

2013 | 2014

Teacher Handbook

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Absences

We use an online system that called AESOP. Please log in or call when you need a sub no later than 6:30 AM. If you find that you need a sub after 6:30 a.m., you must call your building secretary so they can call a sub to cover your class. Absences for personal leave or workshop, should be entered a minimum of two days prior to the absence. Do not call your own subs. Please log in correctly, and fill in all spaces. When you return, please fill out the form to rate your substitute. The sub will get a form to rate your classroom plans as well. This will enable us to keep quality subs and reassess those who are not performing for you.

To create an absence, enter www.aesoponline.com in your Internet browser and click the **Go** button. Enter your ID and PIN and select Create an Absence. You will receive a confirmation number when the transaction is complete.

To cancel an absence, click on the Interactive Calendar or the View My Schedule tab. You can click on the trashcan to cancel the assignment. Any assigned substitute will receive an email informing them of the cancellation.

Academic Retention/Acceleration

Please do not speak with the parents of the students before you have spoken to the administration in regard to retention so that a team approach may be used. If you are considering retention of a student, you must let the special services director and building principal know prior to the end of the first semester. Students must first be provided with every opportunity and accommodation for remedial assistance which may include, but not be limited to, a summer bridge program of no less than 90 hours, tutorial sessions, increased instructional time, accommodations and modifications of assignments and instructional materials. Retention should not, in any way, be considered as an intervention strategy. Research does not support its use in this way. Documentation of all interventions must be up to date and complete in order for the team to proceed.

If a parent is requesting grade level acceleration, that request must be forwarded to the building principal. Please see the acceleration guidelines on our website under the curriculum tab.

Accidents

If you are injured while working, please report it at once. The nurse will give you a form to fill out and will notify the district office. Even if you will not be seeking medical attention, you should still report the accident. This report validates any future claims you might have and is required by our insurance carriers. This includes any accident that might happen on the weekends while at school. Anyone on our payroll is covered by workman's compensation.

Reporting an accident or injury: immediately report to a supervisor. Unless the accident is life threatening, you and your supervisor will call 1-855-921-9518 and speak to the Company Nurse Injury Hotline. Information will be taken over the phone, you may be referred for treatment, and the state required report of the injury will be prepared.

Protective eye devices are to be worn by all students, teachers, and other visitors when participating in or observing dangerous vocational arts and chemical or combined chemical-physical laboratories involving caustic or explosive chemicals or hot liquids or solids. If you are unsure whether or not this applies to you, please make sure you ask your building principal and he/she can go into more detail on this.

Allergies

District 24 has specific guidelines for supporting children with allergies. A copy of the District Allergy Guide is included on our website under Parents/Community → Health Information → Important Health Information.

It is important that you make yourselves familiar with these guidelines, as we are responsible for accommodations for allergic children.

Assemblies

Any K-5 classroom teacher that is scheduled to have a PE, music, computer, or art class during a scheduled assembly time will still be able to have that time as a planning period. Any 6-8 teacher's related arts classes for children that allow them a prep period fall under this guideline. The related arts teacher will need to go to the assembly to supervise the students during that time they were going to have them in class. After the assembly, the related arts teachers will take the students back to their own room or to the classroom to supervise them until the period is over. If the related arts period ends before the end of the assembly, the classroom teacher will need to be back to cover the supervision at the assembly. Please do not attempt to make up a related arts period. A lost class is a lost class. Related arts teachers need to keep to their schedules and not feel pressured to double up or hold make up periods.

Attendance/Record Keeping

Attendance needs to be entered into the computer within the first 30 minutes of the school day. Simply mark an "A" for absent or a "T" for tardy. If any notes or calls come to you regarding an absence, they must be sent to the office in the attendance folder.

Attire

It is important to dress in a professional manner. It conveys a certain image to students and parents. Business casual is appropriate attire for most days.

Building Access/Use

Access to both buildings is typically available on weekends from 8 am to 5 pm. Alarms are set until 8 AM and reset again after 5 PM. Each staff will receive a schedule via email that lists the holidays and weekends that the building is not available for staff access. Access to the main offices is not available on the weekends or during non-office hours. The office is open 7:30 to 3:30 daily Monday through Friday when school is in session. Your classroom door should always be locked including when you are instructing students. At the end of the day, ensure that windows are closed and locked before leaving your classroom.

All requests to use the building for private purposes must go through the building principal. The "Request for Building Use" form is available on the staff section of the website in electronic forms. Once availability is verified, you may proceed to the next steps of insurance and rental. This includes use of the building during the summer months.

Bussing

Please review the bus practices and procedures in the student/parent handbook. In general, students are not allowed to switch bus stops or busses. All changes to a student's regular bus route must be handled through the office and in writing. Send all notes to the office.

