

**SHICKLEY PUBLIC SCHOOLS
DISTRICT #54
SHICKLEY, NEBRASKA**



Welcome to Shickley Public School,

The purpose of this handbook is to provide each and every certified staff member at Shickley Public School a resource to help them better understand the community, policies, rules, and expectations.

The mission of Shickley Public School is to prepare students for success. We believe:

- in each student's ability to learn and develop the knowledge, understanding, skills and processes needed for life;
- in fostering the growth and development of each student intellectually, physically, emotionally, and socially;
- in providing a challenging curriculum;
- in providing the most effective educational opportunities through continual improvement at each staff and faculty position;
- in sharing the responsibility of educating our students with the family and community;
- in continuing and strengthening the relationship between the school and the community;
- in providing continual communication with all stakeholders;
- in providing a safe environment where all stakeholders believe success can exist, and is celebrated; and
- in doing what's best for the students.

A successful student is a lifelong learner who:

- is creative and innovative;
- is flexible and adaptive;
- is productive and accountable;
- is independent and self-directed;
- is prepared, engaged, and willing to try;
- is self-confident and conscientious;
- can think critically and solve problems;
- can communicate and collaborate;

- can show leadership and responsibility;
- can read and comprehend; and
- can focus and concentrate.

This handbook is broken down into three main parts: a description of the Shickley community; a description of the state and local expectations for effective practices; and the school's policies, rules and expectations which must be adhered to throughout the school day and year.

We hope everyone enjoys a successful school year.

Sadie N. Coffey, Superintendent
Erik Sokol, Principal

THE COMMUNITY OF SHICKLEY

Shickley Public School, founded in the late 1800's and reorganized in 1953, is a school whose focus is on student success, both now and in the future. With an average class enrollment of 8-10 students, teachers at Shickley Public School are able to provide individualized attention and instruction through small group settings in all classes. We offer a wide variety of classes, including electives which help prepare our students for their futures. Because of our focus on continually preparing students to succeed, our students develop confidence in themselves and their abilities which allows them to take on and succeed at larger and greater challenges.

All learning activities at Shickley, whether they are academic, athletic, or artistic in nature, are viewed as opportunities for our students to succeed. While Shickley Public School competes in athletic activities through a cooperative agreement with the Bruning-Davenport Unified School District, it maintains strong programs in academics and the arts. The FFA and FBLA programs at Shickley Public School are extensions of our academic programs which help students to develop the leadership skills necessary for success, and regularly have at or near 100% student participation. Our arts programs, including Play Production, Choir and Band regularly host district competitions, travel and compete statewide, and also exhibited similarly high participation.

Shickley is located in Fillmore County, 15 miles southwest of Geneva, the county seat. Hastings is 50 miles north and west, York is 40 miles north and east, and Lincoln is 80 miles north and east. This farming community lies in the heart of the irrigation district. Farm values are high, and both the farmers and area businesses are progressive. The district is approximately 100 square miles in area, including 66,000 fertile acres, and extends into Thayer and Clay Counties.

Shickley is served by five churches: Catholic, Zion Lutheran, and United Methodist in town, and two rural congregations: Church of the Brethren and Salem Mennonite.

The Shickley Community Foundation provides financial support for individual community projects, as well as for projects in the school. Along with the Shickley Community Foundation, the school enjoys support from our active booster clubs, and our alumni associations, and the Shickley Parents Association which has contributed to the completion of a number of recent projects such as our new practice track, new curtains for the stage, renovation of our weight room, and remodeling of the high school science room.

STATE AND LOCAL EXPECTATIONS FOR EFFECTIVE PRACTICES

The Nebraska Department of Education has produced a set of expectations for effective practice. The Board of Education and the administration of Shickley Public School agree with the expectations provided below and encourage our teachers to begin reflecting on their practices immediately to make the necessary adjustments and changes to help meet expectations.

1. Foundational Knowledge - The teacher demonstrates a comprehensive knowledge of content, pedagogy, students, and standards needed to provide each student with effective opportunities for learning, development, and achievement.

