

**Shelley High School**  
**Faculty Handbook**  
**2022-2023**



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**WWW.SHELLEYSCHOOLS.ORG**  
Principal: Burke Davis  
Email: [bdavis@shelleyschools.org](mailto:bdavis@shelleyschools.org)  
Assistant Principal: Cortney Markham  
Email: [cmarkham@shelleyschools.org](mailto:cmarkham@shelleyschools.org)

*We want to welcome each of you back for a new and exciting year at Shelley High School. This includes a special welcome to our new faculty members. We are honored to be associated with such a special group of faculty, staff, and students. Each day we all need to remember that educating our students is a wonderful privilege and responsibility.*

*This faculty handbook has been prepared for the purpose of keeping all faculty members informed concerning administrative procedures and assignments. We realize the handbook cannot possibly cover every aspect. Therefore, as questions or situations arise, please contact the office for answers. Please familiarize yourself with the information; we hope it will be of help to you.*

### **Mission:**

**Discover your Potential-See it, Believe it, and Reach it!**

### **Vision:**

**SHS recognizes that each child is an individual and all children need to succeed. We will provide a learning environment that will allow all students to reach their full potential. We are tomorrow.**

### **Belief Statement:**

- We believe in the worth of all students and believe that their worth will be increased by providing tools to be life-long learners
- We believe that students must understand that they are the ones ultimately responsible for their learning.
- We believe that diversity is a strength and should be celebrated, both in the content of our curriculum and the make-up of our student body.
- We believe that a safe, positive, and supportive atmosphere is invaluable.
- We believe that instruction should meet the needs of all students, regardless of the level of learning the way in which they learn.
- We believe that technology positively impacts student achievements as it changes the teaching and learning environment.
- We believe that Respect, Attitude, Cooperation, Effort, and Responsibility are integral to success, and we strive to model and teach these values as a part of our curriculum.
- We believe that all students and staff will benefit with collaboration at the school and district level.

**Shelley High School will provide a quality education for students through cooperation, mutual respect, and shared responsibility.**

## ADMINISTRATION

CHAD WILLIAMS  
BURKE DAVIS  
CORTNEY MARKHAM  
JOSH WELLS  
PAM KANTACK

SUPERINTENDENT  
PRINCIPAL  
ASSISTANT PRINCIPAL  
ATHLETIC DIRECTOR  
CTE ADMINISTRATOR

## SPECIAL SERVICES

TAYLOR DIAL  
TROY COOK  
MIKE MESSICK  
MARK GRAHAM  
BARBI BIORN

COUNSELOR  
COUNSELOR  
DIRECTOR, SPECIAL ED  
SCHOOL PSYCHOLOGIST  
CURRICULUM DIRECTOR

## OFFICE SECRETARIES

STEPHANIE BALL  
MARCI HILL  
CHERYL FOSTER

REGISTRAR & COUNSELOR SECRETARY  
FINANCIAL SECRETARY  
ATTENDANCE SECRETARY

## SUPPORTIVE STAFF

WES HAYMON  
TRISH FEILDING  
PAUL SPARKS  
LAURA GRANGE

SRO  
LIBRARIAN  
CUSTODIAN  
CAFETERIA MANAGER

## **DEPARTMENTS** **\*DEPARTMENT HEADS**

<b><u>ENGLISH</u></b> TERESA DYE MEGAN SANDERSON ANGELIE WALKER *CHRIS FLEMING BARBI BIORN TABIATHA FOSTER	<b><u>MATH</u></b> JUDY SMITH DREW WILSON *TRACI MCARTHUR MARIANNE FROST RYLEE WELLS CARMA RIOS
<b><u>SCIENCE</u></b> PORTER HARTWIG *ROBIN BENCH	<b><u>SOCIAL STUDIES</u></b> ANDREW BALDWIN MCKAY MONSEN