Child Abuse

State law mandates all staff to report suspected child abuse. There is a form you are required to fill out that can be found on the district website. District website → Staff → Mandated Reporting Guidelines → Mandated Reporter Form.

There are also guidelines posted on our website. If you suspect child abuse and are unsure after reviewing the guidelines, please contact the social worker, psychologist, or administration to go over the procedures.

Curriculum Differentiation/Differentiated Instruction

All teachers are expected to learn about differentiated instruction and to try to take some inservice in this area. A teacher should be able to articulate to parents how they are differentiating for each child. We should continue in our endeavor to differentiate for children as much as we possibly can.

Classroom Management

Good classroom management is vital to teaching. Please think carefully about your classroom management techniques and plans.

Communication with Parents

Please return all phone calls, emails, and notes within 24 hours. If you are sick, at an inservice, or out of the building for some reason, just leave a message that you received the call, email, or note, letting them know that you will respond at a later time. Parents will appreciate it and it will foster a good relationship.

In regard to specific situations, a note or email can work well. If the situation is not one of simple information, you may want to call. Tone of voice is something that is easily misunderstood in writing. Without meaning to, parents can get the wrong idea about what you wrote and your relationship may suffer. Keep in mind that it is important to date each communication and keep a copy.

Phone calls are VERY important. They should be made for good news as well as bad. This will do wonders for your parent relationships. Good news postcards work the same way. A simple sentence or two goes a long way. You may wish to consider a plan to make at least one good news call or mail a postcard home per child each year. The office will be happy to mail the card for you and provide postage to make it easier. Related arts teachers may want to pick 25-30 or so students in which to provide a call or postcard. Related arts teachers are a vital part of the school and our programming and we need to continue to reinforce this idea to our community. Doing the same types of things classroom teachers do solidifies this idea.

Staff members are strongly encouraged to keep a phone log or communication journal for each student. You may want to document informal conferences as well. Keeping track in a simple fashion will make a big difference when you have disgruntled parents who claim you “never told them” or “there is no communication.” Emotions can run high on both sides when dealing with an upset parent. Documentation goes a long way.

Communication with the parents of your students is a key to the success you will have with those students. Your reputation within the community is based almost entirely on word of mouth regardless of accuracy. Everyone must work to maintain a positive environment.

Communication Between Staff Members

Remember to communicate regularly with any staff member who works with you. Paraprofessionals, interventionists, and special services staff often need to know important information about students and/or parents in the class and can be a valuable source of information and can help you with records. Teachers delivering tier two intervention services should also be communicated with on a regular basis. At the middle school level, homeroom teachers who are privy to private, sensitive information about students should take the responsibility to see that the entire team knows about the circumstances. It may change the way a staff member accommodates for a child who may be going through a rough time.

When emailing newsletters, field trip information, or anything else that goes home, send one to the resource and related arts teachers. The information contained in these communications will enable them to better work with you and your class. Regular communication with them about any student and parent situations may help as well. You may find a pattern or just get a new idea. Our resource and related arts teachers have worked with parents and students for many years and may have valuable information to share. Related arts and resource teachers should do the same with their paper and verbal communications.

It is essential for all staff members to visit their mailboxes at least once a day and check email, conferences, and phone messages at least once a day. Important information will be sent and it may not always take both forms of paper or computer. All mediums should be checked daily.

Drills

Each year, we will have three fire drills, two severe weather drills, and one drill with law enforcement participation. Please follow all plans listed in the crisis plan book located in your classroom. Fire escape routes are on a wall in your room with the primary route highlighted. For severe weather, follow the plan in your book. All teachers should bring the red emergency bag with them when leaving for a drill. Class rosters must be updated each time the class list changes.

Drug, Alcohol, and Tobacco Free Workplace

All district facilities and property are considered drug, alcohol, and tobacco free. All employees are prohibited from dispensing, distributing, using, or being under the influence of a controlled substance while on district premises or while performing work for the district.

Please visit the website to read Board Policy 5:50 in its entirety. Go to the district website, click on School Board and click on Board Policy Manual.

In the event that any staff member has an incident with other staff members or students regarding the use of drugs, they are to immediately notify the principal's office so that a report may be filed with the police.

Emails

Stop, think and review are the keys to using email. Consider the following:

- Never send an email you'd be embarrassed to see in the news. Public school employees' emails are considered public records.
- Don't send anything you want to keep confidential.
- Keep your opinions about parents, co-workers, students and community members out of emails.
- Watch email tone. It is easy to come across as curt or uncaring without meaning to do so.
- Write professionally and do not forget correct grammar, punctuation, spelling, and capitalization.

