



Beal City Public Schools New Teacher Handbook

The "Go-To" Book for New Hires

Beal City Public Schools

31117 Elias Road

Mt. Pleasant, MI 4885

Phone (989)6443901 Fax (989)6445847

Beal City Public Schools New Teacher Handbook

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Section I



School and Administrator Information

School Contact Information

Beal City Public Schools
3117 Elias Road
Mt. Pleasant, MI 4885
Phone (989)6443901 Fax (989)6445847

Superintendent: 989-644-3901

High School Office: 989-644-3944

High School/Middle School Principal: 644-3944 ext. 303

Elementary Office: 989-644-2740

Elementary Principal: 644-2740 ext. 203

Counselor: 644-3944 ext. 314

Athletic Director: 644-3944 ext. 320

Maintenance: 644-3901 ext. 403

Director of Technology: 644-3901 ext. 409

District Mission Statement

Beal City Schools, in harmony with the home and community, will educate our children in a positive learning environment that meets individual needs and goals in order that all students successfully function in an ever changing global society.

Beal City's Administration And Counselors

2008-2009



Mr. Chilman, Superintendent

Phone: 644-3901 Email: wchilman@edzone.net

William C. Chilman IV is our new superintendent of schools. Mr. Chilman was approved by the Beal City Board of Education at a special School Board meeting on Thursday, August 2nd at 7:00 a.m. with a 6-0 vote of the board. Bill joins us after spending the last ten years as the Meridian Junior High School Principal in Sanford, Michigan.

Mr. Chilman grew up and attended High School in Gladwin. From there Bill received his Bachelors degree in Education from CMU and his Masters degree in School Administration from NMU. He spent his first three years of his career in Brimley as a teacher and the district's Athletic Director, before moving to Meridian Public Schools.

Mr. Chilman's focus as the Superintendent of Beal City Public Schools will be to continue to improve the excellence that Beal City has shown over the years academically and athletically. Bill believes the three most important jobs a Superintendent has is to first and foremost, improve student achievement. Secondly, during these financially difficult times, maintain the district's fiscal integrity. Third, but not least of all, promote the school district and provide positive school and community relations throughout the Mid-Michigan area.

Bill enjoys all sports, landscaping, and spending time with his family, his wife Tami, and their two boys Billy, 10 and Logan 6. The Chilman's love taking advantage of Michigan's beauty by partaking in all kinds of outdoor activities, especially summer water sports and winter snowmobiling at their cottage in Lake City. The boys are active in a variety of sports including football, basketball, baseball, and soccer. Tami has been quite active in the boy's education and volunteering at school and church. This fall will be a new experience with both boys in school full-time. After relocating and unpacking the family, Tami plans on returning to work.

Mr. Jackson, High School/Middle School Principal-

644-3944 ext. 303 Email: jjackson@edzone.net



Before he came to Beal City Mr. Jackson was in Sales and Marketing for a beverage and snack company. He was Beal's Elementary Principal before becoming the High School Principal. He has a Bachelor of Science in education and a Master Degree in Educational Administration. He likes his job because of the people he works with.

Ms. Diane Saltarelli, Elementary Principal-

644-2740 ext. 203 Email: saltarel@edzone.net



Ms. Saltarelli is Mayes Elementary Principal. She has been at Beal for 4 years; prior to this she served as the elementary assistant principal and special education coordinator for Farwell Area Schools. Prior to that, Diane spent twenty-two years as a teacher in Lima, Ohio and Alma, Michigan. She has worked with students in grades 1 through 7 in general and special education. Ms. Saltarelli is excited to be working in Beal City and looks forward to the beginning of the new school year.

Ms. Heintz, Counselor-

644-3944 ext. 314 Email: lheintz@edzone.net



Before coming to Beal City Mrs. Heintz taught at Lake Station, Alma, Sacred Heart Academy, and nursery school . Her favorite part of working at Beal is getting to know the students and working with a flexible, caring, and professional staff. Mrs. Heintz is also the [Natural Helpers](#) Advisor and she writes the [Junior/Senior Newsletter](#) that gives useful information for students pertaining to their future after graduation.

Visit these helpful sites that are designed to assist parents, grandparents, businesses and others in saving for a child's future college education:

- the [Michigan Education Savings Program \(MESP\)](#)--investment saving
- the [Michigan Education Trust \(MET\)](#)--prepaid tuition

Mr. Butkovich, Athletic Director-

Phone: 644-3944 ext. 320 Email: abutkovi@edzone.net

I am married to Mrs. Butkovich (math teacher at Beal City High), with a 9 year old son, Keaton, and a 20 month old, Payton. After growing up in Engadine (U.P.), my family now calls Beal City home. When not in school, I have a passion for family, traveling, athletics, and relaxing.



I graduated from Central Michigan University in 2001 with an Earth Science Major and Geography minor in Secondary Education, then graduated again from Central Michigan University a second time in August of 2007 with a Master's of Arts Degree in Secondary School Principalship. This is my 7th full year of teaching at Beal City Public Schools and my second as the athletic director.

Mr. Graham, Maintenance-

644-3901 ext. 403

Mr. Graham is in charge of all building and grounds maintenance.

He is the buyer for all maintenance and custodial supplies and supervises 13 regular and 10 temporary employees. Mr. Graham is the school's Project Manager and well as Certified Water Operator and Asbestos designee. Mr. Graham is also the school's Transportation Director and is in charge of the transportation fleet. He writes and reviews all transportation bids. He is married to Cindy and has twin boys. He enjoys going to his cabin in the U.P. to relax and ride four-wheelers. He also enjoys hunting and fishing with his family and friends.



Mr. Judge, Director of Technology-

Phone: 644-3901 ext. 409 Email: judge@edzone.net

Mr. Judge maintains and oversees our computer network. He also directs and plans our school's [technology plans](#).



Superintendent's Staff

William Chilman IV - Superintendent



Julie Freeze - Business Manager

I am a 1985 graduate of Beal City Public Schools and a 1990 graduate of Central Michigan University where I earned a Bachelor of Science in Business Education. Prior to joining the staff of Beal City Public Schools in May of 2001, I worked at Morbark, Inc. in Winn and Mid Michigan Industries, Inc. in Mt. Pleasant.

My husband Rodney and I have two children, Samantha and Nicholas who both attend Beal City Public Schools. Even though I rarely see my kids while at work, I love the fact that I can be here for them if they need me.

I am very proud of our school and community and I feel fortunate to be a part of it.

Carrie Bleise - Secretary to the Superintendent



Section II



Getting Ready for Students

Top 10 Things to Do Before the School Year Begins

1. Lesson Plans

Overplan! Overplan! Overplan! You can never go wrong when you have too many activities planned. It is so much easier to NOT DO an activity than it is to think of one on the spot!

Alternate a fun activity with a rules/procedures or other teacher activity.

For example: introductions - name game - go over rules & personal expectations - teaming activity/game - class procedures – skits

2. Obtain supplies

Obtain supplies for each activity/lesson for the first week or the first semester if possible.

3. Make Day of the Week Folders

Use manila folders and label each one in a different color with the day of the week. You could also use colored manila folders. Laminate. Place lesson plans & materials for each day in these folders.

4. Have Substitute Folder Ready

Include: procedures & detailed daily schedule, math practice sheet, journal topics, grade level team members' names & room numbers. Place this in the day of the week folder. You can add to this throughout the year.

5. Posters of Rules & Consequences

Laminate and hang where students can easily see them.

6. Poster with Daily Schedule Written Out

Laminate and hang where students can easily see it.

7. Get Important Student Forms

Office referral, Discipline, Counselor referral, other.

8. Organize Files in Filing Cabinet

If you don't do this before school starts, you'll be swamped and will never have the time to do it.

9. Know What Students are Going to do with Supplies

Have a procedure ready when they walk in the door - Keep? Stack in the corner? Take up?

10. Welcome Students

Find a way to make your classroom inviting and to welcome students on the first day. Welcome signs, greetings at the door, welcome notes to students...write out the same note for every student and do not write student names on these. This will save you time and trouble! You may want to include a pencil or piece of candy on the note.

Ordering Supplies

For Daily/Weekly Supplies

Use the Supply Requisition found in the stacking tray under staff mailboxes – see sample attached.

Complete the form and ask Ms. Peavy (the high school secretary) for the key to the supply room – Room 316 – the third door on the right before the cafeteria.

Once you have the key and have completed the form, you can go get your supplies.

When you return from the supply room, indicate whether you've filled the requisition or not in the appropriate column and bring the form and key back to the high school office for the principal's signature.

Yearly Supplies

In April or May, the high school secretary will distribute the supply catalog and form for the next year's supplies along with a note detailing when the order is due back to the office and how much each teacher can spend on supplies. See attached sample for indication of what can be ordered.

Daily Schedule

Secondary

8:05am-2:55pm 56 min 1st period—50 min other periods—4 min passing

8:05-9:01 1st period

9:05-9:55 2nd period

9:59-10:49 3rd period

10:53-11:43 4th period

Voc ed/JH lunch	HS lunch
11:43-12:13 lunch	11:47-12:37 5 th period
12:17-1:07 5 th period	12:37-1:07 lunch

1:11-2:01 6th period

2:05-2:55 7th period

Elementary

8:00am-2:50pm

lunch 11:00-11:45

Reflective Thinking about Classroom Environment

Consider the following general questions to help you determine whether or not your classroom continues to offer an environment which will motivate your students.

- Have I established a positive classroom climate.?
- Do my students feel that they are part of the classroom community?
- Are my students given frequent, timely, positive and encouraging feedback?
- Have I ensured opportunities for students' success by giving assignments that are neither too easy nor too difficult?
- Have I helped my students find personal meaning and value in the material?
- Have I generated student interest and enjoyment of the subject matter? As students often put it, "How can teachers expect us to be interested in a topic, if they don't seem interested in it?"
- Have I been well organized and prepared? To put it in the students' words, "We can see that they have done their homework, which makes us feel more responsible to do ours."
- Are my students actively engaged in classroom learning, which may involve group discussion or other "hands-on" activities?
- Have I tried to use variety and make sure that the same instructional techniques are not used in every day? Monotony is avoided by using a variety of strategies such as lecture, class discussion, media, or discovery learning.
- Do my students perceive me as being approachable and friendly? Do I appear interested in the students and their learning?

Excerpts taken from "A LINE ON LIFE Motivating Students to Learn " David A. Gershaw, Ph.D.

The following ideas for motivating students were graciously contributed by teachers:

- **Beat the Ice**
If you often find that you students do not stay on task you may want to try Beat the Ice. This works great for timed multiplication and I am sure it would work for other subjects.
- **Challenge each student to complete a predetermined amount of his assignments before the ice melts.** As the students work, hold the ice in your hand (over a towel or bowl), and toss it back and forth from one hand to another. Congratulate all who finish with a cold handshake.
- **Classroom Wall of Fame**
Positive reinforcement goes a long way! Show students that you appreciate their best effort with the Classroom Wall of Fame. When a student makes significant progress in a certain subject, photograph him or her holding their great work. Mount the photo along with a caption describing the achievement on the board entitled "Our Wall of Fame." At the end of every nine weeks take down the photos and read the captions to the class, as you hand out the photos to the students to take home to share with mom and dad.

Seating Arrangements

When setting up a floor plan for students, consider your teaching style and lesson plans and make seating arrangements accordingly. An important component of any classroom is the seating arrangement. Just like arranging furniture in your home, the arrangement of your classroom should be functional and aesthetically pleasing. Remember; be creative, open to suggestions, and willing to change if the arrangement is inappropriate. Some of the factors to consider when developing your classroom seating arrangement are:

- The type of activities the classroom will accommodate.
- Pathways should be designed carefully to avoid congestion and distraction.
- There should be a clear view for all students to see demonstrations.
- The contribution the arrangement will make to classroom management. If you are arranging the desks/tables in a manner that encourages student interactions make sure that you have made behavioral expectations clear.
- No matter the arrangement, move around the room to maximize the amount of student-teacher interactions.
- Your desk should be where you spend most of your time when you are not moving around the room.
- The location of chalkboards, windows, built in shelves or lab tables, and outlets.
- If you share a room, try to work out a compromise in regards to the seating arrangement.
- If you have limited space, there will be an increase in the amount of socializing due to the close proximity. Make sure that your behavioral expectations are well laid out.
- If you have ample space, make sure that you present the expectations for where students should and should not be at a given time to reduce the number of wandering students.
- There are a variety of ways to assign seats to students. Be flexible depending on the personality composition of individual classes.

Seating Arrangements

Here are a few options:

Half-circle or circle arrangement

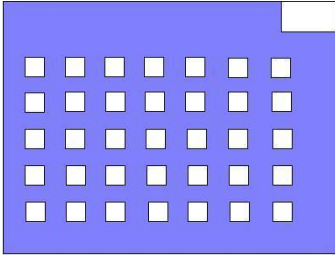
Desks or tables in a circle or half-circle promote community and encourage all students to participate. Everyone sits in the front row!

Group seating

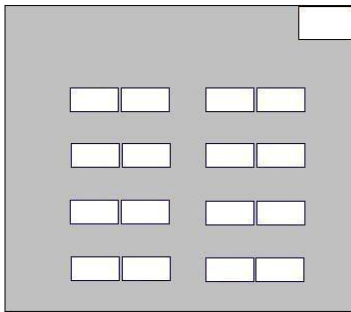
Desks or tables in small groups work especially well for classes that include collaborative activities. This arrangement also allows the teacher to group together students with similar needs, which makes individualized instruction easier.

Traditional rows

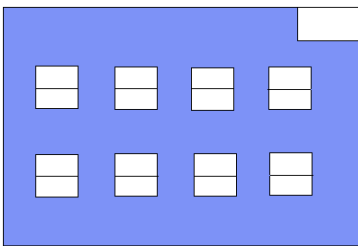
With a small number of rows, this arrangement can be very effective for teachers who frequently use boards or overhead projectors.



