



Pickford Public Schools Teacher Handbook

Guidance for Teaching Staff Members

Table of Contents

Page Number	Topic/Heading	Page Number	Topic/Heading
3	Mission/Vision	19	Personal Communication Devices
3	Community	20	Criminal History
3	Parents	20	Alcohol/Tobacco
3	Board of Education	20	Custodial Staff
4	By-Laws	20	Extracurricular
4	Equal Opportunity Employer	24	School Year Calendar
4	Teaching Staff		
5	Effective Teachers		
5	Instruction/Planning		
6	Instructional Methods		
6	Curriculum		
7	Management		
8	Supervision		
9	Teacher/Student Relationships		
9	Confidentiality		
9	Accidents		
9	Reporting Abuse/Neglect		
10	Medication		
10	Discipline		
11	Counseling		
11	Preparation Period		
11	Equipment		
13	Website		
13	Supplies		
14	Grading		
15	Attendance		
15	Progress Reports		
15	Conferences		
16	Tutoring		
16	Hall Passes		
16	Gifts		
16	Bulletins/Announcements		
17	Newsletter		
17	Collection of Money		
17	School Safety Drills		
18	Lunch		
18	Weather Delays		
18	Payroll/Paid Leave		
18	Dress and Grooming		
19	Guests		
19	Presentations		

Pickford Public School Mission Statement:

"The total school family of Pickford Public Schools believes that all students can learn and achieve to their maximum potential through the best education we can possibly provide. Our purpose is to nurture and motivate students to attain high levels of academic performance, foster positive attitudes and self confidence, and develop responsible, caring, productive members of society. It is the responsibility of the school family to accomplish these goals."

Vision Statements

Pickford Public School's vision is to provide a safe, supportive learning environment where students will attain a high level of academic performance using technology, developing strong communication, and practicing 21st Century learning skills. Our school community will promote and nurture healthy living, self-motivation, and an awareness of the world, leading to the development of a caring, well-rounded member of society. Our vision is to be the best school possible. We want to provide a positive valuable experience in the lives of all students, and advocate for the safety, health, and well-being of all students. Pickford Public Schools staff members believe that ALL students can learn and achieve to their maximum potential through the best education we can possibly provide. Our purpose is to nurture and motivate students to attain high levels of academic performance, foster positive attitudes, and self-confidence, and develop responsible, caring, productive members of society.

Guiding Principles:

1. It is about student learning
2. ALL students can learn and grow with the right scaffolding and opportunities provided by dedicated teachers.
3. Effective programming and instructional decisions are based on data regarding student performance as related to the academic standards.

Community

Pickford Public School has been and is an integral part of the community of Pickford. As a professional, teachers are encouraged to become acquainted with the community, conduct themselves in a professional manner at all times, and to become involved in the community outside the school.

Parents

It should be the goal of all professional staff members to involve the parents of the students as much as possible. Parents are a valuable resource in dealing with students and determining what is best for them. Effectively communicating with parents will support your efforts as a teacher and garner respect as a professional. Regular parent communication is an expectation of all teaching staff.

Board of Education

The Board of Education are the seven members of the elected body charged with operating the school district. To that end, professionals, such as yourself, are employed to provide the best possible service to the district's students. In addition to making policy, the

Board has an inherent interest in making sure all students receive a quality education. The job of school staff is to carry out the expressed and implied policies set forth by the Board and directly provide the educational programs to students. The current Board of Education membership includes: Julia Kronemeyer, President; Lorri Brown, Vice President; Michelle Schmitigal, Treasurer; Dennis Skinner, Secretary; and Brooke Beacom, Dan Rambo, and Brian Streichert as Trustees.

The Board regularly meets on the third Monday of each month, usually in the library. Staff members are welcome and encouraged to attend Board meetings in order to be informed of the issues and decisions that the Board takes action on. Staff members are also encouraged, with prior approval of administration, to make presentations of outstanding programming and instructional strategies that result in increased student achievement.

By-Laws and Policies of the Pickford Board of Education

The Pickford Board of Education maintains an extensive set of policies for the operation of the district. Professional staff members should understand that the policies exist and are the basis for this handbook. In particular, the 3000-numbered policies are specifically for the Professional Staff. A policy booklet can be found in the main office, or by contacting the PEA Union President. While it is unreasonable to expect every employee to be fully versed in every policy, one must always remember that everything we do must be provided for in some fashion by board policy. If there is ever any question, consult with your administrator and the district policy book.

Equal Employment Opportunity

The Pickford Public School district shall comply with all Federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of the district that no professional staff member or candidate for such a position in this district shall, on the basis of race, color, religion, national origin, creed or ancestry, age, gender, marital status, or disability be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in any program or activity for which the Board of Education is responsible or for which it receives financial assistance from the U.S. Department of Education. For reference, see Board Policy 3122. The Superintendent is the district's compliance officer and can be contacted in the main office.

Teaching Staff

A teaching staff that works together as a team is the most effective. Sharing information and ideas, providing peer support and guidance, is a benefit to all concerned. Extending the professional courtesy of accepting the fact that everyone does things a little differently is also encouraged. If differences arise, they should be handled internally, in a professional manner. Opportunities for professional staff collaboration exist in the context of regular monthly staff meetings, bi-monthly content area/grade level Professional Learning Communities (PLCs), and mentor/mentee partnerships.

Three Characteristics of an Effective Teacher

1. An effective teacher has positive expectations for the success of ALL students.
2. An effective teacher maximizes opportunities for student learning on a daily basis through the use of effective classroom management techniques and research based instructional strategies.
3. An effective teacher bases instructional decisions on data that shows student progress toward mastery of the grade level/content area standards for their particular class.

Teachers ARE Leaders

1. Teachers develop, manage, and evaluate the work of a relatively large number of individuals on a daily basis.
2. Teachers make many complex decisions and make them frequently.
3. Teaching is the profession that makes all other professions possible.
4. Teaching is future oriented. The next generation is in our classrooms.
5. The degree of any civilization is the civilization of its youth. This precious resource is in a teacher's hands.

