

**2007 - 2008**

**TEACHER MANUAL**

**EAST STROUDSBURG AREA  
SENIOR HIGH SCHOOL**

**SOUTH**

**TEACHER MANUAL**

**2007-2008**

**IMPORTANT PHONE NUMBERS**

<b>ADMINISTRATION</b>		
Benefits Office	X1506	
Business Office		
Accountant	X1507	
Manager	X1520	
Purchase Orders	X1510	
Secretary	X1508	
Central Administration	424-8500	
Federal Programs and Grants	X1340	
Payroll	X1501	
Personnel		
Secretary	X1203	
Special Education		
Staff ID Cards	X1506	
Transportation		
Fax	420-2626	
Field trips	X1702	
Secretary	X1701	

(list secretary or administrator phone number)

<b>HIGH SCHOOL - SOUTH</b>		
Advisors – class, club	X2401, X3401	
Athletics Office	X2501	
Attendance Office	X2403	
Band Office	X2440	
Bunnell Office	X3401	
Caps/Gowns/Tassels	X2420	
Coverage, class	X3401	
Class Rank	X2467, X2451	
Custodial Office	X3450	
Diplomas	X2420	
Discipline		
9 <sup>th</sup> grade	X3401	
10 <sup>th</sup> grade	X2402	
11 <sup>th</sup> grade	X2402	
12 <sup>th</sup> grade	X2420	
Faculty Room – High School	X2689	
Fax Number	420-8353	
Field Trip Coordinator	X2242	
Finals Schedule	X2402	
Grades	X2402	
Graduation	X2420	
Guidance Office		
Secretary	X2467, X2451	
Internal Suspension	X3007	
Honor Roll	X2451	
Library	X2582	
Main Office	X2401, X2402, X2403	

MAPS Testing	X2402	
Nurses' Office	X2462, X2411	
Obligations	X2401	
Payroll, Building Secretary	X3401	
Principal's Office	X2420	
PSSA Testing	X2402	
Resource Room	X3108	
SAT Testing	X2467, X2451	
Teen Screen	X3401	
Tutors, ESU	X3401	
Working Papers	X2401, X2403	
Yearbook	X2402, X3401	

### BELL SCHEDULE

	BLOCK 1		BLOCK 2		BLOCK 3				BLOCK 4	
NORMAL	Period 1	Period 2	Period 3	Period 4	Period 5 Lunch	Period 6 Lunch	Period 7 Lunch	Period 8 Lunch	Period 9	Period 10
	7:24- 8:09	8:13- 8:58	9:02- 9:47	9:51- 10:36	10:40- 11:10	11:14- 11:44	11:48- 12:18	12:22- 12:52	12:56- 1:41	1:45- 2:30

	BLOCK 1		BLOCK 2		BLOCK 3				BLOCK 4	
ONE HOUR DELAY	Period 1	Period 2	Period 3	Period 4	Period 5 Lunch	Period 6 Lunch	Period 7 Lunch	Period 8 Lunch	Period 9	Period 10
	8:24 – 8:58	9:02 – 9:30	9:34 – 10:02	10:06 – 10:36	10:40- 11:10	11:14- 11:44	11:48 – 12:18	12:22- 12:52	12:56- 1:41	1:45- 2:30

	BLOCK 1		BLOCK 2		BLOCK 3				BLOCK 4	
TWO HOUR DELAY	Period 1	Period 2	Period 3	Period 4	Period 5 Lunch	Period 6 Lunch	Period 7 Lunch	Period 8 Lunch	Period 9	Period 10
	9:24 – 9:52	9:56 – 10:19	10:23 – 10:46	10:50 – 11:14	11:18- 11:48	11:52- 12:22	12:24- – 12:54	12:56- 1:27	1:31- 1:54	1:58- 2:30

### LUNCH SCHEDULE FOR EARLY DISMISSAL

11:30 DISMISSAL			12:00 DISMISSAL			12:30 DISMISSAL		
Lunch A	9:15	9:50	Lunch A	9:45	10:10	Lunch A	10:10	10:35
Lunch B	9:55	10:15	Lunch B	10:15	10:40	Lunch B	10:40	11:05
Lunch C	10:20	10:40	Lunch C	10:45	11:10	Lunch C	11:10	11:35
Lunch D	10:45	11:05	Lunch D	11:15	11:40	Lunch D	11:40	12:05

**EAST STROUDSBURG AREA SENIOR HIGH SCHOOL – SOUTH  
PHILOSOPHY**

See Student Handbook.

