes are to be empty at the end of the school day.

2. PARKING

Teachers will be assigned the first row in the parking lot.

H. MISCELLANEOUS

1. EXTRA-CURRICULAR DUTIES AND ATTENDANCE

a. **Attendance** - Teachers are encouraged to attend school sponsored activities in their respective grade levels or groups such as ball games, parties, plays, banquets, etc. Teachers are to attend ALL parent involvement nights.

b. **Duties** - Sponsors of activities after school must remain with the students until they are picked up by parents. Under NO circumstances should a student remain unsupervised in the building after school for night activities.

c. **Accounting (Handling Monies Procedure)** - Occasionally during the school year, you will collect money that must be accounted for in school funds (student activities account). The following is the accounting procedure to be utilized:

To deposit money in the school activity account, it must be counted and turned in to the secretary, Helen Batten, who will receipt it. The secretary will turn in the money to the bookkeeper, Dixie Pierson, who will deposit it. The student turning money in should count it immediately, and in your presence, in order that you both agree as to the amount. The teacher receiving, the money will complete an activity receipt and present it to the student. All money submitted to the secretary must be counted and the coins rolled. The money should be ready for bank deposit. Also, indicate to the secretary what activity the money was raised from such as pizza sales, candy, etc. The secretary will provide the teacher with a receipt for the deposit.

By state law, all monies must go through the school accounts. Items purchased must be through "Purchase Orders" which are available in the office. A copy of the bill and a copy of the purchase order will be returned to the teacher and the original placed on file in the bookkeeper's office. **When a purchase is made without an authorized purchase order, the teacher is financially accountable.**

2. PHONE USE

Teachers may use the phone for school business as needed. Each teacher must use a calling card or call collect when placing personal calls. Cell phones are to be turned off during class time. Cell phones should only be used during planning time, or before or after school.

3. TUTORING

Teachers may have the opportunity to tutor students for pay through Career Ladder and Title I.

4. REQUISITION OF SUPPLIES/TEXTS/EQUIPMENT

Any supplies, textbooks, or equipment which needs to be ordered should be requested by filling out a purchase requisition form and submitted to the administrator for approval (Note appendix 3).

5. END OF THE SCHOOL CHECK-OUT

An end of the school year check-out must be completed by all faculty before leaving at the end of the year. June paychecks will not be issued until checkout is complete.

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II. PROCEDURES RELATING TO STUDENTS

A. ATTENDANCE

1. POLICY (Note the student handbook)

2. REPORTING

a. Absences - At the beginning of the school day a record of absences and a lunch count should be recorded on an absence slip. It is imperative that the absence be recorded in the teacher's grade book. The secretary will collect the absence slips during the first period of the day. When a student leaves during the day, be sure to record the periods that the student was absence in your grade book. The secretary will make the necessary notations for attendance purposes in the office.

b. Admit slips - When a student returns to school after an absence, he or she will present to the secretary a written statement signed by a parent or guardian, indicating the reason for his or her absence. An admit to class form will be issued indicating whether it is an excused or unexcused absence. An effort will be made to contact by telephone the parent/guardian of students who are absent.

B. GRADING

1. PROGRESS REPORTS

Midway through each quarter, students will receive a progress report referring to that student's academic standing in each class. This report will contain the student's current letter grade.

2. GRADE CARDS

The quarter grades are averaged together to determine the semester grade. Semester grades are required on the student's cumulative file and the **classroom teacher is responsible to place those grades on the student's cumulative folder each semester. All grades recorded should be letter grades not percentages.**

3. GRADING SCALE

Grades should be given for the purpose of reporting progress to parents. To insure a measure of uniformity, the following grading scale should be used as a guide:

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

4. SPECIAL EDUCATION GRADING

Special consideration of individual differences will be acknowledged by the classroom teacher. Handicapped students will be graded according to the objectives listed on their Individual Educational Plans (IEP) and in compliance with the Special Education grade policy.

5. GRADE BOOKS

Accurate, well-organized records must be kept by each teacher in the class record book (grade book) provided. The grade records should be organized well enough that anyone could arrive at a grade for each student by using these records. All grades should be labeled at the top of each column for the grade entered in order to clarify what the grade is for (test, participation, project, homework, etc.). The class

record book should include: teacher name and school year written on the outside cover and first inside page, a legend describing the grade system being used, subject taught, correct class period and students listed alphabetically in each class (include first name), correct dates at the top of each page where indicated, accurate attendance records (including absences and tardies). Textbooks issued by the teacher, and book numbers should be recorded in the record book.

The class record book may be checked out by the administrator occasionally. It must be turned in at the end of the school year.

The Grade Book Program will be used for the 2005-2006 school year. A paper grade book is still required for this year.

6. MONITORING ASSIGNMENT AND TESTING

Insist that assignments come in on the day they are due. If the assignment is 1 day late, the grade will be reduced 10%, 2 days late the grade will be reduced 20%, and 3 days late no credit will be given. Set reasonable and responsible expectation for students to complete their assignments for excused absences. Even though the student is responsible to see that assignments are made up, do everything you can to assist them in successfully completing the assignment. When testing, move about the room and monitor the students as they take the test.

C. SUPERVISION AND DISCIPLINE

Every member of the teaching staff is responsible for helping to maintain wholesome and effective pupil control in the school. Each member of the staff should strive to handle the classroom situation in a manner which will promote constructive discipline. Teachers should endeavor to develop in each individual pupil those characteristics which enable him or her to maintain desirable self-discipline. Preventive discipline is far more effective than corrective. Good classroom organization, effective planning and direction of instruction, the use of different teaching methods, adaptation of the instructional program to the needs of the pupils concerned and classroom guidance practices adaptation which are in accord with sound principles of adolescent psychology are affective preventive measures. As a general rule, when an unusual number of disciplinary cases come out of a classroom, it is a sure indication that one or more of these conditions does not prevail in the classroom. Most matters of discipline need to be handled by the classroom teacher.

Teachers should not hesitate to refer a pupil to the administrator when he or she arrives at the conclusion that he or she can no longer deal satisfactorily with a problem or conduct or when he or she feels that to do so would require more time than should be taken away from the other members of the class.

Note the following supervisory items:

- *Keep students under your supervision as assigned.
- *Always be prompt to class and assigned duties.
- *Sit among students at all assemblies and during other activities.

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***NEVER LEAVE STUDENTS UNATTENDED**

- *If someone is absent and not on the absentee list, notify the office immediately.
- *All teachers are to serve as building supervisors (halls, rest rooms, lunch room, etc.) and have charge of all pupils at all times.
- *Students are not to remain after school and work unless the teacher for whom they are working

remains to supervise.

*Review rules and regulations occasionally and let the students know what is expected behavior. In referring pupils to the office, the following procedures should be observed:

When a pupil is sent from the room, he or she should be directed to the administration office. Send a dependable student to verify that the referral arrived at the office.

