

## Welcome

This instructional staff handbook has been developed to assist you in becoming the best instructor that you can be. The enclosed information provides guidance regarding the day to day operation of our buildings and how we instruct our student population. Please take time to review the enclosed information as the administrative team has expectations for our students and staff.

### **Instruction and Learning:**

Research has indicated that not all children learn in the same manner. Some can absorb knowledge as fast as we can present it while other students may not be able to grasp information for days. Some students will understand new information as it is presented while other students will need two to four different teaching methods before the new information will be connected to previous learned skills. Our staff today must be able to integrate a number of different delivery models so we meet different learning styles. There is no longer one method that fits all students and we must adjust our instructional methods to meet needs of all learners in the classroom.

Effective instruction is built on a number of proven teaching skills. We know that what an instructor does in the first five minutes of class will set the tone for that class. Besides some routine beginning of the class items, how do you set the stage for students to learn? Start the class with question? Use the two minute writing sprint-followed by discussion? Review from the past lesson to check for recall? Open with a comment that is prevalent to them and that ties into your teaching objective?

#### **-Educational Set**

Do you set an objective or objectives to be reached during your instructional time so students will know what is important as you deliver material to them?

#### **-Objective setting**

How do you deliver the instruction to them:.....discussion; cooperative learning; small group rotation with guided practice; hands on applications; integrated technology applications; guided practice and review; peer modeling; lecture?

#### **-Input Segment**

How do you know that all learners know what you have taught them? Before we can move to the next objective, all learners must demonstrate that they understand and can demonstrate applications of the new knowledge.

#### **-Checks for Knowledge**

And now that some students are at a mastery level and some are just on the brink of gaining knowledge effective instructors use what is called the.....

#### **-Re-teach Loop**

As an instructor we need to know that the learner should reinforce and apply this new knowledge. Once more a check for understanding....we call it home work. The home work should start in class and be monitored by the instructor....Home work must be reviewed as a class within a day or two to reinforce lesson imprinting.

#### **-Guided Practice**

Who dismisses the class room?.....Are you sure everyone has grasped and understands the objective? Remember only you hold the ticket to leave the class.....

This process must be altered at times as you have multiple ability levels in your classrooms. You may need to apply peer modeling with ability leveling groups. The combinations to deliver instruction, check for knowledge, and re-teach loops are endless. This format has demonstrated it's effectiveness through many assessments and is known as the UCLA Model.

You may be using segments of this model as you are presently instructing our students or may be demonstrating this application.....

**Have a great year in educating our students**

**USD #459**  
**PHILOSOPHY OF EDUCATION**

We believe that USD #459 should provide both positive encouragement and realistic opportunity for each student, regardless of personal circumstances (i.e. ability, race, gender, religion, socio-economic status, handicapping conditions, family structure), to learn and develop to as they may arise throughout life in the areas of self, family, livelihood, leisure and citizenship (local-global).

Necessary skills include communication (written, verbal, nonverbal, aesthetic), computation, reasoning, independent learning, and dexterity in the physical, practical, and aesthetic arts.

Positive attributes include honesty, courtesy, industriousness, courage, wellness, tolerance, curiosity, confidence and perseverance.

**WHAT WORKS ---- RESEARCH ABOUT THE CLASSROOM**

1. Students get more out of a reading assignment when the teacher precedes the lesson with background information and follows it with discussion.
2. When teachers explain exactly what students are expected to learn, and demonstrate the steps needed to accomplish a particular academic task, students learn more.
3. Students benefit academically when their teachers share ideas, cooperate in activities, and assist one another's intellectual growth.
4. Business leaders report that students with solid basic skills and positive work attitudes are more likely to find and keep jobs than students with vocational skills alone.
5. Students tutoring other students can lead to improved academic achievement for both student and tutor, and to positive attitudes toward coursework.
6. Students learn faster and retain more of the lesson when lessons are adapted to their individual learning styles and levels.
7. Student's are generally more attentive and reflect better study habits when they are involved in lessons that reflect real life situations.

**ABSENCE, TEACHER**

Guidelines for a teacher absence are covered by the Board of Education Policy. Whenever it becomes necessary for you to be absent from your duties, please contact Molly Pegelow at your earliest convenience at the school, 620-826-3241. If emergencies arise, call her at home, 620-430-0003. We discourage leaving messages on answering machines or voice mail. If you know in advance you will be absent, complete the absentee form prior to being gone. If you do not know, please complete the absentee form upon your return. It is the teacher's responsibility to complete this form.

**Teachers are expected to be on duty from 7:55 a.m. to 3:45 p.m.** Arrangement for proper substitutes is a difficult task. Whenever you have a choice, please indicate this in

your contact. Under no circumstance, however, should a teacher make arrangements for a substitute without previous contact with the Principal. The expected length of your absence and purpose for which you are absent should be given. It is your responsibility to provide the following for the substitute teacher in a “Substitute Packet.”