- Be sure to hit “reply with quote” or click and hold on reply and select “replay all with quote” when responding to an email. The recipient may get so many emails they cannot remember the context of the original.
- Remember that emails have a long shelf life. They can live on forever.

Please check your email daily. There are expectations of frequent communication.

Errands by Students

Please keep errands by students to a minimum. Students need to be in the classroom as much as possible. When sending students to the nurse, it is not always necessary to send another one to walk him/her there. Please do not send students to pick up mail or printing. There are confidential items located in the printers and in the mailboxes that may not remain confidential if a child becomes involved with it. Students should never be assigned to transport AV or tech equipment due to the risk of injury to the student or the equipment. Staff always needs to be mindful of the potential liability.

Field Trips

The district recognizes that field trips, if directly tied to the curriculum, can be useful to a child’s overall learning experience. We do not want to nickel and dime parents for these experiences, though, so we feel moderation is key. Please do not attempt to reschedule a lost related arts class missed due to a field trip. A lost class is a lost class. Related arts teachers should not feel pressured to rearrange their schedule.

General guidelines are as follows:

- PTO student enhancement and foundation dollars must be used prior to asking parents for money for field trip and bus expenses.
- There is a limit of 1 parent-paid out of school field trip per school year.
- No field trips are to be taken on inservice days when teachers are expected to be using this time for learning or during testing weeks.
- One district employee is expected to ride on each bus to and from the field trip.
- There should be no more than 4 field trips per school year.
- Overnight and out-of-state field trips must be approved by the BOE prior to any announcement of a field trip.
- Appropriate behavior as outlined in policy 5:140 of the policy manual must be followed. (see www.millburn24.net then go under School Board to click on Board Policy Manual.)

In the event that any staff member observes a person possessing a firearm on school grounds, they are to immediately notify the principal’s office.

Fundraising - School

Any fundraising efforts must be approved through the building principal. Money should be given to the office as quickly as possible. Our BOE policy states the following:

Only the following organizations may solicit students on school grounds during school hours or during any school activity to engage in fund-raising activities:

- School-sponsored student organizations
- Parent organizations and booster clubs that are recognized pursuant to Board Policy 8:90, *Parent Organizations and Booster Clubs*.

The Superintendent's implementing procedures shall provide that:

- Fund-raising efforts shall not conflict with instructional activities or programs.
- Fund-raising efforts must be voluntary.
- Student safety is paramount and door-to-door solicitations are prohibited.
- For school-sponsored student organizations, a school staff member must supervise the fund-raising activities and the student activity funds treasurer must safeguard the financial accounts.
- The fund-raising efforts must be to support the organization's purposes and/or activities, the general welfare, a charitable cause, or the educational experiences of students generally.
- The funds shall be used to the maximum extent possible for the designated purpose.
-

Fundraising – Personal

While personal fundraising is allowed, you cannot solicit through district email. You may post in the Classified Conference through First Class.

Grade Books/Assessment Sheets

All teachers should keep accurate grade books (via electronic or paper) that reflect the progress of students.

Harassment

Harassment of any kind is prohibited. If you see inappropriate behavior occurring to others, you have a duty to report it to the immediate supervisor so that an investigation can occur and appropriate action taken. The district has two complaint managers. This information can be found in Board Policies 5:20 and 2:260. Go to www.millburn24.net, then go under "Board of Education" and see Board Policy Manual.

Harm to Self or Others

If a child expresses suicidal threats or ideologies, you will immediately need to contact either the social worker or psychologist for an immediate risk assessment. The building principal should also be notified. *The child should not, under any circumstances, be left unsupervised.* Detailed information can be found on the district website – Staff → Harm to Self or Others.

Health Office

Health offices are closed from 10 to 10:30 AM and 1:30 to 2 PM daily. This is the only time of day the nurses can eat lunch and update student records. Do not send a non-emergency case to the office at those times. Emergencies that will be handled within those times include vomiting, bleeding, unconsciousness, or a child with a known health issue. Stomach aches, chapped lips, or other vague complaints can be handled outside of that time frame. Teachers are given a supply of bandages for their classroom. Please see one of the nurses for replenishment of the supply.

Holidays

Do not favor or discriminate one religious holiday over another. Provide alternate activities for holiday projects so that all holidays are respected. When doing large holiday projects, you may want to send a note home or make a brief statement in your newsletter explaining the project and the alternate activity. We want to make sure all holidays are respected. Please give allowance to students for homework completion during holiday weekends.