A referral form must be filled out for students whose classroom behavior warrants administrative intervention. It is to be filled out and sent with the student. The referral provides documentation of the student's misbehavior and it provides a detailed description of the problem. These referrals become a vital part of a pupil's overall school record.

BE FIRM, FAIR, CONSISTENT. Treat students with DIGNITY and RESPECT. Maintain a business-like academic climate. **GOOD DISCIPLINE STARTS IN THE CLASSROOM** (note the students conduct code in the student handbook).

D. STUDENT SAFETY AND WELLNESS

1. ILLNESS

The school provides a nurse and nurse's station for use by students who become ill during the school day. When sending a student to the Health room complete the referral slip and send with student. If a student becomes too ill to participate in class, the nurse will contact the parents to pick up the student and will also notify the classroom teacher that the student has gone home. Use your best judgment when sending a student to the nurse's station.

2. MEDICATION (See student handbook for guidelines)

When it becomes imperative for the student to take medication during school hours, the medication should be given on written order from a licensed physician. Giving of medication to a student during school hours should be restricted to necessary medication that cannot be given on an alternative schedule. When a student brings his or her own medication to school, only the bare minimum for each day should be sent in a well labeled prescription container. All medication should be taken to the nurse's office. Under no circumstance should students keep medication on their person, in their backpack, or in their desk. **MEDICATION MUST BE GIVEN TO THE NURSE.** If the nurse is absent medication must be given to the secretary, Helen Batten.

3. STUDENT INSURANCE

Insurance is available for students. Forms will be sent home with students the first day of school. Those who are interested will return the completed forms to the insurance company.

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4. SAFETY AND EMERGENCY PROCEDURES

- a. Fire drill instruction (Note appendix 5).
- b. Severe weather drill instructions (Note appendix 5).
- c. Earthquake drill instruction (Note appendix 5).
- d. Student accidents - When a student is injured or involved in an accident, contact the

office immediately. An accident report must be completed by person witnessing accident or by person in charge if accident was not observed (Note appendix 8).

E. STUDENT TRAFFIC

1. HALLS

Teachers are to supervise their students in the halls when going to and from recess, lunch, etc. Orderly progression in the halls is imperative. Students are to remain quiet. Other classes are not to be disrupted. Traffic in the halls should move on the right. Teachers will escort students from the regular classroom to the non-core subject classrooms and back.

2. HALL PASSES

Any student who is in the hall during class time is to have in his or her possession a hall pass; thus, indicating that he or she has permission to be away from class.

3. CAFETERIA

The student conduct in the cafeteria will be supervised by faculty members and or the administrator during breakfast and lunch. Students may talk quietly. Students are not to leave their seats to get milk, utensils, etc. Teachers are to get these items for them.

4. BUS LOADING

Students board the buses in an orderly fashion. Each teacher will escort their students to the bus at dismissal time beginning with the preschool and kindergarten then 8th through the 1st grade. Teachers are to wait until the previous class has left the classroom before they proceed to the bus.

F. VISITATION

1. SCHOOL VISITORS

All school visitors must register with the office before they visit in the building. Visitors are not to walk into your classroom or be in the halls until they have registered in the office. All visitors must present to the teacher a visitor's pass.

2. STUDENTS WITH VISITORS

Students will not be allowed to bring student visitors to class with them.

3. STUDENTS FROM OTHER CLASSES

Teachers are not to have students from other classes involved in activities in their classrooms without first getting permission from the student's regular teacher and the administrator.

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G. MISCELLANEOUS

1. ASSEMBLIES

A part of our school assembly program is to guide students in proper etiquette of group participation. Our students should be encouraged to develop consideration and courtesy when they participate in an assembly. Teachers should assist in assemblies as follows:

- a. All teachers should be present at all assemblies.
- b. Each class will sit in a designated area.
- c. Teachers will sit with their class.
- d. Student disruption should be dealt with immediately.

2. FIELD TRIPS

All field trips must be educational in nature and approved at least one month in advance. Use the appropriate form when requesting a field trip (Note appendix 8).

3. PARTIES

Scheduled parties are Halloween, Christmas, and Valentine. Permission for additional parties are to be requested from the administrator at least a week in advance. Balloons may be used for parties in the classroom, but they are not to go home on the buses.

4. MOVIES/FILMSTRIPS

Movies and/or filmstrips should be educational. Movies shown for recreational use should be limited to parties and recess. Students are not to bring movies from home.

III. PUBLIC RELATIONS

A. GENERAL REMARKS

The everyday contacts of teachers and other school employees with the STUDENTS and PARENTS of the community are in themselves public relations of the most personal and effective sort. Actually good public relations is nothing more than good human relations. The following are noteworthy guides for good public relations:

Listen carefully and think before you speak. How you say it often counts more than what you say.

Make promises sparingly and keep them faithfully.

Praise good work done, regardless of who did it. If criticism is needed, use positive constructive criticism.

Be interested in others--in their welfare, their pursuits, their families, etc.

Be pleasant/cheerful. SMILE!

Preserve an open mind on debatable questions, discuss but do not argue.

Discourage gossip. Speak of things that are positive, good and worthwhile.

Be careful of others' feelings. Humor at the other persons expense is rarely worth the effort.

Students are required to address the school personnel by Miss, Ms. Mrs., or Mr. In the presence of students, personnel are to follow the same practice.

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B. COMMUNICATION

1. PARENTS

Communication with parents is one of our most important tasks. Two-way regular communication between the teacher and parents of students is imperative. Contact should be made with each parent sometime during the first few weeks of school (call, newsletter, note, etc.). The first contact made with parents must be positive. Frequent communication with home is a good public relations builder. Always contact parents regarding a problem with their child. DO NOT let the problem become chronic before the parent is contacted. The contacting of parents concerning a problem (especially relating to discipline and academics) is to be recorded, dated, and given to the administrator to review and placed in

the student's files.

a. Home Notes/Calls - All correspondence from teachers to parents that is intended for the entire class should be cleared with the administrator before distribution. Notes to individual students do not necessarily need to be cleared by the administrator unless requested by the administrator or the teacher feels that the administrator should be appraised of the communication.

b. Parent-Teacher Conferences - Individual parent-teacher conferences can be scheduled whenever the need arises. Please notify the office when one is scheduled. If you wish, the administrator will be available to sit in on the conference.

c. Open House - Open House will be scheduled during the early part of the school year for the purpose of acquainting parents with teacher expectations regarding class work, behavior, etc. and of providing the parents an opportunity to view some of the student work.

d. Articles in the Paper - Special events, noteworthy activities, and unique projects should receive notice in the local newspapers. Articles and photographs should be submitted by 12:00 p.m. on Monday to the office for a news release in the Douglas County Herald (Ava) and the News Journal (Mt. Grove) during the week.

2. FACULTY

a. Communication - The majority of communication from the office will be via personal conversation or conference and email, memo or letter. Be certain to check your email and mailbox daily, before and after school.

IV. GUIDANCE SERVICES

The guidance services are offered within the total educational program to meet the many needs of all students and teachers.