WADE MESSICK RAY MILLER	JACOB MONAHAN *LANCE BODRERO
<b><u>PHYSICAL EDUCATION</u></b> *WALLY FOSTER JOSH WELLS HAYLEY REMINGTON KELLI HOBBS BARRY JOHNSON	<b><u>CAREER &amp; TECHNICAL EDUCATION</u></b> JUSTIN STAKER KYM DRAKE KAY HATHAWAY *PAM KANTACK
<b><u>FINE ARTS</u></b> *SARAH HARTWIG DANIEL BORUP ADRIAN ROSALES EMILY CRANER	<b><u>CTE-AG</u></b> LYLE ZAUGG *KODY HOWELLS VINCE WRAY
<b><u>SPECIAL EDUCATION</u></b> SIDNEY MUIR *RITA HAYMAN	

**FACULTY MEETING DATES: Tuesday 7:35am every 3 weeks or as needed**

## **FACULTY ADVISORY ASSIGNMENTS**

### ACADEMIC TEAM

ART CLUB

DRAMA

BALLROOM

SPEECH

PEP BAND

CHOIR/SHOW CHOIR

YEARBOOK

FCCLA

FFA

BPA

KEY CLUB

NATURAL HELPERS

NATIONAL HONOR SOCIETY

HALO CLUB

STUDENT COUNCIL

CHEERLEADERS

REDS

FOOTBALL

VOLLEYBALL

GIRLS BASKETBALL

BOYS BASKETBALL

WRESTLING

A. BALDWIN

D. BORUP

S. HARTWIG

W. POPP

S. HARTWIG

A. ROSALES

E. CRANER

M. FROST

K. HATHAWAY

ZAUGG, WRAY, HOWELLS

K. DRAKE & P. KANTACK

T. DIAL

T. DYE

T. DYE

P. GIL

J. WELLS & M. FROST

R. WELLS

K. HOBBS

J. WELLS

S. LECKINGTON

J. CARLSON/ J. CANNON

J. KOLSEN

C. CALL

GOLF  
BASEBALL  
TRACK  
SOFTBALL  
GIRLS SOCCER  
BOYS SOCCER  
CROSS COUNTRY  
SWIM  
ESPORTS  
FRISBEE GOLF  
SPANISH CLUB

W. FOSTER  
J. MAYNARD  
D. WILSON  
K. BATEMAN  
B. IVINS  
C. CRANDALL,  
J. IVINS  
T. RICKABAUGH  
J. STAKER  
P. HARTWIG  
A. BALDWIN

## BELL SCHEDULE

PERIOD	START	END
<b>1</b>	<b>7:58</b>	<b>8:54</b>
<b>INCLUDING NUTRITION BREAK</b>	<b>8:58</b>	<b>10:03</b>
<b>2</b>		
<b>HOMEROOM</b>	<b>10:07</b>	<b>10:27</b>
<b>3</b>	<b>10:31</b>	<b>11:27</b>
<b>4</b>	<b>11:31</b>	<b>12:27</b>
<b>LUNCH</b>	<b>12:27</b>	<b>12:58</b>
<b>5</b>	<b>1:02</b>	<b>1:59</b>
<b>6</b>	<b>2:03</b>	<b>3:00</b>
<b>7</b>	<b>3:04</b>	<b>4:01</b>

### RESPECTFUL CLIMATE

At Shelley High School it is our goal to maintain a respectful climate. All students and members of the Shelley High School faculty and staff deserve the opportunity to work and learn in an environment of mutual respect

and trust. This requires that students and all members of our community regard each other with courtesy, consideration, appreciation and act accordingly.

### **Our Responsibilities as Members of the Shelley High School Community**

Creating and maintaining a school culture of respect demands that all individuals recognize disrespectful behaviors and take action. All students and members of the SHS faculty and staff have the potential and the responsibility to affect the school culture and is strongly urged to act in concert with the following guidelines:

- Treat others with courtesy, consideration and respect;
- Tell individuals behaving in a disrespectful manner toward you that you want them to stop. Use respectful language in doing so;
- Tell individuals behaving in a disrespectful manner toward someone else that you want them to stop;
- Report the behavior if it does not stop.