Homework, Long-Term Assignments, and Grades

It is a good idea to get together with your team and discuss the subject of homework. It is helpful to keep to the same guidelines across the team. This will prevent having perceptions of different teachers being "harder" or "easier" than the rest. Uniformity in the larger areas is encouraged. We do not want every teacher doing exactly

the same thing at every moment, but huge differences will lead to problems. The philosophy for homework is to enable a student to practice specific skills and give you an idea as to who is not understanding what so you may better focus reteaching and adjust pacing. It is not to have parents do additional teaching at home. Be cognizant of the number of minutes you are expecting. A general guideline is 10 minutes per grade level.

Kindergarten-Up to 10 minutes per night

1st Grade-10 to 20 minutes per night

2nd Grade-20 to 30 minutes per night

3rd Grade-30 to 40 minutes per night

4th Grade-40 to 50 minutes per night

5th Grade-50 to 60 minutes per night

6th Grade-60 to 70 minutes per night

7th Grade-70 to 80 minutes per night

8th Grade-80 to 90 minutes per night

Long-term assignments such as multi-paragraph reports (with or without charts, visuals, or pictures), multi-step projects, or multi-dimensional presentations have several purposes in the school setting. One purpose is to show what the student knows. Another purpose is to show what the student can do. A third purpose, however, is to help the student grow and improve in his or her learning. The final purpose should be to provide students the opportunity to work under the teacher's guidance so that it is evident what the student knows and is able to do **without** the help of his or her parents or guardians.

Preparation needs to be done by the teacher before assigning a substantial project, paper, or report in the following manner:

1. Clarify the key learning targets and expectations
2. Provide a rubric that clearly delineates the expectations of the project
3. Provide students with specific goals on which to work that are based on high standards
4. Divide the goals into manageable segments as students do not learn in giant steps
5. Model each step in detail and allow students to practice meaningfully before expecting independent work to have taken place
6. Monitor students while watching their performance and differentiating when necessary
7. Provide meaningful feedback on each step to guide improvement
8. Acknowledge improvement and progress toward clear standards
9. Make sure there is only one long-term project assigned to students at any given time.

Grading requirements for such projects:

1. Determine the purpose for the long-term activity
2. Align the steps of the activity with the performance and learning standards of the learning area
3. Divide the project into "doable" steps that can be assessed individually
4. Assess each step equally including the final step, which is the actual product itself. No step should be weighted more heavily than any other step!

Differentiation involves not only the content, but also the process and the product. No part is more important than another. All are important parts of the learning of a child. Please consider that the more you send home to do in a project format simply means that you will see more of what a parent helps a child to do or, in some cases, does for the child. Children should be assessed on your direct observations.

Inclusion

District 24 has a philosophy of inclusion. The special education students assigned to your classes are expected to participate in the activities. Please work with the special services teachers to facilitate this. Lesson plans should be shared in advance so that the special services teachers are able to modify and plan with you in a timely manner.

Inclusion must also be considered when doing room arrangements for a field trip, group assignments for a field trip, partner work, small group work of any kind, and any team selection in PE. It is very, very important that children are not self-selecting and that the teachers are guiding the selections of students so that we are not unknowingly discriminating against a protected group. A good rule is to have the students partially select, but do not ever have the kids be the only ones doing the selections.

Indoor Recess

When indoor recess is called, classroom teachers are responsible for the supervision of students. This will be in lieu of team time for that day.

Library Materials

You are responsible for any and all materials checked out from the library in your name. They need to be returned or checked in by the time designated. Materials cannot be “passed on” to another teacher or student for their use while checked out under your name. **This practice may result in charges to you for any lost, missing, or damaged items.**

Lesson Plans

In depth information about lesson plans can be found on the website by going to Staff → Teacher Evaluation System → Training Documents → November 7 /PPT /Danielson Domain 1 /Planning & Preparation

Lunch Count

Please make sure your lunch count is finished and handed in no later than 40 minutes after the start of school each day. It is important that we get the correct count to the kitchen ASAP.

Maintenance Requests

Please be sure to give all maintenance requests to the building principal in writing. It will better enable us to make sure these are completed. A form may be downloaded from the district website at www.millburn24.net → Staff → Electronic Forms → General Work Order.

Movies

Millburn District 24 has specific guidelines in place for using movies and videos/multi-media materials in the classroom. No movie or video (rated or non-rated) shall be shown to students unless prior approval is received from the Building Principal EXCEPT under the following circumstances:

- The movie or video is part of a Board approved curriculum adoption;
- The movie or video is part of the Library Resource Centers' collection and is 30 minutes or less in length. If the movie or video is longer than 30 minutes the steps below must be followed. (NOTE: The movie or video must be appropriate for the grade's adopted curriculum and scope and sequence.)