- A. Instructions for class work. Please make your instructions sufficiently detailed so that learning is experienced.
  1. Please leave a sufficient amount of work for students to accomplish. Do not expect to have study hall.
  2. Your seating chart and attendance record.
  3. Your class rolls.
  4. Lunchroom, assembly, fire drill, and emergency evacuation procedures.
  5. Lesson plans, especially if for an extended length of time. It is a reflection on your teaching habits and classroom.
  6. Procedure to follow if no information for a substitute is available. Place all information for the above in your mailbox. For school business use the “Classroom Absence/Request for School Business” including your departure time.
- B. Emergency lesson plans should include all of the above items and be on file with the building principals.

### **SCHOOL BUSINESS**

Athletic trips, Forensic trips, Scholar Bowl trips, Music tours, Field trips, League meetings, KSHSAA Meeting are considered under school business on the form.

For sick leave, professional leave, business leave, vacation leave, etc. Advance leaves should be requested 7 days prior to departure.

### **ACCEPTABLE USAGE POLICY**

All licensed and classified staff are required to sign an Acceptable Usage form for any use of technology. Beginning in 2009-2010, the form is in continuous use until the instructor is no longer employed by USD #459. Instructors need to be aware of the consequences of violating this policy. If you are found using technology in an inappropriate manner, the consequences will range from loss of using technology to short term suspension with pay to termination. We ask that you always model appropriate skills when using technology.

### **ACCIDENT REPORTS**

Any student injury at school, on the school grounds, or on a school sponsored activity must be reported as soon as possible to the Principal. A report is to be completed and filed with the Superintendent’s Office at the earliest convenience.

### **ACTIVITIES, GENERAL REGULATIONS**

The sponsor or sponsors of any activity are directly responsible to the Activities Director or Principal for the conduct and action of their respective groups. All meetings should be

properly supervised. Arrangements for the use of rooms and/or other school facilities must be made with the Principal. THERE ARE TO BE NO ACTIVITIES SCHEDULED ON SUNDAY OR WEDNESDAY NIGHT WHICH MIGHT BE CONSIDERED AS SCHOOL OR SCHOOL-RELATED FUNCTIONS.

Activities which require use of the suburbans are to be scheduled through the Transportation Director. Drivers are responsible to pick-up keys and gas cards. Suburbans should be returned with the windshield washed and the interior clean. This is everyone's responsibility. Keys and gas cards are to be returned as soon as possible following the trip. All gas receipts are to be turned into the office promptly upon return.

### ACTIVITY ACCOUNTING

The head sponsor of each school activity, club or organization shall be responsible for proper accounting of funds for such activities. The treasurer of the activity should be instructed to work with the Secretary and receive further detailed information concerning proper accounting procedures. The Secretary will take care of all monetary transactions of the club or activity only after authorization from the club or activity president and sponsor has been received. Any fund raising projects must have the approval from the Principal before such project is initiated. All club proceeds must be deposited with the Secretary and receipts must be given.

### ASSEMBLIES

Whenever assemblies are scheduled, the following procedure will be in effect:

1. All staff members are to attend each assembly and actively supervise student behavior.
2. Students will be dismissed for assemblies by the intercom.
3. Staff members will be responsible for supervising their individual classes.
4. Students who attend assemblies for reasons other than the intended purpose should be removed and asked to report to the commons. After consultation with the teacher, an administrator will determine the status of the student concerning future assemblies.

### Responsibilities

#### Teachers:

- Report questionable absences to the Principal and Student Services Worker
- Student Attire
- Eligibility
- Data reporting hourly
- Request Student admit slip
- Absentee slip returned to office by last hour instructor. The last instructor will make sure that the previous teachers have initialed the admit slip and have provided assignments to the student. In the event of a substitute teacher being the last teacher of the student's day, they will check the slip for past teacher's initials and student assignments and then return the admit slip to the office.

#### Secretary:

- Record Data

- Prepare Reports
- Maintain/file Call-in sheet
- Report questionable/unverified absences to Principal.

### **CASH**

It is our policy not to leave cash in the building overnight. If you have funds which should be protected, consult with the Secretary to make arrangements for such necessary protection.

In handling sums of money, each teacher is cautioned to protect himself by issuing receipts and by proper deposit of money with the Accounting Secretary. Money to be deposited in school funds should be in the office no later than 12:00 noon or earlier in the day if possible.

### **CHANGE OF ADDRESS OR PHONE**

If a change in your address or phone number occurs during the year, please report this to the board clerk so our records are up-to-date and correct.