### **Definition of Disrespectful Conduct/Harassment/Bullying**

Disrespectful Conduct/Harassment is any form of behavior that interferes with another person's sense of safety, dignity, comfort, or productivity in the school environment. Prohibited conduct may include indiscriminate bullying in addition to, but not limited to, the following when it relates to a person's gender, race, color, ethnicity/national origin, religion, age, handicap/disability, sexual orientation, physical appearance, and physical/mental capacity, and when such conduct is unwelcome by the recipient or others:

- Name calling (verbal/written), teasing, mimicking, slurs, or other derogatory remarks;
- Offensive graffiti, symbols, posters, pictures, cartoons/caricatures, notes, book covers, or designs on clothing;
- Phone calls, e-mails, instant messages, video, photographs and/or social media;
- Touching of a person or touching a person's clothing;
- Words, pranks or actions which provoke feelings of embarrassment, hurt or intimidation;
- Stalking.

## **CODE OF ETHICS IDAHO TEACHING PROFESSION**

### **Preamble**

Believing in the worth and dignity of each human being, the educator recognizes the supreme importance of pursuing truth, striving toward excellence, nurturing democratic citizenship and safeguarding the freedom to learn and to teach, while guaranteeing equal educational opportunity for all. The educator accepts the responsibility to practice the profession according to the highest ethical standards. The Code of Ethics of the Idaho Teaching Profession symbolizes the commitment of all Idaho educators and provides standards by which to judge conduct.

### **PRINCIPLE I – COMMITMENT TO THE STUDENT**

The educator measures success by the progress each student makes towards the realization of his/her potential as an effective citizen. The educator, therefore, works to stimulate the spirit of inquiry, acquisition of knowledge and understanding, and thoughtful formulation of goals.

#### **In fulfilling these obligations to students the Idaho educator:**

1. Shall not, without just cause, deny the student access to varying points of view.

2. Shall protect the student from conditions detrimental to learning or to physiological or psychological well being.
3. Shall not procure, distribute, or in any way make available any of the substances recognized as harmful to learning, well being of the students, or to advocate the use of such substances.
4. Shall respect the constitutional rights of the students.
5. Shall provide professional educational services in a nondiscriminatory manner.
6. Shall refrain from using professional relationships with students for personal advantage.
7. Shall keep in confidence information obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.
8. Shall not tutor students assigned to one's classes for remuneration, except when specifically approved by the board of trustees.
9. Shall assess and report student achievement and ability as required by the employing educational agency.

## **PRINCIPLE II – COMMITMENT TO THE PUBLIC**

The educator believes that education should preserve and promote the principles of democracy. Thus, the educator shares with all other citizens the responsibility for the development of sound educational policy.

### **In fulfilling these obligations to the public, the Idaho educator:**

1. Shall distinguish between personal views and the views of the employing educational agency.
2. Shall not distort or misrepresent the facts concerning educational matters.
3. Shall not interfere in the exercise of political and citizenship rights and responsibilities of others.
4. Shall present only factual information on the application for certification and employment.
5. Shall not use institutional privileges for private gain, for the promotion of political candidates, or for political activities.
6. Shall accept no gratuities, gifts, or favors that impair, or appear to impair, professional judgment, nor offer any such to obtain special advantage.

## **PRINCIPLE III – COMMITMENT TO THE PROFESSION**

The educator believes the quality of the services of the education profession directly influences the nation and its citizens. Therefore, the educator strives to establish and maintain professional standards, to improve, service, and achieve conditions that attract highly qualified persons to the profession.

### **In fulfilling these obligations to the public, the Idaho educator:**

1. Shall provide professional educational services in a nondiscriminatory manner and not interfere with the free participation of colleagues in their professional associations.
2. Shall accord just and equitable treatment to all members of the profession in the exercise of their rights and responsibilities.
3. Shall use no coercive means nor give special treatment in order to influence professional decisions of colleagues.
4. Shall withhold and safeguard information acquired about colleagues in the course of employment, unless disclosure serves professional purposes or is required by law.
5. Shall present one's professional qualifications accurately and completely.
6. Shall present evaluations of and recommendations for colleagues fairly, accurately, and professionally.
7. Shall cooperate with the Professional Standards Commission in inquiries and hearings.
8. Shall not engage in conduct which is offensive to the ordinary dignity, decency, and morality of others.

## **PRINCIPLE IV – COMMITMENT TO PROFESSIONAL EMPLOYMENT PRACTICES**

The educator regards the employment agreement as a pledge to be executed in a manner consistent with the highest ideals of professional service. The educator believes sound professional personnel relationships with governing boards are built upon personal integrity, dignity, and mutual respect. The educator discourages the practice of profession by unqualified persons.

