

Alloway Township School

Teacher Handbook

2016-2017

ATTENDANCE AND TARDINESS - STUDENT

Students should be in Homeroom by 7:50 a.m. Students arriving after 7:50 a.m. will sign in at the Main Office. Please do not mark students late on OnCourse. They will be entered late to school by Mrs. Bowling.

All notes pertaining to early dismissal, change in dismissal (i.e., parent pick-up, riding bus home with friend, etc.), or student absence should be sent to the Main Office by 8:15.

Please make sure you forward any emails regarding absences to Mrs. Bowling so she doesn't call parents.

Student attendance will be taken utilizing the computer system, OnCourse. The homeroom teacher, NOT A STUDENT, is to take attendance. Attendance should be submitted by 8:10 a.m.

ATTENDANCE - TEACHER

Arranging For a Substitute

- Call Barbara Rishel – 693-1105 (cell) -- 935-1622 x108 (school)
- Call up to 10:00 p.m. unless it is an emergency.
- If you must call in the morning, please do so by 5:00 a.m. DO NOT leave a message on the school phone.
- Approved Personal and Professional Days - DO NOT CALL
- If you call and get an answering machine, please leave the following information:
 - Name
 - Date of absence
 - Reason for absence
 - Responsibilities or duties (i.e., bus duty, etc.)
 - After School Activities (if they need to be cancelled)

Substitute Folder

- Kept in office and given to the substitute in A.M.
- Sub folder should be updated after each absence and periodically to ensure information (class lists...) are up to date and accurate
- The following items are to be included in your substitute folder:
 - Teacher schedule
 - Duty assignment (location, time, responsibilities)
 - Seating chart(s) and class list(s)
 - **Extra copy of attendance sheets in the event of Safety Drills occurring during your absence**
 - **Proper steps to take during a Safety Drill**
 - **Location of your Crisis Plan**
 - Designated groups and their schedules (BSI, Resource Center, counseling, etc.)
 - Morning procedures (attendance, opening exercises, etc.)
 - Lunch procedures
 - Classroom rules and discipline procedures
 - School discipline referrals (at least 2)

- Location of plan book
- Emergency lesson plan (in the event the substitute cannot follow the regular lesson plan)
- Location of teacher editions of texts
- Dismissal procedures

Teachers who are requesting a leave of absence due to a personal day, field trip, workshop, professional meeting, etc., must fill out a “leave of absence” form. Completed forms are to be submitted to Mrs. Morton. A copy of the form will be returned to you. This form can be found on the website.

Teachers are granted 10 sick days per year as per contract. Unused sick days are accumulated from year to year. You will receive a statement of accumulated days at the beginning of each school year. Teachers are granted 3 personal days to be used at their discretion. Unused personal days are accumulated from year to year into sick days. Please refer to the teachers contract for details concerning sick and personal days.

BOOKS

Textbooks are loaned to the students on an annual basis by the Board of Education.

The teacher will write the name of the student and the condition of the book on the inside of the front cover of the book as the book is issued to each student. Number all books. Record the same information in the class record book.

ALL BOOKS MUST BE COVERED as quickly as possible and remain covered throughout the school year. Teachers are to monitor this requirement and establish the proper attitude relative to school materials.

Teachers are to fine students for damage to books. This is to be done at the end of the school year or when a student transfers.

CAFETERIA GUIDELINES

Teachers are to supervise students while walking to the cafeteria.

Upon arrival, students are to place their books on the bleachers and then proceed to the lunch line.

The cafeteria will be divided into sections and cafeteria aides will supervise that specific area.

Students are encouraged to use the lavatory during their lunch time. The aide or teacher responsible for a particular section will monitor bathroom procedures. No more than four students (two girls and two boys) will be dismissed at one time.

Any general misbehavior, horseplay or food throwing in the cafeteria will be dealt with by the cafeteria monitors and/or administrator. Cafeteria detention may be utilized.

Tables will be dismissed by a cafeteria monitor.