A. GUIDANCE REFERRAL

Teachers are encouraged to refer students to the counselor for various reasons. Referral forms are provided for the teacher by the guidance office (Note appendix 7).

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B. GUIDANCE APPOINTMENTS

The doors of the guidance office are always open and the counselor welcomes all students to come in as often as they wish. Appointments should be made. The appointment to see the counselor should be scheduled preferably during the student's study time and not during instructional time. The appointment should be scheduled when it will conflict least with the classroom work. The appointment form must be signed by the teacher from whose class the student is to be excused.

At times students may ask permission to go to the guidance office during class time, and the teacher may feel that there is a necessity for the student to see a counselor at such time. The teacher should issue a hall pass to the student. Even though an appointment has not been scheduled, it is necessary at times for the counselor to request student(s) from classes. Please release them for these sessions.

C. USE OF THE CUMULATIVE RECORD

Students' permanent records are kept in the administrator's office (in the vault). These records are filed alphabetically by grade level, and they are available for teachers' use at any time. Teachers should feel free to use these records to aid in the understanding of their students' potential for academic achievement, their previous educational experiences, and other pertinent information of great importance in working for the education of all students. The counselor is available to aid in location and interpretation of the cumulative records. The students' permanent record contains:

Immunization Records.

A record of previous class grades recorded by semesters.

Request for Records from previous school.

Transfer credit and grades from schools attended other than Skyline R-2.

Enrollment Form.

Scores made on standardized tests.

Information relative to parental status.

Student records are not to be taken from the office. Federal law states that these records are confidential. Teachers may not divulge student record information.

D. TESTING PROGRAM

Among the duties of the guidance counselor is the administration of tests, scoring of tests and interpretation of the tests.

The following is a list of tests administered throughout the year. Specific test dates will be published in the calendar of activities.

*Individual Intelligence Tests - Scheduled as needed.

*Terra Nova and the MAP.

E. USE OF CAREER EDUCATION CENTER

A Career Education Center is located in the library with detailed information on a wide variety of education choices. This information is available to students and teachers and the center is open throughout the school day. Students should use the center and the information located there in the same manner in which they use the library.

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V. INSTRUCTIONAL MATERIALS CENTER

A. LIBRARY

We are proud of our learning and media center (library). Please take an active role in utilizing the materials we have by making yourself familiar with our collection and helping in the selection of new materials.

B. EQUIPMENT

All equipment should be reserved well in advance of your needs.

C. RESERVE BOOKS

Please check on the number of sources available before giving a large number of assignments on the same topic. Books will be on reserve for your assignments as arranged with the librarian.

D. COMPUTER LAB

The computer lab is available for class room use. Teachers are to take their classes to the lab at least once a week. The librarian will be taking classes to the lab, but it is up to the teachers to use the lab and teach the students how to use it properly. All students must sign an Internet Use Agreement before using the Internet.

VI. APPENDIX

APPENDIX 1 - TEACHERS

A. PROVISIONS FOR LEAVE OF ABSENCE

Provisions for leave of absence may be granted subject to the following:

1. **Maternity Leave** - A teacher desiring maternity leave should advise the administration during the first three months of pregnancy. The time of withdrawal from teaching shall be determined by the teacher and administrator, by considering doctors recommendations and the teacher's ability to perform her regular and normal teaching duties. Any accumulated sick leave may be used by the teacher on maternity leave.

2. Military Leave - Any teachers called into Military Service will be granted leave in accordance to the Teacher Tenure Act. Upon completion with their tour of duty and upon their return to the school system, their years of duty shall add credit to their rating on the salary schedule.

3. Education Leave - Any teacher working on a Master's Degree or Doctor's Degree who is ready for his residency, or any teacher who has received institutional or research grants shall be allowed leave of absence with priorities as provided in the Teacher Tenure Act with approval by the Board of Education.

4. Sickness/Business Leave - Sickness/Business leave for all full time certified employees of the Skyline R-2 School District will be as follows:

Ten sickness/business leave days per year will be granted for full-time certified employees. Sickness/business leave will be granted at the rate of 10 days per year with a maximum accumulation of 30 days. The leave will be effective the first working day of the school year.

When a teacher has used all of his or her sickness/business leave days allowed, he or she will have deducted from his or her salary one day's pay for each day absent above the allotted leave. This deduction will be computed by dividing the annual salary by the number of days contracted.

Part-time certified staff will receive pro-rated sickness/business leave based on contracted hours.

Leave will be granted for the following:

a. Illness of the employee.

b. Illness or death in the immediate family of the employee to include a child, spouse, parent, grandchild, grandparent, parent of spouse, brother, sister, or any other person solely dependent on the employee.

c. Business leave will be granted for those items that are not covered in the sick leave policy and are to be used for business that can not be conducted outside of regular school hours (funerals other than family, court appearances, income tax audits, etc.). Shopping trips, leaving on vacation early, etc., will not be covered in this policy and will be considered as a deduction from the salary of the employee. Except in cases of emergency, business leave requests must be made at least 2 days prior in writing and approved by the administrator (note appendix 11). Approved business leave will be deducted from the teacher's sickness/business leave days for the year.

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B. RESIGNATION

In most cases, resignations become effective at the end of the school year in which they are submitted. Resignations to become effective earlier than at the end of the school year require a release by the Board and will be considered on an individual basis. The board considers serious illness, transfer of spouse, military service or other possible situations as legitimate reasons for resignation of certified employee. A teacher will not be released from his or her contract unless suitable replacement is available.

A letter of resignation will be submitted to the administrator.

C. SUBSTITUTE TEACHERS

1. The administrator of the Skyline R-2 School District shall be expected to select the substitute teachers for various places within the school system as needed. Substitute teachers shall receive \$60.00 per day for actual time they are on duty in the school.

2. Substitute teacher's certificates are issued to applicants who have 60 semester hours of credit from a college or university accredited for teacher education. Holders of these certificates may teach in any

public school of the state for a year.

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APPENDIX 2

PERFORMANCE BASED TEACHER EVALUATION POLICY

PHILOSOPHY AND OBJECTIVES

The primary purpose of Performance Based Teacher Evaluation is to enhance student achievement by improving the quality of instruction. It provides professionals with the opportunity to develop their potential in an atmosphere of cooperation, mutual trust, and respect.

PBTE is implemented through a continuous, criterion based, developmental process. This consistent, constructive process includes assessment of teacher skills by adequately trained evaluators. It provides a basis for professional growth. PBTE criteria are observable, definable, and directly related to job performance expectation.

An effective PBTE system requires an ongoing commitment by teachers, administrators, and the Board of

Education to provide time, resources, and training necessary for its successful implementation.

TERMINOLOGY

PERFORMANCE BASED TEACHER EVALUATION is a process for professional improvement which includes identifying performance expectations, documenting performance, conferencing about expectations, developing plans to improve performance, and making personnel decisions based upon performance.

FORMATIVE PHASE is the ongoing process of data collection, documentation, conferencing, and growth plans designed to promote professional development.