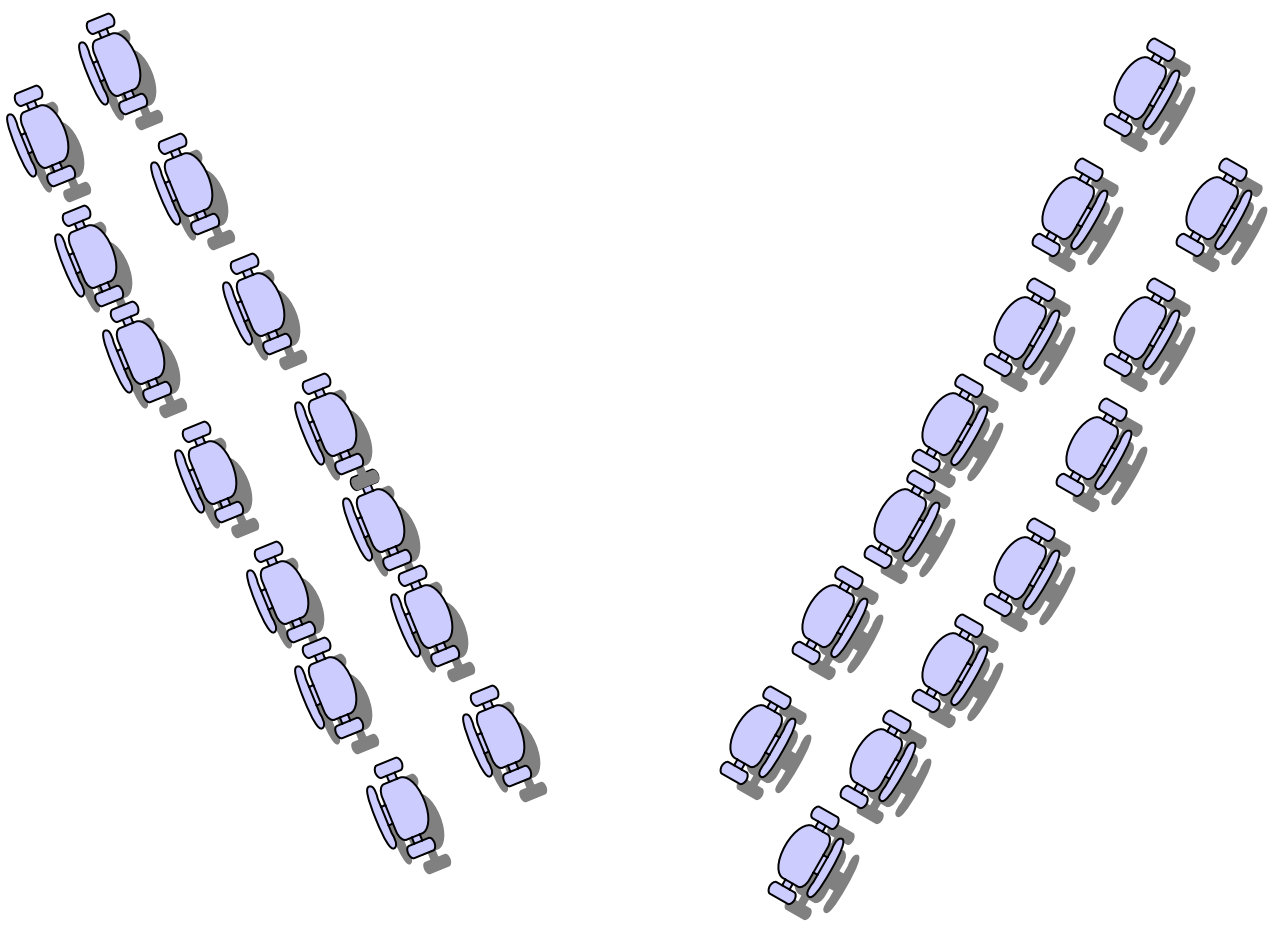
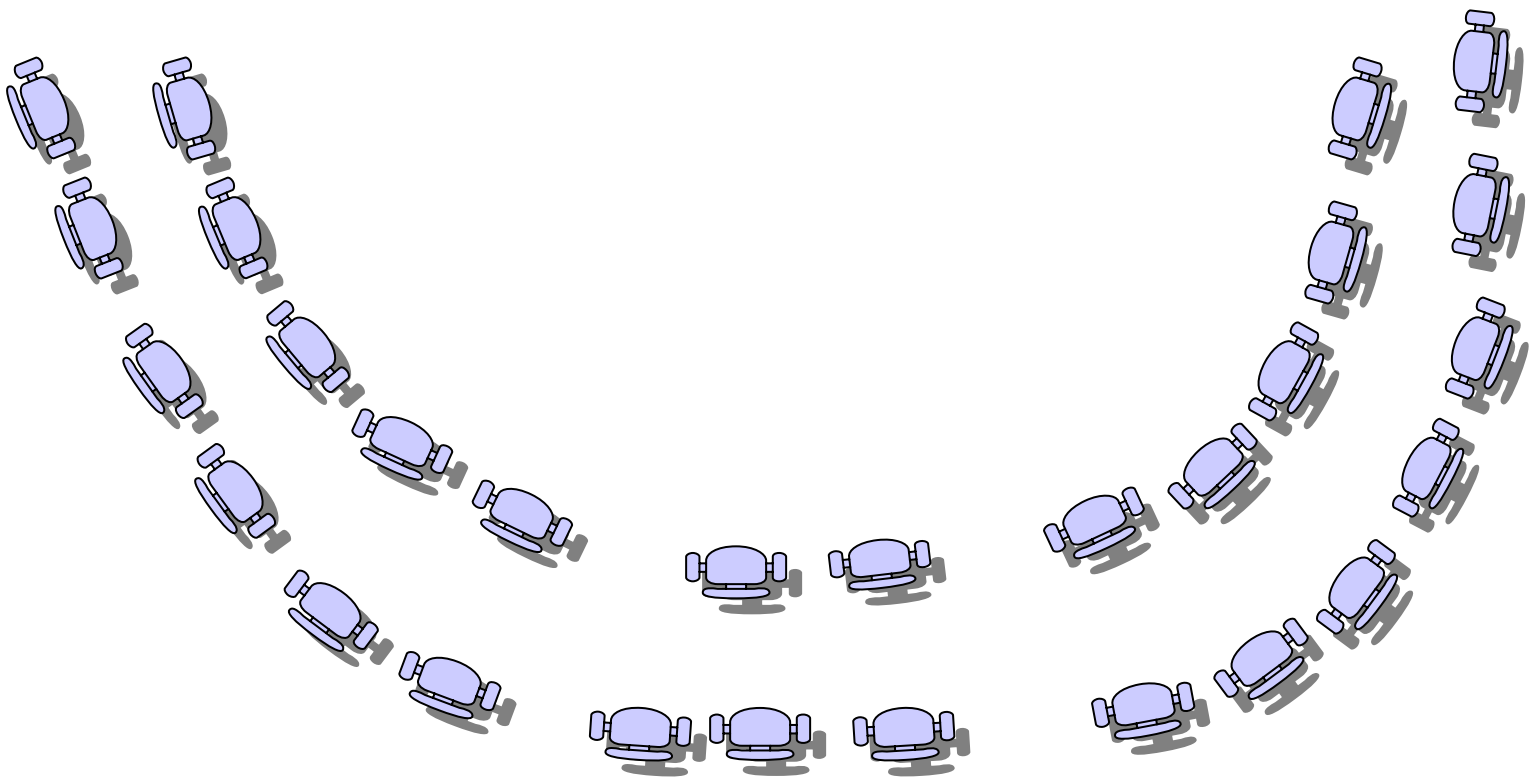
Rows are more appropriate for teacher-centered learning.



Horizontal rows orient students toward the teacher but also provide an opportunity for cooperative learning.



Clusters, groups of desks/tables, are most appropriate for cooperative learning activities.



Section III



Lesson Planning

Beal City Curriculum

As with all schools, the curriculum is a work in progress. It is based on the Michigan Curriculum Framework, and all lessons and activities that take place within a class should be based on the standards and benchmarks.

Many helpful links such as to SCOPE, MiClimb and Michigan Curriculum Framework 2003 can be found on the teacher resource site located on the Beal City Schools webpage.

Graduation Requirements

To graduate from Beal City High School a student must complete one of the following pathways. Beal City High School requires 11th grade students to participate and give a “Good Faith” effort as determined by the test administrators and/or proctors on “mandated state testing such as; (MEAP, Michigan Merit Exam/MIAccess)” to receive a diploma. The class of 2011 have different requirements as listed below.

University Pathway (2011)

Summary of requirements recommended for the University Pathway

Language Arts: 4 ½ Credits

1 English - 9

1 English - 10

1 English - 11

½ Communications

1 Senior English

Social Studies: 4 Credits

1 United States History/Geography

1 World History/Geography

1 Government/Econ

1 Social Studies Elective

Science: 4 Credits

1 Biology*

1 Physical Science

1 Chemistry or Physics

1 Designated Science Electives: Chemistry, Physics, Human Anatomy, Earth Science

*Plants/Soils (1 credit) plus Animal Science (1 credit) may replace Biology, but not the other way around

Mathematics: 4 Credits (based on teacher recommendation)

Algebra 1

Geometry

Algebra II

Integrated 3 or Pre-Calculus

Physical Education: 1 Credit

1 High School P.E. credit.

Other Areas: 5 1/2 Credits:

1 Business Services & Technology/Online Learning

1 Health 9

½ Life Skills

2 Foreign Language

1 Visual/Performing Arts

The total number of credit hours listed above is 23, leaving 5 credits open in any area, bringing the total to 28 credit hours required to graduate out of 32 credit hours available.

University Pathway (Class of 2008, 2009, 2010)

Summary of requirements recommended for the University Pathway

Language Arts: 4 ½ Credits

1 English - 9

1 English - 10

1 English - 11

½ Communications

1 Senior English

Social Studies: 4 Credits

1 United States History

1 World History

1 Government

1 History of Western Civilization

Science: 5 Credits

1 Biology*

1 Physical Science

1 Earth Science

2 Designated Science Electives: Chemistry, Physics, Human Anatomy

*Plants/Soils (1 credit) plus Animal Science(1 credit) may replace Biology, but not the other way around

Mathematics: 4 Credits (based on teacher recommendation)

Integrated Math 1

Integrated Math 2

Integrated Math 3

Designated Math credit... 1 Additional credit recommended.

Physical Education: 1 Credit

1 High School P.E. credit.

Other Areas: 4 1/2 Credits:

1 Business Services & Technology

1 Health 9

½ Life Skills

2 Credits of a Foreign Language

The total number of credit hours listed above is 23, leaving 5 credits open in any area, bringing the total to 28 credit hours required to graduate out of 32 credit hours available.

College Tech Pathway (Class of 2008, 2009, 2010)

Summary of Requirements Recommended for the College Tech Pathway

Language Arts: 4 credits

1 English - 9

1 English - 10

1 English - 11

½ Communications

½ Senior English

Mathematics: 3 credits (based on teacher recommendation)

1 Integrated Math 1

1 Integrated Math 2
1 Designated Math Elective: 1 credit in the following: Pre-integrated Math, Applied Math, or
Integrated Math 3
Science: 4 credits
1 Physical Science
1 Earth Science
1 Natural Resources
1 Biology*
*Plant/Soils plus Animal Science may replace Biology, but not the other way around
Social Studies: 3 credits
1 World History
1 United States History
1 Government
Physical Education: 1 credit
1 High School P.E. credit
Other Areas: 6 ½ credits
1 Business Services Technology
1 Health 9
½ Life Skills
4 Vocational Education

The total credit hours listed above is 21 ½, leaving 4 ½ credits open in any area, bringing the total to 26 credit hours required to graduate out of 28 - 30 credit hours available.

- A. Credits are assigned to the students' transcript each nine weeks.
- B. Students serving as aides for teachers and secretaries will be given a maximum of one credit towards graduation. One full block is equivalent to ½ credit.
- C. Students with vocational training will be given work study credit when working in their area of training. Two credits per year may be earned with up to two credits counting towards graduation.
- D. To be eligible for assignment as an aide or to be placed on work study, a student must reach Junior standing. Students may not be eligible to become an aide if there are available classes offered in that block that they have not taken. They must be on pace to graduate and have a good behavior record.
- E. Eight semesters of full time high school attendance or application for early graduation is required.
- F. Transfer of credits from an accredited high school, adult ed. program, or an accredited correspondence school will be made with counselor approval.
- G. Students must complete eight (8) Quarters of course work at Beal City High School prior to the 8th semester of attendance to be considered for graduation honors.
- H. All debts or student liabilities must be completed or paid in order for a student to participate in graduation ceremonies and receive his/her diploma.

HIGH SCHOOL CREDIT REQUIREMENTS FOR GRADE ADVANCEMENT

Each student must complete the following credit requirements for advancement to the 10th, 11th, and 12th grades.

10th. Grade: must have completed 7 credits

11th. Grade: must have completed 14 credits

12th. Grade: must have completed 20 credits

If a student does not fulfill the above requirements he/she will remain at the appropriate grade level until credits for the higher level have been met. Students will attend class meetings and be listed in the yearbook at the grade level appropriate to their credit standing.

MEAP Preparation and Best Practices

EFFECTIVE CLASSROOM PRACTICES TO USE WITH STUDENTS

1. KNOW THE STATE STANDARDS AND BENCHMARKS FOR THE CONTENT AREAS YOU TEACH (HOPEFULLY YOU ALSO HAVE DISTRICT GRADE LEVEL OBJECTIVES THAT ARE ALIGNED WITH THE MICHIGAN BENCHMARKS).
 - LINK CLASSROOM LEARNING AND ASSESSMENT DIRECTLY TO THE BENCHMARKS.

2. USE HIGHER LEVEL THINKING SKILLS (*EVALUATION, SYNTHESIS, ANALYSIS AND METACOGNITION*). GO BEYOND FACTUAL RECALL. (GREAT INFORMATION ABOUT HIGHER LEVEL THINKING CAN BE FOUND ON INTERNET, PROFESSIONAL JOURNALS AND BOOKS, & CONFERENCES).
 - * MODEL “*THINK ALOUDS*” FOR STUDENTS TO ANSWER QUESTIONS.
 - *ENCOURAGE STUDENTS TO SHARE THEIR THINKING WHEN ANSWERING A
 - QUESTION.
 - *ASK STUDENTS TO MAKE COMPARISONS IN ORDER TO SEE PATTERNS AND THEMES.
 - *FOCUS ON FEWER LITERAL QUESTIONS. ASK QUESTIONS THAT DIG DEEPER, EXPAND THINKING, AND MAKE CONNECTIONS WITH FACTUAL INFORMATION.

 - *CONTINUALLY ASK “WHY?” “SO WHAT DOES THAT MEAN?”
 - *REQUIRE MORE OPEN-ENDED QUESTIONS THAT ASK FOR EXPLANATIONS – BEYOND TEXT THINKING.

3. USE EFFECTIVE TEACHING STRATEGIES THROUGHOUT THE YEAR.
 - *CONTINUALLY SELF ASSESS, REFLECT AND IMPROVE PERSONAL TEACHING PRACTICES: ATTEND CONFERENCES, SUBSCRIBE TO JOURNALS, READ PROFESSIONAL BOOKS, TAKE CLASSES, ORGANIZE A PROFESSIONAL BOOK STUDY GROUP, CONTINUE TO EXPAND YOUR REPERTOIRE OF EFFECTIVE TEACHING STRATEGIES

4. CONNECT LEARNING TO REAL LIFE EXPERIENCES. LEARNING NEEDS TO BE AUTHENTIC. PRACTICE MANY FORMS OF EXPRESSION TO DEEPLY ENGAGE IDEAS.
 - *CONNECT EVERY CONCEPT AND NEW FACET OF LEARNING WITH SOMETHING FROM THE STUDENT’S WORLD.