### **In fulfilling these obligations to the public, the Idaho educator:**

1. Shall apply for, accept, offer, or assign a position or responsibility after due consideration of professional preparation and legal qualifications.
2. Shall apply for a specific position only when it is known to the educator to be vacant and shall refrain from underbidding or commenting adversely about other candidates.
3. Shall present only factual information regarding the assignment or conditions of employment to an applicant.
4. Shall adhere to the terms of a contract or appointment, unless these terms have been legally terminated, falsely represented, or substantially altered by unilateral action of the employment agency.
5. Shall conduct professional business through appropriate channels.
6. Shall provide, upon request of an aggrieved party, a written statement of specific reasons for recommendations that lead to denial of increments, significant changes in employment, or termination of employment.
7. Shall use time granted for the purpose for which it is intended.
8. Shall not delegate assigned tasks to unqualified personnel.

## **VIOLATION OF THE CODE OF ETHICS OF THE IDAHO TEACHING PROFESSION**

Under Idaho Code, 33-1208, a violation of the Code of Ethics is grounds for suspension or revocation of one's teaching certificate. An allegation of ethical misconduct may be brought by an Idaho local board of trustees or by any individual – other than a student of an Idaho public school – who has substantial interest in the matter.

Upon receipt of an allegation, the Executive Committee of the Professional Standards Commission **reviews the circumstances of the case and determines whether sufficient grounds** exist to warrant filing a complaint against the individual accused of misconduct. **If sufficient grounds are determined to exist, the chief certification officer of the Professional Standards Commission files a formal complaint against the accused.** Upon request, a hearing will be held, and a recommendation will be made to the Professional Standards Commission. The final decision of the Professional Standards Commission shall be subject to judicial review. Such hearings are held in compliance with Idaho Code, 33-12

## **BUILDING POLICIES**

**CALENDARS**-It is everyone's responsibility to have activities and building reservations entered on the school calendar by contacting the athletic director, Josh Wells. Josh Wells. Items on the calendar are subject to change as deemed necessary by the administration. This will help eliminate conflicts. The school calendar will be available on the internet.

**CLASSROOM MAINTENANCE**-See that your classroom is kept clean and orderly, the lights and promethean boards are turned off, and the door is shut and locked when your room is not being used. Check the desks in your classrooms frequently for any writing or damage. Do not leave graded assignments or other private material on your desk.

**DAILY ANNOUNCEMENTS**- Announcements will be read at the beginning homeroom and will be posted in PowerSchool. This is the best way to make sure the students have the bulletin read to them. All announcements should be turned into the office by 2:00pm on the day before they are to appear in the bulletin.

**EMPLOYEE INJURIES**-All employees injured while on duty are insured by the Idaho Industrial Commission. Any injury should be promptly reported to the administration and the employee needs to fill out an accident report. Accident reports can be found in the office.

**STUDENTS OUT OF CLASS**-Students are to be in their assigned class. If a teacher needs a student to miss a class, the teacher should contact the other teacher in advance to clear the absence. **Students are not to be sent to ask permission by the teacher needing the student.**



**TELEPHONE USAGE**-Personal telephone calls should not be made during class time except for emergencies. Please conduct personal business before or after school. **Calls to the teacher will not be forwarded to the classroom during class time.** Phones in the building are for teacher and staff use. Students may use the telephone with teacher or office permission.

**STUDENT SUPERVISION** -Student safety is of utmost importance. It is your responsibility to see that your students are properly supervised during your class/activity time. Please keep students from bell to bell and do not release them early to their next class or to lunch.