SUMMATIVE PHASE is the process of making professional judgements about performance for the purpose of personnel decision-making.

CRITERIA are the job-related expectations of the teacher based upon studies of effective teaching and schooling.

DESCRIPTORS are phrases describing behaviors which help to communicate the meaning of a criterion.

PERFORMANCE AREAS are groupings of criteria which are similar

FORMATIVE DATA FORM provides the format for documenting performance data collected in the formative phase.

PROFESSIONAL DEVELOPMENT PLAN is the form used by staff to promote professional improvement of criteria by identifying objectives for improvement and procedures for accomplishing those objectives.

SUMMATIVE EVALUATION REPORT is the document used to summarize the evaluator's rating of performance for each criterion.

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STEPS IN THE TEACHING ACT

These eight teaching actions have been identified in recent research as an organized, common sense approach to what should happen in the classroom. Most good teachers will recognize that these ideas are quite similar to the process they currently use in organizing classroom instruction. These steps are provided as guidelines for principals and teachers during the formative observation process.

I. ANTICIPATORY SET

Introduction: This involves getting students mentally prepared for the lesson. This involves clarifying what will be accomplished in class, how the lesson relates to what previously has been learned, how it ties to what will be learned, and developing motivation.

2. STATE OBJECTIVES

Tell students what you are going to teach and why: This step involves informing the students about what they will be able to do by the end of the instruction. Teachers are more likely to do an effective

job if they have identified what they wish students to learn. By the same token, students are more likely to achieve the objective if they know and understand the desired outcomes.

3. PROVIDE INPUT

Teach the lesson: The teacher must supply the information necessary for students to accomplish the present objective. This also involves selecting the appropriate means (book, film, demonstration, etc.) for delivering information to students.

4. MODELING

Show the students by example what you want: This is the demonstration of the skill or behavior that the teacher desires from the student. Learning is facilitated if students see examples of an acceptable finished product or process.

5. CHECKING FOR COMPREHENSION

Check for comprehension: It is necessary to assess whether students understand what is being taught. The teacher needs to check for possession of essential information as well as observe students' performance to make sure they exhibit the skills necessary to achieve instructional objectives. Comprehension may be monitored as the lesson is presented and evaluated for mastery at the culmination of a unit of instruction.

6. GUIDED PRACTICE

Provide guided practice through drill, questions, etc.: Most learning requires repetition and practice to properly develop a skill or understand a concept. The student's initial attempts in new learning situations should be carefully observed and guided so they are accurate and successful. The student needs to perform enough of a particular task so that the teacher may provide immediate clarification as needed.

7. INDEPENDENT PRACTICE

Provide independent practice: Once students can perform without major errors or confusion, they are ready to develop further by practicing without the assistance of the teacher. Independent practice may be desk work or homework.

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8. ACHIEVES CLOSURE

Summarize lesson: This is the culminating activity of a lesson. At the close of a lesson, the teacher should briefly review what has been accomplished, reinforce key concepts and establish a frame of reference for the next lesson.

It should be noted that all these steps will not be present in every lesson; however, many lessons include most of these teaching acts. Educators generally agree that in directed-teaching methodology, there are these essential ingredients: establishing set, stating objectives, checking for comprehension, and summarizing the lesson.

PERFORMANCE BASED TEACHER EVALUATION PROCESS

The following is an explanation of the procedures for performance based teacher evaluation. The process begins with orientation for administrators and teachers, continues with the formative phase; and, culminates in the summative evaluation. This evaluation process is intended to be continuous.

I. ORIENTATION

Supervisors

Prior to initiating the evaluation process, each supervisor will receive in-service training. Annual in-service sessions will be conducted by the district to improve the consistency and quality of supervisory skills. Supervisors include all personnel responsible for supervising/evaluating teachers. Supervisors are principals, assistant principals, and the assistant superintendent of instruction. Central office administrators will also participate in in-service training.

Teachers

New teachers shall receive orientation about performance based evaluation at the beginning of their employment. Annual in-service for all teachers will also occur. These sessions will be conducted to provide:

- information on the evaluation process and procedures, and
- an understanding of the roles of the teacher and the supervisor

Teachers include all certified professional staff members, including counselors, librarians, media specialists, and special education teachers.

II. EVALUATION CYCLE

Scheduling for Tenured Staff

A Summative Evaluation Report will be completed at least once every three years for tenured teachers. The Summative Evaluation Report will be completed during the final year of the cycle. Additional Summative Evaluation Reports may occur as deemed necessary by the administration or as requested by the teacher. If a Summative Evaluation Report of a tenured teacher is going to occur more frequently than once every three years, the teacher will be notified in writing as soon as possible. Typical examples of reasons for more frequent Summative Evaluation Reports are transfer requests, reassignments, administrative concerns, and teacher requests.

Scheduling for Probationary Teachers

A Summative Evaluation Report will be completed for probationary teachers for each year of probationary status. This report shall be completed prior to March 1.

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III. FORMATIVE PHASE

The Formative Phase is the ongoing process for professional improvement. This phase is critical to the success of performance evaluation and the improvement of instruction for students. Following are the essential components of the Formative Phase.

Data Collection

Effective supervision includes the collection and sharing of information about teacher performance. The data may be planned or incidental. Each type may include observed data, non-observed data and artifact data. The most typical planned observations are scheduled classroom visits. Following is an explanation of each.

Scheduled Observation Data - Scheduled observations provide focused and comprehensive information. A minimum of one scheduled observation will occur during each formative phase. The teacher may request additional scheduled observations.

Prior to a scheduled observation, the teacher and supervisor will establish the time and date of the observation. The teacher will complete the Pre-Observation Worksheet. The teacher and supervisor will discuss the lesson to be observed. The teacher and supervisor will retain a copy of the worksheet.

Unexpected events may necessitate a change in the scheduled observation time. If so, the teacher and supervisor will work together to identify an appropriate time for another observation and the need for another Pre-Observation Worksheet and discussion.

The supervisor will take notes during the observation and interpret them on a Formative Data Form. The duration of a scheduled observation will be an entire lesson/activity.

Unscheduled Observation Data - Non-observed data are those types of information which come to the attention of the supervisor indirectly. These data which are not observed by the supervisor. Examples include telephone calls and conversations.

The supervisor should make appropriate notations regarding the information, seek to validate the information and discuss the issue with the teacher. The teacher may request that a conference be held with the supervisor and claimant to discuss the collected data. The claimant's response to the request will be noted. If determined significant, the supervisor will document the information on the Formative Data Form and discuss the documentation with the teacher.

Artifact Data - Artifact data are information which should enhance the supervisor's understanding of the skill of the teacher as related to specific criteria. Artifact data are typically related to specific criteria. Artifact data are typically identified at the beginning of the school year and are collected during the formative phase. Examples might include grade books, lesson plans, and attendance records, on-task logs, discipline referrals, workshop handouts, and letters.