- The movie or video is the original copyrighted item and not a copy. NOTE: No library, store, or other commercial or private unit may give the copyright of a product to another entity.
- At least two weeks before showing the film/video fill out the request form downloaded from the district website at www.millburn24.net and found under “staff” in the electronic forms area. Note: this form needs approval by the Building Principal before the movie can be shown.
- You will be given a copy of the request form and a parent permission slip will be attached if approved.
- Fill in the proper information on the parent letter and send home with student.
- If a parent indicates that their child may not see the film, the student must be placed in an appropriate site with appropriate supervision. (The hallway, office, or library is not appropriate. Another teacher’s classroom is appropriate.)
- Make sure that the alternative activity is as rich and substantive as the missed media presentation. (EX: A worksheet or chapter with questions is not as rich as a movie.) It should not be used as a “punishment” or busy work.
- Be sure that the film is preceded and followed by activities that encourage the students to evaluate, discuss, and/or analyze the video/movie.

Newsletters

Every teacher on every team is strongly encouraged to do a minimum of one newsletter per month (nine in all). Post them on your website and send an email link to parents each time you do one. Please do not print these in color, as it is quite expensive. Parents and other staff members are interested in what goes on in your class or program. Any format is acceptable. We have seen teachers use a variety of formats and we would be glad to share different samples. These do not have to be elaborate projects. The idea is to use it as a vehicle of communication. Parents need to have the opportunity to know what is going on. Most children will not just volunteer to give this information and parents are excited to hear from you. If you feel your class or subject area is not suited to this, please see an administrator and we would be glad to provide ideas. We can work together on planning them. This is a good way to demonstrate the importance of our related arts teachers and the curriculum they teach.

Paraprofessionals

The paraprofessional is a non-certified staff member assigned to assist students in Special Education. Students’ IEP teams, through the use of test results, teacher input, student productivity and performance, determine the need for paraprofessional assistance. Paraprofessionals may be assigned to an individual student or to the building’s Special Education team. A copy of the paraprofessional job description (see below) shall be provided to all classroom teachers with whom they work. Paraprofessionals who return from year to year may be reassigned to different grade levels or to different students at the discretion of the Administration. When new paraprofessionals are being hired a good faith effort shall be made to include appropriate teaching staff (special and regular educators) in the process. In addition, any employees who are assigned a paraprofessional may provide input to the appropriate Administrator and Director of Special Education regarding job performance of such person.



SPECIAL EDUCATION PARAPROFESSIONAL

Primary Function: To provide support to one or more students with disabilities, enabling them to receive greater benefit from the district's instructional program.

Organizational Relationships: The Special Education Paraprofessional receives guidance from the classroom teacher and reports to the Administration.

Performance Responsibilities:

1. Under the supervision of the teacher, work with student or students to reinforce concepts initially introduced by the teacher.
2. Assist student(s) in organizing tasks, schedules, materials or assignments.
3. Establish a positive and supportive relationship with the student(s), which encourages independent functioning rather than dependency.
4. Assist the teacher in devising special strategies for reinforcing the skills of individual students based on their needs, interests, or abilities.
5. Help students operate and care for equipment or instructional materials assigned by the teacher.
6. Distribute and collect workbooks, papers, and other materials for instruction,
7. Guide independent study, enrichment work, and remedial work set up and assigned by the teacher.
8. Assist with the supervision of student(s), including during emergency drills, assemblies, play periods, lunchtime, trips to the office, nurse, Media Center or field trips.
9. Check notebooks, correct papers, and supervise testing and make-up work, as assigned by the teacher.
10. Help student(s) with their clothing, dressing skills as needed.
11. Assist with lunch, snack, and clean-up routines
12. Assist with wash-up and toilet routines.
13. Help student transition from one room to another.
14. Alert the teacher to any problem or special information about the assigned student(s).
15. Maintain the same high level of ethical behavior and confidentiality of information about students as is expected of fully licensed teachers.
16. Participate in inservice training programs, as assigned.
17. Support established classroom and behavior management procedures.
18. Perform other duties that may be assigned by supervisor.

Terms of Employment: Must have or obtain a paraprofessional license as issued by the State of Illinois. 180 work days salary and work year established by the Board of Education. **Evaluation:** Performance will be evaluated in accordance with Board Policy.

Parent/Student Handbook

A parent handbook is on the district website – Parents/Community → Parent Student Handbook. Parents are required to sign off that they have read the handbook. You are required to read the handbook so that you can see what our expectations are for the students and parents. Please indicate in your sub folder that the handbook is available on the website.

Parent-Teacher Conferences

Teachers must be available at least 2 evenings to complete your conferences. Related arts teachers are encouraged to attend conferences for children whom they have constructive advice for or those who are doing a great job. Official times for conferences are 12:00 to 8:00 PM. Teachers should plan on a 30-minute lunch break and a one-hour dinner break. If these breaks are not taken, one may leave 1.5 hours early each day provided that no parents have signed up for those times. Both days/evenings must be presented to parents as options for conferences.