Teachers are encouraged to respect their potential as a positive model of leadership, professionalism, and citizenship.

Instruction and planning

Teaching staff members are expected to maximize available instruction time each and every day. The best way to insure this is with proper planning. All teachers are provided with a lesson plan book. These books should be used for both long range planning and day-to-day planning. The administration shall periodically monitor lesson plans, so they should be maintained and available at all times. Lesson plans should demonstrate the standard for instruction, the learning target that students are expected to master, an outline of instructional activities aligned to the standard, and the assessment used to demonstrate student learning. Lesson plans must be available to the administration in instances of classroom walkthroughs and observations.

In instances where a teacher must be absent, detailed plans must be provided for a substitute no later than 8:00 a.m. on the morning of the absence either by email to the administration or hand delivered. A sufficient amount of work or an activity should be scheduled on those days to minimize 'free' time. Any handouts, worksheets, etc. should be supplied in ample quantities for the substitute. The substitute should also be provided with any detailed instructions, an overview of classroom rules and procedures (including specific student behavior plans), any seating charts, IEP accommodations, and a request to summarize how things transpired. Elementary teachers should alert the substitute to any daily schedule issues such as lunch times, or instruction in music or gym that only happens on certain days.

Teachers are encouraged to keep a set of emergency plans, and the additional required documentation, in a file or folder which can be easily accessed should an emergency situation arise that causes the teacher to be absent from the classroom. Under no

circumstance should instructions for giving students a “Free Day” be part of any substitute lesson plans.

Instructional Methods

Teachers are encouraged to use a variety of methods of instruction to most effectively ensure that learning is occurring. It is generally held that the student learning is maximized when the student is involved in a participatory manner.

Student learning is also maximized when:

1. They are clearly informed of what it is they will be learning (learning targets).
2. Performance expectations are demonstrated and guided (modeling, providing exemplars).
3. There is continual check for understanding by the teacher (formative assessment).
4. Activities directly relate to the specific subject (authentic tasks and activities).
5. Students know the manner in which they will be evaluated (setting objectives).
6. Students are formally evaluated only upon instruction they have received.
7. Results of evaluation are reported as soon as possible (using assessment for student goal setting and analysis; providing feedback; reinforcing effort).

Learning does not happen by chance or hope. Professionals need to do their best to cause learning to happen regardless of whether or not the student is pre-disposed to learning. Research shows that a growth mindset, the belief that all students can learn and increase achievement levels, results in higher levels of overall student achievement than adherence to a fixed intelligence mindset. The role of teacher puts one in the position to utilize a tremendous power based on the infinite number of instructional decisions that must be made specific to what happens in the classroom. Continued professional learning and growth on the part of the teacher maximizes opportunities for increased student learning. Teachers are expected to apply new learning gained in professional development sessions and PLCs to their professional practice. Knowing a better way, but choosing not to implement it because it may be inconvenient, harder, or take more time is considered professional malpractice.

Curriculum

As of the fall of 2007, the Pickford Public School district has chosen to utilize the area-wide curriculum as developed by the respective curriculum review teams within the Eastern Upper Peninsula Intermediate School District. The curriculum by subject area and grade levels, pacing guides, and other related resources can be found at www.eupisd.com under the “Curriculum” tab. This curriculum is aligned with grade level expectations in the State of Michigan and is transitioning to alignment with the Common Core State Standards (CCSS). Several of our staff members serve on the regional CRTs. These teachers will provide curriculum updates to the entire teaching staff during monthly staff meetings and may be called upon to present information on regional and district curriculum to the Board, parents, and other community members.

EUPISD CRT Member 2013-14

Math CRT: Patrick Maloney, Susan Maloney, (Heather Salmi as needed)

Science CRT: Eric Kleymeer, Jason Firack

ELA CRT: Jessica Rudd, Caitlin Mortinsen, Amy Bell

Social Studies CRT: Brooke Maciag, Jessie Metrish

Health CRT: Kathy Jacobson, Eric Teysen

PECRT: Eric Teysen

VPAA CRT: Jessica Kietzman

CAT: Lori Nixon

Classroom Management

Effective teachers understand that the most important aspect of their job is classroom management. The teacher is charged with creating an environment which is conducive to student learning. Perhaps the most critical aspect of classroom management is clearly stating and teaching the expectations of behavior. Pickford Schools utilizes a Positive Behavior Intervention Support (PBIS) framework (Paw Laws and ROAR) to prevent problem behavior, teach behavior expectations and recognize students who are demonstrating appropriate behavior. Initially, establishing classroom rules and procedures may be time intensive, and like any other subject, may require review or re-instruction. But, the time invested in teaching and reviewing expectations will prevent instructional time being taken away or wasted over the long run.

Elements of effective classroom management:

- Classroom rules and procedures should be simple and clear.
- Classroom rules and procedures should be consistently reinforced
- Teachers should model and support their own rules. (i.e. neatness, politeness, being on time, etc.).
- Student behavior must be consistently monitored.
- Plan ahead. The most effective teachers are those who can anticipate and take proactive steps to organize things the way they would like. Teachers should avoid being reactive whenever possible. Being reactive allows circumstances to dictate teacher behavior and decisions.
- Teachers should avoid assuming that students know what the teacher expects or finds acceptable. Behavioral expectations must be taught just as academic curriculum is.
- The first day of the year and the first 10 minutes of each class period are critical times in establishing effective classroom management.

Resources for developing effective classroom management include ones peers and the administration, professional development, and professional journals or articles. The use of CHAMPS or STOIC (Randy Sprick) is encouraged as a general framework for communicating expectations for classroom behavior. Teachers are encouraged to be open to ideas and strategies for effective classroom management. Probationary teachers should have a measurable goal for classroom management included in their IDP.

Supervision

Inherent in a position which deals with students is the concept of supervision designed to maintain the safety and well-being of the students. In most situations, as an employee of the district, one is expected to provide a reasonable degree of supervision when in the presence of students. This includes in the classroom, in and around the school building, and during any school-related activity.