**EAST STROUDSBURG AREA SCHOOL DISTRICT  
STRATEGIC PLAN**

**MISSION STATEMENT**

As a result of a consensus building process involving professional staff members, support staff members, a school board member, community/business representatives, parents and students, the Strategic Planning Steering Committee (SPSC) formulated the mission statement for the school district. Its development was based on a review and analysis of the material generated through a district-conducted survey involving all segments of the school community resulting in the identification of beliefs, strengths and weaknesses and opportunities and threats. The mission of the School District appears below.

The Mission of the East Stroudsburg Area School District is to prepare all students to fulfill their maximum potentials and become productive citizens in a continually changing world. The District will provide an educationally sound, financially responsible program that accommodates diversity and rapid population growth.

See Student Handbook.

**EAST STROUDSBURG AREA SENIOR HIGH SCHOOL – SOUTH  
MISSION STATEMENT**

East Stroudsburg Area Senior High School – South, serving a diverse and growing student population, acts as a catalyst to prepare students to fulfill their innate potentials and become creative, productive and responsible citizens in a changing global community.

**Belief Statements**

We believe that:

- All students can learn.
- All students have the right to an education in a safe environment.
- All students should embrace diversity.
- Motivation is essential for learning.
- Clear and consistent discipline creates a positive school community.
- All members of the educational community should be treated with mutual respect.
- School, family, and community partnership is vital to student self-confidence and success.
- Competence in technological skills is imperative for future productivity.
- Continuous evaluation and improvement of the educational system is essential.
- Financial support of education is a meaningful investment in the entire community.
- Organizational agility is essential to respond effectively to a continually changing world or environment.

**HIGH SCHOOL PRIORITIES LISTING**

**AYP Goals**

1. Student Achievement (Math and Communication Arts)

**Strategic Planning Goals**

1. Facilities
2. Communication
3. Technology
4. Public Relations
5. Character Development

**EAST STROUDSBURG AREA SENIOR HIGH SCHOOL - SOUTH**

## SCHOOL STAFF – 2007 - 2008

### ADMINISTRATION

Ms. Lois Palio, Principal  
Theresa Benjamin, Assistant Principal  
Dawn Dailey, Assistant Principal  
Terrance Meehan, Assistant Principal

\* Department Chairperson

### ART

Mrs. Rebecca Butler  
Ms. Michelle Christopher  
Ms. Stephanie McIlvaine  
Ms. Jan Ward

### BUSINESS EDUCATION

Mrs. Wanda Boone  
Ms. Denise Melotto  
Ms. Amy Polmouter  
\*1 Mrs. Denise Rogers  
Mrs. Cherie Shearouse  
Mr. William Vitulli  
Mrs. Annette Warner (PT)

### DRIVER EDUCATION

Mr. Gabe Flintosh  
Mr. Armand Martinelli

### ENGLISH

Ms. Heather Burchell  
\*Mrs. Ann Catrillo  
Mr. Edward Christian  
Ms. Luciana Coke  
Mrs. Martina Gowarty  
Mrs. Elizabeth Hahn  
Ms. Cynthia Ippolito  
Ms. Amanda Isenberg  
Mr. Tom Lambert  
Mrs. Brooke Langan  
Mrs. Sandra Magnes  
Ms. Susanne Rasely  
Mr. Alex Romagnoli  
Ms. Mary Sagan  
Mrs. Jennifer Andrews Spece  
Mrs. Lee Ann Stokes  
Mrs. Patricia Tiernan  
Mrs. Beth Doyle Winschuh  
Mrs. Kelly Youngken

### READING

Ms. Rosalyn Finlayson  
Mrs. Deborah Koch  
Mrs. Trudi Sandri

HEARING:  
SPEECH:

### ESL

Mrs. Ulrike Perdomo

### FAMILY/CONSUMER SCIENCE

Mrs. Regina Brotherton  
Mrs. Linda Ritter

### FOREIGN LANGUAGE

\*Mrs. Patricia Cramer  
Mrs. Rose Ann Ferullo  
Mrs. Suzanne Lagace  
Ms. Gisella Piedra  
Mr. Christopher Schellhamer  
Mrs. Annamaria Wallen  
New Hire  
New Hire

### GUIDANCE

Mr. Joseph Formica  
\*Mrs. Linda Keglovits  
Mr. Philip Kerzner  
Mr. Jay Kule  
Ms. Allison North  
Mrs. Helene Osswald

### HEALTH/PHYSICAL EDUCATION

Mr. John Bozena  
\*Mrs. Aimee Ellison  
Mr. Gabriel Flintosh  
Mrs. Nikolya LeFevre  
Mrs. Eileen Koch  
Mr. Armand Martinelli  
Mr. Richard Allison (.5)  
Mr. Dan Patascher  
Mr. James Terwilliger

