

**2021-22 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.

BANCROFT-ROSALIE MISSION STATEMENT & BELIEFS

“Striving For Student Growth and Excellence”

- All students can learn
- Students learn best in a positive, safe environment
- Students must be prepared to compete and excel in a digital age
- Student’s individual needs must be met
- Students need relevant skills in diverse opportunities

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 4:15 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 will 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

Notice of Nondiscrimination

The Bancroft-Rosalie Community School District does not discriminate on the basis of race, color, national origin, sex, disability, religion, age or other protected status in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the non-discrimination policies:

Dr. Jon Cerny, Superintendent, 708 Main Street, Bancroft, NE 68004 (402) 648-3336 jcerny@esu2.org.

Complaints or concerns involving discrimination or needs for accommodation or access should be addressed to the Superintendent. For further information about anti-discrimination laws and regulations, or to file a complaint of discrimination with the Office for Civil Rights in the U.S. Department of Education (OCR), please contact the OCR at 8930 Ward Parkway, Suite 2037, Kansas City, Missouri 64114, (816) 268-0550 (voice), or (877) 521-2172 (telecommunications device for the deaf), or ocr.kansascity@ed.gov.

Title IX Policy

The Bancroft-Rosalie Public School District does not discriminate on the basis of sex in any educational program or activity that it operates. The District is required by Title IX (20 U.S.C. § 1681) and 34 CFR Part 106 not to discriminate in such a manner. This requirement not to discriminate also applies to admission and employment. Any inquiries about the application of Title IX may be referred to the District Title IX Coordinate, to the Assistant Secretary of the Office of Civil Rights, or both.

B-R Title IX Coordinator: Karin Vogt, 708 Main Street, PO BOX 129, Bancroft, NE 68004, 402-648-3336

For information regarding the Bancroft-Rosalie Public School District procedure for complaints of sexual harassment including the complaint process, how to file a report or a complaint of sexual harrassment, how to file a formal complaint of sexual harassment, and how the District will respond to such complaints see the Title IX Grievance Policy. (located on the school website at www.bancroft-rosalie.org in the Quicklink section)

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.

Anytime you have a student that is flunking your class it is mandatory that you attend all SAT & IEP meetings we have for that student.

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. To actively engage all students for the entire class period

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 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. 100% is the highest possible grade a student can earn on their report card.

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 updated 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 which amounts to 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 or project. These tests or projects will be worth 10% of the student’s grade for the semester.

These tests or projects should be written or come from the objectives established for the course. Thus, the semester tests and projects 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.

HOMEWORK

Homework is anything you have the student complete outside of the 50 minutes of class time that you have them in class each day. All other work would be considered class work, class activities, guided or independent practice, etc... and the teacher needs to be responsible for making sure that students are using the class time (all 50 minutes) to work on them. Active Monitoring needs to be used. EVERY STUDENT, EVERY MINUTE, EVERYDAY.

If a student can show you they are done with the assignment then they can be working on other things. Teachers of grades 7-12 must make sure that they have all assignments & homework listed and up to date on Canvas so that students as well as parents can see them.

-If a student shows up to class and does not have their homework complete they have until the end of the day to get it handed in with a 10% deduction for late work and no Referral

-If the student does not have it turned in by the end of the day they will be expected to stay after for 30 minutes that day and a Referral (Minor) is written for Incomplete Homework. When this happens the teacher must make sure that they communicate this to the student as well as contacting the parent (phone call, text or email) to let them know their child is not getting their school work done.

**If a student does not stay they will automatically become ineligible for any extra –curricular activities the next day (AM & PM practices, games, meets and activities during the school day) until the student has fulfilled both obligations.

Homework cannot be marked as a zero in the grade book. Students must complete and hand in all work.

7-12 STUDENTS FLUNKING A CLASS

Anytime a student is flunking a class they will be required to stay after school with the teacher of that class until 4:15. This will continue everyday until they are passing that class. Staff is expected to stay with them unless they have other after school activities. They would still be responsible for providing help or work for them to complete in the after school study hall.

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 must prepare & post written rules and regulations, consistent with the School's PBIS Matrix, student handbook and with board policy, governing student behavior. Rules prepared by individual professional employees shall be approved by the Administration prior to implementation. We will explicitly teach all expectations to the students and reward them frequently with positive reinforcements for their good behaviors.

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, all vans are ten plus the driver, 2008 Suburban is seven plus driver, Impala's capacity is four plus the driver. All passengers in school vans must wear a seat belt.

Text Messaging while driving by School Employees is not allowed. School employees shall not engage in text messaging when driving school vehicles or when driving personal vehicles while on school business.

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 Supt.

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.

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.

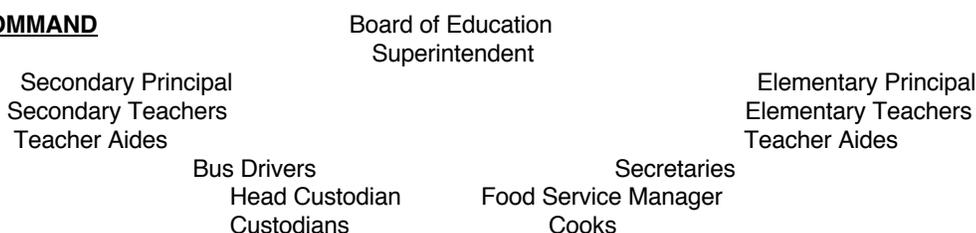
SALESMEN

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).