In their classroom, a teacher is expected to provide adequate and appropriate supervision at all times. Establishing a reasonable degree of supervision is dependent upon many factors, not the least of which is the age of the student, but also the activity in which the students are involved. For example the amount of direct supervision required for 10th grade students reading at their desks is probably less than for a 7th grade class doing a science experiment because of age and the relative risk factor.

The district does maintain liability insurance and governmental immunity generally extends to employees acting in a reasonable fashion within the scope of district policy and of their responsibilities. On the other hand if the adult (or adults) charged with supervision leave students unsupervised, doesn't take reasonable steps to secure the safety and well being of students, or acts in a manner inconsistent with district policy, they run the risk of negligence should an incident or accident occur. If found to have acted in a negligent manner, staff members could face legal and professional sanctions.

All staff members should anticipate activities that may require special eyewear, headwear, earwear, gloves, footwear, or other protective devices. Prior request for such items should be made with ample time to supply all that is needed to ensure staff and student safety..

If students are using computers in a classroom, it is the responsibility of the teacher is to monitor the websites visited by students even though the district and the regional network is designed to filter objectionable sites. Students have been known to find ingenious ways of circumventing security, and serious consequences can result if a student is using school resources to 'chat' or 'blog' with supposed 'friends' who end up being sexual predators. Online bullying, visiting porn sites, watching videos of inappropriate conduct are all behaviors that cannot be ignored by our school district and are violations of the acceptable use policy. Violations will result in serious consequences for the student AND for the supervising staff member (if negligence is determined).

All field trips, which mean any activity off school grounds, must be cleared with the principal ahead of time and the proper procedure for notifying parents via permission requests must be followed.

Staff members should not transport students in any vehicle without clear prior permission. At no time should students be allowed to ride in an open part of a vehicle such as the back of a pickup or on a trailer.

Supervision can and does extend outside the classroom. If a staff person happens upon students engaged in an unsafe or dangerous activity, in need of assistance, or violating school policy, they are by and large responsible for exerting a reasonable amount of control over the situation so long as the staff person or other students aren't put in harms way. To that end, students who willfully ignore a teacher's reasonable directive should be treated as

insubordinate and referred to the principal. Each staff member has an obligation to contact and report to their immediate supervisor if they witness, discover, or even suspect a circumstance which might be harmful to the health, safety, or well-being of students, or could be regarded as dangerous or destructive.

Board Policies 3210, Staff Ethics; and 3213, Student Supervision and Welfare should be reviewed if ever there are any questions.

Teacher/Student Relationship

Another area that implicitly falls under student supervision and staff ethics is contact with students outside of school. Policy 3213 talks specifically about the types of activities that are either improper (i.e. furnishing alcohol/tobacco, romantic/sexual relationships) or may give the appearance of impropriety. But in the recent past, a number of teaching professionals across the nation have created difficulties for themselves by becoming too personally involved with students through electronic networking such as e-mail, texting, blogging, Twitter, YouTube, MySpace, Facebook, etc. Contact with students via these respective electronic means or representing oneself in an electronically accessible forum should be handled with extreme caution. The ease with which one can enter the gray area between your role as a professional and your private life should make every teacher wary because it could have unexpected, and not always pleasant, consequences.

Confidentiality

The Family Educational Rights and Privacy Act of 1974 (FERPA), plus statutes and policies protects the confidentiality of information about students and their family. Staff members are urged to be mindful of confidentiality and avoid sharing or offering information about students and their family. Board Policy 8350 deals with confidentiality and describes what information can and can't be shared. Teachers should always consult their principal or the main office if there is ever any doubt. People have a wide range of reasons for wanting their privacy and the privacy of their students protected, and it would be wise to always be respectful of that.

Accident Reports

From time to time, accidents happen and when they do, they must be reported as soon as possible, regardless of how innocuous an injury may seem. Staff members should report immediately to the principal and may be requested to provide either a brief written statement or to fill out an accident report form. If the school nurse is available, the student may be sent or taken to the nurse. Staff members are cautioned against making a diagnosis or administering aid beyond their scope of understanding and training.

Suspected Abuse and Neglect

School employees are obligated by law to report all suspected child abuse or neglect. If a teacher has suspicions, they should be reported immediately to the Centralized Intake office of Children's Protective Services (CPS) – 1-855-444-3911. As all school employees are mandated reporters of abuse and/or neglect, it is not necessary to notify the building principal or an administrator prior to calling in a report. However, it is recommended that staff concerns regarding any student be shared with the administration and the counselor as

soon as possible. Failure by school employees to report suspected abuse or neglect could be subject to criminal penalties. Reference Board Policy 3213.

Student Medication

Board policy 5330, Use of Medications, deals with student use of medications both prescribed by a physician and over-the-counter drugs. As provided by policy, only staff members who have the proper training should administer any medications. In certain circumstances, students can administer their own medications (i.e. inhalers), but that should be cleared with the principal. At no time should a teacher provide any medication to a student, or allow them to take a medication without the expressed permission of either the school nurse or the principal.

Student Discipline

All teachers should familiarize themselves with the student handbook. Only a solid understanding of the Code of Conduct and the Discipline system can avoid confusion and frustration.

The premier goal is to have sufficient classroom management and supervision to prevent or eliminate most opportunities for misconduct. However, it is not reasonable to assume perfect behavior by all parties is possible. When occasions arise that unacceptable behavior has been observed, conscious steps must be taken to handle the matter.

In terms of responding to misbehavior, a staff person's actions may range from ignoring the matter to immediately taking steps to remove the student from the situation. The general guideline for dealing with behavior must reference the section on classroom management. If the purpose is to create an atmosphere conducive to learning, then steps which can be taken to correct behavior that don't disrupt the atmosphere of the classroom should be tried. Suggested strategies might include eye contact/signaling, proximity, or redirection.