Parties

Parties are a good way to include parents into the classroom. In general, we have a Halloween party and a Valentine's Day party for grades K-5. The party should last approximately 1 hour.

Pledge/Morning Announcements

It is expected that we make sure the students say the Pledge of Allegiance daily. It is easiest to wait and do it with the announcements in the morning. We will have the kids do the morning announcements during certain times of the year. The office staff will coordinate this. Please feel free to send the office staff anything you would like announced before students arrive.

Positive Behavioral Interventions and Support (PBIS)

PBIS is a proactive, organized and data-driven system of interventions, strategies, and supports that positively impact the creation and maintenance of safe and effective learning environments in schools, and ensures that all students have the social/emotional skills needed to ensure their success at school and beyond.

The PBIS Universal Team at Millburn School District 24 has determined our goal is to provide a positive, safe, healthy, nurturing, and respectful environment in which all students have the opportunity to become productive members of society. We will provide this through the implementation of PBIS, which promotes the following:

1. Development of clearly defined and consistent student expectations and accountabilities. Do your PART: Prepared And Respectful Together for self and others.
2. Communication and collaboration between administration, staff, families and community.
3. Maintenance of an open-ended flexible approach through the use of a data-driven informational system.
4. Educationally sound methods that foster student character, safety, academic excellence and individual citizenship.
- 5.

District 24 adheres to the principles of Love and Logic. If you are unfamiliar with those, consult your building principal to get training.

Private Testing of Students/Parent Request for a Case Study

If you are aware that a parent is doing a private evaluation of some kind, whether psychological, physical, behavioral, inform the Special Services Director. In order to comply with state-mandated timelines, contact the Special Services Director ***immediately*** if a parent is requesting a Full Individual Evaluation (a/k/a case study) either verbally or in writing.

Professional Development

It is expected that all staff members attend professional development sessions throughout the year that the district plans. Please do not arrange any personal appointments or leave during this time.

Related Arts Classes

All classes begin on the first full day of school. K-5 classroom teachers need to walk their students **all the way** to and from these classes. Students are expected to attend these classes just as they do for any core academic area classes. These classes are just as important as any other classes we provide. There are no make up classes for related arts when it is missed for any reason. Classes will be held regardless of how much time is left in a period before or after a special event.

Report Cards

Inevitably, some parents will react when report cards are issued and grades are lower than expected or when comments are not clearly understood. Although the child's papers reflecting his work and your informal verbal comments in passing are generally good indicators of how a child is doing, parents often will not make a day to day connection or notice a pattern developing. More formal communication is expected when a child is doing more poorly than they did during the last marking period or when grades are dropping. A continuing dialogue between you and the parent will make the parent aware of what to expect and the report card should not be a surprise to them. Your continuing communication also serves as a reminder of your concern for the child and the commitment you have to providing help for problems that come up during the year. It can be very stressful for a teacher to be confronted by a surprised parent. Parents will be angry if their child earned a low grade and they were never notified there was a problem. The child and parent need to be contacted when grades are slipping so they have ample time for improvement (via emails and phone calls). Reminding grades 4-8 parents to check PowerSchool often is the best way for them to stay current. Report card comments are required if a child is earning a D or an F.

If a child receives special education or Rtl services in lieu of a graded subject, there is an option in PowerTeacher Gradebook of "n/a" to use in place of the final grade. The parent should have already been informed that a grade will not appear for this subject.

Requisitions

All purchase requisitions should be submitted to the Building Principal prior to leaving for Spring Break each year. Make sure that you have the most current pricing for your order. Check the website of the vendor or give them a call to verify the cost. Do not forget to include shipping and handling charges. If you do not know what the charge is for your order, please add 20% for shipping and handling.

Schedule Changes

Your regular schedule needs to be documented and given to the office staff no later than Friday of the first full week of school. If you have any changes in your regular schedule, it is important that the office staff is aware. We need to be able to find you and students in your room if a parent comes in to pick someone up unexpectedly.

Secretarial Use

Please keep in mind that our secretaries are here for the general school. They should not be asked to do copying, making phone calls, or faxes for staff. They cannot accept or send packages for staff unless it is for school purposes.

Security

Please make sure you do not leave items of value in open, unlocked, unattended areas or rooms.

Sick, Personal, and Bereavement Leaves

All full-time employees (i.e., those who are contracted for a full school day and for a minimum of the adopted school calendar year) shall be granted fifteen (15) days sick leave, of which two (2) may be used as personal leave days. In addition, all full-time employees shall be granted three (3) bereavement days annually with pay. All partial-year full-time employees (i.e. those who are contracted for a full school day but less than the adopted school calendar year) and all part-time time employees (i.e. those who are contracted for less than a full school day) shall receive these benefits on a pro-rata basis.

