

TEACHERS

TEACHER AND OFFICE HOURS

Workday hours for Teachers are 7:45-3:45. Offices are open from 7:45-4:15.

TEACHER ABSENCES

Except in cases of illness or emergency, a teacher shall not be absent from his/her regular duties without the consent of his/her principal. In cases of this sort, the teacher shall notify AESOP by 6:30 a.m., so that a substitute can be secured. Please make your decision to be absent prior to 7:00 a.m. There is no guarantee of a substitute after that time. The teacher is not to secure the substitute.

The regular teacher, the substitute, and the principal have responsibilities to each other to insure that the work of the substitute will be integrated with that of the regular teacher. If each of these is aware of his/her responsibilities, a substitute teacher can replace a regular teacher with little sacrifice in child learning.

Each building may have some regulations of its own, but below is an outline of certain responsibilities of the regular teacher, the substitute teacher, and the principal, when a regular teacher is replaced by a substitute.

Teacher Information For Substitutes

1. Schedule of Classes
2. Class Rolls
3. Daily Assignments
4. Classroom Procedures
5. Seating Charts
6. Duty Assignments
7. Parking Space
8. Key Information

USE OF TELEPHONES

Teachers or students should not be called out of class to answer the telephone unless it is an emergency. The principal will have the person call back as soon as their schedule permits.

Pagers and cellular phones are not to be used during school hours by students or teachers.

Long Distance Telephone Calls

All long distance telephone calls are to be recorded on a form provided for that purpose. The person making the call should record his name, the party and number called, the town to which the call is made and the date of the call.

SUBSTITUTE TEACHERS

When possible, certified teachers will be employed as substitutes. In the event this is not always possible substitutes may be selected from the approved list. All substitutes will be selected by AESOP.

Substitutes will be required to apply each school year. Substitute orientation sessions will be held as needed to update applicants of policy and procedure changes. Other types of orientation may be required periodically.

Refer to Regulation DPB-R concerning Long Term Substitution and salary schedules.

Responsibilities Of The Regular Teacher

- A. **Notify the principal as early as possible when it is necessary to be absent.** When absent, notify the principal by 3:45 p.m. regarding the next day.
- B. Teachers who have responsibilities on more than one campus should notify each principal involved, concerning the teacher absence.
- C. When it is known in advance that an absence will occur, lesson plans are to be left in the teacher's mail box and a copy given to Mr. Guerra.
In the event of an absence occurring unexpectedly, every effort should be made to send plans for the substitute.
- D. A class schedule, classroom procedure and Roll sheets should always be kept in a conspicuous or convenient place so that in the event of a sudden illness or emergency, the substitute will know the daily routine.
- E. Any special activities planned for the day should be noted on lesson plans.
- F. See that needed instructional supplies are available.
- G. At the close of school each afternoon, your classroom should be left in such condition that if illness or emergency forced you to be absent the next day, you would not be ashamed for a substitute teacher to see the room.
- H. Be grateful for the work of the substitute. Substitutes are not "baby-sitters," but a teacher replacing teachers.

Responsibilities Of The Substitute Teacher

- A. Assume all the duties and responsibilities of the regular teacher.
- B. The substitute should grade all written work, which was assigned by him/her, if requested by the regular classroom teacher.
- C. As far as possible, carry on the regular program of class work.
- D. Children who want and need special help with their schoolwork after the regular sessions are over should be given help.
- E. Maintain discipline; without it, very little can be accomplished.
- F. Adapt instruction to the needs of the individuals within the class.
- G. Each substitute teacher should become familiar with school regulations and policies.
- H. Substitutes will sign in and out on the arrival and departure form.

Responsibilities Of The Principal (Substitute Teachers)

- A. Contact the substitute as soon as possible after being notified that a regular teacher is to be absent.
- B. Be sure the substitute knows what time to arrive and knows the bell schedule if one is used.
- C. It is helpful if the principal will escort the substitute to the room and introduce him/her to the class..
- D. Be sure the substitute gets all bulletins and notices sent to other teachers.
- E. Express appreciation for a job well done.
- F. Report teacher absent and name of substitute to the office of financial manager.

CONFERENCE-PLANNING PERIOD

Each teacher will have a conference-planning period. This conference period is to be used for conferring with parents, students, and teachers and planning work. Although a portion of this time can and should be spent as a "break", most of the time should be spent in planning, grading and student/parent conferences.

CLASSROOM MANAGEMENT

For any organization to function there must be rules and regulations, and consequences for those who break the rules. There will always be someone who challenges the rules and is willing to accept the boundaries of behavior.