Formative Data Form - The Formative Data Form provides the format for documenting all data collected in the formative process. The role of the supervisor is to record pertinent data on the Form. The data on the Form become the stimuli for discussion between teacher and supervisor relating to job performance. The teacher and supervisor will retain a copy of the Form.

Conferencing - After recording pertinent data on the Formative Data Form, the teacher and supervisor will discuss the data related to the criteria. This conference should occur within two school days.

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If more than five attendance days (days when supervisor and teacher are at school) transpire between an observation and a conference either party has the option to reject the observation and request another.

The teacher and supervisor sign the Formative Data Form, indicating the criteria have been discussed. Either party will have the opportunity to make written comments on the Formative Data Form at that time. Additional written comments by either party should be shared within five working days, appended to the Formative Data Form, and discussed as soon as possible.

Professional Development Plans

Professional Development Plans are used to improve professional skill as defined by the criteria. The Professional Development Plan includes identifiable, precise objective(s) and appropriate means for achieving the objective(s).

The Professional Development Plan may be developed with the teacher at some time during the formative cycle. The Plan may transition through more than one cycle, especially for probationary teachers. The Plan will represent an effort to enhance skill on a criterion.

If a supervisor recognizes a deficiency, the supervisor will identify the criterion and work with the teacher to develop and implement a plan. Supervisors are responsible for coordinating all Professional Development Plans and may seek assistance from other staff members, if appropriate. A teacher will not be rated "Does Not Meet Expectations" unless a Plan noting a deficiency for the criterion preceded the

Summative Evaluation Report. her and supervisor will both retain a copy of the Plan.

Teachers not identified as needing a Professional Development Plan to address a deficiency may meet with the supervisor sometime during the formative cycle to develop an enrichment plan. The teacher and supervisor will discuss the criterion on which the teacher will focus. The supervisor and the teacher will develop the plan, with the teacher implementing the plan and sharing the progress/results of the plan with the supervisor prior to the end of the evaluation cycle.

The supervisor serves as a resource person to assist the teacher with the plan, including efforts to facilitate participation in activities that may occur outside of, and/or during, the school day.

IV. SUMMATIVE PHASE

The Summative Phase is the review and synthesis of formative data pertaining to the performance of the teacher.

Summative Evaluation Report - The Summative Report is the document used to summarize the evaluator's rating of each criterion.

Summative Conference - After the evaluator has completed the Summative Evaluation Report, a conference between the teacher and evaluator will be conducted to review the information on the Report. The Summative Evaluation Report and the conference will be completed prior to March 1 for probationary teachers.

The conference is typically conducted by a building administrator. If input was provided for the building administrator by other supervisors, such input shall be clarified on the Report.

The teacher and evaluator will sign the Summative Evaluation Report, indicating the document has been read and discussed. Either party will have the opportunity to make written comments on the Report at that time. Additional written comments by either party must be shared within five working days and appended to the original copy of the Summative Evaluation Report. Copies of the Summative Evaluation Report will be retained by the teacher, the evaluator, and the superintendent.

To file in the office of the superintendent before the first payday and official college transcript of credits, a valid teacher's certificate, social security number, and retirement information.

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V. REVIEW/APPEAL

Professional Judgment - A teacher may request a review of, or an appeal of, a professional judgment. This review/appeal is not to be confused with a grievance. A grievance is related to a violation of evaluation process; review/appeal is related to professional judgment.

Professional Development Plan - A teacher has the right to request a review of their Professional Development Plan by the building administrator's immediate supervisor. The building administrator's immediate supervisor will review the Professional Development Plan and discuss it with the teacher and supervisor.

Summative Evaluation Report - A teacher has a right to appeal the ratings on the Summative Evaluation Report. The appeal must be in writing within seven working days after receipt of the Summative Evaluation Report and identify the reason for the request, including an explanation of the information supporting the appeal. The appeal will be reviewed by the building administrator's immediate supervisor within ten working days of receipt. The building administrator's immediate supervisor will respond in person, then in writing, to the teacher during that time. All materials associated with an appeal shall be appended to the Summative Evaluation Report.

VI. SYSTEM REVIEW

Every three years the administration will cause a review of the evaluation system to promote the

maintenance of an effective, fair, and efficient system that is comprehensive and performance based. This review will be made by the district evaluation committee.

PERFORMANCE AREAS, CRITERIA AND DESCRIPTORS

I. INSTRUCTIONAL PROCESS (PERFORMANCE AREA) THE TEACHER:

A. Demonstrates appropriate preparation for classroom instruction.

- ÿ Prepares lessons designed to implement curricular goals and lesson objectives.
- ÿ Prepares lessons designed to meet the needs, abilities, and interests of students.
- ÿ Designs units and lessons in a clear, logical and sequential format.
- ÿ Incorporates into daily planning content from previous lessons to ensure continuity and sequences.
- ÿ Has needed equipment and materials readily available.

B. Uses effective techniques/strategies, and skills during lesson.

- ÿ Develops a mental and physical readiness among students for the lesson.
- ÿ Discusses learning objectives with students when appropriate to lesson methodology.
- ÿ Uses a variety of teaching techniques and materials appropriate to student needs and subject matter (e.g., lecturing, modeling, questions, experimentation, role playing).

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- ÿ Presents content accurately.
- ÿ Gives clear, concise, reasonable directions to students.
- ÿ Stimulates thinking through a variety of questioning levels and techniques.
- ÿ Provides opportunities to learn through exploration and investigation.
- ÿ Monitors student understanding during the learning process.
- ÿ Assigns a variety of activities which require application of the skills and concepts taught.
- ÿ Provides opportunities for guided and independent practice.
- ÿ Uses current events and unexpected situations for their educational value.
- ÿ Summarizes units and lessons effectively.
- ÿ Implements activities that develop good study skills.
- ÿ Demonstrates ability to communicate effectively during the lesson using appropriate verbal, non-verbal and written skills (e.g., vocabulary, grammar, voice, facial expressions, gestures, movement about room, spelling handwriting).

C. Demonstrates knowledge of curriculum and subject matter.

- ÿ Teaches lessons using stated curricular goals and objectives.
- ÿ Displays competent knowledge of the subject matter necessary to implement curricular goals and objectives.
- ÿ Selects subject matter which is accurate and appropriate for the lesson objectives.
- ÿ Selects subject matter that is appropriate for the student's abilities and interests.

D. Uses instructional time effectively.

- ÿ Begins instruction promptly.
- ÿ Avoids unnecessary interruptions of instruction.
- ÿ Avoids inappropriate digressions from instructional objectives.
- ÿ Provides for appropriate learning activities throughout the scheduled instructional time.
- ÿ Monitors student time on task.
- ÿ Provides for smooth transition between lessons and/or activities.
- ÿ Paces instruction appropriately.

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E. Evaluates student progress effectively.