If it becomes necessary to speak to the student, the communication should be delivered in such a way to avoid a disruption to student learning. Perhaps it is necessary to give a simple directive, a warning, or a request to meet with them after class. Communication of this nature should be quiet, non-confrontational, and respectful. Students who are confronted or challenged publically in front of their peers may react in a manner that could be considered disrespectful or insubordinate. It is best to avoid provoking situations that can result in a power struggle.

On the other hand, instances will arise whereby a particular student or students will behave in such a way as to disrupt any chance of constructive classroom activity. If a student has reached this point, then it becomes necessary to deal with it at once. Removal from the situation either to the hall or to the office should be considered.

When it becomes necessary to involve the principal, the teacher should be able to clearly state what classroom rule has been broken, what specific behaviors accounted for that, and what steps have been tried to rectify the matter.

In addition to misbehavior or not following classroom rules, an occasion may arise whereby a student has clearly broken part of the Code of Conduct (i.e. used tobacco, started a fight, stolen something). Those students should be immediately referred to the principal. Since supervision is a concern, the student should be sent with an accompanying note or

phone call to the office, or a student should be sent to retrieve the principal.

Staff members should also be aware that there are applicable laws regarding corporal punishment. Corporal punishment is basically defined as punishment which inflicts pain or threatens to inflict pain. Since there has been an increased sensitivity to "touching" students and some are inclined to take issue with it, staff members should exercise caution regarding this matter. Unless it is to protect yourself, protect someone else, or to stop a potentially dangerous behavior, other means of dealing with the situation should be used. In no instances should a staff member strike a student.

Counseling Students

There are times when teachers find themselves in a position of being sought out by a student or students who are dealing with personal issues. Teachers become someone in whom they can trust and may find it easier sharing their problems with a sympathetic teacher. As a professional dedicated to nurturing children, the inclination is to try and help students cope with whatever problems they may have. On one hand, a friendly ear and a bit of encouragement can do a world of good. On the other hand, staff members should be cautioned against becoming too involved in the personal and emotional problems of students. Unless one is trained in dealing with personal, emotional, and potentially psychological issues, it is best to facilitate referring the student to the appropriate professional services and one can initiate that by contacting the principal or the school counselor.

Preparation Period

Teachers are given a certain amount of time each day for preparation (generally 250 minutes per week). During this time, the building facilities and resources are available for one's use in preparing for instruction. Planning time is provided to conduct professional responsibilities related to your classroom instruction. It is not considered break time, so it is expected that this planning time be used to the maximum extent possible to complete activities that will either directly or indirectly result in increased student achievement. Teachers are encouraged to utilize this time to support their efforts with activities such as contacting parents, drafting letters or progress reports, evaluating student work, or assisting students. From time to time, it may be necessary, and expected, that teachers be available to meet with parents and/or other professionals during their preparation period. Utilization of preparation time for personal business such as phone calls should be kept to an absolute minimum and avoided if possible.

School Equipment

Equipment owned by the school is for the sole purpose supporting those activities attributable to the operation of the school district. As per contract, and per availability, the school equipment can be utilized by the teaching staff to help carry out their duties and responsibilities.

Phones: Each classroom has a phone and each staff member will be given a voice mail account. Contact the main office with any questions about setting up or accessing one's voice mail account.

For making calls, press “9” in order to get an outside line. If the call is a long distance call, a tone will be heard after dialing and you will need a 4-digit access number that can be obtained from the main office. Long distance calls from school for non-school business should be avoided, completed with a calling card, or placed with your cell phone. However, if it becomes necessary to use a school phone, inform the main office and be expected to reimburse the district for the call.

As for receiving phone calls during the day, especially during class time, calls will generally be forwarded to your voice mail account unless the main office clearly knows it is either outside of class or during your preparation time. In the event that you are waiting for a call from a doctor or a call related to a family medical emergency situation, please inform the office and they will place the call directly through to your classroom extension.

Copy equipment: Copy machines are made available for school use. Most are very easily operated but anyone with a question or a problem with the operation of a machine should contact the main office. Each staff member will have a code number to use before the copier will work. Staff members are cautioned against sharing that code with anyone else. Any requests to use copiers for other than school use must be cleared ahead of time.

FAX: Anyone who needs to send a fax should do so in the main office by asking office personnel to send it for you. Under no circumstances should the fax machine in the interactive television room be used without expressed prior approval. Fax transmissions of a personal nature may incur a small fee for long distance charges.

Audio-visual equipment: Such as it is made available, AV equipment can be used by school personnel in the building at any time. This does not include the interactive television system.

Interactive Television: The ITV system is an educational tool for delivering a wide variety of educational programs. Because of some of the nuances of the system and consortium agreements governing its use, anyone wishing to use the system must get expressed prior approval.

Recreational/Athletic equipment: The school has equipment and supplies for both the physical education classes and the extracurricular athletics programs. The equipment is purchased for their intended use within the respective programs. Any other use must have prior approval. Inquiries regarding use of the athletic equipment or supplies should be directed to the athletic director.

Furniture: Most needed furniture is provided. Before moving furniture around the building or borrowing furniture, one should always make sure there isn't some other use for which it is intended.

Computers: Computers are provided for use by staff members. The district's acceptable use policy applies to everyone, even staff members, and acceptable use language is included in the master labor agreement and Board policy. Staff members should be aware that anything

stored on a school-owned computer or network is subject to review, confiscation, or retrieval by the district at anytime. Staff members should take great care in protecting confidential information about students by not sharing or providing access to their computer user account.

The district does provide email accounts for staff and students. These email accounts are provided through the ISD. As with information stored on a school –owned computer or the school network, information transmitted via your EUPISD email account is also subject to review, retrieval, or confiscation by the district. Your school email account is not intended to be utilized for personal business.

If staff members are to have students use computers in class, they will need an account and must have signed the acceptable use policy. Contact the office if there is a problem with any student accessing their network account.

No equipment should ever be removed from the school unless specific permission has been given by the superintendent.