## **DIVISION OF RESPONSIBILITIES**

<p><b><u>Mr. Davis, Principal</u></b>          Budget (Marci Hill)          Master Schedule          Faculty Meetings          Plant Facility          Faculty Handbook          Teacher Supervision/Evaluations          Athletics &amp; Activities          Special Education Support          Student Achievement &amp; Learning          Building Construction          School Improvement          Technology</p>	<p><b><u>Mrs. Markham, Assistant Principal</u></b>          Keys          Attendance (Cheryl Foster)          Discipline          Bus Requests          Special Education &amp; 504 plans          Athletics &amp; Activities Support          Fire Drills and Safety          Student Handbook          Teacher Supervision/Evaluations          Senior Projects</p>
<p><b><u>Mr. Wells, Athletic Director</u></b>          Schedule Dances/Building          School Calendar          Coaches' Supervision          Coaching Evaluations          Administrator in charge when Principal          and Assistant are out of the building</p>	

## **TEACHER RESPONSIBILITIES**

**KEYS**-Keys will be issued to teachers as a valid need occurs for the purpose of education and extracurricular activities. Do not loan your keys or give your keys out, not even on a temporary basis.

**CONTRACT TIME**-Contract time is 7:30-4:30, teachers are expected to be at the school during this time. Administration must be notified if you are late, need to leave early or need to leave for any reason during contract time. If you must leave the classroom or building during the day, please make sure your students are

covered with another professional staff member. Your leave time should be cleared in advance with the administration. No students are to leave school grounds for any reason without first checking out in the office with parental permission.

**PREPARATION PERIOD**-Preparation periods are designed to provide you time for lesson preparation, collaboration, working with students and meeting with parents.

**CHROME BOOKS**- SEE DISTRICT CHROME BOOK POLICY

**TEACHER AIDES**- Student aides are under the direct supervision of their respective teacher or staff member. You are responsible to ensure the student aides are being used effectively and are under your supervision. Teachers are only allowed up to 2 aides a semester unless the teacher has gotten approval from an administrator. The following are expectations that need to be covered and reinforced by each teacher that has a student aide.

1. Student aides are assigned to you and are to work in your classroom or work area during their scheduled aide period.
2. If you need to have them return items or run other errands outside of your classroom, you need to provide them with a hall pass.
3. Grades for student aides are the responsibility of the individual teacher. Student aides are evaluated on a pass/fail basis.
4. Do not send your student aide to the library to study or other areas to visit. Please keep them in your room.
5. Student aides are not allowed to make copies in the office. Please have your aides bring items that need to be copied to the library at least three periods before you need them.
6. Student aides should **never** have access to powerschool or other student data management systems.

**ASSEMBLIES**- Assemblies are part of the regular scheduled day and as such, are part of teachers' contractual obligation to attend. Students and staff members are expected to attend all assemblies scheduled during the school day. Supervision and student management during assemblies is the responsibility of all staff members.



### ***Discipline Philosophy***

The goal of Shelley High School administration is to correct and change inappropriate behavior to increase student achievement and classroom efficiency. Our philosophy is that punitive action generally does not change long-term

behavior. The administration will utilize a number of strategies to help correct behavior including but not limited to: face-to-face conversations, frequent student check ins, counselor referral, response to intervention strategies, positive behavioral support interventions, parent involvement and district policies and procedures.

## ***Discipline Procedures***

### ***Classroom Discipline Procedure***

Relationships are the foundation for having good classroom management and can limit the amount and severity of discipline problems within a classroom. Teachers and students will partner together to create a classroom environment that is conducive to learning and positive experiences. Classroom expectations will be communicated and reviewed frequently. The following teaching strategies will be utilized by educators when student's behavior needs to be redirected:

1. Use proximity
2. Call student by name
3. Relocate student(s) by assigning a different seat.
4. Have a discussion with the student one-on-one in the hallway or at appropriate times (discussion could include but not limited to finding out their why, finding out their story, and gaining background information). Set goals for improvement, be specific and communicate what is needed; ask the student what their needs are.
5. Communicate with parents/guardians (first preference is a phone call or in person get together, second is email or leaving a message).
6. Work with RTI teams, counselors, and other teachers to find corrective solutions.
7. When previous measures are exhausted, involve administration.