The teacher:

- a. Possesses a strong command of the Content and related instructional strategies;
- b. Understands research-based instructional approaches, strategies, assessments, and interventions;
- c. Understands the intellectual, social, emotional, and physical development of students, how they learn, and how they differ;
- d. Understands the effect of cultural and societal influences on learning for each student;
- e. Understands how national, state, and local standards impact teaching;
- f. Understands the components of an effective curriculum; and
- g. Accepts responsibility for the growth of student learning, development, and achievement.

2. Planning and Preparation - The teacher integrates knowledge of content, pedagogy, students, and standards with the established curriculum to set high expectations and develop rigorous instruction for each student which supports the growth of student learning, development, and achievement. The teacher:

- a. Develops coherent units, lessons, and activities that reflect high expectations and enable each student to achieve standards, learning goals, and instructional objectives;
- b. Designs and adapts lessons based on student progress, assessment results, and interests;
- c. Uses a variety of appropriate, research-based teaching strategies;
- d. Considers students' prior knowledge, abilities, and individual circumstances to ensure that instruction is differentiated, relevant to students, and rigorous; and

- e. Integrates a variety of resources, including technology, to provide challenging, motivating, and engaging learning experiences.

3. The Learning Environment - The teacher creates and maintains a learning environment fostering positive relationships and promotes active student engagement in learning, development, and achievement. The teacher:

- a. Establishes relationships that result in a positive learning climate of openness, mutual respect, support, and inquiry, and interacts with students in ways that demonstrate and promote recognition of diversity;
- b. Ensures a safe and accessible environment;
- c. Establishes, communicates, and maintains effective routines, procedures, and clear standards of conduct;
- d. Establishes a collaborative learning community built on trust and teamwork that is consistent with and supportive of the full development of students as individuals;
- e. Establishes high expectations that cultivate each learner's self-motivation and encourage pride in his/her genuine accomplishments; and
- f. Values individual students, their families, neighborhoods, and communities; acknowledges their experiences, and builds upon those experiences to increase academic success.

4. Instructional Strategies - The teacher uses effective instructional strategies to ensure growth in student achievement. The teacher:

- a. Uses a range of developmentally appropriate instructional strategies and resources that are targeted to meet learning goals;
- b. Modifies, adapts, and differentiates instruction and accommodation based on data analysis, observation, and student needs;
- c. Communicates effectively with students to promote and support high expectations for achievement;
- d. Assumes various roles in the instructional process appropriate to the content, purposes of instruction, and the needs of students;
- e. Engages students by using varied activities, assignments, groupings, structure, pacing, and a variety of instructional techniques such as direct

instruction, inquiry, questioning, and discussion as appropriate for individual student achievement; f. Uses strategies that enable students to develop skills in critical thinking, creativity, and problem-solving; g. Uses existing and emerging technologies as needed to support and promote student learning; and h. Implements engaging learning experiences that draw upon family and community resources.

5. Assessment - The teacher systematically uses multiple methods of formative and summative assessment to measure student progress and to inform ongoing planning, instruction, and reporting. The teacher:

- a. Develops and uses varied and appropriate assessments and accommodations based on instructional objectives and student needs;
- b. Uses both formative and summative assessments and the resulting data to inform instruction;
- c. Seeks to assure that classroom-based assessment instruments and procedures are effective, free of bias, and appropriate to the developmental and linguistic capabilities of students;
- d. Develops or selects appropriate assessments and interprets the resulting data, both individually and with colleagues;
- e. Uses strategies that enable students to set high expectations for personal achievement, and to assess, monitor, and reflect on their own work; and
- f. Complies and reports assessment data to accurately document student progress over time.

6. Professionalism - The teacher acts as an ethical and responsible member of the professional community. The teacher:

- a. Systematically reflects on his/her own professional practice in order to bring about continuous improvement;
- b. Actively pursues meaningful professional development;
- c. Contributes to and advocates for the profession;
- d. Protects the established rights and confidentiality of students and families;
- e. Adheres to school policies, procedures, and regulations;
- f. Models ethical behavior in accordance with established standards; and
- g. Maintains accurate records, documentation, and data.

