

**TEACHER HANDBOOK
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WELCOME

Welcome to the Bancroft-Rosalie Schools. This handbook has been developed to acquaint you with the school system. Some of our questions should also be answered. This is not meant to be a complete set of regulations. The district is a State accredited Class III School district. It is known as District #20 of Cuming County, Nebraska.

All staff members should become familiar with section 0300 (Personal) of the Board of Education policies and the negotiated agreement. A copy of these documents is available in each school building. If you would like clarification of questions generated by this handbook, feel free to contact the administration. Keep the students, staff, and activity handbooks close at hand for reference throughout the year.

DUTY HOURS OF EMPLOYEES

School begins at 8:15 a.m. Teachers should be at school by 7:55 AM and should be in their classrooms by 8:05 a.m. Teachers are expected to be on call between the hours of 8:00 a.m. to 5:00 p.m., Monday through Friday, and shall be on duty at assigned responsibilities on all duty days unless otherwise excused by their immediate supervisor or by the superintendent. Teachers may leave school premises at 4:00 p.m. provided their duties do not require their continued attendance on school premises.

Teachers may be assigned responsibilities at hours other than normal duty hours by their immediate supervisor or by the superintendent in order to carry out responsibilities for supervising or directing school activities or programs, or for participating in programs under the direct sponsorship of the school. Such assigned responsibilities shall be made by the immediate supervisor or superintendent in such a manner as to distribute the workload experienced by individual teachers in as equitable a manner as possible.

Employees are expected to be in attendance at meetings that are announced by the superintendent or other authorized supervisory personnel, except when a meeting is designated as an optional meeting. Legitimate reasons for absence from meetings called by supervisory personnel shall be the same as those recognized as legitimate reasons for absence from regular duties.

Meetings announced by administrative and supervisory personnel may be scheduled before the regular school day begins, during the school day, after dismissal of classes in the afternoon, or during evening hours, provided reasonable notice is given in advance. Attendance of personnel at such meetings may be required.

In scheduling meetings of employees regarding the discharge of employee duties, administrative and supervisory personnel shall exercise every possible means to schedule meetings in such a manner as to cause minimum interference with scheduled classroom meeting time.

Administrative and supervisory personnel are authorized to require the attendance of teachers at meetings held within the district and to approve attendance at meetings held outside the district when such meetings are judged necessary for conduct of the business of the district.

NOTICE OF NONDISCRIMINATION

Bancroft-Rosalie Community School does not discriminate on the basis of race, color, national origin, sex, disability, marital status, or age in admission or access to, or treatment of employment in, its programs or activities.

It is the intent of Bancroft-Rosalie Community School to comply with both the letter and the spirit of the law in making certain discrimination does not exist in its policies, regulations and operations. Grievance procedures have been established for anyone who feels discrimination has been shown by Bancroft-Rosalie Community School. Inquires regarding grievance procedures or the application of these policies of nondiscrimination can be obtained by contacting Superintendent Jon Cerny, Box 128, Bancroft, NE 68004 or call 402-648-3336.

AUTHORITY AND RESPONSIBILITY

Please read the students handbook to acquaint yourself with the conduct expected of the students. Every employee will have authority and the responsibility to supervise any and all students within the building or on school grounds or at any school sponsored activity at home or away from home. Staff must report any and all suspected child abuse or neglect to the administration. Staff members are expected to monitor the hallway outside their classroom during passing times. Any rudeness or refusal of a student to comply with a teacher's request shall be reported to the Principal as soon as possible.

Objectives and content are expected for every class, every day. There are to be no "Free days". The Administration believes in actively involving students in learning, therefore no more than one class period of videotapes per month for any class. Make sure all videos shown relate to the subject and students are held accountable for what they are expected to learn from the video.

You will have all your students address you as Mr. or Mrs., you are a professional and you deserve to be addressed as such.

Anytime a teacher leaves early at the end of the day they must sign out in the office, also if they are leaving the school for any reason they need to notify the Secretaries.

DRESS CODE

All teachers will dress Professionally, no jeans, sweats, and tennis shoes. etc.....
(Exception: sweats would be allowed for P.E. instructor)

CURRICULUM GUIDES

The course goals and objectives are published in the subject area curriculum guides. Teachers are expected to emphasize mastery of the objectives in their classes.

CLASSROOM EXPECTATIONS

1. Class will begin on time and end on time
2. The Objective(s) will be listed for the students.
3. At the beginning of every class period students will be able to see the agenda and objective(s) for that class period.
4. Students will stay in desks/chairs until the end of the period. Do not allow students to group up in front of the door waiting for the bell to ring.

GRADING POLICY

The building administrator may require each teacher to prepare and submit, for review and approval by the building administrator, a written statement of practices to be used for grading and marking student progress. Such statements, when prepared by the classroom teacher, should be distributed to students enrolled in the class and to the parents or guardians of students.

The board encourages its professional employees to develop systems and subsystems of grading and marking which permit recording and reporting of student performance in four separate and distinct areas: academic achievement, academic effort, attendance, and citizenship (social behaviors).

The board discourages, and reserves the right to disapprove, the use of practices of grading and marking of student performance when such practices would reduce the reliability and validity of grades or marks which are issued (e.g., the use of "bonus" or extra credit grades in computation of semester marks or the reduction of grades or marks issued for academic achievement due to student behaviors related to attendance, effort, or citizenship behaviors).

GRADES

A.....93-100	D.....69-76	NC.....Below 69 (No Credit)
B.....85-92	P.....Passing (69)	I.....Incomplete
C.....77-84		

The primary purpose of grades is to communicate student achievement to students, parents, schools and others. I indicates an incomplete which will be satisfactorily completed within one week of the end of the grading period. A grade of NC will be offered if the work is not completed at this time. Long-term illness, family tragedy, etc. will be noted exceptions and extensions may be granted by the principal.

REPORTING TO PARENTS

The board recognizes and affirms the right of the parents or guardians of any student enrolled in the schools of the district to information about the course of instruction in which the students is enrolled, the methods of instruction being used, and all information about the progress of the student which is being maintained in the records of professional employees charged with supervision and instruction of the student or in the records maintained by the school. Teachers need to have all grades for the previous week entered in the computer grade book by the following Tuesday at 8:15am.

ELIGIBILITY LIST

Teachers of students grades 7-12 are required to have all grades entered and updated for the office each week by 8:15 Tuesday mornings. Eligibility will be determined weekly after the first two weeks of each semester. Teachers must have at least 5 graded activities during the first two weeks of each semester. and at least two grades each week after that. Exception to this rule would be if a teacher allows students to take a re-takes.

PROGRESS REPORTS

Each student will be mailed progress reports the middle of each quarter. The student's present status, teacher's comments and recommendations will be reported. Teachers must have these reports in on time.

REPORT CARDS

Report cards are issued after each grading period. Four times during the regular school year. Teachers must have grades handed in on time.

Grades are determined by:

1. Student's work (tests, quizzes, assignments, etc.)
2. Class participation
3. Oral and written assignments
4. Projects
5. Semester tests

Professional employees are encouraged to report pupil progress through use of other appropriate methods, especially when any concerns are present about the student's achievement, attendance, behavior, or effort. Professional employees should schedule conferences requested by parent initiative in such a manner as to respond expeditiously while avoiding disruption of the instructional process.

Requests for information should be responded to within the same time frame provided in the policy governing complaints, e.g., within three working days after the request are received (0625.1). Any pupil or the parents or guardians of any pupil shall have the right to review of information reported or maintained in school records.

HONOR ROLL

1. Superior..... 93% average or above
2. Honor Roll..... 85% average or above

SEMESTER TESTS

All semester classes 7-12 will have some type of comprehensive semester test. These tests will be worth 10% of the student's grade for the semester.

These tests should be written from the objectives established for the course. Thus, the semester tests should approximate a student's level of success in achieving objectives. A copy of each test will be turned in to the principal prior to the time it will be given.

RULES OF STUDENT CONDUCT

Professional employees who are assigned responsibilities for academic classes, courses, or programs and for activity programs or for services offered to students may prepare written rules and regulations, consistent with the published student handbook and with board policy, governing student behavior. Rules prepared by individual professional employees shall be approved by the employee's supervisor prior to implementation and shall be distributed to students and to their parents in written form prior to implementation.