It is the students' responsibility to check around their table to make sure that all trash has been cleaned up.

Guidelines for staff serving as cafeteria monitors:

- Consistently circulate throughout your area during duty.
- Use the following rules to guide when supervising students and for disciplinary referrals:
 - Absolutely no running.
 - Excessive loud noises are not to be tolerated.
 - No popping of any carton, bag, etc.
 - No throwing food, trash, or any other object.
 - Permission to leave the cafeteria must be given by a monitor.
 - Only 2 girls/2 boys permitted in the lavatories at a time.
 - Students in grades K-8 sit at assigned tables

CUSTODIAL SERVICE

SUPPLIES - REPAIRS - CLEANING - EMERGENCIES

Please use the Maintenance Request form. This form **is to be sent electronically** to the Principal who will forward jobs to the custodial staff.

In an emergency situation, please call the Main Office (extension 100 or 108) for help.

DETENTIONS

Lunch or after school detentions are consequences that can be used when a student chooses to violate the rules. It is hoped that these and other consequences can be avoided through counseling and communication with the home. Options for detentions are:

Cafeteria detention: This option is for cafeteria aides/administration only as a consequence for misbehavior in the cafeteria. Students are required to eat their lunch at a table separate from their peers.

Teacher detention: Classroom teachers may use this option at lunchtime or after school for various reasons. These detentions are held in the teacher's room. Teachers must check with the Main Office to be sure a late bus is available. These should also be logged into OnCourse.

Administrative detention: This would be a consequence of a discipline referral. These detentions are held in the Main Office either at lunchtime or after school.

DISCIPLINARY PROCEDURES

It is our goal to ensure the physical and mental health, safety and welfare of our students. This goal can best be attained through maintenance of an orderly school environment that is conducive to learning. The school shall retain authority over every student as prescribed by law.

Discipline is primarily the classroom teacher's responsibility. Each teacher should fairly and consistently enforce their classroom, cafeteria, and school rules. Teachers should use discipline procedures and refer students to the office only after they have exhausted classroom management strategies. Parents should be contacted when a student presents a continuing behavior problem. A firm, but measured response to disruptive students is generally the best approach. Avoid direct confrontation or actions which will serve to humiliate a student in front of his/her peers. It is a good idea to keep anecdotal records of student behavior if you believe they will be of use in parent conferences, ATEAM, or CST referrals.

Classroom Discipline

Some examples of parts of these plans are listed below:

- warn the student;
- conference with the student (recommend this conference be held in private);
- possible referral to ATEAM, especially if problem concerns itself with:
 - home or school adjustment
 - academic problems
 - continual disruptive behavior
- parental notification
- strike assigned
- lunch detention
- teacher detention
- loss of recess
- classroom time outs

When the teacher's discipline plan has failed to solve a problem, then the teacher should submit a discipline referral through OnCourse.

Try to avoid problems by setting up unnecessary emotional situations. Be careful of cutting sarcasm, threats not carried out, over-familiarity, any appearance of favoritism, and unreasonable punishment.

Conference with a student who is a behavior problem, refer to the counseling center if you identify a cause for the behavior, and CALL THE PARENTS to enlist their assistance.

When all efforts have failed the next logical step would be a disciplinary referral. Please keep in mind the following guidelines when submitting a referral:

1. **Use the approved format through OnCourse.**
2. Fill out the form completely.
3. State factually the incident and use quotes when necessary.
4. Do not editorialize. Write only the facts – not personal judgements or opinions.

5. Use another student's initials...DO NOT use their full name.
6. Remember this information will be seen by the parent. Use professional judgment when completing it.
7. Note any prior interventions made by you.
8. When removing a student to the office, please contact the office immediately, explaining why the student is being sent down (disrespect, problem with another student...). Follow this up as soon as possible with the referral.
9. If a volatile situation arises (fight, etc.) notify the office to inform them of the situation.

When a student is referred to the office he/she will be seen by the Principal and appropriate disciplinary action will be taken.