Students feel more comfortable in a situation in which they know what to expect. One of the most debilitating fears is the fear of the unknown. For discipline to be effective:

1. The Rules must be understood by the students.
2. The Rules must be applied consistently without regard to person, gender, color, or sex.
3. The Rules must be enforced without fail or don't have the rule. Students must know if they do "A", then "B" will occur, consequences are most effective when they are sure rather than severe.
4. Punishments should be done with as little fuss or "to do" as possible. Sometimes we discipline when we are angry. This sometimes leads us to do something we might do differently if we took more time to think.
5. Don't allow students to argue in front of their peers. The student misbehaved to gain attention. Don't help him. If he starts to disagree, simply take him out into the hall.
6. Be tolerant as possible. Ignore a behavior when possible. Sometimes teachers see too much. As in basketball, "no harm, no foul."
7. Always stay within the guidelines provided by the administration. Administrators will defend you as long as they have a leg to stand on. They will not sacrifice their job for yours. "If you stay within the policy, you will eventually win."

It is best for the teacher to handle the discipline problems that arise in the classroom. Taking students to the principal, because of minor infractions, quite often leads to an increase in the number of problems. There are some occasions when it is best to let the principal handle the problem, but those occasions should be relatively few. The teacher should feel free to discuss the problems with the principal and refer to him for disciplinary action, if he thinks it is necessary.

Many problems can be fully eliminated by proper classroom management. Give each student credit for being able to think so he/she will know if he/she has been dealt with fairly. Be aware that discipline is an individual matter, and individual differences must be considered. Provide an atmosphere in the classroom that is conducive to learning; make the work interesting for each student and discipline problem will be few. Careful planning of instruction in each course with critical analysis of methods will usually eliminate most discipline problems.

HOMEWORK

Homework Purpose and Objectives

Homework shall be used to support, enrich, or reinforce topics covered in class and should satisfy at least one of the following objectives:

- To provide a drill that helps the student practice the basic skills of a subject.
- To give students practice and extension of concepts learned in class.
- To extend learning beyond the material that can be covered in class.
- To develop effective study methods.
- To help the student prepare for classroom work.
- To allow students to make up work after absences.
- To provide a means of reteaching essential elements.

Homework Grading

The homework grading system(s) shall be consistent within each school and shall be explained to students and parents at the beginning of the school year.

Campus Plan

A consistent plan for homework assignments shall be developed on each school campus and addressed in the student handbook.

Homework Responsibilities

Teachers:

The teacher shall be responsible for assigning effective, well-planned homework assignments that aid the student in the mastery of the course essential elements. Students shall be provided ample notice of impending homework assignments. Every effort shall be made to ensure that students understand the work assignments to be done. Homework shall not be assigned as punishment.

Students:

The student shall be responsible for completing assignments on time and scheduling after-school activities so that they do not interfere with the completion of assignments. The student assumes the responsibility for making up work when absent from class.

Parents:

Parents are responsible for ensuring that their child does the homework assigned each day. Regular monitoring of the homework provides a good overview of how and what the student is doing in various subjects. Homework provides a regular channel of communication between the parent and the teacher.

Principal:

Each principal is responsible for interpreting these procedures to staff, students, and parents. Each principal will see that this policy is implemented to further the education of all students

LESSON PLANS

(Applies to new teachers only)

Lesson plans are to be made by the week. In preparing the lesson plans, please refer to your curriculum guides frequently. The guides should be most beneficial to you in determining the skills that are to be taught as well as providing suggested resources for teaching the skills. (Refer to elementary and/or secondary section for instructions concerning the use of lesson planning.)

Well-formulated lesson plans will aid the teacher in the following ways:

1. Establish what is to be achieved during any given lesson and how the daily effort is related to larger goals;
2. Determine why each lesson is important;
3. Plan how to teach the lesson; and
4. Make available which materials and aids will be necessary.

Well-developed and administered lesson plans will keep your discipline problems to a minimum.

TUTORING

Consistent with school board policy, the following rules relating to tutoring have been established: A teacher may not charge a fee to tutor any child enrolled in his/her class, except as approved by the office of the superintendent.

No tutoring for which a tutor receives a fee shall be carried on in a school building, except as approved by the office of the superintendent.

Teachers who accept outside tutoring engagements are to make their own arrangements with the parent or guardian for the fees to be assessed.

Tutoring fees shall be paid directly to the tutor.

VIDEOS/ FILMS

A film is of very little value unless the teacher previews it, and the class is prepared to view the film. Teachers may preview films before school, or during conference periods. Films should be short and not to exceed 12 minutes in length. All films/videos must be approved by the principal. Video forms are kept in Patricia's office.

USE OF WORKBOOKS

All workbooks used are to be under your direct supervision. The school must purchase all workbooks that are used in the classroom.

Workbooks are not intended for "busy work." They are a teaching aid and should be used as a supplement to the textbooks.

SECONDARY TESTING GUIDELINES

The following guidelines are to be implemented at the secondary level. Considerable thought has been given to the rationale for the guidelines and the importance of establishing a consistent program of measuring student achievement.

Test Requirements

Each teacher will give a comprehensive semester exam each semester. All dual credit courses are required to have a semester test.