7. Vision and Collaboration - The teacher contributes to and promotes the vision of the school and collaborates with students, families, colleagues, and the larger community to share responsibility for the growth of student learning, development, and achievement. The teacher:

- a. Actively participates in the development and implementation of the school's vision, mission, and goals for teaching and learning;
- b. Contributes to the continuous improvement process;
- c. Establishes and maintains collaborative professional relationships;
- d. Uses effective communication strategies and technological resources when appropriate, and takes into account various factors that impact communication with individual students, their families, and the community; and
- e. Collaborates with students, parents, families, and the community to create meaningful relationships that enhance the learning process.

SCHOOL POLICIES, RULES, AND EXPECTATIONS Salary and Benefits

All Teachers will be given a copy of the salary schedule. The salary schedule is a part of the negotiated agreement. Teachers will be paid in twelve monthly installments on the 20th of each month.

All teachers must have their certificates registered with the Superintendent before receiving their first paycheck. This applies to teachers new to Shickley, and to those who have renewed their certificates in the past year. If a teacher has earned enough graduate credits to qualify for movement on the salary schedule, proof of successful completion must be given to the superintendent before September 1st. Teachers are asked to notify the Superintendent of the intention to take classes before leaving for summer break.

Insurance and Workman's Compensation: Shickley Public School provides its teachers with EHA Blue Cross Blue Shield health and dental insurance. All employees are protected under the compensation law for injuries or disability received on school property in the performance of their jobs. Report such accidents immediately.

Sick Leave/Professional Leave/Personal Leave: Employees are granted sick leave for personal illness and injury and/or for illness or death in the immediate family, which is defined in the District Policy Manual. Sick leave shall not be used or granted for any other purpose. Each full-time teacher is entitled to nine (9) sick days per year cumulative to forty-five (45) total sick days. A teacher who has reached the cumulative 45 days will receive 5 days (noncumulative)

for the school term to be used prior to his or her cumulative 45 days. Therefore, maxing out at 50.

Examples: based on the number of days a teacher ends with prior to the next school year:

41-45 (start the year with 45 plus 5); 40 (start the year with 45 plus 4); 39 (start the year with 45 plus 3); 38 (start the year with 45 plus 2); 37 (start the year with 45 plus 1); 36 (start the year with 45)

Each employee will be granted two (2) professional leave, and two (2) personal leave days with administrative approval (accumulative to 3). For any additional days requested beyond the number granted, the employee will be docked at the equivalent of 1/contracted days his/her total salary. Sick leave, professional leave, and personal leave forms will be filled out and returned to the school office. An accurate record of your appropriate leave balance is maintained in the office.

Teacher Evaluation Philosophy

In order to have an effective learning climate, there must be continuous evaluation procedures to improve the teaching process. This process is an important aspect of education as we work towards excellence in the instruction of young people.

Objectives: The purpose of teacher evaluation is:

1. To maintain an on-going and continuous evaluation process;
2. To improve teacher instruction;
3. To promote professional growth;
4. To plan long and short term goals;
5. To identify and reinforce quality teaching;
6. To provide legal documentation for retention or termination; and
7. To be consistent with school district goals established by the Board of Education.

Evaluators: The superintendent and principal are responsible for teacher evaluations. They will be responsible for observing, monitoring, and record keeping pertinent to effective teaching. The superintendent and principal must hold a valid Nebraska Administrative Certificate.

Evaluation Process for Probationary Teachers: Probationary teachers will receive the first formal written evaluation/conference prior to the conclusion of the first semester. The second formal evaluation will be conducted prior to the March Board of Education meeting.

Evaluation Process for Tenured Teachers: Tenured teachers will receive their formal

written evaluation/conference prior to the March Board of Education meeting.

Formal Observations: All teachers will have one formal, announced observation at a minimum of every other year, for an entire period. Tenured teachers will be formally observed at least once every other year. Probationary teachers will be observed no less than once each semester for the first three years of service. During the first semester, the observation will be scheduled. The second observation, during the second semester, will be unannounced.