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.

CHAIN OF COMMAND



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

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.

SOCIAL MEDIA:

With the increased use of social networking through the internet and via mobile phone and devices, it is imperative for staff to understand the importance of maintaining an ethical approach while participating in various forums, chat rooms and all forms of social media. Bancroft-Rosalie staff and employees are personally responsible for all comments/information and hosted content they publish online. Be mindful that things such as Tweets and Status Updates will be visible and public for a very long time. By posting comments, having online conversations, etc. on social media you are broadcasting to the world.

Be aware that even with the strictest privacy settings what you say online should be within the bounds of professional discretion. Comments expressed via social networking pages under the impression of a private conversation may still end up being shared into a more public domain. Comments related to Bancroft-Rosalie School, its students, employees, staff and events related to B-R should always meet the highest standard of professional discretion.

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. All staff should sign up to receive REMIND alerts and updates. 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.

PHONE USE

School phones are maintained for the primary purpose of conducting school business. Staff should limit their use of school phones to brief conversations. Teachers will not be called to the phone during class time except in an emergency. Staff members may not use personal cell phones to make or receive calls or send or receive text messages during instructional time.

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.

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. 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 are required to be kept up to date and in your teachers file on the Server. Lesson Plans must be done for the following week before you leave on Fridays. 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. Elsasser (7-12) or Mrs. Vogt (PK-6) before 6:30 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 should be admitted to class without an admit slip.

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 10:00 a.m. will be considered tardy (a.m.) and given a pass to get into their class. A student will receive a referral on his/her fifth unexcused tardy and on each fifth unexcused 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 during the noon hours.

INJURIES

Report any injury to the Nurse or office immediately. Depending on the injury, the supervising teacher(s) may need to fill out an accident report.

B-R DISCIPLINE PROCEDURES

B-R is committed to move from negative, punitive, reactive approaches to discipline with positive, proactive, and preventive approaches through our development of PBIS (Positive Behavioral Intervention and Support). Our goal is to teach our students the expectations we want them to display and practice on a daily basis. By detailing every expected behavior and teaching students in a positive way, we will provide a common language for everyone in our school, including students, teachers, administration and all classified staff to follow.

In-School Suspensions

1. All teachers will have an assignment for the student to work on. It should be something that takes them approximately 50 minutes to complete.

2. If a student is missing a P.E. or Lab type class the teacher should have an alternative assignment for them to do.
3. Any teacher who has a student on ISS needs to check in on them during their Plan time to see if they have any questions and also to check on their progress.

Use of Physical Restraint/Seclusion Techniques:

This policy sets forth the requirements, restrictions and procedures related to the use of physical restraints and seclusion at Bancroft-Rosalie Public Schools. For more information see B-R Policy 0444.4

CLASSROOM

Each teacher will prepare & post written rules and regulations, consistent with the School's PBIS Matrix. We will explicitly teach all expectations to the students and reward them frequently with positive reinforcements for their good behaviors. When dealing with behaviors all staff are expected to follow our School's Student Behavior Management Process.

The following forms are on pages 24-26 of this Handbook

1. Flow chart
2. Referral Form
3. PBIS Behavior Definitions

REFERRAL FORMS (MINOR or MAJOR)

If a student is given a referral form by a teacher or the office they must serve the time on the day it is received after school. Students in after school study hall will not be allowed to use the computers unless they get permission from the after school monitor (computers may only be used for educational purposes). On the third minor referral, a student may be sent to the administration if the minor behavior has developed into a major where further disciplinary action will be determined. Students that have to stay after school will be allowed to call their parents and make arrangements for transportation. Staying after school and referrals 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.

Only 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.

BULLY REPORTING FORM ON BANCROFT-ROSALIE'S WEBSITE

In an effort to stop all bullying, students, parents, and community members can now go online at www.bancroft-rosalie.org and report any and all bullying 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 to.
 - 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 o 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 mileage 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.

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 of 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 of 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 duty 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 day.
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

BOARD POLICY 0350.1 EVALUATION OF CERTIFICATED EMPLOYEES

All certificated employees to be evaluated shall be notified annually in writing. A certified administrator, with the exception of the local board of education when it is evaluating the superintendent, will observe and evaluate each probationary certified employee for a full instructional period once each semester and each permanent certificated employee for a full instructional period once each school year. If the probationary certificated employee is a superintendent, he or she shall be evaluated twice during the first year of employment and at least once annually thereafter. The evaluation will include, but not be limited to evaluating the employee's instructional performance, classroom organization and management, personal conduct, and professional conduct. Evaluation of instructional performance and classroom organization and management is applicable to teachers only. The administrator will provide the employee with a written list of deficiencies, suggestions and a timeline for correcting the deficiencies and improving performance, and sufficient time to improve. The evaluation form will include notice that the employee may respond to the evaluation in writing.

The school district will train administrators in evaluation annually through meetings with the superintendent or other administrator, attendance at regional, state or national workshops, or any other method approved by the superintendent.

For the purposes of this policy, the terms "actual classroom observation" and "entire instructional period" are defined as follows:

Entire Instructional Period. For certificated employees whose classes are held during defined periods of time (e.g., senior high classes), an entire instructional period consists of one such time period. For those whose time periods are not so defined (e.g., elementary classroom teachers), an entire instructional period consists of 40 minutes. The instructional period for those whose work does not necessarily involve continuous instruction for 40-minute periods (e.g., librarians or speech therapists) consists of no less than 40 minutes total during the semester. The entire instructional period for administrators cannot be defined in terms of an instructional period and shall be satisfied by the actual observation of an administrator's work during the semester for no less than 40 minutes.