### **CLASSROOM CONTROL**

Since the proper classroom atmosphere is necessary for effective learning to take place, we would urge every teacher to evaluate very carefully the control he/she has in the classroom. There are many ways to bring about effective control without any feeling of fear, force or coercion. To the effective teacher this control is a secondary objective and just seems to take care of itself. Of course, every teacher has some unusual cases and the exceptional situations. These must be dealt with in a special way. Generally speaking, difficulties in the classroom arise when the teacher has inadequate preparation, ineffective planning, illogical procedures, or other phases of inferior teaching techniques. To all teachers, but especially to the new member, we would say that control of the classroom is a matter which requires constant and conscientious effort. (1) You try to resolve the problem, (2) Inform parent/guardian and ask for their support, (3) Written office referral. However, as career teachers should admit, these situations do arise and no teacher should become discouraged. We trust you will visit with us as the need arises concerning control problems. One rule worth following is to face the problem early; don't wait until a solution becomes very awkward, if not impossible.

If it becomes necessary to ask a student to leave the classroom because of disciplinary matters (we will not condone an individual student or small group upsetting the entire class), the teacher should call the office by intercom to inform them that a student is being sent to see the Principal. PLEASE DO NOT SEND A STUDENT FROM ANY ROOM WITHOUT SPECIFIC INFORMATION REGARDING HIS/HER DESTINATION.

**NO TEACHER HAS THE RIGHT TO TELL A STUDENT HE/SHE IS NOT TO RETURN TO CLASS OR THAT HE/SHE IS PERMANENTLY DISMISSED FROM THE CLASS.** This is a duty of the Principal only.

## **CLUBS AND ORGANIZATIONS**

It is our philosophy that much learning of an informal nature takes place in various club and organization activities. We would encourage teachers who have the time and interest to support them in their various subject areas and in special career areas. Membership in such clubs and organizations should be open to all interested students and programs should provide extra-class information. Size of the club and frequency of meetings are not the important criteria for a good club. Desire and interest should predominate club programs. Each club will have certain specified requirements for membership.

## **COMMONS AND HALLWAY CONTROL**

ALL STAFF MEMBERS SHOULD BE VISIBLE DURING CLASS CHANGES. Those on a planning period should be out prior to the tone and others remain on duty until the next class resumes. In our school certain rules must be applied to keep the flow of traffic moving during passing periods. Teachers are responsible for the proper flow of traffic in the area in which they are located. We expect students to exercise proper conduct during passing periods just as we do in the classroom. Any teacher has the responsibility of proper student control at any time and in any place in the building during the school day. Unless each teacher assumes this responsibility, it becomes an endless task for someone else.

## **COUNSELING / GUIDANCE**

Our building will have a student support services director on duty and we believe every teacher has an important part in this area. The personal contact a teacher has with students places each teacher in a favorite position for student evaluation and awareness of student problems. We would encourage every teacher to be alert to the special problems students might have and refer such students to the student services officer for attention.

## **STUDENT SERVICES / COUNSELING OFFICES**

Mrs. Thompson's office is located by the library. Many student records are kept in the vault. Ask the secretary or student services director to assist you if you cannot find the desired information about any student.

## **DAILY ANNOUNCEMENTS**

The daily announcements will be completed by the start of period one each day. Any announcements to be read must be signed by the faculty member requesting it and given to the Secretary no later than 8:00 a.m. on the day it is to be read.

## **DAILY PROGRAM**

The schedule of classes, times periods, etc., for our building are provided on the master schedule and you will receive a copy for your file or bulletin board.

## **PROGRESS REPORTS**

At the third week of each marking period, students who are failing or near failing will receive a progress report for each course involved. The parents of the student and their faculty advisor will receive a copy through the mail service or electronic mail. Please

make the progress report as meaningful as possible by spelling out difficulties rather than simply checking certain items. Progress reports will be made through Power School.

### **MID-TERM TESTING**

Bucklin Junior High and High School teachers will administer mid-term tests to all students.

### **END OF SEMESTER AND END OF YEAR**

The last two school days are testing dates for BJH & BHS. ALL INSTRUCTORS are to present a copy of the final test to the principal upon request. Tests are to be administered on the date specified ONLY—with the only exception of pre-arranged absence with parental approval and the appropriate forms being completed. **Semester Tests are Mandatory!**

### **BEFORE SCHOOL PROCEDURES**

**Duty time is 7:55 - 3:45.** The staff should be available to students at this time. Any detention time must be supervised by the staff member making the assignments and in the room of the staff member assigning the time (3:15 - 3:45). Make this time meaningful to students --assign something for them to do.

### **EMERGENCY PLANNING / CRISIS DRILLS**

A. BOMB THREATS - When a call is received indicating a bomb threat, the administration will determine one of two courses of action.

1. If the caller indicates that the bomb is to go off at a specific time, the intercom system will be used and the building will be evacuated at that time. Following the specified time period, you will be returned to your classroom where you will make a search of your assigned area. The administration and custodial staff will search all other unassigned areas. You will report immediately any unusual items. **DO NOT TOUCH THEM.** If everything is satisfactory, you need not report.
2. If no specific time is given by the caller, you will be informed of the threat and asked to search your area. Evacuation will not take place, unless deemed necessary. At all times maintain discipline and control of the situation. In any event, the police and fire departments will be notified but not necessarily involved in the search or evacuation.