Administrative involvement in classroom discipline problems may be sought by teachers, especially in cases where a pattern seems to be developing. Teachers should not hesitate to consult the Principal regarding these problems.

Staff members will be notified of the outcome of a disciplinary referral that they submit.

GUIDELINES FOR IMPLEMENTING DISCIPLINE PROCEDURES

Part I – Disruption

Offense	First	Second	Third	Fourth
Misconduct/disruption, failure to follow class rules, inappropriate behavior, tardy to class	1 administrative detention	2 administrative detentions	1 day internal suspension	3 days internal suspension
Misconduct/disruption, inappropriate behavior in the hallway	1 administrative detention	2 administrative detentions	1 day internal suspension	3 days internal suspension
Cell phone iPod, mp3 player, or other electronic device not put away when asked	1 administrative detention	2 administrative detentions	1 day internal suspension	3 days internal suspension
Horseplay or unsafe behavior. (depending on the severity, consequences may start at 1 day ISS)	1 administrative detention	2 administrative detentions	1 day internal suspension	3 days internal suspension
Public display of affection/intimacy	1 administrative detention	2 administrative detentions	1 day internal suspension	3 days internal suspension
Refusal to Follow Directive of school staff	1 administrative detention	2 administrative detentions	1 day internal suspension	3 days internal suspension
Disrespectful Comments to Staff	2 administrative detentions	1 day internal suspension	2 days internal suspension	3 days external suspension
Academic dishonesty including, but not limited to, cheating or plagiarism	0 on assignment	2 administrative detentions	1 day internal suspension	3 days internal suspension
Destruction of school property or property of others,	1 day internal suspension Restitution Police referral	2 days internal suspension Restitution Police referral	3 days external suspension Restitution Police referral	5 days external suspension Restitution Police referral
Stealing, gambling, forgery, extortion	1 day internal suspension Restitution Police referral	2 days internal suspension Restitution Police referral	3 days external suspension Restitution Police referral	5 days external suspension Restitution Police referral
Being in unauthorized area; cutting class	1 administrative detention	2 administrative detentions	1 day internal suspension	3 days internal suspension
Leaving school without permission	3 days internal suspension Possible police referral	5 days internal suspension Possible police referral	3 days external suspension Possible police referral	5 days external suspension Possible police referral

Possession and/or use of tobacco and/or tobacco paraphernalia	1 day external suspension Police referral	2 days external suspension Police referral	3 days external suspension Police referral	4 days external suspension Police referral
Possession and/or use of drugs and/or alcohol	5 days external suspension Police referral	Indefinite external suspension Possible Board review Police referral	Indefinite external suspension Possible Board review Police referral	Indefinite external suspension Possible Board review Police referral

Part II – Endangering the Welfare of Others

Offense	First	Second	Third	Fourth
Use of profanity offensive language or materials	1 administrative detention	2 administrative detentions	1 day internal suspension	3 days internal suspension
Use of profane, abusive, or threatening language or materials toward peers	1 day internal suspension Counseling referral Possible police referral	2 days internal suspension Counseling referral Possible police referral	1 day external suspension Counseling referral Possible police referral	5 days external suspension Counseling referral Possible police referral
Physical Assault	3 days external suspension Counseling referral Possible police referral	5 days external suspension Counseling referral Possible police referral	7 days external suspension possible Board review Possible police referral	Indefinite external suspension possible Board review Possible police referral
Endangering the well-being and safety of another student	3 days internal suspension Counseling referral Possible police referral	3 days external suspension Counseling referral Possible police referral	5 days external suspension Possible Board review Possible police referral	Indefinite external suspension Possible Board review Possible police referral
Fighting (between two or more students)	1 day external suspension Counseling referral Possible police referral	3 days external suspension Counseling referral Possible police referral	5 days external suspension Possible Board review Possible police referral	7 days external suspension possible Board review Possible police referral
Use of profane, abusive, or threatening language or materials toward staff member	3 days internal suspension Possible police referral	3 days external suspension Possible police referral	5 days external suspension Possible Board review Possible police referral	Indefinite external suspension Possible Board review Possible police referral
Physical assault on and/or endangering the well-being and safety of a staff member	Indefinite external suspension possible Board review Police referral	Indefinite external suspension possible Board review Police referral	Indefinite external suspension Possible Board review Police referral	Indefinite external suspension Possible Board review Police referral
Setting off alarms; call(s) to 911, initiating a bomb scare	3 days external suspension Police referral	5 days external suspension Police referral	7 days external suspension Police referral	Indefinite external suspension Police referral
Possession, use, threatening to use fireworks, bombs, explosives; possession or use of weapons or dangerous instruments;	5 days external suspension Possible Board review Police referral	10 days external suspension Possible Board review Police referral	Indefinite external suspension Possible Board review Police referral	Indefinite external suspension Possible Board review Police referral