Actual Classroom Observation. Actual classroom observation consists of observing the certificated employee in any activities in a classroom setting. When a certificated employee does not have classroom responsibility (e.g., administrators or librarians), the requirement of "actual classroom observation" will be satisfied by observing the certificated employee performing activities that are typical of his or her position.

This policy and the evaluation instrument shall be included in the teacher handbook which will be distributed to staff members upon their employment and annually thereafter.

BOARD POLICY 0350.2 EVALUATION OF PROBATIONARY CERTIFICATED EMPLOYEES

A certificated administrator will observe and evaluate each probationary certified employee for a full instructional period once each semester. The administrator will provide each employee with a written list of deficiencies, concrete suggestions for improvement, and sufficient time to improve.

For the purposes of this policy, the terms "actual classroom observation" and "entire instructional period" are defined as follows:

Entire Instructional Period. For certified employees whose classes are held during defined periods of time (e.g., senior high classes), an entire instructional period consists of one such time period. For those whose time periods are not so defined (e.g., elementary classroom teachers), an entire instructional period consists of 40 minutes. The instructional period for those whose work does not necessarily involve continuous instruction for 40-minute periods (e.g., librarians or speech therapists) consists of no less than 40 minutes total during the semester. The entire instructional period for administrators cannot be defined in terms of an instructional period and shall be satisfied by the actual observation of an administrator's work during the semester for no less than 40 minutes.

Actual Classroom Observation. Actual classroom observation consists of observing the certified employee in any activities in a classroom setting. When a certified employee does not have classroom responsibility (e.g., administrators or librarians), the requirement of "actual classroom observation" will be satisfied by observing the certified employee performing activities that are typical of his or her position.

TEACHER/EDUCATIONAL SPECIALIST FORMATIVE/SUMMATIVE EVALUATION

 District Name: [Click here to enter text.](#)

TEACHER/SPECIALIST INFORMATION:

 Teacher/Specialist Name: [Click here to enter text.](#) Grade/Subject Area: [Click here to enter text.](#)
 School(s) 1. [Click here to enter text.](#) Evaluator: [Click here to enter text.](#)
 2. [Click here to enter text.](#) School Year: [Click here to enter text.](#)
 3. [Click here to enter text.](#)

- Probationary Permanent
 Year 1 Year 2 Year 3 (locally determined)
- Semester 1 (Formative-Ratings required) Formative (Ratings optional)
 Semester 2 (Summative-Ratings required) Summative (Ratings required)

Part I: Nebraska Effective Practices. Probationary teachers/educational specialists are rated on the Effective Practices each semester based on at least one formal observation for a full instructional period and such other observation data or artifacts as may have been collected. Permanent teachers/specialists are rated on the Effective Practices at the end of the summative year.

EFFECTIVE PRACTICE: (1) Foundational Knowledge. The teacher demonstrates a comprehensive knowledge of content, pedagogy, students, and standards needed to provide each student with effective opportunities for learning, development, and achievement.

Evaluator Rating	Description
<input type="checkbox"/> Exemplary	The teacher demonstrates a current and comprehensive knowledge of content, pedagogy, students, and standards needed to provide each student with effective opportunities for learning, development and achievement
<input type="checkbox"/> Proficient	The teacher demonstrates a comprehensive knowledge of content, pedagogy, students, and standards needed to provide each student with effective opportunities for learning, development, and achievement.
<input type="checkbox"/> Basic	The teacher demonstrates limited knowledge of content, pedagogy, students, or standards needed to provide each student with effective opportunities for learning, development and achievement.
<input type="checkbox"/> Unsatisfactory	The teacher demonstrates a lack of knowledge of content, pedagogy, students, or standards needed to provide each student with effective opportunities for learning, development, and achievement.
Comments (Required for Basic or Unsatisfactory rating):	
Click here to enter text.	

EFFECTIVE PRACTICE: (2) Planning and Preparation. The teacher integrates knowledge of content, pedagogy, students, and standards with the established curriculum to set high expectations and develop rigorous instruction for each student that supports the growth of student learning, development, and achievement.

Evaluator Rating	Description
<input type="checkbox"/> Exemplary	The teacher purposefully and consistently integrates a comprehensive knowledge of content, pedagogy, students, and standards with the established curriculum to develop units, lessons, and other learning experiences that support the growth of individual student learning, development, and achievement.
<input type="checkbox"/> Proficient	The teacher consistently integrates knowledge of content, pedagogy, students, and standards with the established curriculum to develop coherent and rigorous units, lessons, and activities that support the growth of student learning, development, and achievement.
<input type="checkbox"/> Basic	The teacher demonstrates a basic knowledge of content, pedagogy, students, and curriculum standards, but fails to integrate them consistently to develop units, lessons, and learning activities.
<input type="checkbox"/> Unsatisfactory	The teacher displays a very limited knowledge of content, pedagogy, students, or curriculum standards, and/or fails to develop coherent and rigorous units, lessons, and learning activities.
Comments (Required for Basic or Unsatisfactory rating):	
Click here to enter text.	

EFFECTIVE PRACTICE: (3) The Learning Environment. The teacher creates and maintains a learning environment that fosters positive relationships and promotes active student engagement in learning, development, and achievement.