Walk-Through Observations: Walk-through observations are just as they sound: a short (3-5 minute), frequent visit, or observation, used to observe what is happening in the classroom at that time. Walk-throughs can also be used to gather information about instruction and teaching. These types of observations will be utilized by the administration to document positive learning practices, and will not be placed in the teacher's permanent file. It is the goal of the administration to perform a minimum of five (5) walk-through observations per year.

Walk-through observations can be an effective tool for a number of reasons. They help the administration be visible to the students and teachers, showing their commitment to academic achievement and improvement. They can help to validate and document the use of positive instructional performance and the implementation of classroom accommodations for SPED and Hal students. Walk-throughs can be used to help gather data for school improvement, as well as communicate the school's expectations, goals and mission. Finally, walk-through observations are a great tool to provide collaborative feedback to help ensure teaching practices are meeting the needs of all students.

Professional and Personal Expectations

Teaching as a Profession: Teaching is a dignified profession. Serve it with all the dignity you can muster. Dignity engenders respect. Professionals are often recognized by the following characteristics:

1. They are proud of their professions;
2. They show the refinement and character expected of a professional;
3. They show genuine concern and respect for others, both children and adults;
4. They dress with the dignity that the profession warrants;
5. They have a sense of responsibility for the success of the entire school and its programs;
6. They accept responsibility for compliance with rules and administrative requests;

7. They refrain from making adverse comments about the school and their fellow teachers;
8. They avoid offending the morals and values of their community; and
9. They work understandingly and cooperatively with parents.

Teachers grow professionally by:

1. Joining local organizations. Membership in national (NEA), state (NSEA), and local (SEA) organizations is voluntary, as is the association of each teachers particular teaching field.
2. Attending the meetings and conventions of teacher's organizations.
3. Attending all faculty meetings. These meetings are held for a purpose and are intended to help all staff and faculty members work together to achieve the goal of the school. Be punctual so the meetings can begin and adjourn as soon as possible.
4. Understand and follow the NEA Code of Ethics for Teachers. It can be found at <http://www.nea.org/home/30442.htm>.
5. Attending school to further your education and learn new methods of teaching.

Professional Growth Expectations and Regulations: Every six years, permanent certificated (beginning with the granting of tenure) employees shall give evidence of professional growth. A total of six points from the chart below shall be accepted as evidence of professional growth. A minimum of three points must be earned through the completion of graduate classes. These graduate credits may be applied to the completion of a master's degree program, but must be directly related to the employee's field. Once a master's degree is earned, an employee may earn all six points through any combination of coursework and professional activities. At any point in a teacher's career, six semester hours of college credit may be applied to the completion of their current six point requirement. Deviation from this policy is at administrative discretion.

Description Hours Points

Six Graduate Credits	216	6	Three Graduate Credits/One
One Graduate Credit	36	1	
Membership on the SIP Steering Committee (Full Cycle Commitment)	108	3	
Membership on a State or National Board, yearly	36	1	
Attendance at a State or National Convention (2-3 days)	18	.5	
One-Day Workshop/Clinics/Conferences	9	.25	
Half-Day Workshop/Clinic/Conference	4.5	.125	
Presentation of a workshop or clinic	Twice the length of the presentation.		

(A two-hour workshop will count for 4 hours, or .125 points.)

The administration will consider awarding additional points for presentations requiring extensive preparation.

For conferences which may be counted for graduate credits, the conference cannot be counted as both graduate credits and as conference attendance. Each school employee must designate how the conference will be counted for professional growth.

Personal and Professional Conduct Expectations: Employees are role models for the students who come in contact with them during and after school hours. The Board recognizes the positive effect employees can have on students in this capacity. To this end, the Board strongly suggests and encourages employees to dress, groom, and conduct themselves in a manner appropriate to the educational environment. Employees shall conduct themselves in a professional manner appropriate for their position. Clothing shall be neat, clean, and in good taste. Discretion and common sense call for an avoidance of extremes which would interfere with or have an effect on the educational process.