SCHOOL TRIPS AND ACTIVITIES:

SCHEDULING

The Principal must approve all trips and activities. A field trip schedule will be developed which ensures each class will have a trip every year. Teachers are encouraged not to wait until the spring (April/May) when taking field trips, as these months are very busy with many other school related activities.

TRANSPORTATION

Any staff member requiring transportation must report departure times, number of students, and other relevant information to the principal, or fill out a transportation request form. Sign all receipt and identify vehicle when purchasing gas. Fill the vans at Co-op when it is open and at Ru-de's when Co-op is closed. Bus Drivers are to spread out gas/fuel purchases between Smith's Station, Co-op, and Corner Service, but use common sense when deciding where to fill-up.

Only staff members who have a school bus permit will receive Activity pay for transporting students. Please clean up your trash when using the vans. The following capacity limits were set according to Federal Law, they are as follows: White Van capacity is ten, including the driver. Silver Mini Van capacity is six plus the driver. All passengers in school vans must wear a seat belt.

PRE-ARRANGED EXCUSE SLIPS

Sponsors are to hand out pre-arranged excuse slips to all participating students as early as possible. Classroom teachers are to indicate assignments and the date these assignments are due.

Sponsors are to turn in all the pre-arranged absence forms at one time. Have a top or cover page that tells the event and the names of all the students who returned their forms.

WEDNESDAY, SUNDAY ACTIVITIES

No student activities are to be scheduled on Wednesday night or Sunday unless approved by the administration.

GYM USE

Students in the gym after school hours need to have a sponsor with them. Do not open the gym for anyone other than student use and then only if you are going to be in the gym to supervise them. Outside groups are to go through the administration and the custodians.

PHOTOCOPYING

Most photocopying may be done by office personnel. Work turned in by 3:30 will be available by 8:00 a.m. the next day; work turned in by 8:30 will be available at 12:35 p.m. The library photocopier is for library use only. Personal copies are 10 cents a page.

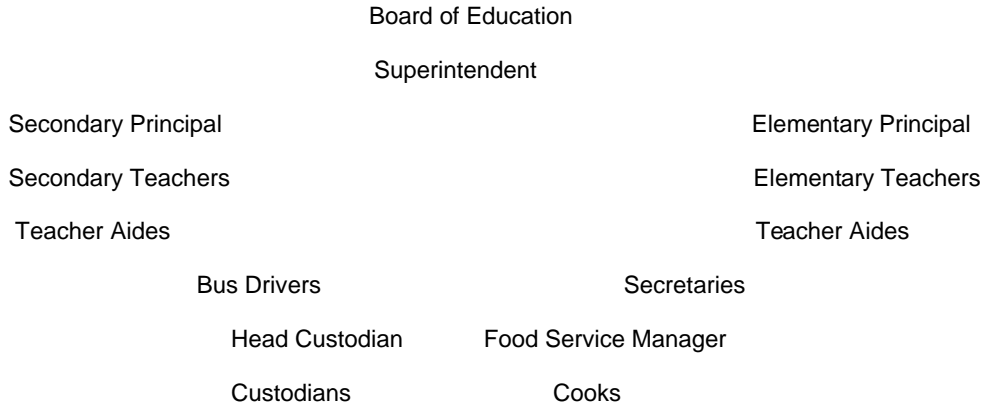
PURCHASING - BUDGETS

No purchases will be made without prior approval of the principal or superintendent. After preliminary approval, submit a completed purchase order to your principal for any supplies needed, and upon approval the office will do all ordering.

SALESMEN

Any agent or business representative calling on school personnel about school matters such as textbooks, class insignias, publications of the school, athletic equipment, school equipment, school supplies, and the like, shall first obtain the permission of the principal or superintendent and it is the duty of the school employee to ascertain that the representative has such permission. A teacher shall not interrupt class work to confer with such representatives. (Any employee who orders any supplies without express authorization of the principal or superintendent for such orders shall be personally liable for payment of bill and for the material ordered).

CHAIN OF COMMAND



Please observe the chain of command when problems arise or important decisions need to be made.

COMMUNICATION

Communication is a two-way street. If you do not understand something or need more information, please ask the appropriate person. This is usually your immediate supervisor.

NEWS RELEASES

The superintendent and principal are responsible for all news releases from the school unless otherwise delegated. Anything begin sent out of the school must be cleared by the building principal.

COMMUNITY RELATIONS

It is imperative for all staff to display a positive outgoing image to the community patrons. The district patrons want to meet you and visit with you. You as teachers, have much to offer the community. Hopefully, community activities will interest you and you will be able to participate as a valuable member of the community.

SCHOOL DISMISSAL

The superintendent shall have the authority to dismiss school in cases of inclement weather. This information will be routed to local radio and TV stations. School cancellation information can be heard on KFAB - Omaha; KWPN - West Point; Sioux City radio and TV stations. A phone tree will be established. Each person is responsible for calling the person below in case of cancellation. If that person is unavailable, go on to the next one.

PARKING

Parking for teachers will be on the east, north and west sides of the school building. Be considerate of others; utilize the space efficiently. Do not block off the drive to the shop.

DAILY PROCEDURES

STAFF WORKROOM

All employees are welcome and encouraged to use the staff workroom as a comfortable space away from students where they can unwind.

Please be in your rooms or work areas by 8:00 a.m. Never leave a class, study center in which you have students that you are responsible for in order to have coffee, pop, or visit with someone. If you must leave ask

another teacher to cover your class while you are gone. **Do not be on your Cell Phone during class time.**

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Negative talk in the lounge is destructive. Be careful of your talk in the workroom (as well as elsewhere). Do not give cause for embarrassment of a student or fellow worker. Don't talk about students or their problems.

Help create a lounge environment that is positive and uplifting, encourages loyalty and respect for others, and helps everyone enjoy their work even more. Also, it is your duty to keep the workroom clean. There will be no smoking in the school buildings or in any school vehicles.

BULLETIN

A daily bulletin will be distributed each day with important information through the use of our computer network. Please make sure you read the student information to your students 1st period every day.

LUNCH

Lunch count will be taken at the beginning of 1st period through the use of our computer network. A lunch rotation will be posted and distributed. Please abide by this every school day. Teachers are to lead their class down to the lunch line. Teachers are responsible for the students until they enter the gym.

STAFF ABSENCES

- 1) All teachers who are absent from school for any reason must complete and turn in a staff absence form either before or immediately upon their return.
- 2) Absence requests must be accompanied by a staff absence form with appropriate information completed.
- 3) A Personal and Professional leave request form must be turned in four (4) days in advance.
- 4) Teachers that are sick for more than 2 days in a row may be required to bring a note from their Doctor explaining their illness.
- 5) Teachers who are serving Jury Duty will receive paid leave time, but any compensation received from the courts other than mileage must be signed over to the school district.

BEREAVEMENT LEAVE

Each staff member shall be granted bereavement leave (up to five (5) days) to be assessed against accumulative sick leave due to a death in his or her own or their spouses' immediate family. (Immediate family for this section refers to an employee's or spouse's child, parents, brother, sister, grandparents, aunts, uncles, nephews, and nieces.

LESSON PLANS

Lesson Plans will be kept up to date and in your teachers file on the Bancroft Server each week before you leave on Friday. Assessments/Standards need to be documented in your Lesson Plans.

SUBSTITUTE TEACHERS

Teachers who are ill or cannot be on the job should call Mr. Sjuts between 6:30-7:00 a.m. The regular teacher will see that the substitute teacher has detailed lesson plans and other instructions necessary for them to carry on the work during the teacher's absence. If the absence is pre-arranged, have the objectives and an assignment for each class. Do not just assign study time. Each teacher needs an emergency folder with activities for each class to last 45 minutes. Keep this in your desk for unforeseen emergencies.

VOLUNTEERS

Volunteers shall perform volunteer services under the supervision of an assigned district employee and shall have the approval of the Superintendent or his or her designee to perform such volunteer services. The Superintendent shall obtain information from the volunteer regarding background, interests and current basic personal information as needed for district records.

Volunteers are expected to follow the direction of the district employee to whom they have been assigned and to conform to all applicable laws, rules, and policies.

In the course of volunteering for the district, the volunteer may be asked to deal with confidential information. It is the expectation of the district that volunteers shall keep all such information in the strictest confidence.