Evaluator Rating	Description
<input type="checkbox"/> Exemplary	The teacher creates and consistently maintains an exceptional learning environment that fosters positive relationships and promotes active student engagement in learning, development, and achievement.
<input type="checkbox"/> Proficient	The teacher creates and maintains an effective learning environment that fosters positive relationships and promotes active student engagement in learning, development, and achievement.
<input type="checkbox"/> Basic	The teacher strives to create and maintain a learning environment that fosters positive relationships and promotes active student engagement in learning, development and achievement; however, the results are not consistent.
<input type="checkbox"/> Unsatisfactory	The teacher fails to create and/or maintain an effective or engaging learning environment.
Comments (Required for Basic or Unsatisfactory rating):	
Click here to enter text.	

EFFECTIVE PRACTICE: (4) Instructional Strategies. The teacher uses effective instructional strategies to ensure growth in student achievement.

Evaluator Rating	Description
<input type="checkbox"/> Exemplary	The teacher consistently uses highly effective instructional strategies that result in continuous growth in learning for each student.
<input type="checkbox"/> Proficient	The teacher regularly uses effective instructional strategies to ensure growth in student achievement.
<input type="checkbox"/> Basic	The teacher strives to use effective instructional strategies to ensure growth in student achievement, but has inconsistent results.
<input type="checkbox"/> Unsatisfactory	The teacher fails to use effective instructional strategies and growth in student achievement is below expectations.
Comments (Required for Basic or Unsatisfactory rating):	
Click here to enter text.	

EFFECTIVE PRACTICE: (5) Assessment. The teacher systematically uses multiple methods of formative and summative assessment to measure student progress and to inform ongoing planning, instruction, and reporting.

Evaluator Rating	Description
<input type="checkbox"/> Exemplary	The teacher is viewed as an assessment leader for the building/district. He/she consistently and systematically creates and uses multiple methods of formative and summative assessment to measure student progress. The teacher disaggregates data for use in planning, preparing for instruction, and reporting.
<input type="checkbox"/> Proficient	The teacher consistently and systematically develops and uses multiple methods of formative and summative assessment to measure student progress. The teacher uses assessment results when planning, preparing for instruction, and reporting.
<input type="checkbox"/> Basic	The teacher has limited understanding of the various methods of assessment, and/or the teacher uses assessment results inconsistently.
<input type="checkbox"/> Unsatisfactory	The teacher has little or no understanding of assessment methods and uses them inconsistently or incorrectly. Assessment results are ignored or not used appropriately.
Comments (Required for Basic or Unsatisfactory rating):	
Click here to enter text.	

EFFECTIVE PRACTICE: (6) Professionalism. The teacher acts as an ethical and responsible member of the professional community.

Evaluator Rating	Description
<input type="checkbox"/> Exemplary	The teacher serves as a role model for ethical and responsible behavior and serves as a leader in the professional community.
<input type="checkbox"/> Proficient	The teacher consistently models ethical and responsible behavior as a member of the professional community.
<input type="checkbox"/> Basic	The teacher understands ethical and responsible behavior, but is inconsistent in demonstrating a high level of professional practice
<input type="checkbox"/> Unsatisfactory	The teacher fails to act in an ethical and/or professional responsible manner.

Comments (Required for Basic or Unsatisfactory rating):
Click here to enter text.

EFFECTIVE PRACTICE: (7) Vision and Collaboration. The teacher contributes to and promotes the vision of the school and collaborates with students, families, colleagues, and the larger community to share responsibility for the growth of student learning, development and achievement.	
Evaluator Rating	Description
<input type="checkbox"/> Exemplary	The teacher takes a leadership role in contributing to and promoting the vision of the school and continuously collaborates with students, families, colleagues, and the larger community to share responsibility for the growth of student learning, development, and achievement.
<input type="checkbox"/> Proficient	The teacher contributes to and promotes the vision of the school and collaborates with students, families, colleagues, and the larger community to share responsibility for the growth of student learning, development, and achievement.
<input type="checkbox"/> Basic	The teacher strives to promote the vision of the school and to collaborate with students, families, colleagues, and the larger community to share responsibility for the growth of student learning, development, and achievement, but with limited or inconsistent results.
<input type="checkbox"/> Unsatisfactory	The teacher fails to contribute to and promote the vision of the school. The teacher fails to recognize his/her responsibility to collaborate with students, families, colleagues, and the larger community, and to share responsibility for the growth of student learning, development, and achievement.
Comments (Required for Basic or Unsatisfactory rating):	
Click here to enter text.	

SUMMARY OF EFFECTIVE PRACTICES:

Areas of Strength
Click here to enter text.
Areas of Development
Click here to enter text.

- Plan for Improvement attached (Optional)
- Plan for Assistance attached (required for rating “Unsatisfactory” on any of the Effective Practices)

Part II: Student Learning Objectives/Specialist Program Objectives. For probationary teachers/educational specialists, SLO's/SPO's are reviewed during the first semester evaluation conference and rated during the second semester evaluation conference. Combined rating; attach SLO/SPO template. For permanent teachers/specialists, SLO/SPOs are reviewed at the annual conference.