B. FIRE DRILL- Outlined below is the order of procedure to the various exits in case of fire or fire drill. Teachers should explain to each of their classes this order during the first week of each nine-week period. We are required to have a fire drill once each month while school is in session. Absolute discipline should prevail during the fire drills. ***These rules should be followed whenever they apply:***

- Close all windows.
- Move immediately toward the exit.
- Students nearest the doors should act as leaders.
- The teacher should leave the room last, close doors, and accompany students to the designated area.
- Students should not run but walk rapidly. Order is more important than speed.

- If you have a handicapped student, assign someone to help him.
- Once outside, move at least 100 feet from the building.
- Wait there until the signal is given to return.
- To avoid confusion, students should leave all books and materials on their desk.
- No warning will be given for fire drills; therefore, each alarm should be considered as an actual emergency.
- All personnel are required to participate.

### **TORNADO DRILL PROCEDURES**

We will conduct three (3) tornado drills during the course of the year as prescribed by law. The drills will be unannounced and should be conducted as a realistic emergency. Tornado shelters are located under the north bleachers and in the south locker rooms.

### **IMPORTANT:**

#### **STAFF ASSIGNMENTS:**

The following assignments are made to encourage orderly movement in the locker areas. All staff members should supervise students to the stairways & be the very last personnel into the shelter. Mr. Dusin & Mrs. Schadegg will be in charge of all drills and evacuations. All teachers who are in assigned classes will be responsible for students under their supervision. Custodians on duty should report to either Mr. Dusin or Mrs. Schadegg.

### **DRIVING PROCEDURES BY STUDENTS**

We encourage students to exhibit good driving skills. Those students who are observed driving recklessly or are ticketed by the Police Department or the Kansas Highway Patrol during school hours may receive disciplinary action as deemed by the High School Principal.

### **FOOD**

The cafeteria is designed as the center for all food served in our building. Food or drinks are not allowed in the classrooms. Any exceptions must have prior approval from the Principal. Bottled water is acceptable.

### **GENERAL POLICIES**

Privilege and responsibility are inseparable. To each of us is assigned a certain responsibility within our area of work. With this responsibility go certain privileges and freedoms. As professional people we must keep a balance between our privileges and our responsibilities. Our goal is cooperation with and assistance to each other so that harmony and progress will result and the educational climate of our school will be most profitable. This is the challenge to each of us. We owe this to our community and its elected representatives; but, most of all, we owe this to ourselves. To accept the challenge of a position and to live up to that challenge in the best possible way is the mark of an educated person. Certain responsibilities must be assigned to specific persons. In order to assist you in understanding the policies and philosophy underlying such responsibilities, we list them for you.

It is the responsibility of the Principal to guide and direct all activities of the building. Many of these are delegated to others who will act with the approval of the Principal. It will be the desire of the Principal that such delegated responsibilities will be final and definite. Conferences regarding special problems and new areas are encouraged. We desire to express our complete confidence in those to whom these responsibilities have been delegated.

The Teachers are delegated the complete control of the classroom. Your professional preparation, experience and concern for the student should be the prime factors in your classroom procedure. Classroom control will be your most important asset if student learning is to be evidenced. Expertise in preparation and meaningful planning will best serve your needs to help provide a desirable classroom atmosphere.

The Social Services Director is delegated the responsibility of the general welfare and climate of the student body. He/She alone, however, cannot achieve this. As each person assumes his share of the total load the burden for everyone is reduced. Referrals to the office of the Principal should be made only when their counsel and authority will reinforce the control of the teacher.

The Social Services Director is delegated the responsibility of scheduling and guidance. Many problems referred to them become far-reaching and could overlap into other areas. Teacher-Social Worker conferences are encouraged regarding specific student problems. Teachers can be of great service to counselors by observing and reporting irregular behavior patterns displayed by certain students. Although disciplinary matters are not a specific responsibility of the counselors, such action may lead to a series of conferences with them.

The Ford County Nurse is delegated the responsibility of student health. We have the services of a school nurse on a limited basis. She is, however, on call in emergency situations. Hearing and visual checks are conducted for two classes each year. Please notify the Principal in the event you observe a student who may have a special health problem and the school nurse will be notified.

The Activities Director is delegated the responsibility of all activities sponsored by our school. Problems concerned with the program or the various participants should be referred to him. Teachers, and especially coaches, can be of great service to him by referring problems to him concerning this phase of the school program.

### **GENERAL SUGGESTIONS**

We offer the following suggestions as guidelines in your work. Many of these are from years of experience as well as from other teachers. Some may be of value to you; some may have worked in the past, but may not work now. We simply ask that you examine them and use what you feel appropriate.

a. Plan your work so that the student has time to prepare. Make assignments on a long-range as well as a daily basis. Plan your work and work your plan.