District Website

Pickford Schools has a district website using Schoolwires. Staff members are given access to create, maintain, and edit their own staff page for information, classroom announcements, assignments, etc. Any and all information, links, photos are subject to acceptable use standards and board policy. Our district website receives a high volume of traffic. As such, there is an expectation that staff webpages should be regularly updated and reflect current classroom policies and course information.

School Supplies

Generally speaking, the supplies a teacher may need for their classroom or for their class activities are provided, though all items are subject to an approval process. Teachers are usually instructed to place requests for items in the spring for the next school year. Teachers may be asked to provide pertinent information for ordering or justification for their request.

Any staff member who wishes to make a request for materials should first contact their principal. If given the go-ahead, a purchase order **MUST** be executed, and one can obtain a purchase order from the main office.

All materials purchased with school district funds remain the property of the school district for use in the district. Staff members who make purchases of materials for use at school, without prior approval and/or a purchase order, may be personally responsible for the cost of the items or may be denied reimbursement.

Some equipment and supplies, especially in the elementary, are age or grade specific and shouldn't be removed and taken to another classroom without being approved by the principal. Staff members who make purchases of materials for use at school, without prior approval and/or a purchase order, may be personally responsible for the cost of the items or may be denied reimbursement.

Grading

1. Each teacher must have a clearly stated marking policy which details how grades are determined, how they are reported, and how they are weighted depending on the particular assignment or activity.
2. Grades must be reflective of objectively determined skills and/or mastery of the standards and not be based on behavior. Allowances for participation and/or presentations can be made.
3. For reporting purposes on report cards, letter grades will be used (A, B, C, D, E, or I). The highest grade is an A, the lowest grade is an E, with plus and minus gradients in between. There is no grade point equivalency for an A+ or any basis for using a plus or a minus with an E.
4. An incomplete (I) can be given if an instructor has determined that assignments which will affect a student's grade are outstanding but will be accepted. Teachers should clearly communicate the timeline for which the work will be accepted and stick to it. Unless there are extenuating circumstances, an absolute maximum of two weeks should be more than ample.
5. Grades are officially reported to parents at nine week intervals (two per semester).
6. In the high school, for purposes of granting credit under the Michigan Merit Curriculum, course exit assessment(s) will count for 20% of the final grade for the semester. Each marking period grade will be weighted as 40% of the semester grade. The “cut score” for all course end assessments (including quarterlies) has been set at 60% by the Board. To receive credit for a semester class, the student must:
 - Pass each quarterly assessment with at least a 60% as well as passing at least one marking period of the semester.

OR

 - Pass the quarterly assessment(s) with a 78% which is the mandated “testing out” percentage.
7. In addition to a teacher’s grade book in which all grades should be recorded, teacher must record grades in the district’s Illuminate student information system on a regular basis (preferably weekly, but minimally every two weeks).
8. All teachers of Michigan Merit Curriculum courses in grades 9-12 should have appropriate assessments and guidelines prepared to allow all students the opportunity to “test out” of these courses as per the MMC legislative mandates. All assessments utilized for “testing out” purposes should be turned into the office to be kept on file.

Attendance

Teachers are expected to keep a daily record of student absences in their grade book/online student information system. The attendance records in the grade book/student information system become the definitive document in the event of an audit of student attendance. A teacher's record must clearly indicate which students are absent on which particular day. Therefore it is necessary to make sufficient notations indicating which day it is and who is absent. Teachers should also clearly mark which day a student was added (if not the first day of school) or which day they were dropped.

Other information such as tardies, excused, unexcused should also be kept. Periodic review of these records can assist in clarifying something that may be incorrect or missed in the office.

In addition to recording in one's grade book, all absences and tardies must be recorded in Illuminate by the end of each day. Attendance recorded by teachers in the elementary needs to reflect both a.m. and p.m. attendance.

Progress Reports

Teachers should always assume that parents or guardians are as genuinely concerned about their student's progress and represent a valuable resource in helping a student do better.

Reporting a student's progress to a parent on a regular basis is expected of all teaching staff. Keeping parents informed of classroom activities (this may be accomplished by a classroom newsletter, updates on your teacher webpage, or through a group email), student progress (and improvement), and classroom behavior benefits all involved.

Parents, like most of us, do not like surprises when it comes to the education of their children. In some instances, a phone call will prove helpful. In others, a brief email or text will do. Occasionally, teachers have taken a few moments periodically to have students write a brief reflection to inform their parents about how they are doing in the class. These reflections will be valuable to have on file and use during student lead conferences.

Teachers should send a progress report any time a student is doing quite poorly and either are failing or are in the real danger of failing. Progress reports can be generated automatically by our student information system, but personal contact by the teacher is preferred. Remember, the right time for a progress report is any time it has the potential to do some good. It is also important to keep all grades current in Illuminate because many parents access the system from home to monitor progress. The administration is disinclined to allow a student to be failed unless proper notice has been given, and attempts to correct the situation have been made.

Parent - Teacher Conferences

Parent - Teacher Conferences are scheduled twice per year and are for the purpose of meeting with parents to answer their questions or discuss topics pertinent to their student's success. When scheduled, teachers should make themselves available and have a concise way of communicating information which will be helpful to the parent. Most often parents are interested in questions like: How is my student doing? How might they be able to do better? How can I help my student? What is expected of the students in this class? How

are they graded? Anticipating a parent's questions will make the session more beneficial to both. The conferences scheduled in November are traditional parent-teacher conferences. The second round of conferences, scheduled in February, are student led conferences. Students should plan to attend student -led conferences and be ready to demonstrate their learning to their parents as well as show some artifacts that highlight their growth and achievement.

Aside from the formal Parent - Teacher Conferences, meeting with parents should be considered a valuable strategy, particularly if one is dealing with an unmotivated or uncooperative student. Any staff member who would like assistance in scheduling or conducting a meeting with a parent may contact the administration.