Evaluator Rating	Description
<input type="checkbox"/> Exemplary	Results across all Student Learning Objectives/Specialist Program Objectives demonstrate that objectives have been met or exceeded in all respects. Students, including those in special populations, show exceptional learning gains, or program elements improved at a level beyond expectations. SLO/SPO design shows exemplary quality and rigor and implementation strategies were executed diligently. The teacher/educational specialist's impact on student learning or program improvement can serve as a model for other faculty.
<input type="checkbox"/> Proficient	Results across all Student Learning Objectives/Specialist Program Objectives demonstrate that objectives have been met or nearly met on an overall basis, and all or nearly all students or program criteria show growth. Special populations show significant learning gains, or program elements improved at the expected level. SLO/SPO design shows appropriate quality and rigor and implementation strategies were effectively carried out. The teacher/educational specialist's impact on student learning or program improvement is evident.
<input type="checkbox"/> Basic	Results across all Student Learning Objectives/Specialist Program Objectives demonstrate that objectives have not been met on an overall basis, although some student achievement growth or program criteria improvement is evident. Growth in student achievement or program improvement is somewhat below expectations. SLO/SPO design may have been somewhat lacking in quality and/or rigor and implementation strategies were not carried out as effectively as could be expected.
<input type="checkbox"/> Unsatisfactory	Results across all Student Learning Objectives/Specialist Program Objectives demonstrate that objectives were not met or met only partially, and student achievement growth or program improvement is significantly below expectations. In addition, SLO/SPO design may have been deficient in quality and/or rigor and implementation strategies were not effectively carried out.
Comments (Required for Basic or Unsatisfactory rating):	
Click here to enter text.	

- Plan for Improvement attached (Optional)
- Plan for Assistance attached (required for rating "Unsatisfactory")

Part III: Individual Professional Development Plan. The Individual Professional Development Plan is evaluated only in Probationary Years 2 and 3. In those years, the IPD Plan is reviewed in the first semester evaluation conference and rated in the second semester evaluation conference. For permanent teachers / specialists, IPDP is reviewed at the annual conference

Evaluator Rating	Description
<input type="checkbox"/> Exemplary	The Individual Professional Development Plan's goals have been met or exceeded in all respects. There is evidence that implementation and completion of the Plan has led to significant, positive, and lasting change in job performance.
<input type="checkbox"/> Proficient	The Individual Professional Development Plan's goals have been met or nearly met on an overall basis. There is evidence that implementation and completion of the Plan has led to a positive change in job performance.
<input type="checkbox"/> Basic	The Individual Professional Development Plan's goals have not been met or have been only partially met on an overall basis. There is limited evidence to date that implementation of the Plan has led to a positive change in job performance.
<input type="checkbox"/> Unsatisfactory	The Individual Professional Development Plan's goals have not been met to a satisfactory degree. Implementation of the plan has not led to a positive change in job performance.
Comments (Required for Basic or Unsatisfactory rating):	
Click here to enter text.	

- Plan for Improvement attached (Optional)
- Plan for Assistance attached (required for rating "Unsatisfactory")

Part IV: Local District Standards (Optional). Local standards may be evaluated in either or both semesters.

Local District Standards Meets District Standards	Meets District Standards	
<input type="checkbox"/> Not Applicable	<input type="checkbox"/> YES	<input type="checkbox"/> NO

Part V: Overall Rating. An overall rating is provided in the second semester conference only for probationary teachers/ specialists. For permanent teachers/specialists, an overall rating is provided at the final conference of the summative year.

Evaluator Rating	Description
<input type="checkbox"/> Exemplary	In the judgment of the evaluator based on a review of the evidence collected, the teacher/educational specialist meets district performance standards for all evaluative criteria and exceeds expected performance in many respects. He/she takes a leadership role in professional development and school leadership activities.
<input type="checkbox"/> Proficient	In the judgment of the evaluator based on a review of the evidence collected, the teacher/educational specialist meets district performance standards for the evaluative criteria on an overall basis and is actively engaged in professional development and school leadership efforts.
<input type="checkbox"/> Basic	In the judgment of the evaluator based on a review of the evidence collected, the teacher/educational specialist meets district performance standards for most evaluative criteria and is satisfactorily participating in an improvement plan for those criteria rated below “Proficient.”
<input type="checkbox"/> Unsatisfactory	In the judgment of the evaluator based on a review of the evidence collected, the teacher/educational specialist does not meet district performance standards for a significant segment of the evaluative criteria and improvement efforts have been inadequate.
Comments (Required for Basic or Unsatisfactory rating):	
Click here to enter text.	

Narrative Feedback
Areas of Strength
Click here to enter text.
Areas of Development
Click here to enter text.

- Plan for Improvement (Optional)
- Plan for Assistance

Teacher/Specialist Signature: _____ **Date:** _____

Evaluator Signature: _____ **Date:** _____

My signature certifies that the evaluation results have been discussed with me. I understand my signature does not necessarily indicate agreement and that I may respond in writing to any issues contained in the evaluation

|| INDIVIDUAL STUDENT LEARNING OBJECTIVE TEMPLATE

Teacher Name: [Click here to enter text.](#)

Grade/Subject: [Click here to enter text.](#)

Date: [Click here to enter text.](#)

TEACHER SECTION

1. Population: Describe the student population and any special learning circumstances.

[Click here to enter text.](#)

2. Subject/Content: Describe the content to be addressed the SLO

[Click here to enter text.](#)

3. Baseline Data: Describe the students' current levels of performance in this subject/content.

[Click here to enter text.](#)

4. Student Learning Objective: In specific and measurable terms, describe what you want students to achieve by the end of the learning interval. State whether the SLO is based on growth or mastery.