Sick leave shall be interpreted to mean personal illness, quarantine at home, serious illness or death in the immediate family or household, or birth, adoption, or placement for adoption. The immediate family, for purposes of this Section, shall include parents, spouse, children, sisters, brothers, grandparents, grandchildren, parents-in-law, brothers-in-law, sisters-in-law, and legal guardians. Sick leave shall be cumulative to 340 days or to the current limit allowed by the Teachers' Retirement System, whichever is higher.

Illnesses that result in three or more day's work missed require a physician's certificate as a basis for pay. The District reserves the right, at the discretion of the supervisor, to require a physician's certificate for illnesses lasting less than three days, in which event the Board will pay for the expenses incurred in obtaining the certificate.

Personal leave is interpreted as time needed by employees to conduct personal business that cannot be conducted on a non-school day. Personal absence shall be granted only upon written notice to the Principal a minimum of two (2) school days prior to the intended day of absence. Personal days will not be granted for the first day or the last day of required employee attendance on the adopted school calendar or days just prior to or immediately following holidays or holiday recesses. Exceptions may be granted at the discretion of the Superintendent on a limited basis. Personal leave is non-cumulative and, if unused, will remain part of accumulated sick leave at the conclusion of each school year.

Vacations taken by employees on days of required employee attendance per the adopted school calendar will result in loss of pay at the per-hour or per-day rate where applicable or 1/180th of a contract salary per day where applicable. Employees are urged not to schedule vacations that include days of required employee attendance and must receive the prior approval of the Superintendent before taking personal vacation time.

Social Networking Sites

Please be very careful about using social networking sites. Be sure to set your privacy settings to "only friends". If you use the "friends of friends" or "networks and friends", you will open yourself up to a much larger group of people including students and parents. DO NOT "friend" current students or anyone under the age of 18 to whom you are not related, nor should you accept their "friend" requests. The wall between your role as a public educator and any personal friendships with your students should always be visible and highly communicated. You have one reputation as an educator and we do not want to see anything damage that.

Any content you publish, pictures you post, or dialogue you maintain, whether in Facebook, Twitter, a blog, a discussion thread, or other website, should never compromise the professionalism, integrity, and ethics in your role as a District 24 professional. A good question to ask yourself when posting or emailing is "Would I mind if that information appeared on the front page of the local newspaper?" If the answer is not yes, do not post it. Contrary to what some people think, email and social networking sites are very public places. Employees should be judicious when it comes to posting comments and content online. Students should never be discussed or described on your social networking sites. Please refer to Board Policy 5:125 Personal Technology and Social Media; Usage and Conduct.

Staff Meetings

Building principals will set regular dates and times for staff meetings at the start of the year. If you are unable to attend due to an unusual circumstance, please let them know prior to the date. **You are expected to be at all meetings, to arrive on time, and to remain for the entire meeting.** Please do not schedule any appointments, including parent conferences, during those times.

Staff Forms

Most forms that you will need are kept on the website under “Staff.” Go to “Electronic Forms” where you will find the forms you need. Complete the sections, print and don’t forget to sign. The completed form should be turned in to your building principal for approval and processing within the guidelines on each form. Please note that if you do not complete the form and get the principal’s signature within the deadline, you may not be able to do what you had planned and be reimbursed. (field trip, college coursework, workshop, etc.)

Student Teachers

We get many requests for placing student teachers and observers. You will be individually contacted via email if you are being requested to take a student teacher. This is purely optional on your part. Some general guidelines for placing general education student teachers are as follows:

- An administrator will solicit volunteers to take the student teacher. Teachers who are 1st year in the district or teachers who are in their 1st, 2nd or 3rd year of their teaching career will not be considered as candidates. At times individual staff members may be approached based on the needs of the candidate. Cooperating teachers will be assigned on a volunteer basis.
- The cooperating teacher and the administrator will review the university packet and determine if the candidate should be offered an interview.
- The cooperating teacher will interview the student teacher. The cooperating teacher may ask the building administrator to participate in that interview.
- The cooperating teacher and the administrator will reach an agreement if the student will be offered a student teaching placement.
- The building administrator will complete the necessary paperwork and forward it to the university.
- The student teacher will write a letter of introduction to the families. The letter will be reviewed by the cooperating teacher and building administrator prior to being sent to parents.

Substitutes

When you have a substitute teacher in your room, your sub folder must be current and available for the sub’s use. The folder needs to contain information necessary to running the class and good lesson plans. Information required is: medical alert forms for all children, emergency kit directions, building exit map, class/teaching schedule, class roster, seating chart, explanation of daily routine, lunch count, attendance, special considerations list, names of responsible adults and students that can be used for help, emergency management plan, web address for parent/student handbook, calendar information, student emergency closing information, and pictures of students. Detailed checklists may be found on the district website – Staff → Electronic Forms → Sub Folder Review.