Whenever possible, employees shall provide oversight of volunteers and keep unsupervised access of students to a minimum. Volunteers who will be given significant unsupervised access to a student in connection with their volunteer assignment shall submit to a criminal background check as a condition of appointment.

Volunteers must maintain strict neutrality regarding religious and political beliefs while performing volunteer services for a school.

Failure to follow the direction of a supervisor or to follow applicable laws, rules and policies may give rise to terminating the volunteer from service.

Serving as a volunteer in the educational setting is not an entitlement and the school is not required to utilize volunteer services. The opportunity to volunteer may be denied or terminated by school administration where services are no longer needed or where the presence of the volunteer may be disruptive to the educational environment.

STUDENT PROCEDURES:**STUDENT ABSENCES**

No students will be admitted to class without an admit slip. Check all slips for excused/unexcused status.

ATTENDANCE MARKING

For record office keeping purposes: Students who come to school after 9:00 a.m. will be considered absent one-half day (a.m.) Students who are absent for more than a full class period anytime during the day will be considered absent one-half day. General Rule - If a student attends part of a class period, he/she is not absent from that class. Students who leave school prior to 3:00 p.m. will be considered absent one-half day (p.m.). Students who are excused after 3:00 pm. will not be considered absent or tardy. Students arriving late to first period classes (after the 8:15 bell) and prior to 9:00 a.m. will be considered tardy (a.m.) and given a pass to get into their first period class. A student will receive a detention on his/her fourth tardy and on each fourth tardy thereafter. Also, students who do not make it to their first class after lunch (Grades 6-8 -fifth period; Grades 9-12 - sixth period) will be considered tardy (p.m.) and sent to the office for a pass to get into class. Students will be marked either: a) present all day; b) Tardy (a.m. or p.m.); c) absent one-half day (a.m. or p.m.); d) absent all day. Excuses for reasons other than medical or illness need to be approved by an administrator.

TARDIES

Send all first period and after-lunch tardies to the office for a tardy slip. The classroom teacher will handle all other tardies.

PASSES

Students are not to be out of their classrooms. A classroom teacher may give library passes. If you plan on taking your class to the Library, prior arrangements should be made through library personnel. Restroom and office passes are to be issued only during the last five minutes of class. Students should not be given passes to other classes. If you need to see a student, give them a pass to go to your room.

PICTURES

The local newspapers are advised to take pictures on Mondays at 9:00 a.m.

LATE ASSIGNMENTS

Teachers are encouraged to have students who do not turn assignments in on time to stay after school and complete the work.

INJURIES

Report any injury to the office immediately. A first aid cabinet is located in the Teacher Workroom. Depending on the injury, the supervising teacher(s) may need to fill out an accident report.

B-R DISCIPLINE PROCEDURES

The purpose of discipline is to correct unacceptable behavior. When a student's actions interfere with the educational process, the rights of others, or the operation of Bancroft-Rosalie Community School, appropriate action will be taken.

CLASSROOM

Each teacher will have written procedures and written rules approved by the principal before the year begins. Each teacher will explain their procedures and rules to the students and what action may occur with the different types of behaviors. Possible Punishments:

1. Telling the student his/her behavior is unacceptable.
2. Assigning the student to stay after school with you.
3. Assign the student a detention. Have the student stay after class and fill out the "Discipline Notice" writing down what the offense was. Have the student bring the notice to the office and give it to Mr. Sjuts. (Dr. Cerny if Mr. Sjuts is not available.) A copy of the "Discipline Notice" will be sent home to the parents with the principal's notice of a detention.
4. Sending the student to the office. If behavior is disruptive to the educational welfare of the class, the teacher is expected to send the student from the class to the office. The following procedure will be followed to handle cases of a student being removed from class by the instructor: The teacher, student, and Principal will have a Conference after school that day. The punishment for that disturbance will be determined from the following: 1) Detention; 2) Parental Contact; 3) Suspension; 4) Other appropriate punishment.

DETENTIONS/AFTER SCHOOL TIME

A student assigned to a detention by a teacher or the office must serve the detention from the end of school that day until 4:15 p.m. or the following day. On the third detention of any Quarter the student will receive an in-school suspension. The detention form will have the reason for the detention and the place it is to be served; signed by the teacher, the students, and the Principal.

Staying after school and detentions can be Monday through Friday, as we will have a bus leave Bancroft at 4:15 each day unless otherwise noted in the announcements. This bus will only be for students who had to stay after school or were getting help from one of their teachers.

Teachers that are also coaches or have other things after school can send their students to the Library for after school study hall. Teachers must notify Mrs. Lutjen who will be coming and for how long they will need to stay after.

BULLYING POLICY

One of our missions of the district is to provide a physically safe and emotionally secure environment for all students and staff. Positive behaviors (non-violence, cooperation, teamwork, understanding and acceptance of others) are to be encouraged in the educational program and are required of all staff. Inappropriate behaviors (bullying, intimidation, harassment) are to be identified and students and all staff are required to avoid such behaviors. Strategies and practices are to be implemented to reinforce positive behaviors and to discourage and protect others from inappropriate behaviors.

SUSPENSIONS

The following behaviors deserve special attention and will result in suspension or expulsion:

1. Refusal to comply with reasonable standards of behavior established by teachers or administrators. (1-3 days In-school Suspension)
2. Vandalism of property belonging to the school district, staff, or students. (Pay for repair or replacement and a 1-3 day In-School Suspension or Out -of-School Suspension.)
3. Dangerous communicable disease transmissible through normal school contacts. (IMMEDIATE REMOVAL FROM SCHOOL) A Drs. note may be required before a student will be admitted back in school
4. Gross disrespect towards teachers, students or school employees. (1-3 days In or Out-of-school Suspension)
5. Sexual Harassment (3-4 days of in-school or out of school suspension)
6. Fighting. (1-3 days In-school or Out-of-school Suspension)
7. Theft. (1-3 days In-school or Out-of-school Suspension)
8. Engaging in the unlawful possession, selling, dispensing, or use of a controlled substance, or alcoholic liquor at school or a school activity. (Suspension or Expulsion pending review of the case by the Administration).
9. Smoking, chewing tobacco, or dipping snuff. (One day Out-of-school Suspension)

Punishment in parenthesis is recommended for first offense depending on degree of misbehavior. Subsequent offenses will result in a more severe suspension or expulsion.

School punishment will in no way prevent prosecution by proper authorities.

LONG TERM SUSPENSIONS AND EXPULSIONS

Long-term suspensions shall mean the exclusion of a student from attendance in school within the Bancroft-Rosalie School System for a period exceeding five school days but less than twenty school days. Expulsion shall mean exclusion from attendance in school within the system for a period of time not to exceed the remainder of the semester in which it took effect. The following student conduct shall constitute grounds for a long-term suspension or expulsion subject to the procedural provisions of Nebraska State Law when such activity occurs on school grounds or during and educational function or event off school grounds:

1. Use of violence, force, coercion, threat intimidation, or similar conduct in manner that constitutes a substantial interference with school purposes;
2. Willfully causing or attempting to cause substantial damage to private or school property, stealing or attempting to steal private or school property of substantial value, or repeated damage or theft involving private or school property of small value;
3. Causing or attempting to cause physical injury to a school employee or to any student. Physical injury caused by accident, self-defense, or other action undertaken on the reasonable belief that it was necessary to protect some other person shall not constitute a violation of this subdivision;
4. Threatening or intimidating any student for the purpose of, or with the intent of, obtaining money or anything of value from such student;
5. Sexual Harassment
6. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon;
7. Engaging in the unlawful possession, selling, dispensing, and use of a controlled substance, or alcoholic liquor;
8. Engaging in any other activity forbidden by the laws of the State of Nebraska which activity constitutes a danger to other students or interferes with school purposes;or
9. A repeated violation of any rules validly established pursuant substantial interference with school purposes.

If an administrator makes a decision to discipline a student by long-term suspension or expulsion the following procedures shall be adhered to:

1. On the date of the decision, a written charge and summary of the evidence supporting such charge shall be filed with the superintendent.