Part III – Emotional/Social Bullying (includes but not limited to forms of verbal, written and social media)

Offense	First	Second	Third	Fourth
Insulting remarks and/or gestures; name calling; teasing.	1 administrative detention Counseling referral	2 administrative detentions Counseling referral	1 day internal suspension Counseling referral	3 days internal suspension Counseling referral
Gossiping; starting or spreading rumors; ignoring/excluding; posting slander	1 administrative detention Counseling referral	2 administrative detentions Counseling referral	1 day internal suspension Counseling referral	3 days internal suspension Counseling referral
Verbal or written harassment based on race, color, religion, ethnicity, gender, disability, or sexual orientation	1 day internal suspension Counseling referral Possible police referral	2 days internal suspension Counseling referral Police referral	3 days external suspension Counseling referral Police referral	5 days external suspension Counseling referral Police referral
Sexual advances, requests for sexual favors, distribution of sexual material and	3 days external suspension	5 days external suspension	7 days external suspension	Indefinite external suspension

other inappropriate verbal, written or technology based conduct of a sexual nature when made by any student toward another student	Counseling referral Police referral	Counseling referral Police referral	Possible Board review Police referral	Possible Board review Police referral
Inappropriate physical contact of a sexual nature when made by any student toward another student	3 days external suspension Counseling referral Police referral	5 days external suspension Possible Board review Police referral	7 days external suspension Possible Board review Police referral	Indefinite external suspension Possible Board review Police referral

- Minor classroom problems are the teacher's responsibility. Each teacher will be responsible for an individual discipline plan for his/her classroom. This plan should be in full view for all students to see.
- When the teacher's discipline plan has failed to solve a problem, the teacher should fill out a behavior referral form.
- Disciplinary actions and administrative consequences are reported by telephone to the student's parents/guardians.
- A parent conference is required upon a student's external suspension.
- Students serving an in-school or external suspension are not permitted to attend school events during suspension
- Students serving **5 (five)** in-school and/or external suspensions may be denied attending school events such as dances, field trips, Field Day and Graduation
- School administration has the authority to modify consequences for disciplinary actions relative to the circumstances of the incident and the developmental level of the student.
- Counseling and/or Child Study Team evaluation may be recommended as a consequence of disciplinary infractions.
- Detailed procedures regarding Alcohol and Other Drugs are outlined in Board Policy 5131.6.
- Detailed procedures regarding Weapons and Dangerous Instruments are outlined in Board Policy 5131.8.
- The term assault shall be defined as simple assault or aggravated assault pursuant to NJSA 2C:12-1, et.seq.

FACULTY WORKROOM

COPIER

A copier for teacher use is located in the faculty workroom. Teachers are to use their code number to make copies. Remember to clear your number when finished. If the copier is out of paper, please see one of the secretaries in the Main Office. Transparencies may also be made on the copier.

Teachers may request to use the copier in the Main Office or the Guidance Office in the event that there is a problem with either of the two teacher copiers.