[Click here to enter text.](#)

5. Growth Targets/Tiered Growth Targets: For SLOs based on growth, state the expected amount of growth for the learning interval either for all students or for each tier of students. For mastery SLOs, state number/percent of students expected to achieve mastery by end of the learning interval.

[Click here to enter text.](#)

6. Learning Interval:

Year

Semester

Other _____

7. Instructional Strategies: Describe strategies you will use to achieve the Student Learning Objective.

Click here to enter text.

8. Assessment Plan: Describe the assessment(s) you will use to determine whether students have met the objective.

Click here to enter text.

9. Rational: Explain why you have chosen this particular objective.

Click here to enter text.

Teacher Signature: _____

EVALUATOR SECTION

Date: [Click here to enter text.](#)

1. Approval of Objectives		
Important Content	<input type="checkbox"/> Unacceptable	<input type="checkbox"/> Acceptable
Rigor of Objective/Target	<input type="checkbox"/> Unacceptable	<input type="checkbox"/> Acceptable
Quality of Assessment Plan	<input type="checkbox"/> Unacceptable	<input type="checkbox"/> Acceptable
<input type="checkbox"/> Approved	<input type="checkbox"/> Returned for Review	

2. Mid-Interval Review: Describe progress on SLO, suggestion, comments.
Click here to enter text.

3. Individual SLO End-of-Month Review: (Attach completed rubric)			
Quality and Rigor of the Objective/Targets			
<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Effectiveness in Implementing the Planned Strategies			
<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Accomplishment of the SLO goals			
<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Comments:			
Click here to enter text.			

Evaluator Signature: _____ Date: _____

Teacher Signature: _____ Date: _____

INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN

Educator Name: [Click here to enter text.](#)

School: [Click here to enter text.](#)

Date of Summative Evaluation: [Click here to enter text.](#)

Evaluator: [Click here to enter text.](#)

EDUCATOR SECTION

Growth area(s) identified in summative evaluation process:

[Click here to enter text.](#)

Professional Development Goal 1:

[Click here to enter text.](#)

Professional Development Goal 2:

[Click here to enter text.](#)

Goal 1 Strategies/Action Steps

[Click here to enter text.](#)

Support/Resources Requested

[Click here to enter text.](#)

Measures of Progress

[Click here to enter text.](#)

Timeline/Benchmarks

[Click here to enter text.](#)

Goal 2 Strategies/Action Steps

[Click here to enter text.](#)

Support Resources Requested

[Click here to enter text.](#)

Measures of Progress

Click here to enter text.

Timeline/Benchmarks

Click here to enter text.

Educator Signature: _____

Date: _____

EVALUATOR SECTION

Plan Approval

Evaluator Signature: _____

Date: _____

Plan Completion

Evaluator Signature: _____

Date: _____

Plan Continuation

Comments: Click here to enter text.

Evaluator Signature: _____

Date: _____

Evaluator Signature: _____

Date: _____

Educator Signature: _____

Date: _____

USDA Nondiscrimination Statement

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

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(1) Mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;