The school shall, within two school days of the decision, send written notice by registered or certified mail to the student and the student's parents, or guardian informing them of the rights established under this act;

2. Such written notice shall include the following:

- a. The rule or standard of conduct allegedly violated the acts of the students alleged to constitute a cause for long-term suspension or expulsion, including a summary of the evidence to be presented against the student;
- b. The penalty, if any, which the principal has recommended in the charge, and any other penalty to which the student may be subject;
- c. A statement that, before long-term suspension or expulsion for disciplinary purposes can be invoked, the student shall have a right to hearing, upon request, on the specified charges.
- d. A description of the hearing procedures provided by this act, along with procedures for appealing any decision rendered at the hearing;
- e. A statement that the principal, legal counsel for the school, the student, the student's parents, or the student's representative or guardian shall have the right (i) to examine the student's academic and disciplinary records and any affidavits to be used at the hearing concerning the alleged misconduct, and the right (ii) to know the identity of the witnesses to appear at the hearing and the substance of their testimony, and;
- f. A form on which the student, student's parents, or guardian may request a hearing to be signed by such parties and delivered to the Principal or Superintendent in person or be registered or certified mail as prescribed in sections 15 and 16 of this act; and

3. Nothing in this act shall preclude the student, the student's parents, guardian, or representative from discussing and settling the matter with appropriate school personnel prior to the hearing stage.

If a hearing shall be requested within five days of the receipt of the written notice by the student, the student's parents or guardian as described in these rules and regulations, the superintendent shall appoint a hearing examiner and all of the provisions of the Nebraska Statutes which relate to such a hearing shall be adhered to.

PERSONNEL PERFORMANCE APPRAISAL PURPOSES AND PROCEDURES

A. The purposed of Teacher Performance Appraisal will be:

1. To ensure that students are provided high quality instruction.
2. To meet statutory and contractual requirements.
3. To recognize outstanding teacher performance.
4. To provide opportunities for teachers to develop their professional skills.
5. To document, in a fair manner, the objective information the Board and Administration need when make decisions relative to assignments, transfers, retention, or dismissal.
6. To provide evidence to the community that proper care is taken to hire, develop and retain good teachers.

B. The Teacher Performance Appraisal procedures will include:

1. All probationary teachers will be observed twice a semester for a complete class period for secondary teachers, and the duration of one complete subject lesson for elementary, special education or special area teachers.
2. All tenured teachers will be observed once a semester for a complete class period or subject lesson period
3. Teacher observations will be completed prior to December 21 during the fall semester and April 1 during the spring semester.
4. Each observance will have a scheduled conference between the teacher and the supervisor within two (2) school days of the observation to discuss the observation report, and to provide suggested improvements, to be implemented prior to the formal evaluation if necessary.
5. A formal evaluation of each teacher will be completed prior to April 1 each school year, and each teacher will receive a copy of the completed evaluation form.
6. The teacher has the right to submit a written disclaimer of the formal evaluation within five (5) school days following the evaluation. Such disclaimer will be attached to each copy of the evaluation form.

C. The Formal Appraisal of Teacher Service Document shall include:

1. Identified performance areas of strength.
2. Identified performance areas of needing improvement.
3. A written individual improvement plan, based upon performance areas needing improvement, developed by the supervisor and the teacher to include special suggestions for improvement and a time line for needed performance area improvement.

D. Training for Teacher Performance Appraisal personnel shall include:

1. All evaluators used in the district shall have a valid Nebraska Administrative Certificate.
2. Formal training for all evaluators will be provided by the local school district, E.S.U.'s or institutes of higher education.

PROFESSIONAL GROWTH REQUIREMENTS

STATUTE Section 79-12,113. Every six years permanent certificated employees shall give evidence of professional growth. Six semester hours of college credit shall be accepted as evidence of professional growth, or, in the alternative, such other activities as are approved by the school board, which may include, but are not limited to, educational travel, professional publications, or work on educational committees.

Professional growth is required only of permanent/tenured employees and is a requirement for maintaining permanent/tenured status. This includes all permanent teaching and administrative employees below the rank of the superintendent. The requirement is not applicable to probationary employees.

POINTS

All teachers must earn a total of 60 professional growth points during each six-year period. (Refer to Point Chart) A teacher begins the initial six-year growth period on September 1 of the year in which tenure is granted or from September 1, 1982 and end August 31 six years later. The beginning of the seventh year starts the second six-year period. It is the teachers responsibility to submit proper forms to the superintendent requesting activities to be considered for professional growth credit. Excess points earned during one growth period may not be carried over into the succeeding professional period.

ACTIVITIES

The Bancroft-Rosalie Board of Education recognized the need for continued professional growth on the part of the certified employees. To meet the professional growth requirements of Nebraska Statute 79-12,113, the following professional activities may be approved as evidence of professional growth by permanent certificated employees covered under the statute:

- A. Six semester hours of college credit from an accredited institution of higher learning.
(Six semester hours equivalent to 60 point, i.e., one semester credit equals 10 points).
- B. Other professional activities on the point chart.

POINT CHART REGARDING CRITERIA FOR PROFESSIONAL GROWTH ACTIVITIES

ACTIVITY	POINTS	PER YEAR	POINTS ALLOWED PER 6 YEARS
1. College Class (student)	1 credit=10 pts	60	60
2. Adult Education Class (student)	1 class=5 pts	10	60
3. College Class (Instructor)	1 class=5 pts	10	60
4. Adult Ed. Class (Instructor)	1 class=5 pts	10	60
5. In-Service Workshop	1 hour=1 pt	10	60
6. Supervise Student Teacher	1 student=10 pts	10	60
7. Educational Travel		10	60
8. Research Projects		10	60
9. Professional Publications		10	60
10. Approved System wide committees		10	60
11. Other Approved Activities		10	60

STAFF DEVELOPMENT

INSERVICE REQUIREMENTS

In accordance with Section 004.035 of Rule 15, regulations and procedures for the accreditation of public and non-public schools, Title 92. Nebraska Administrative Code, Chapter 15, every teacher shall participate in at least ten hours of in-service activities each year.

INSERVICE ACTIVITIES

The Bancroft-Rosalie Board of Education recognizes the need for continued staff development on the part of the certified employees. To meet the staff development requirements of Rule 15, the following activities will be approved:

1. Participation in approved conferences.
2. Participation in approved workshops.
3. Developing a local staff development project.
4. Participation in pre-opening orientation.
5. Other approved activities.

TRAVEL EXPENSE AND PROFESSIONAL DAYS

Employees or other designated sponsors who attend school-authorized activities will use school vehicles when available, or be paid 25 cents per mile when they use their own vehicle on official school business. Employees attending meetings authorized by the board or superintendent will be paid per mile. A mileage expense form must be submitted at the end of the month, that the expense occurs.

Teachers sent on school activities will have expenses paid. Teachers who elect to attend workshops after school hours or on their professional days, will be reimbursed transportation and fees up to \$100 per teacher per year, if expenses receive prior administrative approval. Room and Board (meals) will be paid only if teachers are sent to workshops by the administration.

Teachers must use personal leave to attend State Competitions if B-R students are not competing.

REDUCTION IN FORCE

Reduction in force of certificated staff members may be appropriate due to declining enrollments, limited financial support, changes in curricular programs, decline in the taxable value of property located within the school district, a decline in state or district, or another change or changes in circumstances. If such changes occur and a reduction of certificated staff is necessary, the superintendent shall notify those certificated employees whose contracts may be amended, terminated or not renewed. Provided, however, that the employment of a permanent employee may not be terminated through a reduction in force while a probationary employee is retained to render a service which such permanent employee is qualified by reason of certification and endorsement to perform or where a certification is not applicable, by reason of college credits in the teaching area.

A reduction in force shall consist of a reduction of one or more positions or a reduction in the percentage of employment of one or more certificated staff members even if the number or percentage of employment of the certificated staff overall may be increased by other hiring's or increases in the percentage of employment of other employees. Reduction in force may result in termination of employment, and amendment to the employee's contract reduction the employee from full time to part-time status, or an amendment to the contract of a part-time employee further reducing that employee's percentage of employment.

Due to confidential and unique personal working relationship necessary between the administration and the board of education, a certificated employee who is not currently serving in a predominately administrative capacity shall have no rights under this policy to any administrative position within the school system.

The selection of personnel for reduction in force shall be made with consideration given to the following criteria, which are not listed in any order of importance: (1) programs to be offered; (2) areas of certification and endorsement; (3) state and federal regulations which may mandate certain employment practices; (4) special qualifications that may require specific training and/or experience; (5) contributions to activity programs; (6) qualifications based on past performance and competence as determined by the principal and/or superintendent through employee evaluation procedures; (7) the organizational and educational effect created by multiple part-time certificated employees; and (8) any other reasons which can be rationally related to the instruction in or administration of the school system.