- *HAVE STUDENTS CITE EXAMPLES OF SOMETHING IN THEIR PAST, PRESENT OR POSSIBILITIES IN THEIR FUTURE (E.G. CAREERS)
 - *HAVE STUDENTS WORK COOPERATIVELY:
 - SYNERGETIC ACTIVITIES PROMOTE MORE UNDERSTANDING
 - STUDENTS LEARN MORE FROM ONE ANOTHER WHEN SHARED THINKING OCCURS.
 - SOCIAL RELATIONSHIPS PROMOTE LEARNING.
 - *HAVE STUDENTS DEMONSTRATE THEIR UNDERSTANDING THROUGH HANDS-ON ACTIVITIES, PROJECTS, CHARTS, SONGS, ETC. (UTILIZE THE VALUE OF MULTIPLE INTELLIGENCES)
5. FAMILIARIZE STUDENTS WITH CONTENT AREA VOCABULARY AS REFLECTED IN THE CONTENT STANDARDS AND BENCHMARKS.
SHORT INTERMITTENT PRACTICE SESSIONS PROMOTE LONG-TERM LEARNING.
- *INCREASE VOCABULARY BANK.
 - *USE THE VOCABULARY OFTEN.
 - *MULTIPLE WORDS CAN TEACH THE SAME IDEA (*DIRECTIONS/EXPLANATIONS, ANALYSIS/INVESTIGATION, SUM/TOTAL*).
6. TEACH FOR TRANSFER ACROSS THE CURRICULUM
- * FACILITATE ACADEMIC SUBSTANTIVE CONVERSATION AMONG TEACHERS, AMONG STUDENTS, AND BETWEEN STUDENTS AND TEACHERS.
 - *INCORPORATE DAILY ACTIVITIES WHICH USE CHARTS AND GRAPHS TO EXPLAIN RELATIONSHIPS AND TO INTERPRET DATA.
7. HELP STUDENTS USE SUPPORT MATERIALS APPROPRIATELY.
- *MAKE AVAILABLE AND TEACH THE CORRECT USE OF TOOLS, SUCH AS THE CALCULATOR, DICTIONARY, THESAURUS, RULER, ETC, SO STUDENTS ARE COMFORTABLE USING THEM.
8. WRITE IN *ALL* CONTENT AREAS. KNOW AND USE SCORING RUBICS.
- * TEACH STUDENTS TO WRITE VARIOUS GENRE AND FOR A VARIETY OF PURPOSES.
- *COLLABORATE WITH OTHER STAFF MEMBERS TO CREATE AND USE RUBICS. SWAP AND SCORE STUDENT WORK FROM OTHER CLASSROOMS.
 - *CREATE AND USE RUBICS WITH CLASSROOM ASSIGNMENTS AND ASSESSMENTS THROUGHOUT THE YEAR. USE SAMPLE RUBICS AVAILABLE IN EACH CONTENT AREA FROM MEAP OFFICE
 - *TEACH STUDENTS TO DISCUSS AND SCORE EACH OTHER’S WORK.

12 Practical Ways for Teachers to Close the Achievement Gap

1. Talk to your students about the achievement gap. Be honest, yet encouraging at the same time. Explain your expectations and plans. Ask them what they think they can do to help close the gap.
2. Guard instructional time passionately. Use every available minute for instruction. Send the message that learning is the top priority!
3. Teach students how to set goals and how to graph their progress on test scores pre/post tests, six-week tests, yearly standardized tests, etc. This will serve as math reinforcement as well as help students understand the relationship between setting goals and making progress.
4. Teach, model, and re-teach good character traits until they become habitual. It does not matter how students may behave in other settings. They can, will, and do learn to rise to your expectations! Build a sense of community in your classroom rather than a spirit of competitiveness.
5. Emphasize reading regardless of what discipline you teach. Art teachers, physical education teachers, science teachers, etc. should integrate reading into their curriculum. Elementary school classroom teachers should devote a minimum of 90 minutes a day to reading and writing instruction; have a designated time to teach reading each day and adhere to it tenaciously. Middle and high school teachers should stress literacy in all content areas.
6. Make sure students speak and write using complete sentences and correct grammar.
7. Teach students the vocabulary words that appear on standardized tests, such as selection, compare, contrast, infer, analyze, list, predict, all of the above, except, and summarize. Also teach test-taking strategies, such as eliminating obviously wrong answers on multiple-choice tests.
8. When testing students throughout the year, use the same format and type of questions as the standardized test. Use outdated copies of previously released tests for practice if permitted.
9. Use a different approach when re-teaching material. If students did not understand the material the first time, teaching it again the same way is futile.
10. Reflect racial diversity and multiculturalism in the classroom. Posters and pictures in textbooks and other classroom books should illustrate all races as well as students with physical challenges. The curriculum should be rich in diversity. Projects assigned should allow students opportunities to express their culture.
11. Treat average and lower-level students as though they are academically gifted by assigning them higher-level work at times. Routinely ask them HOTS (higher-order thinking skills) questions.
12. Never miss an opportunity to tell your students that they are "the best and the brightest."

Teaching Suggestions for Closing the Achievement Gap

The following suggestions related to curriculum and instruction came from the teachers and administrators who attended the Preconference on closing the achievement gap at the 2003 Model Schools Conference. This year's Conference in Washington, DC also offers a two-day Preconference workshop June 24-25 on this timely and mission-critical topic. Contact Claire Littlejohn at claire@daggett.com for information.

1. I use graphic organizers as a means to help low achievers. A graphic organizer gives students a short visual map of the concept being studied. Students "also use critical thinking skills to decide how the components fit together and how the concept relates to prior knowledge. For visual learners especially it serves as a memory device. It also strengthens organization skills.
2. I raised expectations of a reluctant learner by placing him in a higher track and communicating to him and his parents that I expected him to get the work done. He had to work a little harder with peers who valued learning and had no time to be a class clown.
3. I always use "real" materials with my students... real estate guides, credit reports, the Wall Street Journal, other newspapers, and Internet resources. I teach them how to interpret information that their parents or other adults use. This gives them a sense of understanding of the adult world. They get great pleasure out of teaching their parents things or having examples from their work to share.
4. I had a student who had a lot of anxiety in math. To help get him over this, I cut a square in a piece of paper so he could only see one problem at a time. Then, I went to cutting rows and finally the whole page. He no longer needed the helper paper.
5. A 4th grade non-reader cowered behind other students to avoid embarrassment when called on to read. I agreed privately with him that he could stop worrying about his reading or being called on. His job was to listen, learn, and enjoy the discussions and stories. If he wanted to contribute, he would signal with a raised hand. He soon stopped cowering, started listening, and eventually contributed to class.
6. I structure cooperative learning groups with one high ability student, two medium ability students, and one low ability student. I assign group tasks aligned with areas of interest initially. All students experience success in this low threat environment, and they are contributing to the group task from an area of expertise.
7. "I Have...Who Has...?" is an activity that involves all students. I use it mainly to review vocabulary or concepts. Each student gets a 3X5 index card. On one side is a term and on the other is a question. I start by saying, for example, "I have the system of the body that breaks down food into a usable form. The student who has "digestive system" would say, "I have digestive". That student then turns over his/her card on which it might say "Who has the system of the body where oxygen and carbon dioxide get exchanged?" The student who has "respiratory" would say, "I have respiratory", etc.

8. Help students, especially those with learning disabilities, to develop a clear understanding of their best learning style and how best to communicate that style to others, such as teachers, parents, and employers.

9. For reluctant writers, show an interesting picture on the overhead. Ask students to list as many words as they can that come to mind as they look at the picture. Then structure as many good sentences as they can using those words.

10. For students who often do not turn in assignments or homework, give them choices. For example, for a book report, they can write it, tell it, make a visual display, etc. This allows students to complete some assignments in a way that best suits their learning styles. Especially for "high risk" students, the opportunity to have some control can be a powerful motivator.

11. Have students write their questions about a lesson or task on paper or 3x5 cards and turn them in unsigned. Have volunteers read the questions. Ask other volunteers to share ideas on how to solve or answer questions. Summarize the ideas on how to solve or answer problems/questions submitted. This activity provides a nonthreatening, collaborative set of problem-solving skills.

Attention Deficit Disorders: What Teachers Need To Know

Students with attention deficits are probably the most talked about but least understood children in schools. Chances are a teacher has at least one student who has been diagnosed as having attention deficits.

School personnel need accurate information on attention deficits so that students can receive appropriate instruction. Misinformation and incorrect treatment can cause substantial problems for students, parents, and teachers. The following material explains current information on attention deficits -characteristics, how to treat. and prognosis.

Characteristics

ADD Attention Deficit Disorder, or ADHD Attention Deficit Hyperactivity Disorder, is formally defined by Barkley as a significant deficiency in age-appropriate attention, impulse control and rule governed behavior that arises by early childhood, is pervasive, and is not the direct result of intellectual retardation, severe language delay, emotional disturbance, or gross sensory or motor impairment. Experts believe that ADD is caused by a chemical imbalance in the brain as a result of heredity, birth injury, or neurological problems.

Associated behaviors often include impulsivity. Disorganization, poor attention span, noncompliance, forgetfulness, and exaggerated emotional reactions. Its onset is before age seven.

Incidence varies from 3 percent to 15 percent for school-aged population, depending on the strictness of the diagnosis. Boys are referred and identified about 5 times more often than girls. even though clinical studies show that actual incidence of boys to girls is similar. One explanation of higher referral rate for boys is that girls are usually more compliant and less likely to interfere with others behaviorally.

There are other problems in diagnosis due to overlapping characteristics with conditions such as anxiety disorder, social disorders due to poor parental management, and bored gifted children. In fact, all children fit some part of the associated behaviors and could be incorrectly labeled ADD if the definition is applied loosely. Accurate diagnosis is critical in order to apply appropriate treatment. Proper identification usually can be made by combining teacher, parent and physician information.

Treatment

There is no quick and easy cure for Attention Deficit Disorders A combination of treatment options is usually the most beneficial.

Managing the environment - Management of the environment is crucial to helping youngsters with **ADD**. All **ADD** children need clear, specified rules: frequent, immediate and consistent consequences: meaningful and compelling consequences. These children have trouble adjusting internal control to external situations. Therefore, the external situation must be manipulated.

Classroom teachers can help manage the school environment by the following:

- 1) **Provide structure and organization.** Make rules simple and clear. Offer aids to organize assignments for class work and homework.
- 2) **Offer a variety of small, immediate rewards.** ADD students habituate rapidly to consequences. Therefore, rewards should be changed frequently, and they should be meaningful to the student.
- 3) **Give brief, immediate reprimands for disruption.** Ignore minor disruptions.
- 4) **Supply frequent feedback.** Call the student's name, touch the child lightly, and mark correct

responses on assignments.

5) Match academic material to the student's ability.

6) Give academic outlets. Most ADD children need to get out their energy. Allow breaks, recess, errands to the office. etc.

7) Reduce demands and complexity when necessary. Break assignments into smaller components. Reduce multiple directions. Simplify until the student can handle sufficiently, and then gradually increase complexity.

8) Most importantly, always build on strengths rather than magnify weaknesses.

Health - Approximately 2 to 5 percent of ADD children appear to show positive results to a controlled diet. Parents can be encouraged to investigate for possible food sensitivities to additives, dye, and artificial ingredients. Sufficient sleep is **important**. If allergies are present, treatment can improve sleep and sometimes reduce ADD symptoms.

Medication -- It might be necessary to try medication for those cases where management and/or health interventions are not sufficient. Medical intervention is often effective for ADD. When ADD is diagnosed correctly, approximately 70 percent of the children will respond favorably to medication. 25 percent show little, if any, improvement, and less than 5 percent show some type of adverse reaction.

Frequently used medications include Ritalin (methylphenidate), Adderall, and Tofranil (imipramine). Several other medications are being used successfully, depending on the child's specific characteristics. All should be administered by a qualified doctor. Ritalin is the most often prescribed medication for ADD. It is not addictive. It works quickly, takes effect in about one-half hour and is short-lived (about 4 hours). Side effects may include loss of appetite, abdominal pains, insomnia, drowsiness and irritability. Reactions, if any, typically occur only for a few hours and when first starting the medicine.

When medication is administered, usually it can be discontinued as the child gains self-control. Many parents fear that medication of ADD will increase the likelihood of drug abuse later in life. Research suggests just the opposite. Treatment of severe attention deficits helps children regain control and develop more successful experiences. Thus they perceive themselves more positively and are much less likely to search for alternatives, such as illegal drugs.

Children need to be told the reasons they are taking medicine in terms they can understand. Always emphasize that the child is responsible for behavior. The medication is an extra tool to help them and not the controlling factor in their behavior.

What Teachers Can Do

The teacher is a critical component for ADD diagnosis and treatment. If you have a child who is extremely distractible and inattentive, follow these steps:

1) Make sure you are providing effective behavioral management. Over time, many children will develop improved internal control. (See management techniques above.)

2) Communicate with parents. In more severe cases, parents usually have experienced similar problems at home and welcome assistance in dealing with their child. In mild and moderate cases, parents may not have noticed as many problems. School settings demand more concentration and rule-governed behavior than other settings, and thus the teacher may be the first person to approach the parent about a child's inattention. Good communication is important so that teachers and parents don't end up on opposite sides of a misunderstanding.

3) Consult with school support staff. School psychologists, counselors, health personnel, and special services staff can assist you by identifying ADD characteristics, offering suggestions, and knowing when to refer to a physician.

4) Refer the parents to a physician if problems persist.

Provide specific classroom observations. Never state that the child should be on medication. That

decision is one for the parents and doctor to decide.

5) **Be positive and patient.** ADD children are struggling to focus attention. They often are labeled as lazy, irresponsible, and behavior problems. They need adults who are understanding and who help them structure their lives one step at a time.

Prognosis

Children do not automatically outgrow attention deficits as they become adolescents and adults. Hyperactivity decreases with age but attention can still be affected. Many ADD adolescents and adults have occasional problems with organization and concentration. If given proper assistance, most will develop sufficient self-control and concentration.

Self-image is a critical factor. If a negative self-perception develops, it can adversely affect a child's later years more so than concentration or activity level. ADD adolescents tend to have poorer school achievement, increased delinquency, and more peer problems. Adults who had ADD symptoms as children are more likely to experience lower job satisfaction, lower frustration tolerance, and increased depression. These concerns appear due more to self-esteem than to any other factor. Therefore ADD children need environmental support (management, health, and/or medication) and emotional support (understanding, acceptance, patience). With proper identification and treatment, these children can develop into well-adjusted, successful adults.