Teachers are urged to plan accordingly for copying needs and are asked to refrain from sending students to the Main Office or the Library for individual copies or class sets of copies of lesson materials.

ELLISON MACHINE

This is a device that allows you to punch out figures and letters that may be used for bulletin boards and other classroom projects. Guidelines for use are posted on the wall near this equipment.

LAMINATOR

This machine is available for teachers to use for school purposes. Guidelines for the use of this machine are posted on the wall above the laminator.

BINDER

This equipment allows you to bind pages together to create books and other projects. Guidelines for the use of this machine are posted on the wall above the binder.

POSTER MAKER

This machine is actually located in Room 401. It allows you to create poster-size documents from 8 1/2" x 11" copies. Instructions for its use are located on the machine.

OTHER EQUIPMENT

Supplies for your computer or printer are available from the technology coordinator.

GRADES / GRADING

Teachers **must have at least ten grades per marking period** to be able to adequately assess student progress and give students sufficient opportunity to demonstrate mastery of concepts.

Grades must be updated weekly.

Counting one assessment instrument as two grades is not acceptable.

It is not legal to use student behavior to affect academic performance assessment.

The number of days students have to make up work from absence should be equal to the number of days of absence. If a student makes the request, teachers may allow extra time for extenuating circumstances.

No student is to receive a "D" or an "F" without a documented parent contact.

"Comments" are required for any grade that is a "C" or lower. A request for a parent conference should accompany any unsatisfactory grade.

Incomplete grades should be made up by Progress Report time of the following marking period.

The teacher must keep an accurate record of student's grades, ensuring reasonable evidence of the validity of each student's grade.

It is expected that teachers will use their professional judgment and include all factors when evaluating students.

GRADES USED:

In grades Kindergarten through grade 2, Special Areas, and Exploratory Cycle classes, the following grades are used:

- O Outstanding
- S Satisfactory
- N Needs Improvement
- U Unsatisfactory

In grades 3 through 6, the following grades are used:

- A Excellent
- B Good

- C Average
- D Danger of Failure
- F Failure

In grades 7 and 8, the following grades are used:

- A+ 98-100
- A 94-97
- A- 93
- B+ 90-92
- B 85-89
- B- 84
- C+ 81-83
- C 77-80
- C- 76
- D+ 74-75
- D 71-73
- D- 70
- F 69 and below

HOMEWORK

It is expected that all students devote time to home study. All students who have homework assigned to them are expected to complete the work.

Homework will not constitute more than 7% of the final grade. While homework is important, classwork, daily assessments, and final evaluations provide the best feedback on whether or not the child has met the standards.

Purposes for homework include:

- To expand interest
- To meet individual needs
- To review material previously taught
- To motivate students to think about the topic being taught
- To provide for discussion of assignment in class
- To supplement classroom instruction
- To provide opportunities for students to functionally apply theories learned in class
- To review the lesson for that day

REPORT CARDS AND PROGRESS REPORTS

Teachers in grades PreK and Kindergarten use the approved grade level report cards and progress reports to report student achievement. Report cards are to be completed on the computer and printed for each student. Progress reports are completed by hand.

Teachers in grades 1 through 8 use OnCourse to report student achievement for report cards and progress reports.

Final report cards for all students must be copied and placed in the student's folder in the Main Office.

Teachers should keep the following in mind relative to reporting student progress:

1. Pupils are to be graded in relation to the standards set by the teacher for the particular subject being taught. It is good teaching practice for students to be made aware of the standards.
2. Assessment of student progress is a continuous aspect of instruction. In addition to measuring progress, assessment should be used to help students learn from their mistakes. Assessment should be part of a reflective teaching practice on the success of instructional methodology.
3. Assessment of student progress should include tests, quizzes, teacher observation of student performance, projects, journals, student portfolios, student writing, and any other appropriate demonstration of student mastery of instructional objectives.
4. Teachers should have documentation of student performance to share with parents who ask or are invited for a parent-teacher conference.
5. Occasionally, teachers will be requested by the office to fill in special reports on the conduct and academic performance of certain students. These reports should be completed confidentially and returned as quickly as possible.
6. Assessment of CST classified, ATEAM, or 504 accommodation students should reflect the IEP, ATEAM, or 504 accommodations. This is not an option. It is a legal requirement.
7. THERE IS NO SUBSTITUTE FOR PERSONAL CONTACT WITH PARENTS. Teachers are encouraged to discuss pupil progress with parents by phone and through parent-teacher conferences. This is mandatory when it appears students are in danger of failing for the marking period or the year.
8. Often parents hear only negative comments from school personnel. Teachers are encouraged to call parents on positive matters. This has the effect of keeping parents as allies rather than adversaries.

HEALTH OFFICE

All students are required to have a pass to the nurse's office. Students with medication are to report to the Nurse. Visits by students should be individual, (unless the patient needs assistance).

Each class is issued a first aid kit by the school Nurse. You can re-supply the kit by taking it to the Health Office. Take this with you to the playground.

Over-the-counter analgesics (Tylenol, Ibuprofen) are available in the Health Office for employees' use.

If an employee is injured while working, it is required that an employee incident report be completed promptly. The Board of Education Office will then be notified.

HOMEWORK CLINIC

The school offers an after school program to assist students in completing their homework. This program is available for students in grades 3-8. Sessions are held on Monday and Wednesday afternoons from 2:30-3:30. Teachers complete a referral form to recommend student attendance in the program. Parents complete a written permission slip. Bus transportation is available.

HONOR ROLL

Students in grades 5 through 8 are eligible for honor roll recognition if they meet the following requirements:

First Honors

All A's in academic subjects
O's or S's in Special Area or Exploratory Cycle Classes

Second Honors

A's and B's in academic subjects
O's or S's in Special Area or Exploratory Cycle Classes

HOUSEKEEPING OF CLASSROOMS

Evidence of good housekeeping practices suggests a well-organized teaching program. Proper lighting and ventilation in a clean, comfortable, attractive classroom play an important part in good learning.

1. Assign students the duties of erasing boards, cleaning chalk trays, cleaning pencil sharpeners, removing paper from the floor, and leaving the room in an orderly condition at the end of each day.
2. Periodically check to ensure that textbooks are covered and uncluttered.
3. Frequently check the condition of student desks to guard the surfaces against defacement.
4. Keep bulletin board displays up-to-date and attractive.
5. All lights should be turned off and doors locked when the room is not in use.
6. The classroom door and all windows should be locked at the end of each day.
7. Report all needed room repairs electronically to the Principal.

8. Impress upon students the importance of taking care of their school. It is the obligation of all – staff and students.
9. Having your students perform frequent locker checks/clean outs is a good practice to help keep your students organized.

IN-SCHOOL SUSPENSION

In-school suspension is designed to provide academic instruction, counseling support service, and behavioral intervention strategies for students who are at-risk of being suspended externally for discipline issues.

In-school suspension removes a student from regular academic classes (where he or she is currently being disruptive and exhibiting inappropriate conduct) but keeps the student in an isolated, separate, and restricted environment. Academic work assignments continue in conjunction with assigned behavioral learning packets for needed behavioral intervention strategies.

Teacher Guidelines

- Student work should be current classroom assignments and must be graded. If the nature of your lesson that day prohibits this, please send assignments that would serve as enrichment to your curriculum.
- All work should be sent to the in-school suspension setting by the end of Homeroom.
- Health/P.E. and Specials should also send work for the student if he/she would have been in your class that day.

Other Guidelines

- Upon arrival at school, a student who has been assigned in-school suspension reports directly to the Main Office with proper books and materials for the day.
- Students will remain in the in-school suspension setting for the entire day(s) with the only exceptions being lavatory privilege. They should under no circumstances be in the hallway or another classroom.
- Students may bring a lunch from home or order lunch from school.
- Students are expected to complete all work assigned by teachers. Failure to comply will result in student conference with an administrator to determine if disciplinary action is required.