Employee evaluations (including frequency of evaluations, evaluation forms, and number and length of classroom observations, if applicable) used for purposes of this policy shall conform to the board policies and administrative rules, regulations, and practices (in effect at the time) related to the periodic evaluation of certificated staff member.

If, after consideration of the above, it is the opinion of the superintendent that no significant difference exists between or among certificated employees being considered for reduction in force, the employee(s) with the longest uninterrupted service to the district shall be retained. Uninterrupted service shall be defined as the number of continuous, full time years of employment in the district as a teacher. A break in service will terminate a teacher's uninterrupted service under this provision. That period of time when a teacher is on a leave of absence shall not constitute a break in service; however, any yearly or leave of absence or fractions of years of leave of absence will not count as years of employment for the purpose of determining the length of teachers' uninterrupted service.

Any certificated employee whose contract has been reduced shall be considered to have been dismissed with honor and shall, upon request, be provided a letter to that effect. Such employee shall have preferred rights to reemployment for a period of 24 months commencing at the end of the contract year and the employee shall be recalled on the basis of length of service to the school or any position for which he or she is qualified by endorsement or college preparation to teach. The employee shall, upon reappointment, retain any benefits, which had accrued to said employee prior to termination, but such leave of absence shall not be considered as a year of employment by the district. An employee under contract to another educational institution may waive recall but such waiver shall not deprive the employee of his or her right to subsequent recall.

It shall be the responsibility of each certified employee to file with the superintendent of schools a copy of said employee's teaching certificate, including endorsements, upon initial employment with the district. On or before March 15th of each year thereafter, rights of recall, evidence of any changes in said employee's certification or endorsements which have occurred since March 15th of the previous year or are pending shall be filed with the superintendent of schools.

Any certificated employee whose employment contract is terminated as a result of reduction in force shall, during the period, which he or she is eligible for recall; report his or her current address to the superintendent of schools and shall inform the superintendent of any changes of address thereafter. If a vacancy in the system occurs for which said employee has right of recall, the offer such employment may be sent by the superintendent to the employee's last known address. If no acceptance of such offer is received in writing from the employee within ten days of mailing, the employee shall be deemed to have waived his or her rights to recall and to said employment position.

EMPLOYEE GRIEVANCE

Any school employee who feels aggrieved because of the actions of a school official or teacher shall first take the matter to the principal or superintendent. If the matter cannot be resolved at the Superintendent's level, then the aggrieved person may take the matter to the Board of Education at a regular or special meeting. (As per negotiated agreement)

TEACHER GRIEVANCE PROCEDURE

I. PURPOSE:

The purpose of this grievance procedure is to provide a method for expedient and equitable determination of every question of violation of noncompliance with any of the policies, rules, regulations, or professional negotiations agreements of the School District, thus preventing the protracted continuation of misunderstanding which may arise from time to time concerning such questions. The purpose of the complaint procedure is to provide a method for prompt and full discussion and consideration of personal irritation and concern of an educator with some aspect of employment.

II. DEFINITIONS:

1. **GRIEVANCE** - any alleged violation, misinterpretation or inequitable application of any existing policies, rules, or regulations duly promulgated by the School Board of the School District which results in any injury to an educator.
2. **GRIEVANT** - person or persons who are aggrieved by the alleged grievance.
3. **RESPONDENT** - Any person or body which might be required to take action, or against whom action might be taken, in order to resolve the claim.
4. **DAYS** - shall mean calendar days. It is understood that during the summer months any changes in grievance procedure shall be by mutual agreement of parties in interest.

It is recognized that the Board and the Association have an equal and mutual interest in the success and the promptness of settling grievances and complaints as both parties are avowed to the stated purposes that this procedure is to secure at the lowest level, equitable solutions to grievances and complaints against the Board, its agents or members, or the Association, its agents, or members. Therefore, it is stipulated and agreed by and between the parties that both parties will be bound by the following rules, to wit:

1. Both parties will accomplish the procedures by the maximum specified date in this agreement.
2. Both parties will withhold publicity until a joint release is issued by the parties as is customary in collective bargaining negotiations.
3. All parties agree to work for the welfare of the school system and strive to maintain courtesy among the parties.
4. Both parties further agree to maintain the confidentiality of information regarding a grievance.
5. Both parties agree to exert no pressure on administrative personnel who may be members of the Association.
6. Each party stipulates it will not advocate the violation of any law.

IV. PROCEDURES

1. Any problem relating to the above should be discussed between grievant and superintendent.
2. If the problem cannot be resolved in informal conversation, the grievant shall present the grievance in writing to the superintendent. The superintendent shall respond in writing within ten days.
3. If the grievant still is not satisfied with the disposition of the problem, he shall submit a copy of the grievance originally delivered to the superintendent, together with the superintendent's written reply and request the Board to act on the grievance. The grievant shall respond within ten days.
4. The Board shall reply in writing to the grievance within ten days following the next regularly scheduled Board meeting.

V. RIGHTS OF TEACHERS TO REPRESENTATION:

Any grievant may be represented at all states of the grievance procedure by himself or by a representative of his own choosing.

VI. OTHER CONSIDERATIONS:

1. If, in the judgment of the Bancroft-Rosalie Education Association, a grievance affects a group of teachers, the Association shall commence the processing of such grievance at Step 1. The Association may process such a grievance through all steps of the grievance procedure.
2. Decisions rendered at steps 3 and 4 of the grievance procedure will be in writing, setting forth the decision and the reasons therefore and will be transmitted promptly.
3. No reprisals of any kind shall be taken by the board, or by any member of the administration, or by the Association or its individual members, against any grievant, any representative, or any other participant in the grievance procedure by reason of such participation.

EMPLOYEE GRIEVANCE PROCEDURE

It is the policy of this District that all grievances shall be resolved as quickly as possible and at the lowest step possible.

The use of this procedure is not required if the grievant(s) prefers other alternatives such as the Office for Civil Rights (OCR) or the courts. The procedure is available in the offices of the superintendents, principal.

Hearings and conferences under this procedure shall be conducted at a time and place which will afford a fair and equitable opportunity to all persons.

Step I

Any employee(s) utilizing this grievance procedure shall discuss the issue orally with his/her immediate supervisor within ten (10) days from the occurrence or within ten (10) days from the employee(s) becoming aware of the issue giving rise to the disagreement through the use of reasonable diligence. The discussion shall take place at a mutually agreeable time. The supervisor shall respond orally as quick as possible, but not later than five (5) days from the time of discussion.

Step II

If the problem is not resolved, the grievance should be informally referred to the principal. A meeting must be held within five (5) days from the referral and an oral response made within five (5) days.

Step III

If the issue cannot be resolved informally, a written grievance may be submitted by the employee(s) to the principal within ten (10) days of the receipt of the informal response. The grievance must be dated and names of all witnesses and the chosen representative, if any. A statement of possible relief to resolve the issue should be offered. A meeting with the grievant(s) and the representative shall be held within five (5) days at a mutually agreeable time. A written response shall be submitted to the grievant(s) within ten (10) days.

Step IV

If the grievance is not resolved satisfactorily at Step III, the grievant(s) may appeal in writing to the superintendent within ten (10) days of the receipt of the Step III response. A meeting shall be called within five (5) days to discuss the issue and a written response shall be given within an additional five (5) days. Minutes of this meeting should be maintained and signed by each party.

Step V

If the grievance is not resolved satisfactorily at Step IV, the grievant(s) may appeal the issue in writing to the School Board. The Board shall hear the presentation of the grievance within sixty (60) days. The Board President shall assure that a written response shall be made to the grievant(s) within ten (10) days of the Board meeting at which the grievance was heard.

TEACHER EVALUATION**PHILOSOPHY STATEMENT**

The Bancroft-Rosalie Community School District is committed to providing a quality educational program for the students of the district. An effective staff evaluation system is essential to accomplishing that goal. The primary purpose of the evaluation system at Bancroft-Rosalie Community School is to enhance the performance of all personnel. The system will also provide information for appropriate personnel employment decisions.

Bancroft-Rosalie Community School staff evaluation is a continuous process of formative and summative activities designed to promote professional development. The components of the process are identification of job-related expectations, documentation of performance, conferencing about performance, opportunity for improvement of performance, and employment decision-making. The activities of each component promote fairness, objectivity, and a climate of trust and mutual respect.