### ***Minor Discipline Problems***

The following types of student conduct, while under the supervision of the school (which includes extra or co curricular activities) on or off school grounds, will constitute a minor discipline problem:

1. Bullying, initiation, or harassment. (may be considered major or minor)
2. Using profanity, vulgarity, abusive, obscene, or inappropriate language. (may be considered major or minor)
3. Insubordination, defiance, being disrespectful, willful disobedience or failing to comply with reasonable directions of a staff member. (may be considered major or minor)
4. Unauthorized parking in fire lane, driveway, faculty parking, or use of student's vehicle during school hours
5. Truancy, not being where you are supposed to be, including being in the hallway during class time without a hall pass. (may be considered major or minor)
6. Dress code violation.
7. Failure to serve detention or suspension.
8. Not riding school approved transportation to school activities.
9. Public display of affection.
10. Class disruption.
11. General inappropriate or unacceptable behavior. (may be considered major or minor)
12. Cheating and plagiarism.

### ***Procedure for Handling Minor Discipline Problems***

The procedure for handling minor discipline problems will be as follows: Any steps may be skipped and action initiated at a subsequent step if the seriousness of the behavior warrants. Police involvement and/or charges may be possible depending on the situation.

1 <sup>st</sup> Offense	A number of different strategies could be utilized including but not limited to: Face-to-face conversations, frequent student check in, counselor referral, RTI program, student/principal conference. Parents may be notified, detention or Saturday school may be assigned, or another special assignment.
2 <sup>nd</sup> Offense	A number of different strategies could be utilized including but not limited to: Face-to-face conversations, frequent student check in, counselor referral, student/principal conference, RTI program, one to two day out of school suspension or in-school suspension, Saturday School, or special assignment. Parents may be notified.
3 <sup>rd</sup> Offense	A number of different strategies could be utilized including but not limited to: Face-to-face conversations, frequent student check in, counselor referral, student/principal conference, RTI program, two to three days out of school suspension or in-school suspension, Saturday School, or special assignments. Parents may be notified.
4 <sup>th</sup> Offense	A number of different strategies could be utilized including but not limited to: Face-to-face conversations, frequent student check in, counselor referral, student/principal conference, MDT referral, RTI program, school psychologist involvement, three to five days out of school suspension or in-school suspension, parents will be notified and the superintendent may be involved in evaluating possible further discipline measures.
5 <sup>th</sup> Offense	A number of different strategies could be utilized including but not limited to: parent meeting, MDT referral, school psychologist involvement, alternative placement, referral to the Board of Trustees for possible expulsion. Students may serve an in-school suspension and/or be out of school suspended until the hearing with the Board.

### ***Major Discipline Problems***

The following types of student conduct, while under the supervision of the school (which includes extra or co curricular activities) on or off school grounds, will constitute a major discipline problem:

1. Bullying, initiation, or harassment. (may be considered major or minor)
2. Using profanity, vulgarity, abusive, obscene, or inappropriate language. (may be considered major or minor)
3. Insubordination, defiance, being disrespectful, willful disobedience or failing to comply with reasonable directions of a staff member. (may be considered major or minor)
4. Intimidation of any person with the threat of bodily harm.
5. Disruption of school related activities by depriving others of the use of school buildings, school grounds, or parts thereof, through violence, force, noise, threat, passive resistance, or other conduct which interferes with the educational activities as organized by the school officials.
6. Vandalism or graffiti.
7. Computer Intrusion or Misuse (may be considered major or minor)

8. Truancy (may be considered major or minor).
9. Gambling, stealing, or extortion.
10. Intentionally causing, attempting to cause, or behaving in such a way as to cause physical injury to any student or school employee.
11. Fighting, punching, kicking, shoving, hitting, or in any way causes physical abuse.
12. Being sent to the office by classroom teacher after teacher has followed the classroom discipline procedure.
13. Possessing, handling, or transmitting any object which may be reasonably considered a weapon or perception of a dangerous object.
14. Possessing, using, selling, transmitting, or being under the influence of any drug, alcohol, intoxicant of any kind, tobacco, unauthorized prescriptions, possession of drug paraphernalia or vaporizer smoking devices.
15. Any action that would threaten the health, safety, and well-being of students, teachers, employees, or parents.
16. Fake phone calls, or forgery
17. Inappropriate or unacceptable behavior (may be considered major or minor)

### ***Procedure for Handling Major Discipline Problems***

The procedure for handling major discipline problems will be as follows: Any steps may be skipped and action initiated at a subsequent step if the seriousness of the behavior warrants. Police involvement and/or charges may be possible depending on the situation.