- ÿ Uses evaluation techniques that are consistent with school and district philosophy
- ÿ Uses evaluation techniques appropriate to the curricular goals and objectives.
- ÿ Uses a variety of evaluation techniques (e.g., pre and post-testing, teacher made tests, tests from other sources, oral and written activities, projects).
- ÿ Constructs tests directly related to skills and concepts taught.
- ÿ Provides evaluative feedback in a timely manner.
- ÿ Uses a variety of techniques for communicating progress (e.g., immediate feedback, written and verbal comments, grades, scores, individual/group conferences).

F. Provides for individual differences

- ÿ Groups students for instructional activity in a manner which best facilitates learning.
- ÿ Uses knowledge of various learning styles of students.
- ÿ Uses knowledge of students' previously diagnosed strengths and difficulties.
- ÿ Uses multi-sensory approaches (e.g., tactile, visual, auditory).

- ÿ Uses level of questions appropriate to student needs.
- ÿ Provides activities and materials coordinated with the learning experience and developmental level of each student.
- ÿ Provides activities and/or solicits help for remediation and enrichment activities.
- ÿ Provides alternative learning experiences for students whose evaluation results indicate the need for reteaching.
- ÿ Adapts practice activities to meet students' needs.

G. Demonstrates ability to motivate students.

- ÿ Communicates challenging expectations to students.
- ÿ Provides students with opportunities to succeed.
- ÿ Stimulates and encourages creative, critical thinking, and problem-solving skills.
- ÿ Gives constructive feedback frequently and promptly.
- ÿ Uses activities which promote student involvement.
- ÿ Uses activities which stimulate learning about relevant situations inside and outside the school.
- ÿ Responds positively to students' requests for assistance.

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- ÿ Helps students develop positive self-concepts.
- ÿ Encourages and involves students who show little or no interest.
- ÿ Selects and uses appropriate reinforces to promote learning.
- ÿ Demonstrates enthusiasm.

II. CLASSROOM MANAGEMENT

The Teacher:

- A. Organizes classroom environment to promote learning.**
- ÿ Establishes and clearly communicates expectations and parameters for student classroom behavior.
- ÿ Demonstrates and promotes an attitude of mutual respect.
- ÿ Establishes efficient classroom routines.
- ÿ Provides a physical environment conducive to good health and safety (e.g., lighting, temperature, seating).
- ÿ Maintains an attractive, orderly, functional classroom.

- ÿ Ensures that information can be read, seen, and heard by students.
 - ÿ Organizes classroom space to match instructional plans and student needs.
 - ÿ Anticipates classroom disruptions and plans accordingly.
 - ÿ Creates a learning environment appropriate for the activity.
- B. Manages student behavior in an appropriate manner.**
- ÿ Maintains a positive attitude toward student management.
 - ÿ Is courteous but firm and businesslike in classroom manner.
 - ÿ Uses effective techniques to promote self-discipline and maintain appropriate behavior so the learning process may continue (e.g., social approval, contingent activities, consequences, verbal and non-verbal cue, positive reinforcement).
 - ÿ Promotes positive self-image within students while managing their behavior.
 - ÿ Anticipates and corrects disruptive behavior in a constructive, consistent, and timely manner.
 - ÿ Recognizes inconsequential behavior and responds accordingly.
 - ÿ Endeavors to identify and resolve causes of undesirable behavior.
 - ÿ Manages the behavior of individuals, this maximizing learning for the group.

III. INTERPERSONAL RELATIONSHIPS

The Teacher:

A. Demonstrates positive interpersonal relationships with students.

- ÿ Promotes positive self-image in students.
- ÿ Encourages students to develop to their full potential.
- ÿ Assists students in dealing with success and failure.
- ÿ Recognizes that a student's emotional well-being affects learning potential.
- ÿ Gives time willingly to assist students with academic and personal needs.
- ÿ Makes an effort to know each student as an individual.
- ÿ Interacts with students in a respectful and friendly manner.
- ÿ Uses discretion in handling confidential information and difficult situations.
- ÿ Acknowledges the rights of others to hold differing views or values.
- ÿ Communicates effectively in oral and written form (e.g., grammar, syntax, vocabulary, spelling).

- ÿ Demonstrates a respect, understanding, and acceptance of each student as an individual, regardless of sex, race, ethnic origin, cultural or socioeconomic background, religion, or handicapping condition.

B. Demonstrates effective interpersonal relationships with school personnel.

- ÿ Works cooperatively and professionally with all staff.
- ÿ Uses discretion in handling confidential information and difficult situations.
- ÿ Shares ideas, materials, and methods with other staff.
- ÿ Acknowledges the rights of others to hold differing views or values.
- ÿ Provides positive encouragement to other staff.
- ÿ Demonstrates a respect, understanding, and acceptance of each person as an individual, regardless of sex, race, ethnic origin, cultural or socioeconomic background, religion, or handicapping condition.

C. Demonstrates effective interpersonal relationships with parents and community members.

- ÿ Cooperates with parents/guardians and agencies in the interest of students.
- ÿ Initiates and maintains communication with parents/guardians regarding student achievement, behavior and attendance.
- ÿ Uses discretion in handling confidential information and difficult situations.

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- ÿ Supports and participates in parent-teacher activities.
- ÿ Promotes the district in a professional manner.
- ÿ Demonstrates a respect, understanding, and acceptance of each person as an individual, regardless of sex, race, ethnic origin, cultural or socioeconomic background, religion, or handicapping condition.
- ÿ Participates in professional organizations and activities as available.
- ÿ Participates in school and district in-service activities as appropriate.
- ÿ Exhibits personal self-control.
- ÿ Gives serious consideration and appropriate action to parental comments and criticism.

(Teacher is responsible for providing supervisor with a listing of pertinent information for current evaluation cycle.)

IV. PROFESSIONAL RESPONSIBILITIES

The teacher:

A. Follows the policies, regulations, and procedures of the school and district.

- ÿ Demonstrates awareness of policies, regulations and procedures of the school and district.
- ÿ Works cooperatively with other educators to implement school and district policies, regulations, procedures and goals.
- ÿ Selects appropriate channels and procedures for resolving concerns and problems.
- ÿ Complies with school policy on attendance and punctuality.
- ÿ Completes duties promptly and accurately.
- ÿ Maintains and provides accurate records/data.
- ÿ Provides lesson plans and materials for substitutes in case of absence.
- ÿ Demonstrates effective organizational skills in managing professional responsibilities.
- ÿ Handles confidential information ethically and with discretion.
- ÿ Keeps personal interests/problems separate from professional responsibilities and duties.
- ÿ Recognizes and deals effectively with crisis issues (e.g., substance abuse, child abuse, suicidal behavior, mood changes).

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B. Assumes responsibilities outside the classroom.

- ÿ Performs non-instructional responsibilities as assigned.
- ÿ Volunteers for an appropriate share of non-instructional responsibilities.
- ÿ Exercises responsibility for student management on school property and at school activities.
- ÿ Participates in district and school projects, programs and activities as needed.

C. Demonstrates a commitment to professional growth.*

- ÿ Participates actively in the supervisory/evaluative process to effect on-going professional growth.
- ÿ Maintains current knowledge in teaching/learning theory and practice.
- ÿ Participates in professional organizations and activities as available.
- ÿ Participates in school and district inservice activities as available.
- ÿ Exhibits personal self-control.