EVALUATION PROCEDURES

The following is an explanation of the procedures for staff evaluation. The process begins with orientation for administrators and staff, continues with the formative phase, and culminates in the summative evaluation. This evaluation process is intended to be continuous, constructive, and cooperative.

Supervisors

Supervisors of professional staff will possess a current and valid Nebraska Administrative Certificate.

Staff

New staff shall receive orientation about the evaluation process at the beginning of their employment. This session will be conducted to provide information on the evaluation process and procedures, and to promote an understanding of the roles of the staff member and the supervisor in the evaluation process. Veteran staff may volunteer to mentor new staff individually.

EVALUATION CYCLE**Probationary Teachers**

All probationary teachers will be observed twice a semester for a complete class period for secondary teachers, and the duration of one complete subject lesson for elementary, special education or special areas teachers. Teacher observations will be completed prior to December 21 during the fall semester and April 14 during the spring semester. A summative evaluation report of each teacher will be completed prior to April 14 each school year.

Tenured Teachers

All tenured teachers will be observed once a semester for a complete class period or subject lesson period. Teacher observations will be completed prior to December 21 during the fall semester and April 14 during the spring semester. A summative evaluation report of each teacher will be completed prior to April 14 each school year.

Formative Phase

The formative phase is the on-going process for professional improvement. This phase is critical to the success of performance evaluation and the improvement of instruction for students. Following are the essential components of the formative phase.

Data Collection

Effective supervision includes the collection and sharing of information about teacher performance. The data may be planned or incidental. Each type may include observed data, non-observed data and artifact data. All data used for employment termination decisions will be documented and discussed with the teacher.

Planned Data

Planned data includes all data purposefully collected by the supervisor. The most typical planned observations are scheduled and unscheduled classroom visits.

Scheduled Observation Data

Scheduled observations provide focused and comprehensive information. Prior to a scheduled observation, the teacher and supervisor will establish the time and date of the observation. The supervisor will determine whether to use a global approach or a specific approach during the observation and will inform the teacher of the type of approach the supervisor will use. If the global approach is selected, the supervisor will perform a generalized assessment of teacher performance on a wide variety of teaching skills and record it on a competency checklist instrument. If the specific approach is selected, the supervisor will observe specific behaviors agreed upon in the pre-conference and record observations on a ready-made instrument, like the Flander's Interaction Analysis for recording verbal interaction or a class-seating chart for recording specific student data. The supervisor may choose to videotape the lesson or use note-taking. Before a scheduled visit a pre-conference will be held for the purpose of acquainting the supervisor with the unit and plans which will be taught when the supervisor visits, including the objectives of the lesson, the methods of presentation, and techniques used to evaluate student performance. The supervisor and the teacher will discuss procedures used to record data and determine the behaviors to be observed. (see the Appendix A for examples of specific behaviors).

Unexpected events may necessitate a change in the scheduled observation time. If this occurs, the teacher and supervisor will work together to identify an appropriate time to schedule another observation.

Unscheduled Observation Data

Unscheduled observations are another way of obtaining focused and comprehensive information. Teachers will not be informed when these observations will occur so there will be no opportunity to visit prior to the observation. If the observation is used to meet the visitation requirements set by the Board of Education as part of this system, then the observation will be recorded on an approved observation instrument and shared and discussed with the teacher.

Non-observed Data

Non-observed data is collected by the evaluator from others persons. They represent the perceptions and observations of others about specific criteria. Examples include purposeful discussions with students, peers, and parents about specific performance. Any documentation by the supervisor will be shared with the staff member within a reasonable time frame.

Artifact Data

Planned artifact data should enhance the supervisor's understanding of the skill of the teacher for specific criteria. Examples of planned artifact data include grade books, lesson plans, attendance records, and discipline referrals.

Unplanned Data

Unplanned data include information that comes to the attention of the supervisor without purposeful intent to collect those data.

Observed Data

The frequent contact between teachers and their supervisors gives the supervisor the opportunity to observe the teacher's performance at times when the supervisor was not purposefully collecting data for the evaluation process. When the supervisor notes performance that is significant, either of a positive or negative nature, the supervisor may choose to document that performance and include the information as part of the teacher's evaluation process. Whenever information is documented in this manner, the supervisor will discuss the information with the teacher within a realistic time frame.

Non-observed Data

Unplanned non-observed data are information brought to the attention of the supervisor by others. These are unsolicited, verbal data, such as information from telephone calls and personal discussions. The supervisor will handle unplanned non-observed data in the same manner as unplanned observed data.

Artifact data

Unplanned artifact data include all artifact information that comes to the attention of the supervisor indirectly. These are data that the supervisor did not solicit, and may include letter's, memos, and notes about the teacher's performance from the teacher's themselves, other staff members, parents, students, or those outside the school. The

supervisor will handle unplanned artifact data in the same manner as unplanned observed data.

Data Documentation

The role of the supervisor during the formative process is to record pertinent data on an approved form and use this data as a basis for providing feedback to the teacher regarding job performance. The Formative Data Form is the recommended documentation form, but the supervisor may select other documentation forms that have been approved by the Superintendent (see Appendix B for a copy of the Formative Data Form). The teacher will be informed of the documentation form to be used prior to all scheduled observations. The teacher and supervisor will each retain a copy of the completed documentation form.

The Formative Data Short Form is the recommended form to document information for a criterion or two criteria (see Appendix C for the Formative Data Short Form). The short form is provided for efficiency and will usually be used for non-observed and artifact data.

Conferencing

Recorded data will be shared within two school days if practical. If more than five attendance days (days when the supervisor and teacher are in school) transpire between the observation and the conference, either party has the option to reject the observation and request another.

For non-observed and artifact data, the documentation will be shared with the teacher within a reasonable time after the data have been collected and determined significant.

The teacher and supervisor will sign the documentation form indicating that the information on the form has been discussed. Either party will have the opportunity to make written comments on the form at that time. These comments will be appended to the documentation form and discussed as soon as possible.

Professional Development Plans

Professional Development Plans are used to improve professional skills and performance on selected criteria. The Plan will include identifiable, precise objectives; strategies for achieving the objectives; and the means for determining when those objectives have been attained. A Professional Development Plan will be developed with each teacher prior to the beginning of school (see Appendix D for a copy of the Professional Development Plan Form).

The supervisor will work with all teachers to develop an “enrichment” Professional Development Plan. The teacher will work to accomplish the plan during the school year. The plan will be discussed and evaluated by the supervisor at the end of the year and attached to the Summative Evaluation Report.

If the supervisor believes a teacher’s performance on a criterion is below expectations any time during the school year, the supervisor will work with the teacher to develop and implement an “improvement” Professional Development Plan. A teacher will not be rated “does not meet expectations” on the Summative Evaluation Report unless an improvement plan noting a deficiency on that criterion preceded the Summative Evaluation Report.

Summative Phase

The summative phase is the review and synthesis of formative data pertaining to the teacher’s performance. It marks the end of the evaluation period and includes the completion of a Summative Evaluation Report by the supervisor and a summative discussion about performance and job recommendation.

Summative Evaluation Report

The Summative Evaluation Report represents the supervisor’s judgment about the teacher’s performance during the evaluation period (see Appendix E for a copy of the Summative Evaluation Report). The document is a summary of performance for each criterion. It also includes the supervisor’s recommendation to the superintendent and the board of education about continued employment.

Summative Conference

After the evaluator has completed the Summative Evaluation Report, the supervisor will meet with the teacher to review the information on the report and sign the report to indicate the report has been read and discussed. Both parties will have an opportunity to make written comments on the report at that time. Written comments will be appended to the original copy of the Summative Evaluation Report. The teacher will retain a copy of the report and one copy will be placed in the teacher’s personnel file.

PERFORMANCE CRITERIA AND DESCRIPTORS

The criteria are the job-related performance expectations of the teacher. Table 1 lists the criteria grouped by performance areas. The descriptors provide examples of behaviors commonly associated with each performance criterion. (See Appendix B for performance area criteria and descriptors).