1 <sup>st</sup> Offense	A number of different strategies could be utilized including but not limited to: student/principal conference, parent notification and/or conference, Saturday school, special assignments, 1 to 3 days out of school or in-school suspension.
2 <sup>nd</sup> Offense	A number of different strategies could be utilized including but not limited to: student/principal conference, parent notification and/or conference, Saturday school, special assignments, 3 to 5 days out of school or in-school suspension. parents will be notified and the superintendent may be involved in evaluating possible further discipline measures
3 <sup>rd</sup> Offense	A few different strategies could be utilized including but not limited to: special assignments, 3-5 days out of school or in-school suspension, possible referral to the Board of Trustees for expulsion. Students may serve an in-school suspension or out of school suspension until the hearing with the Board.

### ***In-school Suspension***

The student will be able to make up all missing work following the makeup policy.

### ***Out of School Suspension***

The student will be able to make up all missing work following the makeup policy.

Students who are in out of school suspension are not permitted to participate in or attend any school-sponsored activities during the period of suspension. They are not allowed on school district property during the suspension without permission from administration.

\*Video surveillance is used on Shelley School District #60 properties. Shelley High School also follows all Shelley School Board discipline policies.

**TEACHER REMOVAL OF A STUDENT FROM THE CLASSROOM** - There are times when it is necessary to remove a student from the classroom for a period of time. It is the teachers' responsibility to work with all students assigned to their class. **Teachers do not permanently remove students from class. Permanent removal is an administrative decision that will be made together by the principal, the teacher, the parent, and the student.** Shifting a student from one teacher to another seldom solves the problem.

**OVERNIGHT TRIP EXPECTATIONS** – All teachers/coaches who take students on overnight activities must provide the same level of supervision as you would during your class time. Overnight trip forms must be filled out and approved by the building administration and school board.

**PARENT/GUARDIAN CONTACT**- Educators should make frequent contact to build relationships and increase student support. Teachers are expected to make 1 positive contact per week using the district gold cards and contacting struggling students as needed (see grading). Building strong positive relationships with students and parents increases the positive experience that students will have at Shelley High School.

## **TEACHER INSTRUCTIONAL GUIDELINES**

**COVERING COURSE CONTENT**-It is the responsibility of each teacher to cover all of the material prescribed in the course outlines whether such outlines are prepared by the state department or are a product of the local department within the district or school. In a subject area taught by two or more teachers, it is essential that the course materials be coordinated. It is the responsibility of the instructors in each course to create a specific scope and sequence of subject matter and utilize vertical alignment to ensure flow between grade levels. Teachers should use a variety of teaching styles and evaluation methods understanding that there is more than one way for a student to demonstrate that they have mastered the material.

**COURSE SYLLABUS**- By the first day of school, all teachers will compose a course syllabus for each class they teach. A copy of the syllabus should be given to each student either digitally or in paper format. Copies of syllabi should also be given to both the principal and vice principal. The course syllabus should include, but is not limited to, the following items:

- Course Title
- Course Objectives
- Course Outline
- Special Requirements
- Grading System
- Make-up Procedures
- Classroom Policies & Expectations
- Parent Contact Procedure
- E-Mail/Phone number

**GRADING**- The assignment of grades is one of a teacher's most difficult jobs and grading should reflect **learning**. Grades are a report to the parents and the student indicating the students' progress and understanding at that specific time. The job of assigning grades should receive appropriate time and attention from the teacher (minimum of one grade per week). The following is our grading scale:

<u>Letter Grade</u>	<u>Numerical Value</u>	<u>Letter Grade</u>	<u>Numerical Value</u>
A+ to A	4.0	C	2.0
A-	3.7	C-	1.7
B+	3.3	D+	1.3
B	3.0	D	1.0
B-	2.7	D-	.7
C+	2.3	F	0

During each grading period a set of instructions will be distributed to teachers to ensure that appropriate grading procedures and recording is followed. If teachers have questions they should visit with one of the building administrators.