Certificated employees of the school district follow the code of ethics for their profession as established by the Nebraska Department of Education in Rule 27.

(<http://www.education.ne.gov/legal/webrulespdf/RULE27FINAL.pdf>) Behaviors that would specifically be of concern to the administration and the Board include, but are not limited to the following:

1. Driving under the influence (DUI).
2. Public intoxication.
3. Unlawful use of controlled substances.
4. Shoplifting, theft, or other felony or misdemeanor related to dishonesty.
5. Engaging in any acts of violence, such as commissions of assault or battery.
6. Engaging in abusive conduct, such as issuing threats or using profanity or engaging in verbal abuse at school-related functions or elsewhere.
7. Engaging in acts that could be considered immoral, such as conducting extramarital affairs or engaging in any illicit relationships of any kind with any student of the district or student of any other district.
8. Engaging in unlawful wagering or bookmaking.
9. Engaging in acts of fraud against the school, a member of the public, any state or federal agency, or any other entity.
10. Committing any acts prohibited by ethical and other professional standards of conduct for certified teachers in the State of Nebraska.

11. Engaging in any act which would be construed to be harassment, whether electronically or in person.

12. Violation of professional confidentiality when it is required or desirable.

The above and foregoing list is not intended to be a complete list since it is assumed by the Board of Education that the responsibilities of being a certified staff member of the district is a responsibility understood by each employee of the district.

Additional Duties: There are many details and chores connected with the operation of a school. These chores and details are not at all professional in nature. They do not appear in teacher contracts, yet they must be performed in order for a school to run successfully. It is urged, therefore, each of us assume our share of these tasks, walk the extra mile as it were, and get the job done.

A few of these tasks include noon-hour supervision, selling tickets at athletic events, or supervision at these events. Schedules will be set when appropriate. It is expected each teacher will assume his or her responsibility.

Nondiscrimination in Education Programs and Activities: It is the policy of the Shickley Public School not to discriminate on the basis of race, national origin, creed, age, marital status, sex or disability in its educational programs, activities, or employment practices as required by Titles VI and VII of the 1964 Civil Rights Act, Title IX of the 1972 Educational Amendments, the Federal Rehabilitation Act of 1973 and the Nebraska Equal Opportunity in Education Act.

Any person who believes she or her has been discriminated against, denied a benefit, or been excluded from participation in any in any district education program or activity on the basis of sex in violation of this policy may grieve such matters using the adopted grievance procedures of this district. Such procedures shall provide for prompt and equitable resolution of complaints alleging acts of discrimination.

Inquiries regarding compliance with Title IX, the Nebraska Equal Opportunity in Education Act or Title VI may be directed to Bryce Jorgenson, Shickley, Nebraska, 68436, 402-627-3375, or in the case of Title IX and the Rehabilitation Act to the Director of the Region VII Office for Civil Rights, ED, 324 East 11th St., 24th Floor, Kansas City, MO, 64106, 816-374-7264

Adopted 2013

Harassment of/by Employees: Harassment of employees, students, volunteers, or visitors will not be tolerated by the school district, which includes district facilities, property, or property within the jurisdiction of the district; while on school-owned or operated transportation; while attending school activities; and while away from school grounds if the misconduct directly affects the environment and climate of the district.

Harassment includes, but is not limited to racial, religious, national origin, marital status, disability, and sexual harassment. Employees whose behavior is alleged to be in violation of this policy will be subject to the investigation procedure which may result in discipline, up to and including, discharge or other appropriate action or sanctions determined and imposed by the superintendent or the board.

Employees, students, volunteers, or visitors who believe they have suffered harassment shall report such matters to the investigator for harassment complaints. However, claims regarding harassment may also be reported to the alternate investigator for harassment complaints. More detailed information regarding harassment can be found in district policy.

Public Relations: Public relations are important. It is especially important for superintendents to consider, but it is important for teachers too. Always remember the best public relations medium is not the newspaper, TV, radio, internet, or the PTA, but it is the pupil-teacher relationship. Each teacher can create good public relations with the pupil in each case.