Tutoring

In the event a student, or a student's parent, requests tutoring outside of class, the decision to provide or not provide the tutoring lies with the teacher. Under no circumstance is a teacher to accept any form of monetary or in-kind compensation for tutoring a Pickford district student. If questions arise, contact the principal.

Accepting Gifts

Board Policy 3214 is a brief policy dealing with acceptance of gifts by teachers from students or parents. Nominal gifts and cards are okay, but any gift that might give indication of currying favor or could be embarrassing to students of lesser means should be avoided.

Student Hallway Passes

During any class period, teachers are encouraged to be very restrictive about letting students out of their classroom. If it becomes necessary, students who leave the classroom for any reason should have a hallway pass that clearly signifies that the student is in the hallway properly. Since the teacher is by and large responsible for the student, the teacher needs to exercise the necessary precautions to assure that the student goes where they are supposed to and does so in a reasonable time frame.

If a student needs to use a phone during a class period, for **emergency purposes only**, they should be directed to the office. Classroom phone use and cell phone use during class should not be allowed.

Teachers are also encouraged to take the necessary steps to prevent students from having to return to their locker for classroom articles. A standard policy of bringing all materials to class with no chance of returning to their locker is the best.

Daily or Weekly Bulletins

Daily and weekly bulletins are available on the district website to keep all parties informed of what is going on. Teachers in 1st hour are given the responsibility of displaying/posting the daily announcements and reading them to students immediately following the Pledge of Allegiance. All announcements and calendar items should be turned into central office staff (Mrs. Fehner/Mrs. Haske) no later than Friday at 8:00 a.m. for the following week. The PA system is available for announcements in special circumstances. Any requests to have an item announced over the PA should be forwarded

to the high school office.

A weekly ***Friday Focus*** newsletter will be emailed to all staff by the administration/central office. This newsletter will provide all staff with detailed information regarding upcoming events and activities as well as including information on instructional strategies, legislative decisions affecting schools, Board action/updates, policy changes, and staff recognition. If there are particular items that you feel should be included in a ***Friday Focus***, please email either Ms. Salmi or Mrs. Nettleton prior to Thursday at 7:30 a.m.

School Newsletter

A school district newsletter is published 3 times a year (August, December, and April). Teachers are allowed to include brief items or announcements in this newsletter. Contact the main office for information.

Collection of Money

Any time a staff person is involved with the collection of money from students, parents, or community members, the funds should be delivered to the main office as soon as possible. This practice is for the employee's own protection and will ensure the amounts will be properly recorded. Storing money in a desk or file cabinet is discouraged. At no time should funds be collected and then spent without a record of some kind, either in the general fund accounting or the internal fund accounting. All monies must be pre-counted and signed for by the individual turning in the funds. Anyone who has a question about proper procedures should contact Mrs. Tracy Rye, Business Manager.

Fire Drills

Teachers should know and have posted the proper route out of the building from their classroom in the event of a fire or a fire drill. Teachers are recommended to inform all classes of the proper route and procedures.

Some of the general directions are:

1. A student nearest an open window should close it quickly before exiting.
2. The last person out should turn out the lights and close the door.
3. All should walk in an orderly fashion with no horseplay.
4. All should exit at least 90 feet from the building.
5. During a drill, no one should return until clearly signaled to do so.

Teachers should always take their grade book with them in the event it is necessary to take a headcount of the students.

Severe Weather Drills

In the event of a severe weather drill, teachers should direct their students to the designated areas inside the building. Similar to fire drills, moving students should be in an orderly fashion and teachers should retain their grade book.

School Lockdown

Upon notification that the school has been placed in lockdown mode, teachers should

make sure all doors and windows are locked, turn off classroom lights, and move students to a corner of the room as far away from windows and doors as possible. Review all lockdown and school safety procedures found in the district safety guidelines. A binder of these guidelines and procedures can be found in every classroom and office in the building.

Student Lunch period

Lunch periods are assigned specific times depending upon grade. The administration will set times for student lunch periods. Teachers should not allow students to go to lunch early. Elementary teachers are expected to supervise their class during the time they are in the lunchroom (K-2 11:10-11:30; 3-5 11:40-12:00).

Snow Days and Weather Delays

Periodically it becomes necessary to adjust the school day due to inclement weather or some other "act of God". Our district will be using an automated calling system (currently SchoolReach, transitioning to School Messenger in October) to notify staff, students, and parents. The system can handle multiple numbers so if you want both a land line and a cell number included, please let the main office know.

When it becomes necessary to cancel or delay, television stations (9 & 10, 29 & 8, 7 & 4, and Fox 33) are notified as are the radio stations in the Sault (97.9 FM, 99.5 FM, 101.3 FM/1230 AM) and one in St. Ignace (102.9 FM). School closing information is also posted on the district Facebook page immediately after a decision is made to delay or close.

Payroll Information

All payroll activity is handled in the main office by Mrs. Tracy Rye. Any questions regarding payroll, deductions, options, etc. should be directed to her.

Sick Days/ Personal Days/ Professional Days

For teaching staff members, the building principal is the initial point of contact for utilization of a sick or personal day. Use of sick days, personal days, and professional days are all subject to the stipulations and restrictions in the master teachers' contract. All substitute requests should be entered into the AESOP system by the teacher unless other arrangements are made by the principal. Mrs. Haske will be able to assist you with this process. Prior approval is not required for sick days, but it is helpful to notify the administration via email or text if you will be unexpectedly absent from your classroom. Personal days and professional development days require prior approval from the administration before they may be taken. A minimum of 24 hours' notice is required, and approval of personal and professional development days is dependent on substitute availability. Staff should check that there is a substitute available prior to leaving for professional development sessions.

Dress and Grooming

Board Policy 3216, Staff Dress and Grooming, sets general guidelines for a professional staff member's appearance. Professional staff members should dress in a manner which sets a positive example for students befitting the authority, importance, and dignity of being a teaching professional. Opportunities for "dress down" are available multiple times

throughout the year and these opportunities will be advertised to staff. Please limit dressing down to these particular days.