Copies of the test must be turned in to the principal prior to the test being given. Tests should be designed to utilize the entire testing period. The semester test grade will carry a weight of 1/5 of the semester average.

Final Exams

If a student fails the semester exam and that causes the student to fail for the semester, the semester exam must be offered to that student again.

EXAMPLE: CYCLE 1 =70
 EXAM =58
 SEM GRADE =68

The student receives a second opportunity to complete the course and get credit. If the student receives a higher exam grade, please send that grade to the counselors' office so it can be changed in the computer.

Final exams are a requirement in all courses where credit is given. The final exam counts 1/5 th or 20% of the final course grade. Students who elect not to take the final exam shall not receive credit for the course, regardless of grade average. Students who miss the final exam due to an excused absence will adhere to the make-up work policy. Students enrolled in Dual Credit or Advanced Placement courses are required to take the final exam, regardless of exemption status.

Text Content

Each exam will include no less than two (2) of the following types of questions.*

Matching

Fill - in - the - Blank

True-False
Multiple Choice
Multiple Choice - Computation required
Essay
Stated Problem

*In addition to the two types of questions, the following subject areas must include no less than one essay question that requires a paragraph type answer.

- | | |
|---------------------|-------------------------|
| 1. Agriculture | 6. Home Economics |
| 2. Art | 7. Science |
| 3. English | 8. Social Studies |
| 4. Foreign Language | 9. Business programs |
| 5. Health | 10. Vocational programs |

Tests should be comprehensive and provide both the student and teacher a valid representation of actual skill mastery.

Test Evaluation

The exam will be evaluated by the principal to determine length of test, types of questions used and appropriateness of questions asked.

The testing program is considered to be of high priority and will be a very important factor in the individual teacher evaluation process.

PERFORMANCE SAMPLING

A sample of the student's work should be kept in individual folders. This material can be used in counseling with parents. It will be kept through the summer, then destroyed when you return to school in the fall.

ASSEMBLIES - PEP RALLIES

Each teacher will attend student body assemblies and pep rallies. The only exception to this would be those teachers who have a conference period during the time of the event. You will assist in getting students to and from assemblies as well as assisting with the student control while in the assembly-pep rally. It will be the responsibility of ALL teachers to keep the students moving in an orderly fashion, to and from the place where the meeting is being held. If we meet in the auditorium, make sure that students are directed through both doors and not allowing them to block the aisles and slow traffic. Place yourself in a location where you are able to see and stop any misbehavior that happens.

We need to be along each side and at various locations down each aisle and in the rear. Just be visible so that you can be seen if needed.

Regarding Pep rallies in the gym, we would ask for your assistance in the following areas:

Students will sit by classes with Seniors at the northwest end, and Juniors at the northeast end, the band in the middle on the north side, the Freshmen on the southwest end, the Sophomores on the southeast end of the south stands.

The faculty will stand with any class you desire. All faculty needs to attend and assist in getting the students to and from the gym.

We really do need your support.

CUSTODIAL SERVICES

Teachers requesting custodial service in addition to the regular service should submit such requests, in writing, to the principal. It is confusing when each individual carries or sends requests directly to the custodian. His/her schedule is full and his/her regular duties follow a definite plan. You can assist

him/her and promote good will by insisting that your pupils keep paper off the floor; seeing that chairs are left orderly, closing windows at the end of the day; seeing that lights are turned off; and pulling the blinds at the end of the day. Let us teach in a positive way the example of good housekeeping. Teachers should see that students clean up after experiments or classroom demonstrations in their room.

REPAIRS

If at any time a teacher notices school property in the classroom or any other place that needs repairing, he/she should e-mail a note giving information to the Principal. The principal will pass the information on to the superintendent, if it does not apply to property under his supervision. We want to keep all school property in good state of repair, and all teachers can assist us in this way. Any physical alterations to the rooms will be under the direction of DISD Maintenance.

LENDING OF SCHOOL EQUIPMENT

Many requests come from people of the community to borrow various items of furniture, equipment and instructional apparatus, which are to be used primarily for school purposes, by school personnel and on school premises. Ordinarily these items are not to be loaned to outside groups; however, the superintendent or asst. superintendent or building principal may authorize the use of school equipment to civic organizations. School buses cannot be loaned to any outside group. An exception to this would be another school district in an emergency or local disaster situation.

CARE OF EQUIPMENT

You have a responsibility in the care of school property. Any misuse or willful damaging of property should be dealt with immediately and reported to the principal or assistant principal's office.

REMOVAL OF SCHOOL PROPERTY BY SCHOOL EMPLOYEES

School employees will not remove school property from the school campuses without getting permission in advance from the superintendent or assistant superintendent or the building principal concerned. When the superintendent or assistant superintendent grants permission for school employees to remove school property from a particular school campus, the building principal will be notified by the person granting permission.