Rapport with the community is also important. The best news medium available to our school is the *Nebraska Signal*. Keeping the public informed of what is happening can be achieved by writing a news item. Each teacher will be expected to write one article per month to be published in the local newspaper, online, or in the school newsletter.

Another form of positive public relations is parent-teacher conferences. Parent-teacher conferences are scheduled in the fall and in the spring, and other activities should be avoided on those days. Please be honest with the parent when discussing their child's achievements. It is an excellent opportunity for each teacher to do a positive public relations job.

School Year and Daily Operations

Official School Calendar: The official school calendar of activities and events is in the superintendent's office. There is also a calendar provided to each teacher in their certified binder at the beginning of the school year. Be sure to check with the administration before scheduling events.

School Day: The school day for teachers begins at 7:50 am and ends at 3:50pm. It is the administration's expectations that teachers are in the building and ready to work at this time, and not walking in or out the door at this time. Elementary teachers are responsible for playground supervision for recesses before school, during the school day (including lunch), and in the afternoon. Teachers are not generally responsible for lunchroom supervision, unless otherwise arranged by the administration with the individual teacher.

Shickley Public School operates under a closed campus plan. Once students arrive at school, they are not to leave the immediate grounds during the day without the consent of an administrator. Students driving cars to school must park in the west lot and leave them parked until school is dismissed. Students require permission from the administration to go to the parking lot during the day. It is imperative that teachers keep students in the classroom as much as possible, and limit the trips by students to their vehicles during the day. *EXCEPTION: Students who live in town may go home at noon for lunch, after they have signed out in the office, but may not drive themselves.*

Substitute Teachers: Substitute teachers will be hired by individual teachers or the administration. For pre-determined absences, the individual teacher obtains the substitute teacher. In cases of illness, please notify the principal as soon as possible.

It is the responsibility of the teacher to provide the substitute with detailed lesson plans whenever he/she will be gone. If the teacher is ill, the teacher will email the principal lesson plans for the substitute to follow. It is expected by the administration that teachers will utilize the substitute's teaching ability to carry the educational process forward while the teacher is unable to attend school.

School Dismissal for Weather

The superintendent will make the decision regarding school closure in the event of severe weather. Announcement of school closing will be made through the OneCall system and designated media outlets.

In the event of a school closure, it is the responsibility of the individual who initially contacted a substitute teacher to inform them of the late start or school closure. If a teacher is unable to contact the substitute, they must contact the principal immediately after the late start of school closure has been announced.

It is the policy of the administration to not allow practices of any kind if school has been dismissed early or if school has been canceled.

Communication

Daily Announcements: A daily announcement is issued from the office at the beginning of the day. Be sure to read the announcement to be aware of the activities in and at the school. Information to be placed in the daily announcement needs to be to the principal and secretary by 8:00 am.

Staff Directory: A staff telephone and email directory is provided below to help facilitate communication between staff members. However, nothing can ever replace face-to-face communication and collaboration between teachers.

Lisa Cogswell - lcogswell@longhornpower.org	343
Jodi Dickson - jdickson@longhornpower.org	304
Valerie Ellis - vellis@longhornpower.org	308
Justin Elwonger - jelwonger@longhornpower.org	322
Megan Erickson - merickson@longhornpower.org	312
Amanda Hansel - ahansel@longhornpower.org	320
Nancy Hinrichs - nhinrichs@longhornpower.org	331
Katie Johnson - kjohnson@longhornpower.org	303
Sue Loseke - sloseke@longhornpower.org	
Caroline Mosier - cmosier@longhornpower.org	302
Candi Nelson - cnelson@longhornpower.org	301
Monica Noel - mnoel@longhornpower.org	307
Kim Nuss - knuss@longhornpower.org	345
Treva Nutter - tnutter@longhornpower.org	310
Alyssa Olsen - aolsen@longhornpower.org	309
Zac Schlegel - zshlegel@longhornpower.org	305
Greg Schroeder - gschroeder@longhornpower.org	306
Gwen Schultz - gschultz@longhornpower.org	300
Kim Shaner - kshaner1@longhornpower.org	
Scott Shipley - sshipley@longhornpower.org	330
Sandi Snyder - ssnyder@longhornpower.org	333
Kristin Witte - kwitte@longhornpower.org	356
Karma Yantzie - kyantzie@longhornpower.org	355
Merissa Zajic - mzajic@longhornpower.org	343

Mailboxes: Each teacher has his/her own mailbox in the teacher's workroom. This should be visited and cleaned out on a daily basis. The mailbox is for mail, not a storage bin.