Guest Speakers/ Visitors

If a teacher finds it necessary or advantageous to invite guest speakers or visitors to a class, they should inform the principal that a speaker is coming and be able to outline the purpose of the visit. Before inviting someone in or accepting an offer by someone to speak, a teacher should have clear understanding of the nature of the presentation. The Board has applicable policy concerning speakers, particularly controversial speakers, as well as policy regarding a parent's options for withholding their student from various forms of instruction or activities. By keeping the principal informed, staff members avoid an unwitting violation of school policy.

Audio Visual Presentations

Effective use of audio visual equipment and materials is a positive instructional method if used within the scope and context of the curriculum. The REMC office in the ISD offers a variety of materials for teachers to use as well as access to United Streaming for retrieving on-line presentations.

Staff members should not use movies or other commercial video tapes unless it clearly falls within the context of the school curriculum. The showing of video excerpts and full length feature films produced by various production companies is governed by licensing that our district must pay for on a yearly basis. The district can incur fines for showing films that are not covered under this licensing agreement. Staff members should check with the administration before using any video that has been rented or produced by taping a program. Under no circumstances should any video presentation be used that has any objectionable content such as vulgar or obscene language, nudity, excessive violence, or mature themes.

Personal Communication Devices

Personal communication devices (PCDs) include tablet computers, e-readers, cell phones, smartphones, and/or other web-enabled devices of any type. Regardless of whether the PCD is Board-owned and assigned to a specific employee, or personally owned by the employee, all employees are responsible for using PCDs in a safe and appropriate manner. Cellular and wireless communications, including calls, texts, and emails sent from PCDs may not be secure. Teachers should use discretion in utilizing PCDs to relay confidential information about students and observe all confidentiality requirements related to student records as per Policy 8310. Additionally, these communications may constitute public records if the content of the message concerns district business, and as such may be subject to retention and disclosure. PCDs shall not be used to capture, record, or transmit the words or sounds or images of any student, staff member, or another person in the school. Such capture and transmission of audio, video, or images is considered an invasion of privacy. During work hours personal communications made or received on a PCD can interfere with employee activity and distract others. Teachers are expected to use discretion in using PCDs while at work for personal business. Personal communication via PCDs should be limited to breaks and lunch periods.

Criminal History and Reporting

School district employees are subject to fingerprinting and a criminal history check as a prerequisite for employment. This is spelled out in Board Policy 3121. Also, since 2006, employees are required (within 3 days) to notify their school employer of any arrest, arraignment, or adjudication. Policy 3121.01 also details implications for convictions of both misdemeanor and felonies depending upon the nature of the crime. Any questions should be directed to the superintendent.

Use of Alcohol and Tobacco

The use of alcohol and tobacco by staff members on school grounds, in school facilities, at school events is prohibited. Policy 3215 deals specifically with tobacco.

Custodial Personnel

Continuing during the 2013-14 school year, cleaning services for the district will be provided by Serv-Pro Services. Serv-Pro staff members will be recognizable by their company uniform. Part of the service includes a means to report cleaning or light maintenance issues by staff members. If such a circumstance arises, please utilize the notification system (the binder can be found in both the elementary and main offices) or contact the administration. More involved maintenance issues may require the completion of a work order. Teachers who need to report a more serious maintenance issues should do so by contacting Mrs. Nettleton or Mrs. Tracy Rye.

Extracurricular Advisor Guidelines

General: All advisors, facilitators, coaches, etc. must adhere to these general guidelines of conduct and execution of their position:

1. Adhere to district policies during all respective activities, including activities that take place off school grounds, outside the school day, or outside the school year. Furthermore, promote responsible citizenship and conduct, consistent with the mission of the district, in a manner that reflects positively upon students and the district.
2. Provide adequate supervision and direction of students consistent with district policies and consistent with the intent of the particular organization or activity. Advisors should not leave the building until all students have been picked up/left the building.
3. Obtain approval for all activities in the manner prescribed by the administration prior to any scheduling, and facilitate appropriate notice to students, staff, parents, and community members.
4. If any activity involves money such as collecting dues, accepting donations, selling items, etc., provide for an adequate means of transferring any funds to the district's internal accounting system as directed by the principal. Purchases should be paid for solely with a check issued from the district from the appropriate fund. Fund raisers should be approved in advance by the administration.
5. Take all appropriate steps to provide proper care and maintenance of school equipment and facilities.

6. Take appropriate steps to promote student recognition through things such as school announcements, school recognition activities, the district newsletter, contact with various media, etc.
7. Be willing and able to communicate with administration and to comply with the administrator's directions or requests as they may arise.

Class Advisors: Oversee, supervise, plan, advise, and facilitate the respective class activities which include but is not limited to:

1. electing class officers, conducting class meetings, planning class activities and fundraisers.
2. participating in school activities such as Spirit Week, homecoming, graduation, etc.

Yearbook Advisor: The advisor is the staff member responsible for the production of the annual yearbook. In order to do this, they must oversee, supervise, plan, advise, and facilitate:

1. recruitment, selection, organization, and operation of a student production staff.
2. meeting with production company representatives and observing all submission requirements and deadlines.
3. making necessary financial arrangements to provide the annual at a reasonable cost through advertising, donations, fund raisers, and marketing the annual.
4. assembling all necessary print or photographic elements of an annual.
5. editing the annual, making sure all content is appropriate, and making sure it appropriately represents the district and its students and staff in a positive manner.

FCCLA Advisor: Oversee, supervise, plan, advise, and facilitate

1. student participation in activities consistent with the organization's stated goals and purpose.
2. activities to recruit members and help them maintain membership in good standing.
3. the maintenance of all appropriate record keeping such as membership information, meeting minutes, competition results, honors and recognition, etc.
4. all necessary steps to maintain the district's position as a member school.

National Honor Society Advisor : Oversee, supervise, plan, advise, and facilitate all activities necessary to maintain a NHS chapter in good standing such as

1. maintaining membership standards consistent with NHS guidelines.
2. conducting appropriate membership selection processes that adhere to NHS guidelines.
3. ordering the appropriate NHS supplies.
4. working with the building principal to set up any appropriate ceremonies, such as the induction ceremony.