- b. Observe the tone schedule and the clock. Use your knowledge of the schedule when mechanical or electrical failures occur.
- c. Step to the hallway entrance at dismissal of classes and observe your room as well as hallway traffic. Assist in every way to keep proper control.
- d. A careful check of daily attendance is very important. We ask that you report and record them accurately.
- e. Common courtesy as well as proper classroom management would call for a minimum interference with other classes. Please do not permit your students to leave your room to go to another teacher's room. Do not permit students from other rooms to interrupt your work. No student is to be in the hallways or other area without a pass from the teacher. STUDENTS SHOULD NOT BE ALLOWED TO LEAVE CLASSES TO USE THE PHONE. We would discourage the vast majority of requests to leave a classroom.
- f. Make periodic checks of your room for defacing, etc. Ask students to make immediate reports to you of any such marring of furniture and equipment.
- g. Communicate with students before and after school, especially those with whom you have no classroom contact. Support their extra-class activities by word of mouth as well as attendance. They will appreciate it.

### **GRADES AND GRADING**

Every nine weeks students at the Bucklin School District will be evaluated. The form of evaluation is a grade which could be an A, B, C, D, or F based on academic achievements that the student has done in class during that particular grading period.

All staff members are required to explain their grading system to students on the first day(s) of school. A hand-out must be given to each student which spells out the grading criteria you will utilize. A list of classroom expectations will be included in this hand out (What you, the teacher, expect of students and what the students can expect from you). Assigning student grades should be done only after careful consideration of all factors with which grades are concerned.

- a. Is the basis of my grading fair and reasonable for the level of instruction?
- b. Do my grades reflect the student's ability, understanding, and progress for the grading period?
- c. Am I influenced unduly by behavior and conduct rather than accomplishment and progress?
- d. Might a larger-than usual number of F's indicate my lack of proper explanation and thorough review?
- e. Do I have reasonable evidence to support my grades?

We believe a student has the right to know from time to time just what his level of achievement is in any one subject. We would encourage teacher-student conferences to discuss grades. Where necessary, we also encourage parent-teacher conferences to discuss concerns regarding students having difficulty. It is quite difficult to explain a failing grade to a student or parent if they have never been informed that his/her work is failing. A teacher following policy will also inform parents of unsatisfactory work being done by a student by means of a "down slip", by phone or by personal conference.

It is our philosophy that every student should have the opportunity to obtain a satisfactory grade at some time or another in daily work. No one single factor is probably more directly related to dropouts than grades. This does not mean that courses must be 'watered down'. It means that teachers should control the learning factor in class to such an extent that every student has some chance and opportunity to achieve success in some area, no matter how small this area may seem to be. We invite your discussion and comments on grades at any time.

On our grade cards are listed a couple of items that are important to students and parents. We urge you to not neglect them if appropriate. One item indicates the attendance and/or tardy pattern. Another item is for remarks. The personal note under remarks can be most meaningful and will be appreciated by parents. Conferences with students are encouraged about these characteristics, whether positive or negative.

### **GRADING AND EVALUATION POLICIES:**

- A. All credits will be awarded on a semester basis (1/2 unit). Grading will start over at the beginning of each semester.
- B. Students who perform to the limit of their capabilities with no excessive attendance problems, exerting proper effort, but whose achievement is low should be awarded a passing grade, (D). Appropriate work should be assigned to these students to qualify them for passing grades. This policy only applies to courses for graduation.
- C. We operate on a Semester grading structure with credit awarded at the end of the semester.
- D. Superior marks (A and B) should be awarded for superior achievement by students in comparison with total group. Student achievement in one class may not equal achievement in another class. Marks should be assigned accordingly.
- E. Grades must be based upon objective instruments of measurements, i.e., tests, oral and written assignments, projects, reports, and others. This policy does not apply in certain areas in the curriculum: art, music, physical education and other areas in which achievement is based upon the performance of certain skills.
- F. Grades are not to be used as weapons to enforce discipline: threats, punishments, reflection of poor conduct, etc. These items are covered under separate sections.
- G. Grades are issued each quarter. October, January, March and May. Teachers are required to keep accurate and timely records of all students' grades in their Power Grade folder. Administrators will be periodically reviewing your grade books.
- H. Incomplete grades - Teachers should avoid giving incomplete grades at the end of the semester excepting in those cases where students have missed school work for reasons beyond their control: (personal illness, family illness, family hardship, death in the family, and so forth).
- I. At the end of the school year, the teacher must make any appropriate arrangements for students to make up missed work when an incomplete grade is given. Otherwise, it will not be appropriate to assign an incomplete as a semester grade at the end of the year.
- J. Mid-quarter progress reports (down slips) to parents of all students making poor progress shall be sent without fail. These will be done through the Power School program. These will be done every third week of each marking period.

Class rosters will be given to you on paper copy the first day of school. After the two week class change period is over, your classes will be downloaded from Power School and given to you on diskette for grade recording.