Y Gives serious consideration and appropriate action to parental comments and criticism.

- * The teacher is responsible for providing the supervisor with a listing of pertinent information for the current evaluation cycle.

PRE-OBSERVATION WORKSHEET

_____	_____	_____
Teacher	Date	School
_____	_____	_____
Subject Area	Grade/Level	Observation Time

Teacher completes this form and discusses content with principal prior to observation.

1. What are the lesson objectives?

2. What teaching/learning activities will be used?

3. How are you going to check student understanding and mastery of objectives?

4. Are there any teaching behaviors you especially want monitored?

5. Are there any special circumstances of which the supervisor should be aware ?

Notes:

Teacher's Signature/Date

Supervisor's Signature/Date

(Signatures imply the content of this document has been discussed. Copies to teacher and supervisor. Any additional comments will be permanently appended to this form and should be initialed by administrator and teacher.)

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FORMATIVE DATA FORM

Teacher

Date

School

Subject Area

Grade/Level

Observation Time

I. Instructional Process

A. Demonstrates appropriate preparation for classroom instruction.

B. Uses effective techniques/strategies/skills during lesson.

C. Demonstrates knowledge of curriculum and subject matter.

D. Uses instructional time effectively.

E. Evaluates student progress effectively.

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Formative Data Form, Page 2

F. Provides for individual differences

G. Demonstrates ability to motivate students.

II. Classroom Management

A. Organizes classroom environment to promote learning.

B. Manages student behavior in an appropriate manner.

III. Interpersonal Relationships

A. Demonstrates positive interpersonal relationships with students.

B. Demonstrates effective interpersonal relationships with school personnel.

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Formative Data Form, Page 3

C. Demonstrates effective interpersonal relationships with parents and community members.

IV. Professional Responsibilities

A. Follows the policies, regulations, and procedures of the school and district.

B. Assumes responsibilities outside the classroom.

C. Demonstrates a commitment to professional growth.

Comments:

Teacher's Signature/Date

Supervisor's Signature/Date

(Signatures indicate the data have been read and discussed. Copies to the teacher and supervisor. Any additional comments will be permanently appended to this form and should be initialed by administrator and teacher.)

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FORMATIVE DATA FORM - SHORT FORM

Teacher

Date

School

Subject Area

Grade/Level

Observation Time

This form is used in lieu of the longer form when only one or two criteria are being documented, typically non-classroom data.

Criterion:

Data:

Criterion:

Data:

Teacher's Signature/Date

Supervisor's Signature/Date

(Signatures indicate the data have been read and discussed. Copies to the teacher and supervisor. Any additional comments will be permanently appended to this form and should be initialed by administrator and teacher.)

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PROFESSIONAL DEVELOPMENT PLAN

Teacher

Date

School

Performance Area:

Criterion:

Improvement Objective(s):

Procedures for Achieving Objective(s):

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Professional Development Plan, Page 2

Assessment Methods and Dates:

Teacher's Comments:

Evaluator's Comments:

This Professional Development Plan is developed to:

(Check the appropriate category)

_____ **Enrich currently effective performance**

_____ **Improve below expected performance**

Teacher's Signature/Date

Supervisor's Signature/Date

Date Plan Achieved _____

Teacher's Signature/Date

Supervisor's Signature/Date

If Plan Revised (Date/Initials): _____

If Alternate Plan Developed (Date/Initials): _____

(Signatures imply the content of this document has been discussed.)

One Professional Development Plan will be used for each criterion. This form is completed jointly by supervisor and teacher. Any additional comments will be permanently appended to this form and should be initialed by administrator and teacher.

SUMMATIVE EVALUATION FORM

Teacher: _____

School: _____

PERFORMANCE AREA:

Instructional Process

Criteria

PERFORMANCE LEVELS

The Teacher:

**Does Not Meet
Expectations**

**Meets
Expectations**

A. Demonstrates appropriate preparation for classroom instruction

B. Uses effective techniques/strategies/skills during lesson.

C. Demonstrates knowledge of curriculum

and subject matter	_____	_____
D. Uses Instructional time effectively	_____	_____
E. Evaluates student progress effectively	_____	_____
F. Provides for individual differences	_____	_____
G. Demonstrates ability to motivate students	_____	_____

Teacher/Supervisor Comments:

PERFORMANCE AREA: Classroom Management

Criteria The Teacher:	PERFORMANCE LEVELS	
	Does Not Meet Expectations	Meets Expectations
A. Organizes classroom environment to promote learning.	_____	_____
B. Manages student behavior in an appropriate manner.	_____	_____

Teacher/Supervisor Comments:

Summative Evaluation Report, Page 2

PERFORMANCE AREA: Interpersonal Relationships

Criteria The Teacher:	PERFORMANCE LEVELS	
	Does Not Meet Expectations	Meets Expectations
A. Demonstrates positive interpersonal relationships with students.	_____	_____
B. Demonstrates positive interpersonal relationships with school personnel.	_____	_____
C. Demonstrates positive		

interpersonal relationships
with parents and community

Teacher/Supervisor Comments:

PERFORMANCE AREA:

Professional Responsibilities

Criteria

The Teacher:

PERFORMANCE LEVELS

**Does Not Meet
Expectations**

**Meets
Expectations**

**A. Follows the policies,
regulations, and procedures
of the school and district.**

**B. Assumes responsibilities
outside the classroom.**

**C. Demonstrates a commitment
to professional growth.**

Teacher/Supervisor Comments:

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Summative Evaluation Report, Page 3

Supervisor's Recommendation:

I. Probationary Teacher

Reemployment

Reemployment not recommended

No recommendation made
at this time

II. Tenure Teacher

Continuing Contract

Termination of Contract

No recommendation made
at this time.

III. Teacher's Comments:

IV. Supervisor's Comments:

Teacher's Signature/Date

Supervisor's Signature/Date

Signatures imply the content of this document has been discussed. Any additional comments will be permanently appended to this form and should be initialed by the administrator and the teacher. The teacher will receive a copy.

APPENDIX 4 - MAINTENANCE FORM

Routine maintenance/Repairs

Requests are to be turned in to the administrator's office.

Teacher _____

Date _____

Room _____

Item to be fixed/repared:

FOR OFFICE USE ONLY

Date Completed _____

Cost _____

Comments

APPENDIX 5 - SAFETY DRILLS

EMERGENCY EVACUATION

<u>Drills</u>	<u>Bells</u>
Earthquake Drill	Intermittent Siren
Evacuate during	Continuous Beep
Fire Drill	Continuous Beep
Tornado Drill	Siren

Tornado Drill

Evacuation procedure for a tornado will be handled as follows:

- a. The signal for a tornado or drill will be a siren.
- b. The teachers are to direct their students to a designated safety area.
- c. Teachers should take his/her grade book with them when leaving the room. Check roll to account for all students.
- d. Students are to kneel on the floor, facing the wall with heads

- covered by arms. Head should be positioned between the knees as demonstrated in the classroom.
- e. Students are to remain quiet during a tornado or drill to hear further instructions.
 - f. All clear will be announced over the intercom so as to return to the classroom and quietly and orderly.