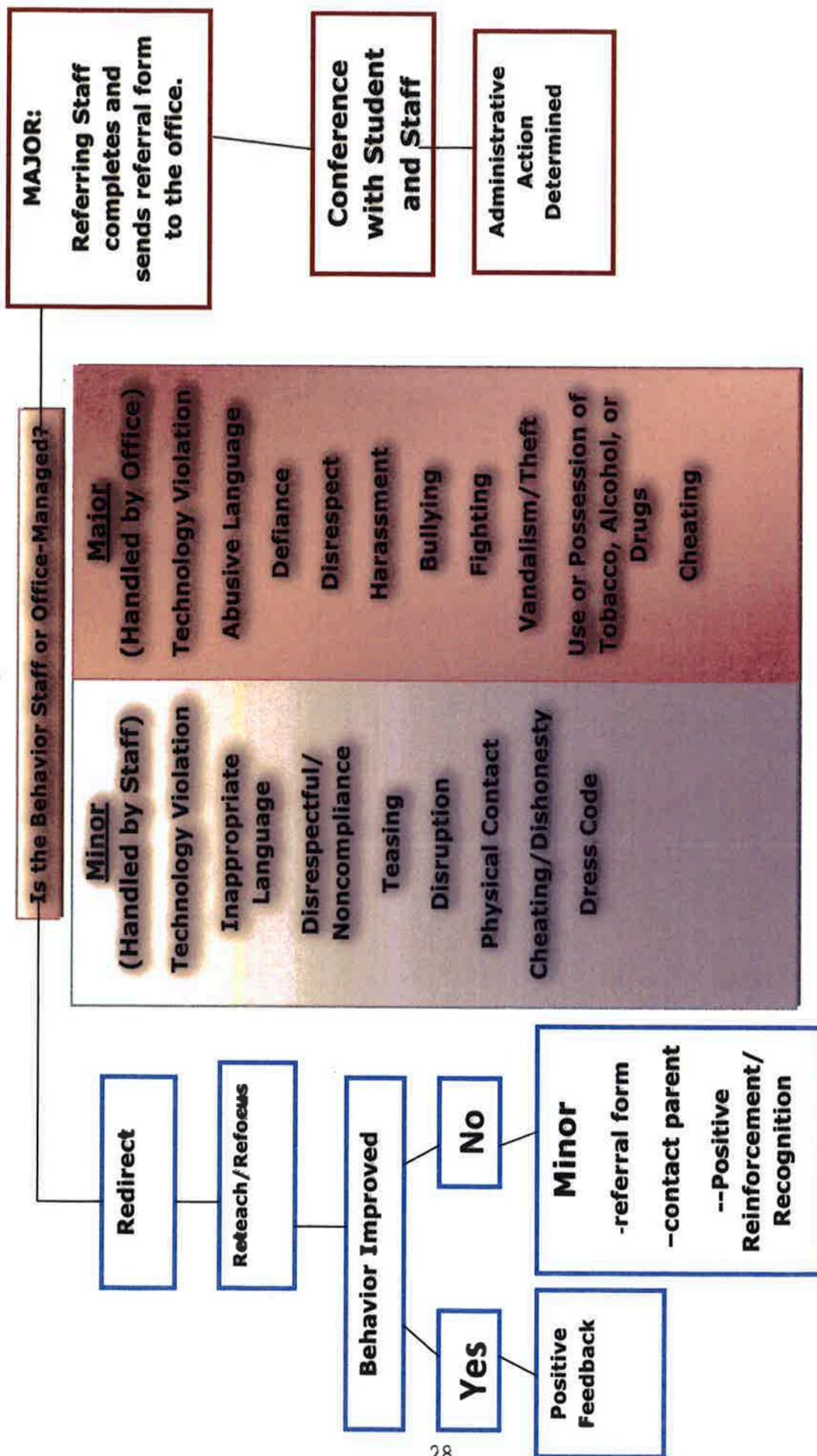
(2) Fax: (202) 690-7442; or

(3) Email: program.intake@usda.gov

This institution is an equal opportunity provider.

Bancroft-Rosalie School

Student Behavior Management Process



Bancroft-Rosalie Community Schools-Referral Form

Referral Type: <input type="checkbox"/> Major <input type="checkbox"/> Minor
--

Name _____
 Grade: P K 1 2 3 4 5 6 7 8 9 10 11 12
 Referring Staff: _____
 Date: _____ Time: _____
 Teacher: _____

Location
 Playground Parking Lot, Sidewalks,
 Cafeteria Emergency Areas
 Hallway Bus
 Classroom Other _____

Minor Problem Behavior	Major Problem Behavior	Perceived Motivation
<input type="checkbox"/> Disrespect (Including Teasing) <input type="checkbox"/> Disruption <input type="checkbox"/> Physical Contact/Aggression <input type="checkbox"/> Inappropriate Language <input type="checkbox"/> Property Misuse <input type="checkbox"/> Dress Code Violation <input type="checkbox"/> Technology Violation <input type="checkbox"/> Tardy <input type="checkbox"/> Incomplete Homework <input type="checkbox"/> Other _____ (Ex. Dishonesty, Cheating, etc.)	<input type="checkbox"/> Defiance/Insubordination/Non-Compliance <input type="checkbox"/> Disrespect <input type="checkbox"/> Abusive/Inappropriate Language <input type="checkbox"/> Harassment <input type="checkbox"/> Bullying <input type="checkbox"/> Fighting <input type="checkbox"/> Forgery/Theft/Plagiarism <input type="checkbox"/> Technology Violation <input type="checkbox"/> Property Damage/Vandalism <input type="checkbox"/> Lying/Cheating <input type="checkbox"/> Alcohol/Drugs/Tobacco <input type="checkbox"/> Other _____	<input type="checkbox"/> Obtain Peer Attention <input type="checkbox"/> Obtain Adult Attention <input type="checkbox"/> Obtain Items/Activities <input type="checkbox"/> Avoid Peer(s) <input type="checkbox"/> Avoid Adult (s) <input type="checkbox"/> Avoid Task of Activity <input type="checkbox"/> Don't Know <input type="checkbox"/> Other _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____
Others Involved in Incident <input type="checkbox"/> None <input type="checkbox"/> Peers <input type="checkbox"/> Teacher <input type="checkbox"/> Substitute <input type="checkbox"/> Staff <input type="checkbox"/> Unknown <input type="checkbox"/> Other		
Action Taken by Teacher	Action Taken by Administrator	
<input type="checkbox"/> Loss of Recess <input type="checkbox"/> Time In Office <input type="checkbox"/> Conference with Student <input type="checkbox"/> Parent Contact <input type="checkbox"/> Time After School <input type="checkbox"/> Individualized Instruction <input type="checkbox"/> Other _____	<input type="checkbox"/> Loss of Recess <input type="checkbox"/> Time In Office <input type="checkbox"/> Conference with Student <input type="checkbox"/> Parent Contact <input type="checkbox"/> Individualized Instruction <input type="checkbox"/> In-School Suspension (____Hours/ Days) <input type="checkbox"/> Out of School Suspension (____ Days) <input type="checkbox"/> Other _____	
Lunch/Recess Group: <input type="checkbox"/> K-2 <input type="checkbox"/> 3 <input type="checkbox"/> 4-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9-12		

Other Comments: _____

All minors are entered and filed with classroom teacher.
 All majors require administrator consequence, parent contact, and signature.