**Teachers are required to contact parents and inform them if a child is getting a D or F grade.** The ultimate goal is to work with parents to help give the students the extra support that is needed to be successful in their classes. Teachers are also expected to have a minimum of one grade in the grade book on a weekly basis. Gradebooks should reflect learning and no one assignment should fail a student (finals should not be worth more than 10% of the total grade).

**PROGRESS AND MID-TERM REPORTS-** It is appropriate and encouraged to inform students and their parents of a pupil's academic status throughout the semester. Teachers are encouraged to be generous in their praise of student success and achievement, both to the student and to the parent with occasional progress reports, phone calls, or letters sent home.

## **PROCEDURES FOR REQUESTING SUBSTITUTE TEACHERS**

Notify building administrators through ReadySub.

Utilization of Ready Sub (please be familiar with the process of using the website or app. Lesson plans and other information can be uploaded for the sub or hard copies should be left on the desk.)

<https://www.readysub.com/>

Teachers are expected to have emergency sub plans. Substitute plans should include:

1. Seating Chart
2. Instructions on how to contact the office or counselors
3. Daily Schedule
4. Location of books, A.V. equipment, etc.
5. General expectations and classroom rules
6. Name and room number of a colleague who might help the substitute teacher
7. Emergency procedures i.e. fire drill, lockdown instructions

## **PROCEDURES FOR ADVISORS**

**ANNOUNCEMENTS-** Club and class announcements may be announced in the morning bulletin. Any announcements for the bulletin must be in the office by 2:00 pm prior to the day the announcement will appear in the bulletin. Announcements need to be approved by the appropriate advisor.

**CLUB ACCOUNTS-**All club or organization funds must be deposited with the secretary in the office. Separate checking accounts are not to be established.

**MONEY-**All money is to be received in the office and a receipt given to the student. Advisors may request a list of the individuals who have paid in their respective categories. Each advisor is still responsible to see that students pay their fees.

**DECORATING-**Any decorating for activities must be done with an adult supervisor present. The club or organization is responsible for clean-up after the activity.

**FUNDRAISING**-All fundraising activities must be approved in advance by the administration. Do not order items to sell or plan fund raising activities until it has been approved.

**USE OF BUILDING**-Before planning an activity, building scheduling must be done with Josh Wells.

## **ATTENDANCE PROCEDURES**

Student attendance is important for success. Teachers are responsible to keep accurate records and update attendance in powerschool in a timely manner. The following are the procedures that will be followed at Shelley High School.

1. Teachers will enter attendance on PowerSchool **during the first 10 minutes** of each class period.
2. Students are responsible to clear their own absences. Do not send them to the office during class time unless students have a request slip from the office.
3. Teachers are encouraged to contact parents of any student who is experiencing attendance problems in their class.
4. Please see District Policy 3040 for more information concerning the school district's policy on attendance.

### **Tardy Policy**

Each homeroom teacher has primary responsibility for dealing with tardies. Teachers will counsel students who are developing a pattern of being tardy.

The courts have declared grade reduction policies for nonacademic purposes invalid. Teachers cannot make attendance and tardies a part of their point totals in determining a student's grade. (State ex rel. Yarber vs McHenry 915 S.W. 2d 325 (Mo. 1995)). However the practice of exempting a student from a final test because they have perfect attendance or no tardies, has been held to be valid. Bonus points for students with no tardies is also valid. The difference is teachers may reward students for good attendance and punctuality, but they cannot create a practice or procedure to punish a student via his/her grade for anything that is non-academic.

## **PURCHASING PROCEDURES AND HANDLING MONEY**

***No purchases can be made without a purchase order. This means you cannot buy something first and then write up a request afterwards. Absolutely no telephone orders, postcard orders, etc.***



## **IMPORTANT DATES TO REMEMBER 2022-2023**

**September 20th-Parent/Teacher conferences 4:30pm-7:30 pm**

**January 12th-End of semester**

**January 13th-Grades due by 4:00 pm**

**February 22nd-Parent/Teacher conferences 4:30pm-7:30 pm**

**April-SAT day details TBD**

**May 18th-Senior grades due**

**May 22nd-SOB Assembly**

**May 22nd & 23rd-Graduation Practice**

**May 23rd-Graduation**

**May 25th-End of semester**

**May 26th-Grades due by 4:00 pm**