Fire Drill

Evacuation procedure for a fire will be handled as follows:

- a. The signal for a fire or drill will be a continuous beep.
- b. The teachers are to direct their students to a designated safety area outside the school building.
- c. Teachers should take his/her grade book with them when leaving the room. Check roll to account for all students.
- d. Students are to remain quiet during a fire or drill to hear further instructions.
- e. All clear will be announced over the intercom so as to return to the classroom quietly and orderly.

Earthquake Disaster Preparedness Plan

Preparation of the students:

- A. Earthquake Drill
 1. Complete drill to be held twice a year.
 - a. The signal for an earthquake will be an intermittent siren. At teacher's command, students assume drop position as follows:
 - 1) Away from windows or other potential hazards
 - 2) Under desk, table or other shelter, or against inside wall.
 - 3) Drop to knees with back to windows.
 - 4) Head down toward knees, hands clasped behind neck, arms against ears, eyes closed.
 - 5) If a jacket or other object is available, use for additional head protection.
 - 6) Be silent so directions can be heard.
 - 7) Teacher also assumes drop position with children, then stands and monitors student's position.
 - 8) Students hold drop position for 60 seconds.
 - 9) Teacher gives directions for evacuation to prearranged location.
 - 10) Teacher takes emergency kit and gallon of water to evacuation.
 - 11) Teacher and students stay at evacuation site until directed to return to room.
2. Students are to be taught what to do during a quake if no adult is present or if the student is at lunch, in the corridor or on the playground.
3. Additional drills including non-homeroom settings, i.e., recess, lunch, special classes, are to be held at the discretion of the administrator.

B. Actual Earthquake

1. Inside school building
 - a. Follow the procedures of the drill.
 - b. Remain in position until further instructions are given.
 - c. After the initial shock and things settle down, teachers will

evacuate classroom when the all-clear is sounded, being alert to the possibility of aftershocks.

- d. When leaving classrooms, make every effort to take the roll book, emergency supplies stored in tote bag near door, and a gallon of distilled water.
 - e. Announce that no one is to return to the room unless authorized to do so.
2. Outside school building
- a. Get clear of all buildings, trees, exposed wires, or other hazards that may fall. The open is the safest place.
 - b. Assume the drop position until quake is over.
3. On school bus
- a. Drivers should immediately stop the bus away from hazards.
 - b. Occupants should assume drop position under seats, if possible, or in the aisles.
 - c. After the quake:
 - 1) If on the way to school, continue to school.
 - 2) If delivering students home, continue to do so.

NOTE: Schools will remain open indefinitely until every child has been released to parents/guardians or to an authorized person.

APPENDIX 6 - ACCIDENT REPORT

SKYLINE R-II SCHOOL

This report is due in the administrators office on the day of the accident.

NAME STUDENT _____ **AGE** _____

NAME OF PARENT OR GUARDIAN _____

DATE OF THE ACCIDENT _____ **TIME** _____

DESCRIPTION OF THE ACCIDENT (when, where and how did it occur?)

WERE YOU PRESENT AT THE TIME OF THE ACCIDENT? _____

WHAT FIRST AID WAS GIVEN IF ANY? _____

WHAT TIME WAS THE STUDENT DISMISSED FROM SCHOOL? _____

TEACHER _____

APPENDIX 7 - COUNSELOR REFERRAL

STUDENT'S NAME _____ **DATE** _____

REFERRED BY _____ **GRADE** _____

REASON FOR REFERRAL _____

COUNSELOR'S REMARKS:

DATE OF CONFERENCE _____

FUTURE CONFERENCE DATES ESTABLISHED? **YES** **NO**

HOW OFTEN? _____

NEED FOR TESTING/EVALUATION **YES** **NO**

RECOMMENDATION/REMARKS _____

Counselor's Signature

44

APPENDIX 8 - FIELD TRIP APPLICATION

Teacher _____ **Grade Level** _____ **Date Submitted** _____

Destination _____ **Date of Trip** _____

Purpose or objective of the trip:

Number of students to take trip: _____

Itinerary:

Time:

Activity:

**THIS FORM MUST BE SUBMITTED AT LEAST 30 DAYS IN ADVANCE OF
THE TRIP TO THE BUILDING ADMINISTRATOR**

Administrator's Approval

45

APPENDIX 9 - REQUEST FOR BUS TRANSPORTATION

**Request must be filed in administrator's office at least 30 working days in advance
of needed date.**

Organization or Class Sponsoring Trip _____ **Code** _____

Number of Students _____ **Adults** _____

Date Bus Needed _____

Nature of Activity _____

Location _____

Time of Departure from School _____

Time to Arrive at Destination _____

Time of Departure on Return Trip _____

Meal or Refreshment Stop Request YES NO

Signature of Sponsor or Teacher _____ **Date** _____

Approved by administrator _____ **Date** _____

Administrator's Office Use Only:

Driver Use Only:

Bus Assigned _____

Time Departed from School _____

Driver _____

Time of Return to School _____

Beginning Miles _____

Hours _____ **Minutes** _____

Ending Miles _____

@\$6.40 _____

Total Miles _____

Driver's Signature

Date _____

Administrator's Approval

APPENDIX 10 - EMPLOYEE ABSENCE REPORT

To be completed immediately after returning to work.

NAME OF EMPLOYEE ABSENT _____

DATE(S) OF ABSENCE _____

LENGTH OF ABSENCE 1/2 DAY FULL DAY

REASON FOR ABSENCE ILLNESS

PRE-APPROVED BUSINESS LEAVE

EMERGENCY BUSINESS LEAVE

_____ DEDUCTED

_____ PROFESSIONAL LEAVE

NAME OF SUBSTITUTE DURING ABSENCE _____

EMPLOYEE'S SIGNATURE

DATE/YEAR

OFFICE USE ONLY

_____ APPROVED

_____ DISAPPROVED

ADMINISTRATOR

APPENDIX 11 - PERSONAL LEAVE REQUEST

Two (2) days per year of business leave will be granted for those items that are not covered in the sick leave policy and are to be used for business that cannot be conducted outside of regular school hours. (Things like funerals outside of the family, court appearances, income tax audits, etc.) Shopping trips, leaving on vacation early, etc., will not be covered in this policy and will be considered as a deduction from the salary of the employee.

Except in emergency, request must be made at least 2 days prior in writing and approved by the Superintendent or a person delegated by him.

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(To be filled out by the employee making the leave request)

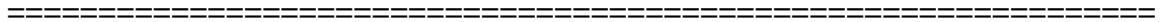
Name of employee making the request _____

Date of the leave _____

Reason for making the request

Date request is submitted _____

Employee's Signature



OFFICE USE ONLY

_____ **Approved**

_____ **Disapproved**

Administrator