LESSON PLANS

Each teacher is required to complete lesson plans for each subject area taught.

Plans should be easy to follow and should include information which would be meaningful to a substitute.

Lesson plans must be written and submitted through OnCourse and are due every Monday at the start of the day.

Lesson Plans **MUST** be shared with Co-Teachers and ICS Teachers prior to the start of school on Mondays so they can plan and make appropriate accommodations as required by IEP's.

LUNCH / PLANNING TIME

Lunch is "free" time. If you wish to leave the building we ask that you notify the office of your intention in case an emergency arises.

Planning period is not "free" time. If you wish to leave the building it is necessary that your request be approved by Mrs. Morton.

OPENING EXERCISES

It is expected that students be seated, attentive, and quiet during homeroom period as we prepare for the beginning of our school day.

1. Opening exercises will be conducted every morning beginning at approximately 8:00 a.m.
2. Every effort should be made by homeroom teachers to keep the hallways clear during homeroom period and to keep students quiet and attentive.

PARENT-TEACHER CONFERENCES

Prior to the Conference:

- Examine student work and review your grade book and other pertinent data.
- Be organized.
- Make a list of points to cover.

Begin the Conference:

- Greet the parent in a friendly manner.
- Avoid physical barriers – do not sit behind a desk or have parents in a student desk while you sit in the teacher's chair.
- Engage in small talk at the outset to make the parent feel more comfortable.

During the Conference:

- Begin on a positive note and say something good about the child.
- Be truthful and honest.
- Be specific in your comments.
- **Forget the jargon – speak in terms parents would understand. Do not use unprofessional terms – “lazy”, “obnoxious”, etc. – to describe student behavior.**
- Be sensitive. Accept the parents’ feelings. Do not interpret the parent’s advocacy as belligerence or criticism of the teacher
- Turn the other cheek and take the high road if parents get hostile.
- **Do not speculate about psychological or medical conditions. It is not our job to diagnose ADHD, clinical depression, or psychosis. Express observations of specific behaviors.**
- **Never talk about other students even if the parents bring up the names of other students.**
- Provide constructive suggestions.
- Give parents the opportunity to voice their concerns and suggestions. Be a good listener.
- Summarize and clarify future actions.
- Close on a positive note.
- Express your sincere thanks for their attendance.

After the Conference:

- Make notes about the conference, especially actions you agreed to take.
- Review the conference with the student, if appropriate.
- Follow-up with a phone call or an email to let the parent know if there has been any progress.

SCHEDULE

The school day begins at 7:50 a.m. and ends at 2:30 p.m. Teachers are required to be at school by 7:40 a.m. and may leave at 2:35 p.m. A period schedule and schedule of lunches will be distributed at the beginning of the school year.

STUDENT SERVICES

ATEAM – Students may be referred to this committee when accommodations/modifications from the RTI / BSI process are not successful.

Child Study Team, Speech, Occupational and Physical Therapy – Students are evaluated regarding special needs.

Basic Skills Instruction Program – Students are part of this program based on standardized test scores, grades, and teacher referral.

Gifted and Talented – This after-school program is for students identified as gifted and talented.

TEACHER EVALUATIONS

Each staff member will be observed and evaluated the required number of times during the school year. All guidelines set forth in the teachers' contract and state law will be adhered to. Conferences, opportunities for comment and assistance in improving instruction will be provided, in keeping with those laws.

Staff members should review the observation instrument, annual performance review, and professional improvement plan form to become familiar with district instructional criteria, which mirror the NJ State teaching standards.

TEACHER ASSIGNMENTS AND RESPONSIBILITY

It is imperative that assignments be covered at all times. If illness or personal reasons make it impossible to cover an assignment, the teacher in an adjoining room shall be requested to cover assignment during the absence. The office shall be advised immediately of such absence. Intra-school substitute teacher or substitute teacher will be provided as necessary.

Teachers are required to monitor halls while students are passing between classes.