1. **All grades** will be recorded within the Power Grade program of Power School. Grades will be recorded in the grade book within a reasonable amount of time within the week. It is your responsibility to have student work evaluated and have it recorded in the Power School Grade Book.
2. Deficiency reports will be printed from “Bin Progress 1, Bin Progress 2, Bin Progress 3 and Bin Progress 4 for each appropriate grading period by the teacher. Please record effort (1-2-3) and comment numbers. A list of comments will be provided.
3. Quarterly grades will be consolidated by you in the appropriate bin (Bin Marks 1, Bin Marks 2, Bin Marks 3 and Bin Marks 4) All grades must be in by the date and time set by Lori. Any incompletes must be reported to Lori before that time.
4. Confirmation lists will be printed and given back to you to verify before grade reports are printed.
5. If you must change a grade already recorded please notify the office of the change.
6. Individual student absences must be recorded on the computer record for each grading period. All editing of absences will be done by the secretary.

### **INVENTORY**

**Each teacher is responsible for all equipment and materials in his/her room or assigned area.** Special inventory lists are to be completed and filed as requested. This is necessary for insurance purposes and is a protection for you. We suggest that you record new equipment and materials on your inventory as they arrive which will alleviate an otherwise cumbersome process at a later date. All equipment (new) should be listed

### **INSTRUCTIONAL AIDS**

We encourage the use of the many different types of instructional aids available to the teacher. The use of films, DVDs, slides, etc., enriches a program very much. It must be kept in mind, however, that these are teaching aids, and not substitutes for good teaching. Under the supervision of the Librarian, teachers can plan for wide use in the classroom of available materials and equipment. We would encourage every teacher to make definite plans to learn about and become acquainted with these various aids and use them as needed. If other materials are questionable, they need to be cleared with building administrators.

### **IN-SERVICE LEAVE**

Granting inservice leave is governed by budget allocations, numbers of staff members involved, availability of substitutes and building administrator approval. The inservice must have proper alignment of your IDP Plan. Visit with us after you research the program and we will determine the possibility of attendance. You should then complete the inservice form and present it to the principal.

## **KEYS**

Each instructor is issued keys which include an outside door key fob and the necessary inside keys which allow you to perform your assigned duties. These keys are entrusted to you for a very specific purpose. **UNDER NO CIRCUMSTANCES ARE SCHOOL KEYS TO BE GIVEN TO STUDENTS OR ANY OTHER PERSONS. UNDER NO CIRCUMSTANCES ARE KEYS TO BE REPRODUCED WITHOUT THE PERMISSION OF THE PRINCIPAL.** Report the loss of any keys to the Principal at once. Teachers who want to work in the building after school hours will have to enter or exit through the front doors. See Board Policy 4.970

## **LABORATORIES AND SHOPS**

These special areas are to be used primarily for the intended purpose. Teachers who wish to use such areas for special purposes must secure the permission from instructors in charge and from the Principal. Equipment and materials are not to be removed from these areas without the permission of the instructor and of the Principal. Please respect the right and responsibility of each instructor in the area he is assigned. This also applies to equipment in the workrooms and computer rooms, etc.

## **LIBRARY**

We would encourage wide use of the library facilities as they relate to your classwork. The library is not a study hall for those students who wish to work on subject preparations. However, we feel many more students could avail themselves of excellent resources which would be of benefit to them in their classwork. We would urge teachers to plan for library use in the course plan. Consult with the librarian for additional suggestions for use of this facility.

## **STAFF WORK ROOM**

Our district has provided a teacher workroom for your convenience. It is equipped with copy machines and other useful items. This facility may be used during your planning period or during the lunch period.

## **COPYING**

The copy machines are located in both the teachers' workroom areas as well as the library. We encourage each staff member to learn the most efficient and effective manner of operation. **NOTE** we budget and pay .015 per copy. We do not want to exceed the budget. Please produce only necessary copies and no more than needed.

## **OFFICE HOURS**

Our office is open from 7:30 a.m. to 4:00 p.m. daily. Secretaries are available during these hours and all teacher and student business should be cared for during this time. All teacher business should be taken care of prior to your first assigned time. **PLEASE KEEP THE OFFICE AREA CLEAR DURING THE BUSY TIME BEFORE SCHOOL.**

## **DISCIPLINE REFERRALS**

These forms are to be used for any student referral to the office in regard to discipline difficulties. They are of value to the office when you refer the student because they give information and can readily be filed for future reference. It is requested that all teachers use these forms for such referrals. They are available in the general office. It is considered good management on our part to keep records of all office referrals. These will be used to help us evaluate procedures being followed in the classroom and in the referral office. The categories of the referrals are important to us in evaluating rules and regulations. Excessive numbers of referrals from individual teachers will be considered carefully and measured in terms of class size, subject area, and the problem of the individual student.

### **PLANNING PERIODS**

Each teacher has a scheduled planning period. The purpose of this period is to provide the teacher a time for careful planning and further preparation of the classroom work. It is our philosophy that this period should be used wisely and for its intended purpose. We would suggest you use the teaching center, your office, or some other quiet area for this purpose. We believe you will appreciate the opportunity for preparation in a relaxing climate and the work room may serve this need. We also believe the wise use of this period will lighten your out-of-school load. During your planning time, if you desire to leave the campus, you must sign out at the office.