Table 1 Performance Areas and Criteria

1. Instructional process
 - a. Demonstrates effective planning skills.
 - b. Demonstrates knowledge of curriculum and subject matter.
 - c. Uses effective teaching techniques, strategies, and skills during lesson.
 - d. Uses instructional time effectively.
 - e. Evaluates student progress effectively.
 - f. Provides for individual differences.
 - g. Demonstrates ability to motivate students.
 - h. Maintains a positive classroom climate conducive to learning.

i. Manages student behavior in a constructive manner.

2. Interpersonal relations.

- a. Demonstrates positive interpersonal relationships with students.
- b. Demonstrates positive interpersonal relationships with staff.
- c. Demonstrates positive interpersonal relationships with parents and members of the community.

3. Professional qualities and responsibilities.

- a. Follows the policies, regulations, and procedures of the school district.
- b. Assumes responsibilities outside the classroom.
- c. Demonstrates professionalism and professional growth.

Appendix A

Examples of Behaviors To Select For a Scheduled Observation Using the Specific Approach

- 1. Verbal interaction between students and teachers.
- 2. The teacher's use of oral questioning.
- 3. The teacher's methods of sub grouping.
- 4. Student's interaction with each other.
- 5. The teacher's presentation with a particular item of content
- 6. The teacher's use of simple control techniques.
- 7. The teacher's nonverbal behavior.
- 8. Classroom management techniques.
- 9. Provision of individualized help to learner's.
- 10. The teacher's awareness of what's going on in the classroom.
- 11. The teacher's use of media or multimedia in presenting a lesson.
- 12. The clarity in which the teacher gives directions.
- 13. The teacher's use of cooperative learning techniques.

Appendix B

Formative Data Form

Teacher	Date	School
Content	Grade/Level	Observation Time

Data: ___ Sched. Obs. ___ Unsched. Obs. ___ Non-observed ___ Artifact

1. Instructional process

- a. **Demonstrates effective planning skills.**
- b. **Demonstrates knowledge of curriculum and subject matter.**
- c. **Uses effective teaching techniques, strategies, and skills during lesson.**
- d. **Uses instructional time effectively.**
- e. **Evaluates student progress effectively.**
- f. **Provides for individual differences.**
- g. **Demonstrates ability to motivate students.**
- h. **Maintains a positive classroom climate conducive to learning**
- i. **Manages student behavior in a constructive manner.**

2. Interpersonal relations.

- a. **Demonstrates positive interpersonal relationships with students.**
- b. **Demonstrates positive interpersonal relationships with staff.**
- c. **Demonstrates positive interpersonal relationships with parents and members of the community.**

3. Professional qualities and responsibilities.

- a. **Follows the policies, regulations, and procedures of the school district.**
- b. **Assumes responsibilities outside the classroom.**
- c. **Demonstrates professionalism and professional growth.**

Comments:

Teacher's Signature/Date

Supervisor's Signature/Date

(Signatures indicate the data have been read and discussed. Copies to teacher and supervisor.)

**Appendix C
Formative Data Short Form**

Teacher	Date	School
Content	Grade/Level	

Data: Sched. Obs. Unsched. Obs. Non-observed Artifact

This form is used in lieu of the longer form when only one or two criteria are being documented, typically non-classroom data.

Criterion:

Data:

Criterion:

Data:

Teacher's Signature/Date	Supervisor's Signature/Date
--------------------------	-----------------------------

(Signatures indicate the data have been read and discussed. Copies to teacher and supervisor.)

**Appendix D
Professional Development Plan**

Teacher _____ School: _____ Date: _____

1. **CRITERION:**
 OBJECTIVE(S):
 PROCEDURES FOR ACHIEVING OBJECTIVE(S):
 EVIDENCE THAT OBJECTIVE IS MET:

2. **CRITERION:**
 OBJECTIVE(S):
 PROCEDURES FOR ACHIEVING OBJECTIVE(S):
 EVIDENCE THAT OBJECTIVE IS MET:

3. **CRITERION:**
 OBJECTIVE(S):
 PROCEDURES FOR ACHIEVING OBJECTIVE(S):
 EVIDENCE THAT OBJECTIVE IS MET:

COMMENTS:

This Professional Development Plan is developed to: (check one)

Enrich Effective Performance Improve Below Expected Performance

Plan Developed: _____

Teacher's Signature/Date

Principal's Signature/Date

Plan Achieved: _____
Teacher's Signature/Date Principal's Signature/Date

Signatures imply this plan has been discussed.

**Appendix E
Summative Evaluation Report**

Teacher: _____ School: _____

Performance Area: Instructional process

The Teacher:

a. Demonstrates effective planning skill

* **Meets Expectations** * **Does Not Meet Expectations**

b. Demonstrates knowledge of curriculum and subject matter.

* **Meets Expectations** * **Does Not Meet Expectations**

c. Uses effective teaching techniques, strategies, and skills during lesson.

* **Meets Expectations** * **Does Not Meet Expectations**

d. Uses instructional time effectively.

* **Meets Expectations** * **Does Not Meet Expectations**

e. Evaluates student progress effectively.

* **Meets Expectations** * **Does Not Meet Expectations**

f. Provides for individual differences.

* **Meets Expectations** * **Does Not Meet Expectations**

g. Demonstrates ability to motivate students.

* **Meets Expectations** * **Does Not Meet Expectations**

h. Maintains a positive classroom climate conducive to learning.

* **Meets Expectations** * **Does Not Meet Expectations**

i. Manages student behavior in a constructive manner.

* **Meets Expectations** * **Does Not Meet Expectations**

COMMENTS:

Performance Area: Interpersonal relations.

a. Demonstrates positive interpersonal relationships with students.

* **Meets Expectations** * **Does Not Meet Expectations**

b. Demonstrates positive interpersonal relationships with staff.

* **Meets Expectations** * **Does Not Meet Expectations**

c. Demonstrates positive interpersonal relationships with parents and members of the community.

* **Meets Expectations** * **Does Not Meet Expectations**

COMMENTS:

Performance Area: **Professional qualities and responsibilities.**

a. Follows the policies, regulations, and procedures of the school district.

* **Meets Expectations** * **Does Not Meet Expectations**

b. Assumes responsibilities outside the classroom.

* **Meets Expectations** * **Does Not Meet Expectations**

c. Demonstrates professionalism and professional growth.

* **Meets Expectations** * **Does Not Meet Expectations**

COMMENTS:

Administrator's Recommendation:

- * **Reemployment recommended.**
- * **Reemployment not recommended.**
- * **No recommendation made at this time.**

Teacher's Signature/Date

Supervisor's Signature/Date

(Signatures indicate the content of this document has been discussed. Explanatory comments needed for all ratings not meeting expected performance. Copies to teacher and supervisor.)

Teacher's Comments:

Appendix F

Performance Areas, Criteria, and Descriptors

1. Instructional process

a. Demonstrates effective planning skills.

1. Demonstrates evidence of short- and long-range planning.
2. Selected instructional objectives are congruent with the district curriculum.
3. Objectives are at the correct level of difficulty to assure successful learning experiences for students.
4. Designs lessons in a clear, logical, and structured format.
5. Develops some educational experiences around the students' needs, interests, and abilities.
6. Incorporates content from previous learning's into lesson plans to build upon students' learning experiences and ensure continuity and sequencing of learning.
7. Uses a variety of student activities.
8. Arranges classroom appropriately for classroom activities.
9. Makes provision for student participation in plans
10. Has needed equipment and materials readily available.
11. Prepares sufficient written instructional plans for self or substitute.

b. Demonstrates knowledge of curriculum and subject matter.

1. Selects subject matter appropriate to the lesson objectives.
2. Selects subject matter appropriate for the students' abilities and interests.
3. Relates specific topics or activities to the lesson objectives.
4. Explains topics or activities in context.