Much learning does not teach understanding.

- Heraclitus 500 B.C.

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Assessing Student Progress and Achievement throughout the Day

- Clipboard Observation.
As you walk around the room monitoring students as they work in groups or on individual assignments, take it a step further and use your observations for assessment purposes. Students are more likely to show depth of knowledge when conversing with others. As teachers, we know that a group of students talking often means a group of students off task. However, when placing students in a group to work, we also increase their chances of having meaningful conversation about the lesson or unit.

An easy way to keep track of what students are and are not doing is by using a clipboard. You can do this in two ways:

Use index cards (best for elementary teachers).

Use a spreadsheet (best for middle & high school teachers).

- Using Index Cards
Tape one index card for each student on the clipboard. You want to tape the top of each card vertically along the clipboard.
Write each student's name (in some order - by row or table, OR alphabetically) one on a card.
For each observation, date the entry and make a short, but detailed, statement of what you just observed. Only record notable incidents in both behavior & academics.
- Using a Spreadsheet
Create a spreadsheet with student names going down the side and behavior/academic objectives going across the top.
Make one for each class and attach them to the clipboard in chronological order
As you monitor students, check off behaviors or academic objectives you see being met
If necessary, make a short comment of important details (to help you remember)
- Student Reflection
When students reflect on their own knowledge of a concept or skill, it forces them to take responsibility for their own learning. Students create their own meaning rather than memorizing and regurgitating information. Journals are an excellent way to encourage student reflection. Group or class discussions is another way for students to reflect about what they have learned.
- Clear and Unclear Windows
Have students fold a piece of paper into two or more sections. Label half of the paper as "Clear Windows" and the other half as "Unclear Windows". In the clear window boxes students write what they have learned and understand about the concept or skill. In the unclear window boxes students write about the concepts or skills they don't understand or need clarification. This will provide you with information which will help you plan for future lessons.

- **KWL Chart**
Students fold a piece of paper into three sections. Label each section K, W, and L respectively. At some point in your introduction of a new topic or unit, have students fill out the "K" section with what they already know. Next, have them complete the "W" section with questions of what they'd like to learn or know more about. Use these sheets to help you plan your lessons so that questions of interest to students are covered and so that you don't repeat information they already know. When the unit or lesson is through, have students complete the "L" (what I learned) section as their assessment.
- **Semantic or Mind Map**
Students place the main topic or concept in a circle in the middle of a piece of paper. Each detail about the concept is then a branch off of the main circle. Each of those branches may have further information which would mean another branch of connecting facts or details. Using this as an assessment can show you how a student's knowledge is organized in his or her brain, or if they don't understand the concept at all. Students can either draw pictures to represent the information, or use words. This provides an outlet for both left and right brain learners.
- **Checklist**
When students have a lengthy assignment, a helpful tool for teachers to use when evaluating student progress is to have a checklist. Due dates can be given for each item along the way, or the teacher can request to see the checklist along with the corresponding work at the end of the project. A checklist also helps you express your exact expectations for student work.
- **I learned... Statement**
This assessment can be used after a short activity, such as a lesson or film, in order to measure whether or not the teacher's objectives were met. It could also be used as a culmination to a large thematic unit, in place of the dreaded unit test! In the "I learned..." statement, the students simply express what they have learned either orally or by writing sentences. It is best to narrow this assignment to five or less statements so that students are forced to prioritize information instead of throwing out trivial facts.

Section IV



Supplements to Lessons

Supplemental Equipment

Portable Computer Lab

A portable computer lab with internet access, consisting of 21 to 24 laptop computers is available for classroom use. Teachers must reserve the lab by signing up on the calendar posted outside the technology director's room (located inside the media center). Once a teacher has signed out the lab, it is his or her responsibility to retrieve it for use.

When using the lab, take great care in ensuring accountability. Have students sign laptops out for the class period so that you know who was using which computers.

It is the teacher's responsibility to ensure the computers are being used as intended – as learning tools, not toys.

When you are done with the lab, transport it back to the media center.

Media Center

The media center can be reserved so students can research or work on class projects. The center has numerous resources, including encyclopedias, research resources, fictional books, and computers with internet access.

To reserve the center, sign up on the calendar located on the first counter in the media center.

Audio Visual Equipment

Audio visual aids and equipment are available to the teaching staff at the media center. The routing of usage will be from the media center. All equipment must be returned at the close of the period used. Please report any malfunction upon return. All equipment, filmstrips, kits, etc. stored in the center must be signed out, and returned promptly after use. Current film catalogs will be distributed to each teacher with film request forms available in the A.V. room.

When films are ordered, routing them through the media area will assure safe and speedy return. All materials requested from the Intermediate Office are routed and should be requested well in advance for classroom use. The deliveries are daily and materials must be returned at 3:00 p.m. Audio-visual equipment can be used for extended community/classroom use if authorized by the building principal, and the Use of Facilities and Equipment form completed. Only authorized school personnel should operate equipment.

Other

Speakers and guest presenters are an excellent resource for learning. Community leaders, business persons, and parents can enrich lessons. Please clear guests with the building principal prior to confirming plans.

Section V



Preparing for Being Out of the Classroom

How to Obtain a Sub

If for some reason you cannot be at school, it is your responsibility to obtain a sub for your classroom.

Willsub services are designed to minimize the tasks associated with finding substitutes for staff. As an employee, you can contact Willsub 24 hours a day, 7 days a week, either by telephone or via the Internet. Either way, you simply enter your user ID and a four digit PIN. Once that is done, you enter the date of your absence, the number of days you will be gone, and the type of absence. Via the Internet, you may leave class notes for the substitute who fills in for you. It's that fast and easy! Willsub makes it simple for you to track your absences, and you may use the Internet to view Willsub's progress in securing a substitute for your class. You may also select preferred substitutes, and Willsub will attempt to contact these substitutes first whenever you enter a request. **Following is our training manual, and important information to get you started.**

IMPORTANT! To activate your Willsub account, just log-on to www.willsub.com and enter your user ID and PIN. You will be directed to a form that you will need to complete. Once that is done, click the next button at the bottom of the form and you will be taken to another web page where you may change your PIN. It is highly recommended that you change your PIN for security purposes. If you have any questions, contact your building's Willsub administrator – Joe Judge.

How To: Making Calls

A. Place Call to Willsub

To place a request, call (877)WILLSUB or (877-945-5782)

B. Enter User ID followed by the

C. Enter PIN followed by the

D. Select Request Type

1-Medical 2-Personal 3-School Business 4-Comp. 5-Funeral 6-District Leave Code 9-Voice Signature

E. If you chose #6, enter district leave code specific to your school (district leave codes can be obtained in the school office)

F. Select Request Options

1) Full Next Day

A. Review Request Data

Press 1 to accept, 2 to accept without a substitute needed, or 3 to re-schedule

2) Partial Next Day

A. Select Arriving Late or Departing Early

1-Arriving Late 2-Departing Early

B. Enter Arrival/Departing Time

Enter in 4 digit military format (i.e. 1430 = 2:30pm)

- C. Review Request Data
 - Press 1 to accept, 2 to accept without a substitute needed, or 3 to re-schedule

3) All Other Days

- A. Enter Request Start Date
 - Enter in 6 digit MMDDYY format
- B. Enter Number of Days for the Request
- C. Enter Full day or Partial Day
 - If Partial Day, Select Arriving Late or Departing Early
 - 1-Arriving Late 2-Departing Early
- D. Review Request Data
- E. Press 1 to accept, 2 to accept without a substitute needed, or 3 to re-schedule

IMPORTANT : Only current day or next day medical requests are pre-approved, all other requests need to be reviewed by a school administrator. Until a request is reviewed, no attempt will be made to fulfill it.

How To: General Web

To begin:

1. Go to www.willsub.com

Enter your User ID and your PIN on the right of the screen. Click the ‘Go’ button or hit the ‘Enter’ key. You will be taken to your employee home page which is pictured below.

This table shows what days you’ve taken off, for what reason, how it was filled, and which sub filled in that day for you.

The screenshot shows the WillSub website interface. At the top, there is a logo for WillSub (A PMP AFFILIATE) and the tagline "Substitute Staffing Made Simple". Below the logo is a navigation menu with "Home", "Requests", "Information", and "Reports". The user's name "Patricia Sterling - WillSub Middle School" is displayed. There is a section for "All Requests" with a legend for "Duration" (Full Day, Arrive Late, Leave Early, Leave and Return) and "Status" (by Phone, By Web, Prearranged, Open, Unfulfilled, Canceled). A table lists the following requests:

Ref.	Date	Days	Duration	Type	Status	Fulfilled By
33093	09/25/06	4.0	●	Medical	●	Mike Yitzhak
42556	12/06/06	0.5	●	Medical	●	Jean Vogt
44470	01/02/07	1.0	●	Medical	☒	Mike Yitzhak
45683	01/10/07	0.5	●	Medical	☒	Mike Yitzhak
46964	01/22/07	1.0	●	Medical	●	Mike Yitzhak
47835	01/29/07	1.0	●	Medical	●	Mike Yitzhak

On the right side of the interface, there is a calendar for February and a "News" section with the text "•New look for Willsub!".

Technical support: 800-319-4278

To add preferred subs/excluded subs to your list:

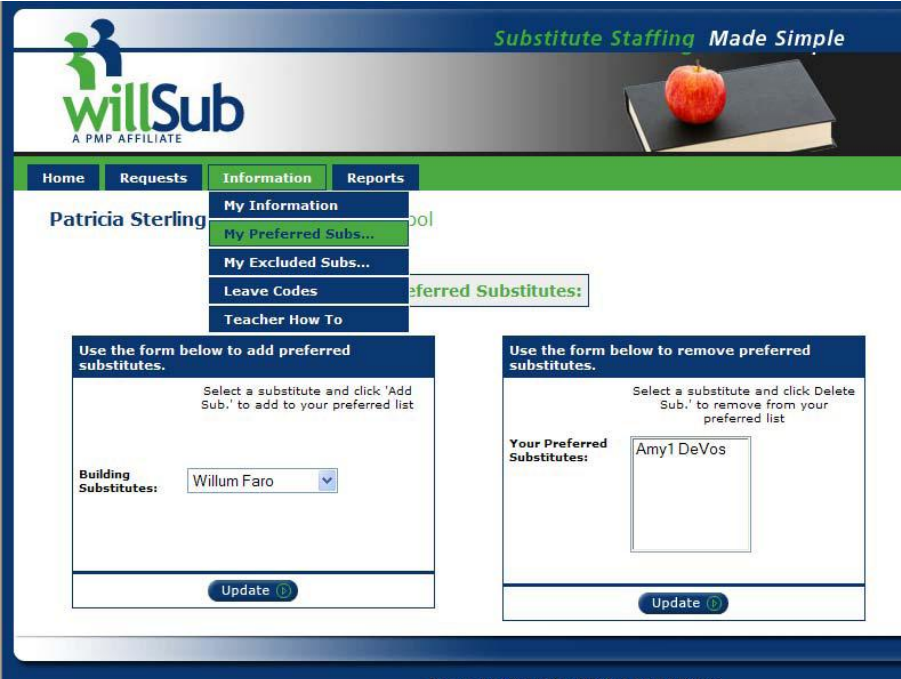
Click Information

My preferred subs

Choose your subs and click to add or delete from list

* You may add and delete subs from this list whenever you would like. These subs will be called on first for your requests, then, if these subs are already working, Willsub will start contacting subs from the general list.

By choosing My Excluded Subs, you will create a list of subs you do not care to have in your classroom.



The screenshot shows the WillSub web application interface. At the top, there is a logo for 'willSub A PMP AFFILIATE' and the tagline 'Substitute Staffing Made Simple'. Below the logo is a navigation menu with 'Home', 'Requests', 'Information', and 'Reports'. The 'Information' menu is expanded, showing options: 'My Information', 'My Preferred Subs...', 'My Excluded Subs...', 'Leave Codes', and 'Teacher How To'. The 'My Preferred Subs...' option is highlighted. Below the menu, there are two forms. The left form is titled 'Use the form below to add preferred substitutes.' and contains a dropdown menu for 'Building Substitutes' with 'Willum Faro' selected. The right form is titled 'Use the form below to remove preferred substitutes.' and contains a box labeled 'Your Preferred Substitutes:' with 'Amy1 DeVos' listed. Both forms have an 'Update' button at the bottom.

Technical support: 800-319-4278

To add a leave request:

Click Requests

New

Click on continue to confirm

Select the leave date by clicking on the calendar button.

Select the leave code.

Enter whether a substitute is needed or not.

Select between 1 and 5 days for the leave.

You have options for full day or partial day absences.

You may leave notes for the substitutes and notes for your building administrator.

Click the 'Continue' button when you are done.

Once you click the 'Continue' button, Willsub will process your request. Depending on the leave policies setup by your district, the leave request will be marked as 'Pending' or 'Approved', and will be displayed on the subsequent confirmation screen. If the request is pending, it requires the approval of your building administrator before Willsub will attempt to find a substitute.

To view your requests pending approval:

Requests

View pending requests

Viewing pending requests will show you the status of your requests. If they are pending, this means they are waiting for the building administrator to address them — they will not go out to the system for processing without approval. One exception: medical days only, 24 hours in advance or less. These requests will be immediately released into the system for processing. This will assure that if you have a sick day the morning of or the night before class, the system will get right on it and find you a sub!

Voice Signature

Welcome to the voice signature component of the system. This will allow the substitute teachers to hear your voice and know exactly which class they will be teaching that day. Many subs have indicated that they like to know who they are subbing for so that they may prepare accordingly. An example of a voice signature would be: "Greta Montvoy, 3rd grade Art" -- it's basically like a voice mail header. This will take approx. 45 seconds to do and you will need your pin and user id:

1. Dial the Willsub number 1-877-945-5782 (WILLSUB)
2. Enter your user id and pin
3. Press #9 to record voice signature
4. Record at the beep
5. To accept: Press #
6. Hang up

Technical support: 800-319-4278

Preparing for Being Out of the Classroom

If for some reason you cannot be at school, it is your responsibility to obtain a Sub for your Classroom by using WillSub and providing **detailed lesson plans for the sub**.

Writing Sub Plans

Sometimes being absent seems like more trouble than it's worth. Here's how to give a substitute teacher the tools for a successful and productive day in your room.