**BANCROFT-ROSALIE COMMUNITY SCHOOL
PBIS Behavior Definitions**

Major	Definition
Technology Violation	Students engages in inappropriate (as defined by the school) use of cell phone, pager, music/video players, camera and/or computer.
Abusive Language	Student delivers verbal messages that include swearing, name calling or use of words in an inappropriate way.
Defiance/Disrespect	Student engages in refusal to follow directions, talks back and/or delivers socially rude interactions.
Harrassment/Bullying	Student delivers disrespectful messages *(verbal or gestural) to another person that includes threats and intimidation, obscene gestures, pictures, or written notes.
Fighting	Student is involved in mutual participation in an incident involving physical violence.
Use or Possession of Tobacco, Alcohol or Drugs	Student is in possession of or is using tobacco, alcohol or drugs.
Vandalism/Theft	Student participates in an activity that results in destruction or disfigurement of property. Student is in possession of having passed on, or being responsible for removing someone else's property.
Cheating	Blatant copying and plagiarism.
Other Behavior	Student engages in problem behavior not listed.

**BANCROFT-ROSALIE COMMUNITY SCHOOL
PBIS Behavior Definitions**

Minor	Definition
Technology Violation	Student engages in serious or inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, and/or computer.
Inappropriate Language	Student engages in low-intensity instance of inappropriate language.
Disrespectful/ Noncompliance	Student engages in brief or low-intensity failure to respond to adult requests. Disrespecting another person's property would be an example.
Disruption	Student engages in low-intensity but inappropriate disruption.
Physical Contact	Student engages in non-serious, but inappropriate physical contact.
Cheating/ Dishonesty	Student delivers message that is untrue and/or violates rules, plagiarizes, or copies another person's work.
Teasing	Student delivers disrespectful messages.
Dress Code	Student wears clothing that does not fit within the dress code guidelines practiced by the school/district.



Bancroft-Rosalie Community School 2021-2022



- August 10-11 Teacher Workdays
- August 16 First Day of School
- September 6 No School Labor Day
- September 15 2:00pm dismissal-Inservice
- October 6 2:00pm dismissal-Inservice
- October 15 2:00pm dismissal-End of 1st Qtr 44 Days
- October 21 Parent-teacher Conferences
- October 22 No School Fall Break
- November 10 2:00pm dismissal-Inservice
- November 24 2:00pm dismissal
- November 25-26 No School Thanksgiving Break
- December 8 2:00pm dismissal-Inservice
- December 21 2:00pm dismissal-End of 2nd Qtr 44 Days
- End of 1st Semester 88 Days
- December 22-January 3 No School Winter Break
- January 3 Teacher Workday
- January 4 First Day of 2nd Semester
- January 19 2:00pm dismissal-Inservice
- February 10 Parent Teacher Conferences
- February 11 No School
- February 23 2:00pm Dismissal-Inservice
- March 10 2:00pm dismissal-End of 3rd Qtr 47 Days
- March 11 No School
- March 23 2:00pm dismissal-Inservice
- April 15 No School-Good Friday
- April 27 2:00pm dismissal-Inservice
- May 18 2:00pm dismissal-Last Day of School-End of 4th Qtr 47 Days
- End of 2nd Semester 94 Days
- May 19-20 Teacher Workdays
- 182 Days(2 snow days)

September

S	M	T	W	T	F	S
				1	2	3 4
5	6	7	8	9	10 11	
12	13	14	15	16	17 18	
19	20	21	22	23	24 25	
26	27	28	29	30		

August

S	M	T	W	T	F	S
1	2	3	4	5	6 7	
8	9	10	11	12	13 14	
15	16	17	18	19	20 21	
22	23	24	25	26	27 28	
29	30	31				

July

S	M	T	W	T	F	S
				1	2 3	
4	5	6	7	8	9 10	
11	12	13	14	15	16 17	
18	19	20	21	22	23 24	
25	26	27	28	29	30 31	

December

S	M	T	W	T	F	S
				1	2 3 4	
5	6	7	8	9	10 11	
12	13	14	15	16	17 18	
19	20	21	22	23	24 25	
26	27	28	29	30	31	

November

S	M	T	W	T	F	S
				1	2 3 4	5 6
7	8	9	10	11	12 13	
14	15	16	17	18	19 20	
21	22	23	24	25	26 27	
28	29	30				

October

S	M	T	W	T	F	S
				1	2	
3	4	5	6	7	8 9	
10	11	12	13	14	15 16	
17	18	19	20	21	22 23	
24	25	26	27	28	29 30	
31						

March

S	M	T	W	T	F	S
				1	2 3 4	5
6	7	8	9	10	11 12	
13	14	15	16	17	18 19	
20	21	22	23	24	25 26	
27	28	29	30	31		

February

S	M	T	W	T	F	S
				1	2 3 4	5
6	7	8	9	10	11 12	
13	14	15	16	17	18 19	
20	21	22	23	24	25 26	
27	28					

January

S	M	T	W	T	F	S
				1	2	
3	4	5	6	7	8	
9	10	11	12	13	14 15	
16	17	18	19	20	21 22	
23	24	25	26	27	28 29	
30	31					

June

S	M	T	W	T	F	S
				1	2 3 4	
5	6	7	8	9	10 11	
12	13	14	15	16	17 18	
19	20	21	22	23	24 25	
26	27	28	29	30		

May

S	M	T	W	T	F	S
				1	2 3 4	5 6 7
8	9	10	11	12	13 14	
15	16	17	18	19	20 21	
22	23	24	25	26	27 28	
29	30	31				

April

S	M	T	W	T	F	S
				1	2	
3	4	5	6	7	8 9	
10	11	12	13	14	15 16	
17	18	19	20	21	22 23	
24	25	26	27	28	29 30	