### **POSTERS**

There are some occasions for posters and/or decorations to be placed in the building. All such material must be approved by the Principal. They should also be of suitable materials, an appropriate size for the mounting area, and be placed with such materials which will hold the poster in place and which will not create problems for the custodian.

### **PROFESSIONAL MATERIALS**

All professional materials which would be of interest to the staff will be placed in the work room for your convenience.

### **PROFESSIONAL ORGANIZATIONS**

Although we believe there are many benefits, direct and indirect, which teachers derive from the local, state, and national organizations, membership is a very personal matter. Membership in subject-area field might also be worthy of consideration. The Bucklin Teachers Association will contact you concerning membership and activities of their organization.

### **REQUISITIONS**

Requests for equipment and supplies are normally taken care of in the spring and are designed to anticipate the needs for the following school year. Deliberate and concise planning is a must for the efficient operation of our schools. We suggest you keep a need list during the school year which will enable you to care for this matter without much extra time and effort.

The Board of Education will not make payment for purchases made prior to the issuance of a purchase order unless prior approval has been given by the Business Office.

Bucklin High School utilizes a purchase order form to be used for all organizations, classes etc., which complies with the directions from the auditor. All accounts are taken care of by the Secretary and questions concerning any of the Activity Accounts should be directed to her.

### **REQUESTS FOR CUSTODIAL OR MAINTENANCE WORK**

All such requests should be made to the Principal. He/She will relay the request to the proper personnel for attention.

### **SCHOOL DAY - STUDENT**

Our school day begins at 8:15 a.m. for students and ends at 3:15 p.m. However, students may be asked to remain until 3:45 p.m. if requested by the teacher, the office or at the student's request. Any students remaining in the building after school is dismissed (3:15 p.m.) **MUST** be supervised by an instructor or sponsor. All students are requested to clear the building by 4:00 p.m.

### **SCHOOL DAY - TEACHER**

Teachers are on duty from 7:55 a.m. to 3:45 p.m. All staff members should be visible in rooms and hallways from 7:55 - 8:10 and from 3:15 - 3:20. The building is open at 7:45 a.m. and remains open until 4:00 p.m. except on weekends. Most teachers report earlier to do work and stay later for special conferences.

### **FORD COUNTY HEALTH NURSE - STUDENT ILLNESS**

Our school has quite limited service from the Ford County nurse. Her basic responsibility will be to conduct hearing and visual checks. However, she will be on call in the event we determine her counsel necessary. We ask that each teacher use every precaution for the health and safety of the student. In the event of student illness, the student should be referred to the general office where the necessary arrangements will be made for their care. In the event of a serious illness or injury, notify the Principal at once and the necessary steps for treatment and notification of parents will be taken care of. Administration of aspirin or other or other non-prescribed medication should not be practiced by any school personnel.

### **SCHOOL SPONSORED ACTIVITIES**

When you are planning a school sponsored trip that would involve the need for a school vehicle the following procedure should be taken:

1. Contact Mr. Landis to make arrangements for a vehicle several days prior to the day you need the vehicle.
2. Mr. Landis will issue keys, gas cards, etc. to you when you sign the vehicle out with him and complete the Transportation Form. Vehicle's windshield must be washed & the interior clean upon the cars return.
3. Upon return, promptly return the items that were issued to you and all receipts to Mr. Landis.

4. Any activity approved by Mr. Dusin or Mrs. Schadegg must be approved through Mr. Landis for transportation scheduling.

### **SENIOR / JUNIOR DEFICIENCY**

We ask that each instructor who has junior or senior students in academic difficulty to work closely with the social worker regarding their status. Contact with the parent(s) and faculty advisor(s) is also very valuable. This procedure should be followed without fail during the course of the second semester. Most seniors look to graduation ceremonies enthusiastically and we do not desire to issue “bad” news for the first time at the end of the term.

### **SOCIAL AFFAIRS**

A school social affair is any activity suggested, planned, supervised, and paid for by the members of a school organization. This may be a party, dance, trip, picnic, etc. The head sponsor shall notify and obtain approval from the Principal for such social affairs. As a general rule, we would suggest you limit these affairs to no more than one per semester or plan joint affairs with other organizations. Please observe the following added regulations in planning for such an affair:

- A. Sponsors and supervising teachers must be present at the activity and are to be responsible for the conduct of the students. Parents or other adults may be utilized to assist if desired.
- B. The use of cars for transportation of students is a very risky matter. Personal liability is almost a certainty in case of accident. Sponsors should be extremely cautious in making arrangements for such transportation. School policy demands one or two precautions if this method of transportation is used.
  - (1) An adult must be present in each car with properly authorized drivers.
  - (2) OR the first and last cars of a caravan must have such sponsorship, with the other cars remaining between the lead and trail cars.
- C. All regulations and policies of the school are in effect for all such school affairs.
- D. Such social affairs should not prevent any member from attending because of cost. Membership in any organization should be unrestricted as far as cost is concerned.