If a classroom teacher has a paraprofessional, there should be a sub folder of their job duties as well. This should outline their primary responsibilities, schedule, and special duties.

Supervision

K-5 students may not be left alone in the classroom, hallways, or locker rooms for any amount of time. They must be **directly** supervised at all times. We are legally responsible for any accidents that happen. If you need to leave, call the office and we will assist you. K-5 students should also be walked to lunch and related arts classes by the teacher. Do not leave your children in the lunchroom or on the playground without checking that the supervisor is on duty. Please stand outside of your door after the bell rings in the mornings to supervise the halls and welcome your students as they move to the classrooms. Resource and related arts teachers should stand outside of their doors to supervise hallway behavior before and after school as well. All middle school teachers should stand in the

hallways during passing periods. We are responsible for the safety of the students at all times. Peak problem times for incidents are before school, after school, and during passing periods.

Teachers who have accepted an extra-curricular stipend for a before or after school position have the following supervisory responsibilities:

- Have written information about each student (name, number, emergency contact numbers in case of non-pick up, etc.)
- Walk the students to and from the bus and provide appropriate supervision
- Be sure each student is picked up or gets on a bus to go home
- Be sure students are not unattended
- Be sure that you, as the paid stipend staff member, ride the bus to and from activities

Teacher Workday

The teacher day begins 30 minutes before the student day and ends 30 minutes after the student day. If you need to leave the building during the teacher day, please let someone in the office know. It is imperative that we know where you are should someone else need to find you.

Paid committee work shall begin after the stipulated workday.

Teacher Transfers

Voluntary transfers are those transfers, which are requested by the employee. Employees wishing to be considered for transfer must notify the Superintendent in writing by April 15, indicating reasons for requesting the transfer and the position desired. If an employee who requests a transfer does not receive the reassignment, he/she shall be given the reason(s) in writing why his/her request was denied.

Involuntary transfers are those transfers that are initiated by the Administration. Prior to transferring an employee involuntarily between grades or buildings, the Administration and affected employee(s) shall consult regarding said change in assignment. The Administration will make a good faith effort to match positions with employees' strengths, styles, personalities, and interests.

Team/Prep Time

Equitable preparation time for all full-time employees will be provided on a weekly schedule. Employees shall have a daily scheduled preparation time of not less than 30 consecutive minutes outside the duty-free lunch, and during the student attendance portion of the school day provided the student attendance day is not shortened due to financial constraints. Preparation time shall be time set aside for educational related responsibilities as may be determined by the Superintendent or designee to include, but not be limited to, planning classroom lessons, classroom preparation, attending professional meetings with supervisors, colleagues, parents or students, completing professional phone calls, etc. Preparation time for part-time employees shall be determined on an equally prorated basis.

Team time for grade-level teams and middle school teams will be provided weekly. Team time is defined as time set aside for articulation between members of a grade level or specific subject area teams. It is not to be used as prep time as outlined above. Photocopying, parent phone calls, grading papers, etc. are not appropriate activities for team time.

Tech/AV Issues

If you are having problems with equipment in your classroom, please contact a member of the Tech Department via phone or email.

Telephone/Cell Phone Use

When children are under your supervision, you are expected to refrain from taking and/or making personal calls and text messages.

Tutoring

The district has a tutor list that is updated yearly. Tutoring is considered private employment and does not fall under school regulations. Please let us know if you would like to be added to the list, deleted from the list, or have any of your information on the list changed. Please be aware that it is considered a conflict of interest to tutor a child in your own classroom. Advertisements for tutoring may not be passed out through the students nor may any official school databases be used to make mailing labels for tutoring advertising. Tutoring is not allowed on school grounds. Please do not make requests not to have particular students in your classroom based upon a tutoring relationship. If the relationship exists and that child is in your class, it is best to refer them elsewhere for that school year. We place students in classes where we feel they will get the best educational services and have the best match. That must remain our priority.

Volunteers

It is highly encouraged to make use of parent volunteers in your classroom on a regular basis. Parents want to be a part of things and are considered partners in the educational process. We want to establish a warm, welcoming climate for them. There are many ways that they can help you. They can provide individual tutoring, practice with math facts, listening to children read, copying, doing prep work around the room, or even doing some prep work in their home.

Weather

When the weather is bad, the building secretaries will call the weather line for the temperature and wind chill. When it is 15 degrees and/or 5 degrees wind chill, we will have indoor recess. Call the office when you have a question.