Planning Unit Plans: Unit plans are to be turned in to the principal at the beginning of the year, in order to provide an overview of the curriculum and how the curricular goals are being met throughout the year. Units and lessons are to be standards-based and should be designed

to meet the course and school mission statements, as well as the unit objective. If a teacher is unsure of how to complete a unit plan, or how to structure his/her yearly plans, the principal will provide assistance until the teacher is able to complete the plans independently.

Lesson Plans: Each teacher will have a lesson plan book available to them at the beginning of the school year, in which to outline activities a week in advance. Teachers are not required to submit lesson plans to the administration. If a teacher is having issues successfully teaching the material which is expected throughout the year, unit pacing and daily lesson plans will be an integral part of the discussion to correcting the situation.

Textbooks: Before issuing textbooks to the students, teachers must be sure they are stamped and numbered and record the date issued and the condition of the book (new, good, or fair) when issued in the proper place in the book. Students will be responsible for lost or damaged books.

Teachers are expected to be a part of the ordering process, when new textbooks are being considered. However, textbooks are should be considered a part of the curriculum, a resource, rather than the entire curriculum.

Requisitions: Requisition forms will be provided to the teachers by the superintendent during the second semester of each school year, along with a submission date. Requisitions must be turned in by the submission date in order to ensure the arrival of classroom materials prior to the beginning of the school year. Each teacher is responsible for ordering their own classroom material, unless informed otherwise by the administration.

Classroom Management

In *The Art and Science of Teaching*, Marzano (p. 121-130) provides five action steps to help improve classroom management:

1. Organize the classroom for effective teaching and learning.
2. Establish a small step of rules and procedures.
3. Interact with students about classroom rules and procedures.
4. Periodically review rules and procedures, making changes as necessary.
5. Use classroom meetings.

Classroom Organization: The days of the teacher as the “Sage on the Stage” are past, and the teacher is no longer the primary focal point of the classroom. While there is a need for the teacher to be at the front of the room, effective classroom organization often calls for the teacher’s desk to be away from the front of the classroom, allowing the students to

focus on their learning and the content, instead of the teacher and his/her desk. In *The Art and Science of Teaching*, Marzano (p. 121-123) provides suggestions and items to consider when organizing the classroom for effective teaching and learning. They include: Access to learning centers, technology, and equipment; decorating the room; materials, and students' desks and chairs and the teacher's work area.

Classroom Rules: It is the expectation of the administration for all teachers to establish, communicate, and maintain effective routines, procedures, and clear standards of conduct. For this to occur, classroom rules, routines, procedures and standards must be developed, discussed and posted. Fair and consistent administration of these rules must be applied, or resentment towards the teacher and other students may develop, disrupting and affecting the classroom environment for all.

Student Discipline: Student discipline is directly related to a teacher's classroom management. Without clear and concise rules, expectations, and procedures, students cannot be expected to exhibit proper behavior. Make no mistake about it, student discipline is a self-discipline issue, but it is the responsibility of the teacher to clearly lay out the rules, expectations, and procedures of the classroom, and to keep students motivated, interested, and occupied,

The principal and superintendent are ready to advise and help, and will assume the responsibility for administering the consequences for some of the more serious cases of poor student discipline. However, each teacher must face the class alone, and some of the problems alone. It is imperative that each teacher handle most of their own difficulties. Too much reliance on the principal or superintendent will weaken the teacher in the sight of the students.

The classroom is a good place for teaching young people appropriate social behavior. The halls, restroom, lunchroom, playground, and gymnasium are all places for testing teaching effectiveness. Discipline in the school would be ideal if every teacher did his or her part in demanding compliance with the rules and expectations of good conduct and behavior.