1. Write or type out the day's schedule, including begin and end times.
2. Under each time frame, explain in detail what needs to be done by the substitute teacher.
3. Mention any supervision duties that you might have that day.
4. Include details about your behavior management system, especially positive and negative consequences.
5. Write a list of both trustworthy and mischievous students.
6. Place nametags on the desk, if at all possible, and/ or leave a seating chart.
7. Mention any teacher aides or parent helpers that are scheduled to volunteer and what the helpers should accomplish.
8. Tell where to find any supplies needed throughout the day.
9. Describe any modifications you have made for students with special needs.
10. Make all necessary copies and label what they are.
11. Place sticky notes on the pages of any books to be used that day.
12. Put all necessary teacher's editions of textbooks and other resources in a sequential stack according to the day's schedule.
13. Leave the answer keys to all assignments so that the substitute can grade any work collected.

Tips:

1. You may want to leave your copy machine code in case of emergencies.
2. When it comes to writing sub plans, the more detail, the better.
3. Relax! Chances are, everything will be just fine until you get back.

Emergency Sub Plans

Unfortunately, life throws curves at us on occasion. For times when you cannot foresee the need to be out of the classroom and are unable to get sub plans to the secretary, you should have emergency plans in your classroom, easily accessible to the sub or secretary. Follow the guidelines under regular sub plans. The plans should be generic enough that a sub can utilize them yet further the curriculum as much as possible.

Some ideas include detailed writing assignments, CHARACTER COUNTS! Lessons, P.O.W.E.R. Model assignments, or other activities that reinforce basics in your subject area.

You should also include an extended unit plan in the event you must be out of the classroom for an extended period of time.

Make sure you provide detailed instructions handouts and tell the sub how to locate additional resources.

Section VI



Daily/Administrative Tasks

Daily/Administrative Tasks

Lunch Count and Lunch Money

Each Monday during first block, remind students that lunch money should be put in envelopes (they'll be provided by the cafeteria staff and placed in your staff mailbox before the school year begins) and turned in (to the spot that you designate that will be easily accessible to the cafeteria staff).

Each morning at the beginning of first block, tell students the two lunch entrees that will be available that day (each day's menu is provided on a sheet of paper by the cafeteria staff). Ask for a show of hands from students who plan to eat each entrée and record the numbers on the sheet provided. Place in an easily accessible spot for the cafeteria staff to pick up.

A folder on or outside your classroom door is a good idea for lunch money and counts; it will minimize disruptions to your classroom.

Channel One

The last twelve minutes of block I are reserved for Channel One. The television in your classroom will come on automatically when Channel One begins. In many cases, this is the only connection to current events students have; have them watch or listen quietly.

You may or may not incorporate Channel One stories into your classroom.

Daily Announcements

Information you wish to include in the daily announcements must be turned into the office before 8:30 a.m. There will be a designated sheet of paper available in each office for all announcements. Any announcements that create change in the normal school day or in the classroom of another teacher must be approved by the building principal prior to being submitted.

All teachers must read the announcements (which are emailed to you daily) aloud to students at the end of first block. Reading these just before Channel One comes on will help to minimize excessive breaks in the learning.

Report Cards

Report cards are issued on the Friday after the end of each marking period. All report card grades must be entered into the computer no later than 8 am. on the Wednesday after exams.

Grades are based on a scale for grade 4 - 12 as follows:

93-100% A	73-76 C
90-92 A-	70-72 C-
87-89 B+	67-69 D+
83-86 B	63-66 D
80-82 B-	60-62 D-
77-79 C+	0-59 E

Daily Attendance

Teacher Responsibility

All teachers will keep an hourly record of attendance for all students in his/her classes. Teachers must record student attendance in their record books and on the computer – in the appropriate program – each hour.

Record student absences with a slash or tardies with a ‘T’ in your attendance book. Your attendance book is the official record, make sure you maintain it scrupulously.

Once you have recorded absences and tardies in your book, enter them into the computer so that the high school secretary and administrators have access to attendance records.

Attendance Policy

Attendance records will also be kept at the attendance office. The official record is with the teacher.

One of the minimum requirements to earn credit in any high school class is acceptable attendance. Five (5) absences in any class is considered excessive. Upon reaching the seventh (7) absence per quarter in grades 7-12, students will fail to receive credit in the class(es) in which the seventh (7th) absence has been recorded.

SUSPENSIONS of three days or less WILL COUNT toward the 4 day maximum. Suspensions of more than three days will count three days toward the maximum of four (4). No suspensions will count toward the seventh (7) day.

IT IS EXTREMELY IMPORTANT THAT THE STUDENT AND PARENT REALIZE THAT THE 4 ABSENCES PER QUARTER BUILT INTO THIS POLICY ARE NOT TO BE CONSIDERED AS APPROVED DAYS TO MISS CLASS.

THE MAXIMUM OF 4 DAYS ARE TO BE USED FOR ILLNESS, PROFESSIONAL APPOINTMENTS, EMERGENCY BUSINESS, AND BUSINESS AT HOME.

1. 1-4 ABSENCES - PHONE CALL OR NOTE FROM HOME.
2. 5-6 ABSENCES - MUST MAKE-UP THE TIME MISSED, OR HAVE A DOCTOR'S EXCUSE.
3. 7+ ABSENCES - (NO DOCTOR'S EXCUSE) LOSS OF CREDIT.

Absences due to approved funeral attendance, will not be counted toward the consequences of five to seven days missed, if the office is notified of the reason.

Any student on long term illness/hospitalization will be placed under the care of the homebound teacher.

Absences for school sanctioned trips or events will not be counted toward the seven: Student Council, athletic trips, college visitations, field trips, etc.

Teachers will be notified (usually in the announcements) of the previous kind of absences.

Absences due to approved funeral attendance, will not be counted toward the consequences of five to seven days missed, if the office is notified of the reason.

Any student on long term illness/hospitalization will be placed under the care of the homebound teacher. For purposes of this policy they shall be considered to be in attendance. If an illness of more than five days is anticipated by the Doctor and/or parent, the school should be notified immediately.

Pre-Planned Absences

Students will be allowed two pre-arranged absences not exceeding a total of five (5) school days per year for a trip with his/her parent/guardian. The request must be made in writing to the high school principal's office at least ten (10) school days in advance of the planned trip. All assigned work should be picked up in advance of the trip and be handed in when the students return to school. If the above procedure is followed and all work is completed within the specified period of time, the days will not count towards the seventh (7) day policy.

Approval of pre-planned absences will be based on the student's current academic performance, recommendation of teachers, and a pattern of regular school attendance. The student's teachers may have a conference to review the student's status.

For purposes of this policy they shall be considered to be in attendance. If an illness of more than five days is anticipated by the Doctor and/or parent, the school should be notified immediately.

They will base their decision on the overall status of the student which will include, but is not limited to the following: attendance in class, passing/failing courses, and behavior. Saturday detention may be assigned for time missed. The final decision will rest with the Principal. If the student does not meet the above mentioned criteria, the request will be denied. If the student chooses to leave after the request has been denied, all days will be counted toward the seven (7) day quarter limit.

Make-up Work

It is the student's responsibility to contact the teacher within one day after the student's return to school after an absence, to arrange for make-up work. Unless otherwise specified, the student will have time equal to the absences to make up work.

For example, 1 day absent = 1 day to complete missed work.

Tardiness

Beal City Junior-Senior High School operates on a definite schedule. Every student has a place to be at a specific time. Students are expected to be in their classes on time. Chronic tardiness is not tolerated.

A student is considered tardy if he/she is not in the classroom when the bell rings. A student who is more than 10 minutes tardy is considered absent, even though in attendance for the remainder of the block.

1. Any student arriving after the bell must go directly to class, where the teacher will document his/her tardiness.
2. When a student reaches 3 tardies in a quarter in all classes combined, there will be a conference with the administration. Parents will be contacted, and the student will be assigned an hour to be taken at the next available Saturday session. If the Saturday hour is not taken as assigned, a one-day suspension will be imposed which will count toward loss of credit.
3. When the fourth tardy in a quarter has been reached, the student will be assigned another hour to be taken at the next available Saturday session. If the Saturday is not taken as assigned, a one-day suspension will be imposed, which will also count toward loss of credit.
4. When the fifth tardy in a quarter is reached, the student will be assigned a full (four hour) Saturday session. If the session is not taken, it will result in a 3 day suspension, which will count toward the loss of credit.
5. When the sixth tardy per quarter has been reached, the student will attend two Saturday sessions. If the sessions are not taken as assigned, it will result in a 3 day suspension which will count toward the loss of credit.
6. Upon reaching 7 tardies per quarter, in any class, the student will lose credit in that class. Habitual tardiness will be dealt with on an individual basis by the administration. Continued unapproved tardiness will result in the student being assigned to Alternative Education or suspension with recommendation for expulsion.

JUNIOR HIGH

Absences for school sanctioned trips or events will not be counted toward the seven: Student Council, athletic trips, college visitations, field trips, etc.

Teachers will be notified (usually in the announcements) of the previous kind of absences.

Absence.

For example, 1 day absent = 1 day to complete missed work.

Tardiness

Beal City Junior-Senior High School operates on a definite schedule. Every student has a place to be at a specific time. Students are expected to be in their classes on time. Chronic tardiness is not tolerated.

A student is considered tardy if he/she is not in the classroom when the bell rings. A student who is more than 10 minutes tardy is considered absent, even though in attendance for the remainder of the block.

1. Any student arriving after the bell must go directly to class, where the teacher will document his/her tardiness.
2. When a student reaches 3 tardies in a quarter in all classes combined, there will be a conference with the administration. Parents will be contacted, and the student will be assigned an hour to be taken at the next available Saturday session.

If the Saturday hour is not taken as assigned, a one-day suspension will be imposed which will count toward loss of credit.

3. When the fourth tardy in a quarter has been reached, the student will be assigned another hour to be taken at the next available Saturday session. If the Saturday is not taken as assigned, a one-day suspension will be imposed, which will also count toward loss of credit.

4. When the fifth tardy is due to approved funeral attendance, will not be counted toward the consequences of five to seven days missed, if the office is notified of the reason.

5. When the sixth tardy per quarter has been reached, the student will attend two Saturday sessions. If the sessions are not taken as assigned, it will result in a 3 day suspension which will count toward the loss of credit.

6. Upon reaching 7 tardies per quarter, in any class, the student will lose credit in that class. Habitual tardiness will be dealt with on an individual basis by the administration. Continued unapproved tardiness will result in the student being assigned to Alternative Education or suspension with recommendation for expulsion.

Section VII



Handling Discipline

Effective Classroom Management Guide

1. Have clearly defined procedures and routines ready for the first day of school.
 - *how daily chores will be done
 - *how lessons will begin and end
 - *what to do when a student is finished or needs help
 - *clearly communicate rules and consequences
2. Teach procedures and routines as instructional content.
3. Monitor behavior
 - *scan the room
 - *moves around the room
 - *practice prevention as opposed to reacting to problems
4. Handle inappropriate behavior promptly and consistently
 - *use eye contact
 - *remind pupils of the rules
 - *ask pupils to repeat the rules
 - *direct students to stop inappropriate behavior
5. Plan ahead
 - *have well-planned lessons
 - *provide variety and challenge in seat work
 - *have a contingency plan ready for unexpected delays or downtime
6. Utilize supplemental management techniques to help non-conforming students

A SAFE PLACE TO BE:

BUILDING AN ENVIRONMENT OF MUTUAL TRUST AND RESPECT IN THE CLASSROOM

(THE SUGGESTIONS LISTED HERE MAY HELP TO DEVELOP CLASSROOM RULES THAT WILL PROMOTE MUTUAL UNDERSTANDING)

ESTABLISH THE RULES EARLY AND ALLOW FOR SOME

STUDENT INPUT. This is the best time to set the stage for what you expect from the students. It's also a good opportunity to let them know you value their opinion by remaining open-minded to their ideas. Ask for suggestions of ways that will help students feel safe and ready to learn.

2. MAKE CONSEQUENCES CLEAR BEFORE INFRACTIONS

OCCUR. Post and discuss the classroom rules and consequences for their violation. Students know exactly what to expect, and you're freed from the burden of assigning punishment while you're angry and may over-react to the situation.

3. GET PARENTS INVOLVED BEFORE PROBLEMS ARISE.

Copy and send home a list of the class rules and consequences. This alerts parents to any trouble spots their own child may face (talking out in class, fighting, etc.) while making them informed partners in the education of their child.

4. PLAN A STUDENT FORUM INTO YOUR CURRICULUM.

Schedule a regular (weekly, bimonthly, etc.) time when the class can gather to discuss any concerns for the group or a segment of the group. Use a concrete marker (stuffed animal, nerf ball, etc.) to designate who is speaking and to remind others that they must wait their turn to be heard. Talking about a problem often reduces a student's desire to act out an unacceptable solution independently.

5. MODEL TOLERANCE FOR STUDENTS. Children are unlikely to take advice from an educator extolling peace and harmony if they see that same person reacting to their own problems by shouting or slamming books or doors. Kids live what they learn.

6. KEEP ALL LINES OF COMMUNICATION OPEN. Be ready to discuss problems with students, colleagues, and parents. Much more can be accomplished if everyone knows how others feel.

7. ALLOW ALL PARTIES INVOLVED IN A CONFRONTATION TO TELL THEIR SIDE. When discussing situations, remove the group from the eager audience of their classmates, giving all participants an equal opportunity to explain their actions. Students who are denied the chance to " tell their story" become resentful of fellow offenders as well as of the authority figure doling out punishment based on a partial accounting of the facts. These students often seek more aggressive tactics to deliver their message.

8. **SEPARATE THE OFENSE FROM THE OFFENDER.** Getting written off as unredeemable in October is a life sentence to a student. Any motivation to try harder is eliminated, leaving the student with few options beyond repeat offenses in order to insure receiving the teacher's time and energy. Make it clear that it's the inappropriate action--not the student--that has disappointed you.
9. **TALK THINGS OVER AFTER ANY LENGTHY PUNISHMENT.** If you assign a student some extended "sentence" (such as a week of detention or lost recesses, etc.) talk with the student at the end of that time to see if the experience has had a positive effect.
10. **DON'T BE AFRAID TO ASK FOR HELP.** Sometimes, the problem is too big for you and the student to tackle alone. Then it's time to ask for help. Schedule a conference with the parents and possibly other members of the school staff to determine the best course of action. Document discussions from these meetings to help in dealing with future occurrences. Above all, let the student know you'll be there to keep working and helping until the problem is solved.

Sample Management Plan

A. Discipline

1. How I affect behavior in my classroom.
 - a. I use preventive discipline -- a proactive method, rather than a reactive one. I try to recognize and identify problems before they develop. Lots of careful prior planning and elimination of "dead time" will help.
 - b. I use reality therapy when handling discipline problems.
 - c. I am friendly, but firm with my students.
 - d. I'm consistent, fair, and firm.
 - e. I operate on the assumption that students want to do the right thing.
 - f. I do not lose my temper.