### **SOCIAL NETWORKING**

The School Board discourages school district staff from socializing with students outside of school in person or on social networking websites, including but not limited to MySpace, Facebook, and Twitter. School Principals will annually remind staff members and orient new staff members concerning the importance of maintaining proper decorum in the on-line, digital world as well as in person. Employees must conduct themselves in ways that do not distract from or disrupt the educational process. The orientation and reminders will give special emphasis to:

- improper fraternization with students using Facebook and similar internet sites or social networks
- inappropriateness of posting items with sexual content
- inappropriateness of posting items exhibiting or advocating use of drugs and

- alcohol
- examples of inappropriate behavior from other districts , as behavior to avoid
- monitoring and penalties for improper use of district computers and technology
- avoid the use of the school’s name and logo on an employee’s personal website
- the possibility of penalties, including dismissal from employment, for failure to exercise good judgment in on-line conduct.

All school district employees, faculty and staff who participate in social networking websites, shall not post any school district data, documents, photographs or other district owned or created information on any website. further, the posting of any private or confidential school district material on such websites is strictly prohibited.

School district employees are prohibited from engaging in any conduct on social networking websites that violates the law, school board policies, or other standards of conduct. Employees who violate this policy may face discipline and/or termination, in line with other school board policies and/or collective bargaining agreements, if applicable.

Nothing in this policy prohibits employees, faculty, staff or students from the use of educational websites if such sites are used solely for educational purposes.

Access of social networking websites for individual use during school hours is prohibited.

When inappropriate use of computers and websites is discovered, the school Principal and Superintendent will bring it to the attention of the appropriate employee and/or law enforcement.

**STAFF MEETINGS** --- Staff/faculty meetings will be held throughout the school year. Faculty meetings can be either before or after school.

### **STUDENT DISMISSAL FROM CLASS**

If it becomes necessary for a teacher to ask a student or students to leave the class because of continued disturbance to the other members, this student should be instructed to report immediately and directly to the Principal. Teachers should contact the office by intercom when sending a student to the office for disciplinary reasons. As soon as possible, personal contact should be made to give complete details.

### **STUDENT DRESS**

An article in the Student Handbook will list the dress regulations and make suggestions for proper dress. We expect teachers who are in direct contact with students to aid us in the enforcement of such regulations. Please make it a habit to quickly check all first hour classes for dress violations or questionable attire. Refer students to our office for disposition. It is not in our best interest for us to have referrals late in the school day.

### **SUPPORT FOR STUDENTS EXPERIENCING ACADEMIC AND /OR BEHAVIORAL NEEDS (SIT)**

Educators, parents and community leaders have concerns about all students experiencing academic and behavioral needs -- students with and without exceptionalities. Although classroom teachers can meet the needs of many students, there are situations where teachers need assistance. The goal of Student Intervention Teams is to provide a problem-solving process to help support students with academic and behavioral needs and to expand the use of various resources and expertise in the schools and communities to address student needs. The Student Intervention Team process is possible through the collaborative efforts of students, parents, school administrators, teachers, counselors, school psychologist, nurses, interrelated teachers, gifted facilitators and special support staff such as Title I, Migrant and ESL teachers.

A problem-solving approach is used to support students who are encountering academic or behavioral difficulties or who have a need for additional academic challenge in school. A first step in the problem solving process is what teachers typically do on a routine basis as a part of teaching. The process begins when a teacher, parent or student notices an academic or behavioral concern. After identifying the problem, parents are contacted, modifications in the student's program are made and the progress is monitored.

If a student's performance does not change in the desired direction with the modifications previously identified, the teacher collaborates with the Student Intervention Team. The team is made up of educational personnel representing a cross section of experiences and expertise. General and special educators as well as parents are involved in this process. The team identifies the presenting concern, and an intervention plan is developed and implemented. The team determines in advance how long the intervention will last and how it will be monitored. After the implementation period, the team meets to review the student's progress under the plan. If student progress is adequate, the plan is continued and passed on to the student's succeeding teacher.

If student's progress is not adequate, the team revises the intervention plan by selecting other interventions or combinations of interventions. This revised plan is then implemented and progress monitored. The problem solving process is cyclical: a concern is noted, the problem is defined, interventions are selected and implemented, and progress is monitored and evaluated. If concerns persist, the process continues. The ultimate goal is always to help students experience success in school.

If the interventions and strategies, including instructional or environmental modifications, are inadequate to address the child's areas of concern; the interventions require an intense and sustained amount of resources; and/or the data indicate the student may be a student with an exceptionality, the team recommends a formal comprehensive evaluation for special education.

Board of Education policies supersede all others listed. No conflicts are intended. The Board of Education policies can be found on the website [www.bucklinschools.com](http://www.bucklinschools.com) for your convenience.