Room Environment: Each teacher must watch the temperature and ventilation in his/her classroom. Before leaving each evening, each teacher should ensure that radiators are turned on, windows are closed, the lights are turned off, and tables, chairs, and desks are straightened. This will help the custodians keep the building clean and inviting.

Practicing Emergency Situations: In the event of the occurrence of real-life emergent situations, the Shickley Public School will regularly hold drills for fire and tornados.

Fire Drills will be conducted on a regular basis. Quiet, orderly exits are the aim. Please use the green card system to announce to the administration whether or not your students are all present. Routes and exits are provided for teachers in their certified binders, and should be posted in each classroom.

Tornado drills will be conducted each year. The signal for the tornado drill will be a continuous buzz of the passing bell. When you hear the signal, please go to your designated area in an orderly manner. A list of the designated areas is provided in the certified binder. A map indicating the proper exit should be posted in each room.

Assessment and Records

Homework: Homework should follow the approximate guideline of ten (10) minutes per year of school, so 1st Grade students can be expected to perform ten (10) minutes of homework per night, 4th Grade students 40 minutes, and 10th grade students one hour and forty minutes (1:40 or 100 minutes). However, facilitated study is better. The more practice problems or work can do under the supervision of the teacher, the better. Homework is, and should be, intended to provide students additional opportunities to practice and master concepts or skills needed to be successful in school – not as a time filler or unnecessary practice. There should always be a purpose for assigning homework.

Grading: Grades are necessary because parents want to know how their children are performing in school. Schools of higher learning require them and award scholarships on the basis of these grades. The permanent records of Shickley Public School require the number grade. Semester grades, therefore, must indicate grade by number. Grade reporting to parents is done quarterly by report cards. They will be distributed as soon as possible following the end of the nine-week grading period. The grading system used at Shickley Public School is as follows:

- A = 93 – 100 (4.0) Superior
- B = 86 – 92 (3.0) Above Average
- C = 77 – 85 (2.0) Average
- D = 70 – 76 (1.0) Below Average
- F = 0 - 69 (0.0) Failing
- I = Incomplete

Incompletes will be given when a student's work for a quarter or semester period is not complete. In order to receive proper credit for a reporting period (9-weeks/quarter), the work must be completed within two (2) weeks of the end of reporting period or the grade will

change to a failure.

The alternate grading method is defined as a means of grading students with verified disabilities which are determined by referrals and testing. When the student's level of disability is determined, the student must meet the verified level to receive a passing grade. The student will also receive a mark for EFFORT. Verification of disability must be confirmed prior to students being placed on the Alternate Grading System.

Record Keeping: There are a number of kinds of recordkeeping required of teachers:

Daily: Attendance – Record attendance each period via PowerSchool.

Weekly: Lesson Plans are to be kept up-to-date in case of illness and for substitute purposes. Grades are also to be updated weekly.

Quarterly: Grades are to be completed by the Tuesday following the completion of the quarter.

Semester: Grades are to be completed by the Tuesday following the completion of the semester.

Yearly: Inventory and requisition for books, supplies, and equipment.

Supplies, Equipment, and Keys

Supplies: Supplies are available in the teacher's workroom. Please use supplies with discretion. Supplies are ordered prior to the school year, with additional orders being placed as needed throughout the year at the discretion of the superintendent.

Equipment: Each teacher should familiarize themselves with all of the instructional equipment to learn how to operate them. If a significant quantity of teachers are unable or unsure of how to operate a piece of technology or equipment, a training session may be scheduled.

Keys: Teachers are issued keys for their rooms and the outside doors. In accepting their keys, teachers assume the responsibility of keeping them in possession, and not letting unauthorized persons use them. Non-faculty and staff members must check out keys from the office if they would like to use any part of the facility. Keys should not be given or loaned to students.

Board Policy Book

A copy of the Board Policy Book is located in the teacher's workroom and on the school website. If you have questions to clarify, please check with the superintendent.