2. Prior Planning and Preventive Discipline Methods
 - a. Students have activities or assignments to work on as soon as they enter the classroom and while I take attendance and handle other administrative tasks.
 - b. I circulate around my room while students are working to oversee progress and to prevent any discipline problems that might occur. I monitor the effectiveness of directions given and provide additional instructions when necessary. This minimizes student frustrations, hostility, discouragement, and quitting by those having difficulty with the assigned task.
 - c. I stand near the doorway so that I can supervise both the hallway and my classroom as I greet my students.
 - d. I have established routines for collecting and returning papers and distributing materials.
 - e. I write clear and complete instructions: assignments are spelled out so that students know what they are to do.
 - f. When changing student routines, I try to anticipate and plan for any behavioral problems that might occur.
 - g. When things go wrong, I examine myself or the activity before blaming the students.
 - h. I have a Sponge Activity File for use when the unplanned happens, and I run out of lesson before I run out of time.

3. Daily Routines and procedures
 - a. During the first week:
 1. Through discussion, the students and I will define my job and theirs.
 2. I will have one hard and fast rule: Students must show respect for all members of the class and to all classroom guests.
 3. Students will have input on any additional classroom rules. All rules will be prominently displayed in the classroom.
 4. I will have students sign a seating chart as they enter the classroom on the first day. They may choose seats, but may not change them at least until I can learn all their names. If problems with the seating arrangement arise, I will deal with them on an individual basis.

5. At the end of the first week I will send notes home to parents detailing the rules established and my expectations and hopes for their children during the school year. Parents will need to sign and return these notes.
- b. During class discussions or group work students can raise their hand or quietly say my name to capture my attention. During individual work, they can raise their hand or quietly approach me.
- c. Students will know that participation is important and that I will call for volunteers during class discussions.
- d. When necessary, I will prompt the quieter students with low-risk, opinion questions in order to get them involved.
- e. Students will store their personal items under the desk.
- f. I will allow students a pass out of my room for the bathroom, locker visit, or the drinking fountain not more than twice in a marking period, unless an emergency develops. If I find students abusing the privilege (wandering the halls), I will deal with them individually.
- g. The daily and weekly assignments and deadlines will be posted on the board every day.
- h. If I must leave my classroom to talk to an individual, I will stay as close to the door as possible and monitor the room frequently. Students will know that they are to continue with the assignment we are working on or to begin the assignment that is written on the board.
- i. Students who are tardy must have an office pass to enter my classroom.
- j. Students who need to leave school or my class early, must have a note from the office, or a note from a parent that has been approved by the office.
- k. I, not the bell, dismiss the class.

4. Handling Behavioral Problems

- a. Rules are stated in the positive.
- b. I correct the behavior, not the child.
- c. When a student misbehaves in class, after trying a nonverbal method, I will divert the class with a discussion question and talk to the student individually in a quiet voice instead of making a scene which would focus students' attention on the problem.
- d. I help students reflect and think about the appropriateness of their behavior.
- e. When a student, after being corrected for misbehavior, attempts to do the right thing, I praise or otherwise encourage him or her.
- f. Students who have behavioral problems will be seated in close proximity to me to minimize opportunities for mischief.
- g. If I find it necessary to punish, I point out the positive alternatives and reinforce good behavior when I see it.
- h. If a problem escalates beyond my ability to handle, or if it becomes too great a distraction for the rest of the class, I will seek help from the principal through proper channels and procedures.

B. Climate

1. How I affect the climate in my classroom.

- a. I have and use a sense of humor in and out of the classroom with my students.
- b. I am available to students before and after school to help, or to "just talk."
- c. I require students to treat me and all members of the class with respect.
- d. I treat my students as I want to be treated -- with respect.
- e. I show sincere enthusiasm for the subjects that I teach.
- f. I greet my students each day as they come into the classroom.
- g. I will have an activity ready for students to work on the first day of class. It will be one that all of them can be successful at. As they work, I will go around the room and quietly talk to individuals getting to know them and their names.

2. The physical context

- a. My room is neat and attractive.
- b. My classroom will be structured so that I can make contact with all members of the class.
- c. There are inspirational and encouraging posters and reminders on my walls.
- d. Students pictures and works are displayed on bulletin boards and walls.

C. Facilitating Learning

1. Student centered teaching.

- a. Although Reading and Writing workshops will have a prominent place in my classroom, I realize there is no "best" teaching method. Methods and learning activities are many and varied. Each of my class periods will contain a mixture of approaches to help sustain student interest and motivation.
- b. My lesson plans will be developed in conjunction with the district curriculum. Each plan will have goals and objectives stated at the beginning of the lesson. I will incorporate visual, auditory, and kinesthetic methods to enhance all students' learning.
- c. During each class period I summarize or have students summarize the day's learning. This includes internal summaries for each activity.
- d. I do not take for granted that students already know certain concepts. I use pretests or other procedures to ascertain what is already known.
- e. I help students combine newly learned information with the already known.
- f. I select strategies to help students acquire, apply, and assimilate knowledge.
- g. I use specific reinforcements by pointing out specific elements of what is good or appropriate on any given assignment.
- will learn to evaluate their own work and that of others.
- i. My homework has a purpose, is definite, instructional, and regulated as to the time it will take a student to complete the assignment.

2. Motivation

- a. All students have their work displayed at some time during the year.
- b. I will look for opportunities for students to share in the decision making.
- c. I provide means for giving students responsibility.
- d. During most class periods I provide at least one activity in which all students can experience success.

e. Each unit is prefaced with discussion to help students see why we are focusing on this topic and how it is relevant to their lives.

D. Reminders

1. A teacher's job is to help the student be RIGHT, not catch the student being wrong.
2. People need more, not fewer chances.
3. Never cause the students or you to lose dignity. When loss of dignity occurs, a person's total energy focuses on restoring it. Consequently, no learning can take place.
4. The human brain cannot ignore it when its personal name is used. Use a student's name to get and keep his or her attention.

Controlling Student Talking

One of the biggest complaints from new teachers is the issue of student talking. "They won't be quiet." "I constantly have to ask them to be quiet." "They don't listen to my lesson."

Appropriate Talking Times

The first thing you need to ask yourself is when are they talking? Are they talking during your instruction or when you are giving directions, OR are they talking during a project, or work time? It is okay to let students talk while they are working. Although they may not always be talking about their work, for the most part, they will be on task. Human beings are social creatures by nature and we tend to do a better job when we talk to others. Students get ideas from one another, they judge how well they are doing, they offer help to others, and they help each other do a good job on their work. Sometimes they are just chit-chatting, but even this helps build bonds between your students.

Introduce the idea of My Time/ Your Time.

"My Time" refers to the teacher's time. "Your Time" refers to the students' time. You might say something like this:

"Whenever I am giving a lesson, directions, am speaking to the class, or am standing in front of the class as a whole, that is My Time. During My Time I expect for students to be silent, looking at me, and listening. You may be taking notes, but you are expected to pay attention to what I am saying. If you are talking to your neighbor are you paying attention to me? (No) If you are rummaging around in your backpack for supplies are you paying attention to me? (No). Exactly. Now, let's practice what paying attention looks like."

At this point you want to have the class practice what you expect them to do during "My Time" (teacher's time).

Next you might say:

"Now, if I have given you a class or group assignment and have given you time in class to work, that is "Your Time". You may get supplies, sharpen your pencil, ..."

(These are just examples - you want to be specific in telling them exactly what they are allowed to do. I let mine get a drink of water or use the restroom if they really need to because thirsty kids and kids who need to go to the bathroom aren't working. The only thing they are thinking about is water and the bathroom. I'd rather they be thinking.)

"When I put up the quiet signal (my hand in the air), or ring the bell (a small dinner bell that stays in my pocket), that is the signal that it is "My Time" again and I want full attention on me." Then practice with them.

Work Time vs. Play Time

You also want to take time during the first week of school to explain the difference between "work time" and "play time" with your students. We want to be able to have some fun in our classrooms, but it can be hard when students take it a little too far or don't know how to stop. Don't just talk about the difference between "work time" and "play time", but practice these types of transitions with students as well. They may not understand your verbal and non-verbal clues until you do some training exercises. Once you've given your talk about the difference between "work time" and "play time", give students some examples of how you might transition. Then practice.

Consequences

Don't worry that you have a chatty class. Almost everyone does. What child likes to sit still and silent all day long? None that I know of! What you have to decide is when is it okay for them to talk and when is it not okay. Then tell them exactly what you expect of them and follow it up with consequences - be consistent so that students can trust that if they talk during a lesson you WILL give them a time out. If they talk again when they aren't supposed to, they will lose time out of recess. They should know this so well in a couple of weeks that if a child talks during a lesson you should be able to say, "John, I expect everyone to be quiet and listening while I am talking. You know what you need to do." The child should immediately apologize (this should always be part of your expectations) and should go to the time-out seat and set the timer for 3-4 minutes (your choice). When the timer rings, the child can rejoin the class. You shouldn't have to say the consequence because after a couple of weeks of them testing you, they'll probably all know it - as long as you do the same thing every time. Even if it seems inconsequential, you still need to follow your procedure.

Ex: 1st time - warning

2nd time - 4 min. in time-out

3rd time - 5 minutes loss of recess

4th time - 10 minutes loss of recess

5th time - phone call home (student calls and tells parents what they did & why)

Monitoring and Redirect

When you do allow students to talk, be sure you are walking around monitoring their conversations. Although it is okay to get off the assigned topic for a little while, too much off task talking is not appropriate. While you monitor, you are more in a position to redirect student talking quietly rather than yelling out, "Quiet down now!" which is completely ineffective. Instead, walk up behind the student who is talking and quietly (just to them) say something like, "So, tell me what you have done so far. I'm taking progress checks." That student is immediately on task and you haven't singled them out in front of the class.

Stop Talking Yourself

If your class is talking, or even if one or two students are talking during your lesson, stop what you are doing and look them directly in the eye. Look every single student directly in the eye. You might want to use your quiet signal. Then in a quiet but firm voice say, "I'm waiting." If that doesn't do the trick, put a single mark on the board to represent every minute you will hold them in from recess or after class. That will definitely get their attention. Then say again, "I'm waiting." Once you have everyone's attention, it is time to do a reminder of your expectations regarding talking. "It is rude to talk when someone else is speaking. It is my turn to talk right now. When I am finished I will give you a chance to talk. However, if you take up my time with talking, not only will you end up with extra homework because we didn't have time in class, but you will also lose your class privileges."

Never ever continue teaching while students are talking. They will learn that no matter what they do you won't stop and there won't be any serious consequences. You expect students to be silent therefore you won't talk unless they ARE silent. This must be an attitude as much as a philosophy.

CHEATING POLICY/PLAGIARISM

Students are attending school to learn. Learning occurs both cooperatively and individually in schools. Students who do not do their own work on tests, quizzes, and assignments that were assigned as and intended to be individual undertakings, are cheating.

Those students who the teacher and principal have determined as having cheated will be disciplined in each class per semester as follows:

1st Offense: Parent notification by staff member referring.

No credit (a zero) on the test, quiz, or assignment involved which may result in student failing class. May be suspended 1-3 days out of school.

2nd Offense: Parent Notification by staff member referring. Failing grade for the semester. May be suspended 3-5 days out of school.

Harrassment

REPORTING HARASSMENT

Conduct constituting harassment may take different forms, including but not limited to the following:

SEXUAL HARASSMENT

- A. Verbal: The making of written or oral sexual innuendos, suggestive comments, jokes of a sexual nature, sexual propositions, or threats to a fellow student, staff member, or other person associated with the District.
- B. Non-verbal: Causing the placement of sexually suggestive objects, pictures, or graphic commentaries in the school environment or the making of sexually suggestive or insulting gestures, sounds, leering, whistling, and the like to a fellow student, staff member, or other person associated with the District.
- C. Physical Contact: Threatening or causing unwanted touching, contact, or attempts at same, including patting, pinching, pushing the body, or coerced sexual intercourse, with a fellow student, staff member, or other person associated with the District.

GENDER/ETHNIC/RELIGIOUS/DISABILITY/HEIGHT/ WEIGHT HARASSMENT

- A. Verbal: Written or oral innuendos, comments, jokes, insults, threats, or disparaging remarks concerning a person's gender, national origin, religious beliefs, etc. toward a fellow student, staff member, or other person associated with the District.
- B. Non-verbal: Placing objects, pictures, or graphic commentaries in the school environment or making insulting or threatening gestures toward a fellow student, staff member, or other person associated with the District.
- C. Physical: Any intimidating or disparaging action such as hitting, hissing, or spitting on a fellow student, staff member, or other person associated with the District.

Any student who believes that she/he is the victim of any of the above actions or has observed such actions taken by another student, staff member, or other person associated with the District should make contact with one of two or three persons selected by each building principal with whom the students would most likely be comfortable in discussing a matter of this kind.

The student may make contact either by a written report or by telephone or personal visit. During this contact, the reporting student should provide the name of the person(s) whom s/he believes to be responsible for the harassment and the nature of the harassing incident(s). A written summary of each such report is to be prepared promptly.

Each report received by a designated person, shall be investigated in a timely and confidential manner. While a charge is under investigation, no information is to be released to anyone who is not involved with the investigation, except as may be required by law or in the context of a legal

or administrative proceeding. No one involved is to discuss the subject outside of the investigation. The purpose of this provision is to:

- A. protect the confidentiality of the student who files a complaint
- B. encourage the reporting of any incidents of sexual or other forms of harassment
- C. protect the reputation of any party wrongfully charged with harassment.

STAFF MEMBER HARASSMENT OF A STUDENT

If a student reports that s/he is being harassed by a member of the staff, the matter is to be reported immediately to the principal who shall then contact the Superintendent. The Superintendent shall arrange promptly for a proper investigation by an agency that is experienced in such investigations. In addition, the principal, upon receiving the complaint from a minor student or his/her parents shall determine if the harassment may constitute child abuse and if so, follow the child abuse reporting procedure.

During the investigation, the accused staff member may be removed from any contact with students. In addition, the principal shall ensure that the alleged student victim receives proper guidance and support in dealing with any after-effects of the alleged harassment. Investigation of a complaint not involving a member of the staff will normally include conferring with the parties involved (may include parents), and any named or apparent witnesses. All students and others involved are to be protected from coercion, intimidation, retaliation, or discrimination for filing a complaint or assisting in an investigation.

If the investigation reveals that the complaint is valid, then prompt, appropriate remedial and/or disciplinary action will be taken immediately to prevent the continuance of the harassment or its recurrence.

Any form of sexual harassment is considered a form of child abuse and the abuser must be reported immediately.