Student Council Advisor: Oversee, supervise, plan, advise, and facilitate the creation and operation of a student council through appropriate activities such as

1. organizing and conducting elections, selecting officers, creating any necessary committees.
2. holding regular meetings.
3. planning and promoting activities for the student body.
4. promoting citizenship and civic participation.

Extracurricular Band: Since it is inherent in the development of musical talent and training to seek opportunities to perform, this position is designed to provide staff support in securing those opportunities for students. Therefore, the goal of an extracurricular band director is to oversee, supervise, plan, advise, and facilitate the creation and development of band activities outside the regular classroom by

1. promoting and encouraging student participation in ‘Pep Band’-like opportunities at athletic contests, especially football and basketball.
2. promoting and encouraging student participation in opportunities to perform at various community events, celebrations, and activities.
3. providing for performances at school activities such as graduation, as well as performances designed to specifically showcase band students (i.e. winter and spring concerts)
4. promoting and encouraging participation in the Solo and Ensemble competition.
5. promoting activities of general music appreciation such as attending music performances.

Quiz Bowl Advisor: Oversee, supervise, plan, advise, and facilitate the creation and development of a Quiz Bowl team by

1. recruiting and assembling a team through a fair selection process.
2. organizing and conducting practices.
3. supplying participants with appropriate study or orientation materials.
4. making sure all rules and guidelines of competition are adhered to.
5. being responsible for making sure all necessary arrangements such as transportation or accommodations are accounted for.

Mentor Teacher: In accordance with applicable Michigan laws concerning the induction of teachers in the first three years of their employment whereby these teachers shall be assigned one or more mentors, those serving in the mentor capacity shall

1. work with the principal in helping the probationary teacher complete their induction by assisting with general orientation to the district concerning such things as day-to-day activities, district policies and procedures, introduction to other staff members, etc.
2. assist the probationary teacher with analyzing and understanding any individualized development plan
3. offer encouragement for professional development activities, and support any other activities that will promote the probationary teacher’s assimilation into the field of teaching.
4. arrange to meet on a regular basis with the probationary teacher to discuss any issues related to their potential success as a teacher and provide documentation of the times and general nature of the meetings.
5. work to be available to provide some counsel for handling the mental and physical rigors of the profession.

Athletic Coaches

1. Be able and willing to take direction from the athletic director and district administration.
2. Adhere to all district policies and all MHSAA rules and regulations at all times, including all competition rules of that particular sport.

3. Plan and conduct regular practices which emphasize training, skill development, strategy development, rules understanding, sportsmanship, and team work. Provide the necessary direction and supervision to maintain a safe and healthy environment for participation.
4. Accompany the team to all competitive events and provide for the appropriate deployment of athletes, strategies for success, and any necessary record keeping such as scorebooks, entry sheets, lineups, etc.
5. Work to understand the basic nature of injuries and provide appropriate first aid within the scope of your training. Any known or suspected injuries or other health conditions of a serious nature should be reported to parents, school officials, and where appropriate, medical personnel.
6. Provide professional conduct which reflects positively on the district, community, and the student athletes. Refrain from un-sportsmanlike conduct, from berating or swearing at athletes, opponents, or officials, from inappropriate fraternization with students and athletes, from any form of cheating, from discussing personal or internal team matters outside the team, and from any other behavior that might detract from a positive environment for student participation and competition.
7. Take responsibility for the appropriate use of and care for school equipment, supplies, uniforms, and facilities, and report any loss, damage, or disrepair to the athletic director.
8. Where appropriate, especially at the varsity level, be responsible for providing game and player information and statistics to various media.
9. Where appropriate, be responsible for promoting student athlete recognition by participating in any conference recognition activities, by helping supply media or state selection participants with requested information or nominations, and by making sure all appropriate individual and team awards are made and presented at district recognition activities.
10. Be willing and able to assume the position of role model for student athletes and always remain loyal to the traditions of the Pickford Public Schools and be willing to promote a respect for the honor of representing the district and community through participation in athletics.

Pickford Public Schools Teacher Handbook

2013-2014

Date	PICKFORD PUBLIC SCHOOLS – 2013-2014 Calendar		Student Days (176)	Teacher Days (182)
August				2
26	District open House 5:00-6:30	Optional for Staff		
26	PPS Professional Development Day			
28	ISD Professional Development Day			
September			20	20
2	Labor Day			
3	First Day of School			
6	Stalwart Fair	½ Day for Students and Staff		
October			23	23
Week of 7 th	MEAP Testing			
Week of 14 th	MEAP Testing			
November			18	19.5
1	End of First Marking Period			
7	Parent/Teacher Conferences 1:00-4:00/5:00-8:00	1/2 Day for Students		
8	PPS Professional Development Day	No School for Students		
27	Thanksgiving Break Starts	½ Day for Staff and Students		
28-29	Thanksgiving Break	No School		
December			15	15
23-31	Christmas Break	No School		
January			20	20
1-3	Christmas Break			
6	School Resumes			
17	End of First Semester			
February			18	19.5
13	Student Led Conferences 4:30-8:00			
14	Winter Break Day	No School		
17	PPS Professional Development Day	No School for Students		
March			20	20
4-6	MME/PLAN/EXPLORE Testing			
18-20	MME Testing Make-Up			
21	End of Third Marking Period			
31	Spring Break	No School		
April			16	17
1-4	Spring Break	No School		
7	PPS Professional Development Day	No School for Students		
18	Good Friday	No School		
May			21	21
24	Graduation			
26	Memorial Day	No School		
June			5	5
6	Last Day of School	½ Day for Students		

172 Full days	Elem. 1074.24 hours of instruction	HS 1103.64 hours of instruction
4 half days	35 hours of prof. devel.	35 hours of prof. devel.
176 total days	1109.24 total hours	1138.64 total hours