5. Uses appropriate examples and illustrations.
6. Teaches accurate and up-to-date information.
- c. Uses effective teaching techniques, strategies, and skills during lesson.
 1. Reviews and previews content to develop a mental and physical readiness among students for the lesson.
 2. Explains learning objectives to students.
 3. Uses a variety of teaching techniques appropriate to student needs and subject matter (e.g., lecturing, modeling, questioning, experimentation, role-playing).
 4. Presents content accurately.
 5. Gives clear, concise, reasonable directions to students.
 6. Stimulates thinking through a variety of questioning levels and techniques.
 7. Provides opportunities to learn through exploration and investigation.
 8. Monitors student understanding during the learning process.
 9. Assigns a variety of activities that require application of the skills and concepts taught.
 10. Promotes active participation in the lessons when appropriate.
 11. Praises, elicits, and responds to student questions.
 12. Provides opportunities for guided and independent practice.
 13. Summarizes units and lessons effectively.
 14. Demonstrates ability to communicate effectively during the lesson using appropriate verbal, nonverbal, and written skills (e.g., vocabulary, grammar, voice, facial expressions, gestures, movement about room, spelling, handwriting).
 15. Develops homework and assignments which are clear, meaningful and consistent with the objectives.
- d. Uses instructional time effectively.
 1. Begins instruction promptly.
 2. Avoids unnecessary interruptions of instruction.
 3. Avoids inappropriate digressions from instructional objectives.
 4. Well organized but flexible.
 5. Provides for appropriate learning activities throughout the scheduled instructional time.
 6. Monitors student time on task.
 7. Provides for smooth transition between lessons and/or activities.
 8. Paces instruction appropriately.
- e. Evaluates student progress effectively.
 1. Uses evaluation techniques that are consistent with school and district philosophy.
 2. Uses evaluation techniques that reflect course objectives and varied abilities in the class.
 3. Uses a variety of evaluation techniques (e.g., pre- and post-testing, teacher-made tests, tests from other sources, oral and written activities, projects).
 4. Uses a clear, reasonable and fair grading system.
 5. Constructs tests directly related to skills and concepts taught.
 6. Provides evaluative feedback in a timely manner.
 7. Uses a variety of techniques for communicating progress (e.g., immediate feedback, written and verbal comments, grades, scores, individual and group conferences).
 8. Maintains a continuous record of student progress.
- f. Provides for individual differences.
 1. Use knowledge of individual students (e.g., learning styles, diagnosed strengths and difficulties) to design educational experiences.
 2. Groups students for each instructional activity in a manner that best facilitates learning.
 3. Provides activities and/or solicits help for remediation and enrichment activities.
 4. Uses multimodal (e.g., tactile, visual, auditory) instruction to accommodate a variety of learning styles.
 5. Provides alternative learning experiences for students whose evaluation results indicate the need for reteaching.
 6. Adapts practice activities to meet students' needs.
 7. Implements Individualized Educational Programs (IEPs) as required.
 8. Understands and applies child development principles in the instructional process.
- g. Demonstrates ability to motivate students.
 1. Communicates challenging expectations to students.
 2. Provides students with opportunities to succeed.
 3. Stimulates and encourages creative, critical thinking, and problem-solving skills.
 4. Gives constructive feedback frequently and promptly.
 5. Responds positively to students.
 6. Uses activities that promote student involvement.
 7. Uses activities that stimulate learning about relevant situations inside and outside the school.

8. Provides assistance when requested by students.
9. Helps students develop positive self-concepts.

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10. Encourages and involves students who show little or no interest.
 11. Selects and uses appropriate reinforcement to promote learning.
 12. Demonstrates enthusiasm.
- h. Maintains a positive classroom climate conducive to learning.
1. Routine classroom procedures are established, understood and followed by students.
 2. Provides a physical environment conducive to good health and safety.
 3. Maintains an attractive, orderly, functional classroom.
 4. Ensures that information can be read, seen, and heard by students.
 5. Provides an atmosphere in which students remain at task.
 6. Establishes and clearly communicates expectations and parameters for student classroom behavior.
 7. Establishes a climate of mutual respect and mutuality of purpose.
 8. Organizes classroom space to match instructional plans and student needs.
 9. Creates a set of guidelines for students to follow when doing group work.
 10. Creates a climate in which students display initiative and assume a personal responsibility for learning.
- i. Manages student behavior in a constructive manner.
1. Manages discipline in accordance with school and district philosophy and procedures.
 2. Is courteous and sensitive but firm and professional when handling student behavior problems.
 3. Anticipates and corrects disruptive behavior in a constructive and timely manner.
 4. Endeavors to identify and resolve causes of undesirable behavior.
 5. Maintains a positive attitude toward student management.
 6. Uses effective techniques to promote self-discipline and maintain appropriate behavior so the learning process may continue (e.g., social approval, contingent activities, consequences, verbal and nonverbal cues, positive reinforcement).
 7. Demonstrates fairness and consistency in the handling of student problems.
2. Interpersonal relations.
- a. Demonstrates positive interpersonal relationships with students.
1. Demonstrates respect, understanding, and acceptance of each student as an individual, regardless of sex, race, ethnic origin, cultural or socioeconomic background, religion, or handicapping condition.
 2. Interacts with students in a mutually respectful, empathetic, just manner.
 3. Respects the individual's right to hold differing views.
 4. Communicates effectively in oral and written form (e.g., grammar, syntax, vocabulary, spelling).
 5. Uses effective active listening skills.
 6. Encourages students to develop to their full potential.
 7. Recognizes that students' emotional well-being affects their learning potential.
 8. Is available to students and gives time willingly to provide for a student's academic and personal needs.
 9. Assists students in dealing with success and failure.
 10. Gives praise and constructive criticism.
 11. Makes an effort to know each student as an individual.
 12. Shows sensitivity to physical development and special health needs of students.
 13. Uses and appreciates humor in proper perspectives.
 14. Uses discretion in handling confidential information and difficult situations.
- b. Demonstrates positive interpersonal relationships with staff.
1. Demonstrates respect, understanding, and acceptance of each staff member as an individual, regardless of sex, race, ethnic origin, cultural or socioeconomic background, religion, or handicapping condition.
 2. Interacts with other staff in a mutually respectful, empathetic, just manner.
 3. Respects the individual's right to hold differing views.
 4. Communicates effectively in oral and written form (e.g., grammar, syntax, vocabulary, spelling).
 5. Uses effective active listening skills.
 6. Uses discretion and respect when speaking of colleagues.
 7. Provides positive encouragement to other staff.
 8. Works cooperatively with other colleagues in planning and implementing educational activities.
 9. Shares ideas, materials, and methods with other staff.
 10. Accepts constructive criticism from administrators and expresses suggestions and concerns to administrators in an appropriate way.
 11. Keeps the administration informed of pertinent situations.
- c. Demonstrates positive interpersonal relationships with parents and members of the community.

1. Demonstrates respect, understanding, and acceptance of each parent or patron as an individual, regardless of sex, race, ethnic origin, cultural or socioeconomic background, religion, or handicapping condition.

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2. Interacts with parents or patrons in a mutually respectful, empathetic, just manner.
3. Respects the individual's right to hold differing views.
4. Communicates effectively in oral and written form (e.g., grammar, syntax, vocabulary, spelling).
5. Uses effective active listening skills.
6. Provides positive encouragement to parents working to resolve student problems.
7. Cooperates with parents in the best interest of students.
8. Supports and participates in parent-staff activities.
9. Initiates and maintains communication with parents.
10. Provides a climate that promotes effective communication with parents.
11. Promotes a positive image of the school within the community.

3. Professional qualities and responsibilities.

a. Follows the policies, regulations, and procedures of the school district.

1. Demonstrates awareness of policies, regulations, and procedures of the school and district.
2. Works cooperatively with other educators to implement school and district policies, regulations, procedures, and goals.
3. Selects appropriate channels and procedures for resolving concerns and problems.
4. Complies with school policy on attendance and punctuality.
5. Completes duties promptly and accurately.
6. Maintains and provides accurate records or data.
7. Demonstrates effective organizational skills in managing professional responsibilities.
8. Handles confidential information ethically and with discretion.
9. Keeps personal interests and problems separate from professional responsibilities and duties.
10. Recognizes and deals effectively with crisis issues (e.g., substance abuse, child abuse, suicidal behavior, mood changes).
11. Follows established communication channels.

b. Assumes responsibilities outside the classroom.

1. Performs noninstructional responsibilities as assigned.
2. Volunteers for an appropriate share of noninstructional responsibilities.
3. Exercises responsibility for student management on school property and at school activities.
4. Participates in district and school projects, programs, and activities as needed.

c. Demonstrates professionalism and professional growth.

1. Participates actively in the supervisory/evaluative process to effect ongoing professional growth by establishing goals and initiating activities aimed at meeting the goals.
2. Maintains current knowledge in teaching/learning theory and practice.
3. Participates in school and district in-service activities as appropriate.
4. Exhibits personal self-control.
5. Gives serious consideration and appropriate action to parental comments and criticism.

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