The District recognizes that determining whether a particular action or incident is harassment or, conversely, is reflective of an action without a discriminatory or intimidating intent or effect must be based on all of the facts in the matter. Given the nature of harassing behavior, the District recognizes that false accusations can have serious effects on innocent individuals. Therefore, all students are expected to act responsibly, honestly, and with the utmost candor whenever they present harassment allegations or charges against fellow students, a staff member, or others associated with the District.

Each principal is to arrange for students in his/her school to receive instruction, appropriate to their age, on the nature of sexual and other forms of harassment, means for dealing with harassment, and the school's procedure for reporting any incident in which they are involved or have observed. A synopsis of such information is to be contained in each parent/student handbook.

Student Dress Code

Student dress is a factor in the school setting. Clothing, therefore, should be appropriate for school. When the student's dress interferes with the health and/or safety of the student or disrupts the educational process, it is the responsibility of the principal to request that the student leaves school to return with more appropriate clothes for school. The student may be required to wear appropriate clothing provided to the student by the principal.

Student attire is acceptable as long as it is neat, clean, and not inappropriate.

Rules for Student Dress:

1. Footwear is required (shoes).
2. No hats or caps will be worn in the school during the school day from 7:30 a.m. to 3:20 p.m.
3. Profanity or vulgar suggestions printed on clothing is prohibited. Examples of prohibited prints - (Coed naked, Big Johnson) These examples are not all inclusive.
4. Clothing should be worn as designed (mutilated clothing is not permissible).
5. Bare midriffs, tank tops, and sleeveless shirts less than 2 inches wide on the shoulders are not acceptable.
6. See through or ribbed shirts/tank tops are not allowed.
7. Shorts and skirts are allowed if they are at a mid-thigh length.
8. Alcoholic and other illegal substance advertising on clothing or hats are not to be worn during the school day or at school sponsored activities. Example: Red Dog, Joe Camel, Lucky's Brewery. These examples are not all inclusive.
9. Coats are not to be worn during the school day.
10. The dress code will be relaxed at sporting events but must remain in good taste.
11. Backpacks must be kept in lockers.

HALL PASSES

The teachers are responsible for knowing where his/her assigned students are at all times. The student must have the written permission of the teacher before leaving a class. Hall privileges may be denied for students because of previous misuse. Teacher Aides should be in the room with the teacher. If they leave they must have a written pass from the teacher.

STUDENT DISMISSAL

No staff member shall excuse any pupil from school prior to the end of the school day, or into any person's custody, without the direct prior approval and knowledge of the building principal. The building principal shall not excuse a pupil before the end of the school day without a request for the early dismissal by the student's parents.

Telephone requests for early dismissal of a pupil shall be honored only if the caller can be positively identified as the pupil's parent or guardian. Students leaving class early will be marked absent for the entire class period.

Children of estranged parents may be released only upon the request of the parent whom the courts hold directly responsible for the child and who is the parent or guardian registered on the school record. The school shall not be a party to other arrangements with the estranged parents.

VISITORS

Students must gain permission from the principal and a classroom teacher to have visitors. Visitors' passes and parental permission forms are available only in the office and are to be completed at least three days before the visitation. We only permit visitors who live outside a 50 mile radius from the school. Any student under high school age should not visit the high school unless it is for observation of a class. Any non-student in the building without authorization from the office is considered trespassing. Visiting students should only plan on visiting the B.C. Jr. Sr. High School for one half day per school year.

Discipline Forms

Forms must be completed when a student violates the student handbook or other accepted classroom rule. They may be obtained in the mailroom of the high school office or by asking the school secretary.

Section VIII



Other Teacher Requirements

Summary of Teacher Handbook Rules

Assemblies

Secondary teachers are expected to attend all assemblies and to sit with their class. Teacher cooperation in seating and attendance will greatly enhance our ability to control students in a mass setting. Elementary teachers may take their students to high school assemblies when invited and will remain with students for the duration of the assembly.

Building Rules and Regulations

Teachers shall be in their classrooms or place of responsibility in accordance with the provisions set forth in the Master Agreement.

DO NOT GIVE YOUR KEYS TO ANY STUDENT! This is particularly important for persons having master keys. If you are responsible for an activity in the building, you are expected to be with the students.

Maintenance of the teacher's lounge is the teachers responsibility rather than the custodial staff.

Use only masking tape on walls, chalkboards, etc., when posting materials. Scotch tape is not satisfactory for this purpose.

The use of tobacco products is prohibited at all times inside of school building, and school owned vehicles. The use of tobacco products will be permitted outside school buildings by adults after 6:00 p.m. on school days, or any time on weekends and holidays.

Teachers are expected to be available to students and help with hallway and rest room supervision before and after recesses and during passing time.

Long distance telephone calls must be recorded on phone logs in the office.

Sponsors and advisors shall stop any sale of money-making projects during class time.

Food, candy, and pop is not to be taken to or consumed during class periods. Chewing gum regulations should be included in the teacher's room rules.

Students will not be sent from the building during regular school hours except in cases of extreme importance. In these cases principal and parent permission must be obtained.

If a teacher must leave the building during the school day, the office be notified prior to the teacher leaving the building.

Bulletin Boards

Bulletin boards and wall displays add a great deal to the educational atmosphere of your classroom. I would encourage you to make good use of the bulletin boards and wall space

available in your room and in hallways.

Classrooms, Halls and Grounds Conduct

Student behavior should not endanger the freedom of others, and should not endanger the personal safety of others.

Assistance by the faculty in maintaining proper conduct is expected.

Classroom Parties

Whether or not to have holiday classroom parties (Halloween, Christmas, Valentine's Day) is a decision made by each individual teacher with the approval of administration.

Educational and Operational Change

Teachers shall assist the school in the improvement of its operation and educational program through participation in curriculum, special or departmental committees, and through sharing with other staff members those education practices which they have found to be successful. Recognizing that teachers are specialists in their fields and have the necessary skills in dealing effectively with youth, they shall be charged with the responsibility of formulating and implementing meaningful changes in the curriculum and building operations through the building principal.

Hallway Responsibilities

Teachers are encouraged to be in the hallways when students are and to discourage unacceptable behavior in the halls.

Homework

Whenever homework is to be assigned for the students, allow ample time out of the class period for the student to attempt the work and receive clarification before it is taken home.

Housekeeping

Ventilation and lighting are a very important part of education. Use the lights whenever they are needed, but turn them off when you are not in the room and at the end of the day. You are responsible for turning off lights and shutting the windows, closing the curtains and locking the door. Our building has many visitors after school and in the evening. It is important that you lock and close all doors and windows leading to your classroom when you are ready to leave for the day. If there are times that your room does not appear to have been cleaned as well as it should have been, I would appreciate this being brought to my attention immediately. In the same respect, I will bring to your attention times when your room does not appear as orderly as I think it should be. Please be alert to any misuse of furniture or school property at all times and take it upon yourself to promptly correct the situation. Students must not be allowed to take advantage of school property. Teachers are asked to be especially aware of this fact and act quickly and decisively if a student is misusing property.

Communication

Teachers shall evaluate, record and report to the parents the progress or lack of progress of their child and other pertinent information. Communicating with parents is the easiest way to prevent problems between the parent, student, and teacher. The telephone is the quickest way to communicate with parents.

Written communications to parents are to be cleared with the principal if they pertain to the class as a whole or if they outline plans or activities. If it is merely a communication to the parent regarding a pupil's school work or social behavior, this procedure may be followed at the discretion of the teacher.

REMEMBER THAT PARENTS APPRECIATE POSITIVE CALLS AS WELL AS CALLS CONCERNING PROBLEMS THAT STUDENTS HAVE.

* Keep a record of all parent contacts - see log at the back of this section.

Staff Hours

Teachers shall be at their assigned place of duty five minutes before classes begin and five minutes after the end of the last class of the day (except Friday dismissals). If there is a need for an exception to this, please discuss it with the building principal on an individual basis.

Suggestions for Getting and Keeping Good Morale

Please remember that success for all students in your classroom is part of our school mission.

A class list shall be on file with substitute lesson plans, not your gradebook. The teacher is responsible for the grade book - not the substitute teacher.

Students expect and respect fairness at all times. Use good judgment, avoid making threats or statements which you cannot follow through on. It is recommended that you establish a progressive discipline policy.

Know the goals you wish to accomplish, as a teacher, for each class for each day. Help your students understand these goals for lessons each day. Evaluate regularly.

Keep yourself looking neat and professional at all times.

See the good things about students as well as the bad. Foster a positive attitude within them. Research indicates that students need six times as much positive feedback as negative feedback if they are to maintain a positive image, and without this positive image it is unlikely they will do high quality work.

Expect students to produce high quality work and demonstrate sound work ethics.

The use of different styles, techniques, and methods are necessary to reach all students. Try to be

innovative, yet do so in a manner consistent with your expertise.

Insist on punctuality. When classes begin promptly, students are prompt.

At all times keep your relationship with students on a professional level. The use of profanity or questionable stories in the presence of students is not appropriate. Remember you are the professional, not a member of the peer group of students

Teacher Parking

Staff parking will be provided in the main school parking lot. No one will park at the east end of the school except temporarily for pick up and delivery of equipment.

Visitors, Salespeople, and Alumni

Please instruct all visitors to check in at the office before visiting with any students or personnel.

Kitchen/Cafeteria Usage

Staff must bring their own materials for any activity that takes place outside of the cafeteria. All items including napkins, silverware, spatulas, serving spoons, knives, etc. are meant for kitchen use only and are not available to staff.

If refrigerator use is needed all stored items must be labeled with teacher name, what is in the container and the date. This is a state law that we must follow. Any items that remain in the refrigerator after the marked date will be disposed of.

Teacher Meetings

The purpose of building faculty meetings is to provide the opportunity to handle the general business of school which, in turn, helps to enhance the effectiveness of our teaching and building operation.

Meetings are scheduled for two hours once per month. Attendance is mandatory. Building principals will notify staff as to the schedule.

Michigan Teacher Certification for In-State Candidates

In Michigan, there are two types of teaching certificates that are currently being issued:

1. Provisional Certificate (Initial)

The initial teaching certificate issued in Michigan upon successful completion of an approved Michigan teacher preparation program. Valid for up to 6 years during which the holder is expected to gain experience as a successful practicing professional, and to acquire additional professional development through advanced study (completion of at least 18 semester hours in a planned course of study) as a prerequisite for the next level of certification. Can be renewed for up to 3 years with the completion of 10 semester credit hours in a planned program at an approved teacher preparation institution. A second 3-year renewal requires completion of 18 semester hours in a planned program at an approved teacher preparation institution.

2. Professional Education Certificate (Advanced)

Michigan's advanced teaching certificate. Requires completion of 18 semester hours in a planned course of study after the issuance of the Provisional certificate, completion of Michigan's reading requirement (6 semester hours of teaching reading for elementary teachers or 3 semester hours for secondary teachers and 3 years of successful teaching experience.

Valid for up to 5 years.

Renewing Your Michigan Teaching Certificates

Provisional Certificates

First Renewal

In-state Candidates — You must have completed at least 10 semester hours of an 18-hour planned program since the issuance of the Michigan teaching certificate or hold an approved master's or higher degree from a Michigan accredited teacher preparation institution. You must apply directly through the certification office at the institution where the credit was completed.

Out-of-state Candidates — You must have completed at least 10 semester hours of credit through one or more teacher preparation institutions outside of Michigan since the issuance of their Provisional teaching certificate or hold an approved master's or higher degree earned at any time from an out-of-state teacher preparation institution. You must apply through our office. Please call 517-373-3310 and leave your name and address to have a renewal application sent to you. The cost is \$75.

Second Renewal

In-state Candidates — You must have completed the 18-hour planned program at a Michigan accredited teacher preparation institution, or an approved master's or higher degree at any time. Must apply directly through the certification office at the Michigan institution where the credit was completed.

Out-of-state Candidates — You must have completed at least 18 semester hours in an endorsement program or a specific master's program at a regionally accredited teacher

preparation institution outside the state of Michigan since the issuance of the Provisional certificate, or hold an approved masters or higher degree earned at any time from an out-of-state teacher preparation institution You must apply through our office (The endorsement program must be in a teachable subject area as recognized by the state of Michigan.)

Third Renewal

Only possible when you have met all academic requirements for the Professional Education certificate, but has not met the requirement of three years of teaching experience within the validity of the teaching certificate. Application is made through this office. The cost is \$75. (You must provide us with a letter from the college stating you have completed the requirements and a letter from the school district stating they want to employ you.)

Professional Education Certificates

The renewal of a Professional Education certificate requires the completion of 6 semester hours of credit (these credits may be completed at a 2-year or 4-year institution) or 18 State Board-Continuing Education Units or a combination of the two. Three SB-CEUs equals one semester hour. The required credit hours or SB-CEUs must be completed after the issuance of the Professional Education certificate and within five years of the date of application for the renewal.

The credit may be taken at any regionally accredited teacher preparation institution, or at any approved higher education institution in Michigan as listed in the Michigan Higher Education Directory, including community colleges and private institutions.³

Additional Resources to Answer Career Questions

For information on teacher retirement.

Retirement questions should be directed to the Michigan Department of Management and Budget, Public School Employees' Retirement System, at 517-322-6000.

For information on teacher tenure.

Please contact the Administrative Law Office at 517-373-8369 for information on teacher tenure.

For Student Loan information — Direct to the Michigan Student Loan Authority at 1-877-323-2287 or Scholarships and Grants Office at 1-888-447-2687.

Top 10 Ways to Keep in touch with Parents

- Web Site
- Voice Mail/ Voice Bulletin Board
- Newsletters
- Academic Calendar
- E-mail
- Fax
- Bulletin Board outside of the classroom
- Note-cards
- Fun stationary with information
- Phone

- Making Newsletters a little Easier
 - Ideas to include in a Newsletter
 - Upcoming topics/ concepts and/or units being taught
 - Birthdays
 - Thank-you section for parents, students, and volunteers
 - Field trips/Special Events
 - Activities to do with students at home.
 - New teaching/ learning strategies
 - Test-taking skills to practice at home.
 - Critical thinking skills.
 - Create a template on the computer that you can use over and over.
 - Use the cut and paste feature of the computer to cut out unwanted information and insert the new events and information.
 - Keep the sections the same for each newsletter so that you don't have to make it up from scratch each time.

HOME COMMUNICATION LOG

TEACHER NAME: _____

<u>DATE</u>	<u>STUDENT</u>	<u>CONTACT</u>	<u>MIETHOD</u>	<u>REASON</u>
1. _____	_____	_____	_____	_____
2. _____	_____	_____	_____	_____
3. _____	_____	_____	_____	_____
4. _____	_____	_____	_____	_____
5. _____	_____	_____	_____	_____
6. _____	_____	_____	_____	_____
7. _____	_____	_____	_____	_____
8. _____	_____	_____	_____	_____
9. _____	_____	_____	_____	_____
10. _____	_____	_____	_____	_____
11. _____	_____	_____	_____	_____
12. _____	_____	_____	_____	_____
13. _____	_____	_____	_____	_____
14. _____	_____	_____	_____	_____
15. _____	_____	_____	_____	_____
16. _____	_____	_____	_____	_____
17. _____	_____	_____	_____	_____
18. _____	_____	_____	_____	_____

Top 10 Ways to Involve Parents in the Classroom

- Tutor students in a specific area
- Read to students
- Guest Speaker
- Model real-life applications of concepts learned
- Help monitor learning centers or lab stations
- Help with school-wide events/projects
- Help with a culminating activity for a unit of study
- Chaperone a field trip
- Bring in needed supplies for a special project
- Help with a classroom newsletter to other parents

Using Parents As Guest Speakers

Don't just use parents to speak about their job. There are all sorts of ways you can get them involved! For example, you might have a stay-at-home mom come in to show students how measurement is used in preparing a meal, OR how fractions are used in making meals. Another idea might be to have a parent who is in construction show students how they use math in their job.

Teacher Tips for Successful Parent-Teacher Conferences

Always begin with something positive about the child, then work your way into what needs to be improved upon. *Janice Allen, Vincennes, IN*

To prepare myself and the parents for conferences, I send home a form with the conference invitation that asks the parents to write down their concerns and questions about their child or school policies, and return it to me before conferences. I also include a list of major topics we have covered and what I expect each child to be able to do. That way, parents can review what their child has done from papers sent home, and it won't be a surprise if their child isn't doing well. Then, I spend conference time working with parents on a plan to help their child. I also keep work samples on hand for conferences. *Sharlene Hahl, Antioch, IL*

Don't talk down to parents. Be honest and truthful. Try to speak in the positive, not always negative. Offer positive ways to help a struggling child. Make at home ideas and games to be used by the parents to work with the child. LISTEN to what the parents have to say. Thank them for taking time to come and meet with you on the day of the conference. *Connie Caldwell, Fort Wayne, IN*

As an administrator I encourage my staff to "Be Prepared". Send home brief questionnaires to parents asking them if they have a specific area or concern they wish to talk about. Have plenty of work samples, especially if you are going to talk about an area of weakness, PLUS, have some specific suggestions ready for the parent when they ask "What can I do to help?" Remember...you are the instructional expert. *Ercell Cody, St. Charles, MO*

It is extremely important to start with a positive statement about the student and to point out any positive experiences that child has had to date. I think for a middle school student it is important to stress the need to write assignments down in an agenda book and not rely on memory for homework assignments. I like to make sure that, as the parent ends the conference, I review two or three main things the student must do to become an even better student and ask that the parent contact me in a couple of weeks to see if there has been an improvement. *M. Lonchar, Waukegan, IL*

Simple things...I always include the student. After all, how can we work as a team if the key player is not there? I also make sure we are all sitting at a table in the same size chairs. It will keep everyone on the same level, both physically and psychologically. I make sure I know the parents' correct names, both first and last. In many cases, last names are different from the student's. *Paula VanDerVeer, Fultonville, NY*

I include the child in the conference so he can proudly show his parents what he's done well. Then we talk about areas to improve on, and together we make a home-school plan that everyone can buy into. The child is now aware that parents and teachers are talking the same language and there is more commitment on all sides. If I or the parent wish to converse in private, that is an option at the end of the conference. *Sue Welch, Quincy, IL*

I take the "sandwich" approach. I start with something positive, continue with the things that the child needs to work on, and I finish with something positive. I also have his or her portfolio with me the day of the conference. *Marcelle Tapia, Santo Domingo, Dominican Republic*

I'm always careful about how I phrase comments to parents. It's very easy to say the wrong thing and make an enemy of the parent and child. That's the worse thing that a teacher can do. *Mimi Weitz, Little Neck, NY*

I write notes on the child before the conference and put them into two categories; Glows and Grows. This helps me to stay focused on the child and their strengths and needs both academically and behaviorally. *Melissa Alfonso, Lancaster, PA*

I communicate with the parent throughout the quarter so there are no surprises. WE agree upon a goal or two, with the child, in a get-acquainted meeting early in the schoolyear. I call, email, fax, write notes, invite parents in throughout the quarter.

The twenty minute report card conference includes discussions of the goals and plans for the future. We often have "student led" conferences in which the student talks through his/her portfolio and report card. A goal for the next quarter is established. *L. LaBarbera, Oak Park, IL*

Section IX



Taking Care of Yourself

Tips to Help Lower Stress Levels

- **Take Time Outs.**
We give our students time outs when they need a break to cool off and get back on task. Why not give yourself one every now and then? When you're feeling a little hot under the collar and are ready to strangle somebody for something...anything...that's the moment you need to take a TIME OUT! Turn away from the situation, go out into the hallway, and collect yourself. You'll find that even with a small amount of distance, your blood pressure will lower and you will have a fresh look at the situation.
- **Take Time for YOU!**
Our life is not meant to be spent inside grading papers all of the time! You need to take some time for yourself. Leave those papers at school at least one night a week and treat yourself to something fun. Go see a movie, attend a happy hour, cruise the mall, or get to the gym! There's more to life than teaching and, let me tell you, there will ALWAYS be more papers to grade!
- **Set a Goal, then Pamper Yourself!**
Set a goal for yourself such as, I'll plan lessons for next week. Then, when you've reached your goal, pamper yourself! Treat yourself to a nice relaxing bath or a nice dinner out or a great dessert. Although these are things you should be doing for yourself every now and again anyway, you might feel better about doing them if you know that you've accomplished at least one goal!
- **Five Minute Exercises**
If you're feeling exceptionally stressed, try some of these five minute exercises:
 - 1) Count slowly to ten. Breathe deeply in on the odd numbers and breathe out on the even numbers.
 - 2) Tighten your entire body from head to toes. Then, slowly relax the muscles in your body starting with the toes and working your way up to the neck and shoulder muscles.
 - 3) Do a few small circular muscle stretchers with your wrists, ankles, and neck.
 - 4) Close your eyes and imagine a place where you feel happy and relaxed. Keep that image in your mind when you are stressed.
- **Prayer**
For those of you who are religiously minded, a moment of meditation and prayer goes a long way towards serenity.

Managing Paperwork

Managing the paperwork is one of the toughest things a new teacher has to learn the first couple of years in the classroom. Memos, directives, staff development forms, student forms, work requests, and general FYI papers can really accumulate if they are not organized and handled with efficiency. This doesn't even take into account the additional student work that must be graded, recorded, and passed back to students

Below are some tips to help you keep up with all of this paperwork!

- As soon as you check your box in the teacher's lounge or office area, prioritize your mail. Place the high priority items that need an immediate response in front and the items that don't need immediate attention (such as magazines or catalogs) in the back of the pile.
- If someone requests a written response from you, immediately jot your response and put it in their box. Don't wait until you are back in your classroom before answering the message. Chances are it will sit on your desk for a week before getting back to the other person.
- As soon as you get back to your classroom, go through your mail before doing anything else.
- After reading a memo, write down important dates and times on your desk calendar (be sure to include a few specifics as well as the contact person). Then throw the memo away or file it in your teacher binder (chronologically for easy reference). Don't let it sit on your desk or in your calendar.
- Go ahead and fill out administrative forms (recommendations, referrals, work requests, lunch requests, etc.) and place them in a folder marked "Return to Office".
- Immediately file staff development or FYI flyers.
- Place magazines and catalogs in your bag to take home and review in the evening. Although you may be tempted to read through the magazine or catalog during your planning period, you could better spend your time getting things done! Use magazines and catalogs as bedtime or bathroom reading material.
- Organize papers to be graded:
 - Get a plastic accordion folder with one or more pockets. These usually have a string or Velcro to hold them shut. Place work to grade in the folder according to subject or class period. This way student work stays neat and dry. Use the accordion folder for work to be returned as well. You can use colored tabs to let you know what has been done or what needs to be done. Color coding each pocket is also an easy way to help distinguish between subjects or classes. This also helps keep your arms from getting paper cuts and keeps your tote bag uncluttered with loose papers.
- Handouts and Assignments for Absent Students:

Make several "Absent" folders with manila folders. Whenever a student is absent, take out one of your folders marked "Absent" and place it on the student's desk. Have someone who sits nearby be the "guardian" of the absent student. The guardian should collect extra handouts as they are passed out and place them into the absent folder. You can also create a page for students to fill out and record activities, assignments, and homework for the day. This sheet should also be placed inside the absent folder. At the end of class (or the end of

the day), put the absent folder in the student's box (either student mailboxes, or hanging folders set aside for students in a plastic crate).

- Keep Make-up work organized:

First, post a list of rules and procedures for make-up work. This should include how long the student has to make up work and where it should be returned. Next to the list, post a laminated calendar (poster size) with class periods (or subjects) down the side and days of the week across the top. Underneath these, set up a plastic crate with a hanging file for each subject and manila folders for each day of the week. Throughout the day, collect extra handouts for missing students and jot down activities and assignments for each class on a sticky note. At the end of the day, put the extra handouts in the file and the sticky note in the right place on the calendar. Absent students can check the assignments and get handouts on their own. At the end of the week, take up the sticky notes and place them in the

Section X



School Board Information

Beal City Schools Board Of Education

Board of Education Meetings will be held the third Monday of each month at 7:30 p.m. in the Media Center.

BOARD MEMBERS:

Joyce Schafer	President
Terry Hutchinson	Vice President
Kari Rojas	Secretary
Jim Kremsreiter	Treasurer
Frank Fox	Trustee
Bob Pasch	Trustee
Rod Cole	Trustee



Frequently Asked Questions about School Boards

Who is responsible for the educational program of a school district?

Each school district is governed by a board of education. Under state law, school board members are state officers who carry out the state's educational obligations at the local level. Every school board member must take an oath of office promising to uphold all laws.

What is the primary function of the board?

The primary function of the board of education is to oversee the education of people in the community. Educational programs conducted at the elementary, middle and high school levels are most familiar. Many local and intermediate school districts also operate preschool and adult education programs for large numbers of people.

What are some of the powers and duties of the local school board?

Under Michigan law, a board of education has the ultimate responsibility for school district operations. Among other things, the Revised School Code gives each board of education general powers to:

- Educate students.
- Provide for the safety and welfare of students.
- Acquire and dispose of school property.
- Determine matters relating to school employees and contractors.
- Control the expenditure and receipt of school funds.
- Make joint arrangements and cooperative arrangements.

Specific provisions in the Revised School Code also assign responsibilities to school boards in areas such as:

- Setting the curricula and courses taught in the schools.
- Employing a superintendent, other administrators, teachers and support personnel.
- Levying local taxes to run the schools and adopting a budget.
- Deciding whether or not to furnish transportation of pupils.
- Negotiating with employee unions regarding salaries and other conditions of employment.

How are members of the board of education selected?

Members of most local boards of education are elected to four-year terms on a nonpartisan ballot by the voters of the community. Most school boards have seven members, but the number varies according to local choice made by voters.

Trustees of intermediate school boards generally are chosen indirectly by representatives of the local boards within the intermediate district. Only four intermediate school districts have

boards elected by the voters.

When are school board members elected?

Local school board elections usually are held on the second Monday in June. Michigan election laws provide the option of holding school elections at other times. Intermediate school board elections generally are held on the first Monday in June, every other year.

Who is eligible to serve as a school board member?

Any person registered as a voter in the school district may run for election to the school board. Men and women who become school board members may be taxpayers, parents, business people and community leaders. They may be young or senior citizens and come from all races, creeds, and ethnic groups. In short, school board members are people representative of the community they serve.

How do school boards make decisions?

A board of education can act only during legally called board meetings. Individual board members, acting on their own, have no legal authority to act on behalf of the board. An action of the board is not valid unless voted at a meeting by a majority vote of the members elected to and serving on the board.

When making decisions, school boards seek the advice and counsel of the district's administrators, teachers and other employees, as well as input from the community and specialists with knowledge about the topic under consideration.

What is the most important consideration in making a board of education decision?

School board members are trustees, responsible for a trust established by the community. The most important beneficiaries of this trust are the public school students in that community. Even though board members are directly accountable to the people they represent, their primary obligation is to ensure that students' needs are identified and met.

Are school boards limited in their decision-making authority?

Yes. School boards in Michigan have only the powers given to them by the Legislature. Even though the Revised School Code gives districts general powers, those powers are not unlimited.

In addition, boards of education are bound by provisions of the state and federal constitutions and laws designed to protect the rights of the people.

For example, our state constitution requires every school district to provide for the education of

its pupils without discrimination as to religion, creed, race, color or national origin, and prohibits the expenditure of public funds to support private schools. Boards of education also are bound by laws such as the property tax act, election code, teacher tenure act, state school aid act, child protection law and employment laws. Finally, school boards must comply with court decisions interpreting these laws.

Can people attend school board meetings to see what the board is doing?

Yes. School boards must meet in compliance with the Open Meetings Act and make public records available pursuant to the Freedom of Information Act. Citizens are welcome at all board of education meetings, except a few legally specified circumstances calling for closed meetings.

Since nearly all business is conducted at open meetings, community members not only may attend and observe the school board at work, but may also make comments during the public participation portion of the board meeting.

Are there other ways of obtaining information about school board actions?

Many school districts publish newsletters describing school programs and activities. Reports of school board meetings are sometimes published in local newspapers or broadcast on radio and television. Some school board meetings are aired on local cable channels.

Minutes of all open board meetings are available to the public. District budget and financial records are public documents. Salary records of school employees must be available to the public. In addition, school boards must have school improvement plans and make annual education reports, which are available to the public.

Inquiries about school district programs, curricula, finances, student events and activities should be made to the office of the building principal or district superintendent.

How can a person influence the decision a school board makes?

An individual can express his or her point of view to the school board through communications and letters to the board. The ultimate indication of support, of course, is the citizen's vote at school elections.

In addition, boards often appoint advisory committees to make recommendations about curriculum, school activities, district finances and building needs.

If you are interested in serving on an advisory committee in your district, contact the

superintendent's office.

Are there groups that "lobby" a local school board?

Just as individuals may express their concerns to the board, organizations such as parent-teacher associations, parent-teacher-student groups, booster clubs and others may convey their ideas to the board of education. These groups often help the school board and employees accomplish specific projects. Participation in an organization is a good way of learning about school programs and needs.

Sometimes a school board must make an unpopular decision about a building program, curriculum change or tax increase. Maintaining communication with residents who have differing points of view can help the board of education balance the conflicting concerns.

Michigan Association of School Boards, 1001 Centennial Way Suite 400, Lansing, Michigan 48917

Voice - 517.327.5900, Fax - 517.327.0775, Email - info@masb.org