### TRANSITION SKILLS

Mr. Dan Phillips

### SCHOOL TO WORK

Carol Huffman

### SPECIAL EDUCATION

Mrs. Trish Angell

PSYCHOLOGIST: Sheila Barber

MATHEMATICS

Mrs. Suzanne Allen  
Mrs. Lori Bettencourt  
Mr. Charles Baylor  
Mr. Robert Breiner  
\*Mr. Wayne Carson  
Mr. Brendan Cassidy  
Ms. Sara Hendricks  
Mr. James Keaney  
Mrs. Shelli LeFante  
Ms. Amanda McGee  
Ms. Olivia Paris  
Mr. Walter Pawloski  
Mr. Tom Rogers  
Mrs. Jenna Rudolf  
Mrs. Despina Secor (PT)  
Mr. Peter Schmitt  
Mr. John Swineford  
Mr. Michael Wilson  
Mr. Peter Schmitt  
Mr. John Swineford  
Mr. Michael Wilson

MUSIC

Mr. Kyle Glaser  
Mr. David Lantz  
\*Ms. Linda Schaller, Vocal Music

SCIENCE

Mrs. Patricia Bixler  
Mr. Richard Cullin  
Mr. Josh Fuller  
Mrs. Kym Imber Gavitt  
Ms. Connie Hackett  
Mr. Gary Homulka  
Ms. Melissas Hughes  
Mrs. Arlene Kleinsorge  
Mrs. Laurie Kruzcek  
Mr. Ron Rade  
Mr. Fred Ridner  
\*Mrs. Heather Skeldon  
Mr. John Sywensky  
Mr. Jeff Wisnoski

SOCIAL STUDIES

Mr. Adam Coffman  
\*Mr. Lawrence Gasda  
Mr. James Hay  
Mr. Michael Healey  
Mr. Joseph Jacobs  
Mr. Paul Kernan  
Mr. Barry Krammes  
Mr. Anthony Massa

Mrs. JoAnn Chromicky  
Ms. Shaina Cognetti  
Ms. Rebecca Cunningham  
Mrs. Sandy DeRenzis  
Ms. Robyn Fasolino  
Mrs. Joan Glusiec  
Mrs. Shauna Hill  
Mrs. Gwen Jones  
Mrs. Regina Krieger  
Mr. John Millard  
Mrs. Marylou Montes  
Mr. Edward Mooney  
Mr. Dan Phillips  
Ms. Christine Preston  
Mrs. Donna Rothwell  
Mrs. Pamela Rowe  
Mrs. Gloria Stinger  
Ms. Ellen Weinstein

SPECIAL AND GIFTED EDUCATION

\*Ms. Lynda Hopkins, Director of Special Education

TECHNOLOGY EDUCATION

Mr. Craig Long  
Mr. Ken Murphy  
Mr. John Werth  
Mr. Kevin Young

DISTRICT DEPARTMENT CHAIRPERSONS

Art (6-12)	Mrs. Stephanie
McIlvaine	
Business Education	Mrs. Denise Rogers
Family/Consumer Science	Darlene Gallagher
Foreign Language (7-12)	Ms. Dolores Dunstan
Guidance (6-12)	Mrs. Linda Keglovits
Health/PE (6-12)	Mr. Charles Dailey
Health (K-12)	Mrs. Cynthia
Health (K-12)	Mrs. Cynthia Dougherty
Instrum. Music (4-12)	Ms. Melody Shamp
Library Science (K-12)	Mrs. Sue Wilson
Vocal Music (K-12)	Mrs. Linda Schaller

PROBATION OFFICER

Mr. Mike Kashner

DRUG AND ALCOHOL

Mrs. Trish Schwartz

INTERNAL SUSPENSION

Mr. Al Camaerei (Instructional Aide)

SECRETARIES

Attendance Office:

Mr. Maurice Molin  
Mrs. Donna Pyryt-Cotter  
Mr. Robert Stokes  
Mr. Raymond Williams  
Mrs. Lois Yarnall

#### DETENTION MONITORS

Mr. Joe Formica

#### CAFETERIA AIDES

Ms. Yolanda Francis  
Mrs. Diane Mallalieu  
Mrs. Marion Monke  
Mr. James Orley

#### CUSTODIANS

Mr. Barry Bartron  
Mrs. Elaine Bender  
Mr. Donald Cross  
Mr. Vincent DeConza  
Mr. Joe Feal  
Mr. Steven Garris  
Mr. Charles Gomez  
Mr. Donald Miller  
Mr. Damian Newman  
Mr. Kieran Pryor (Head Custodian)  
Mr. Dominick Renna  
Mr. Rubin Riveria  
Mr. George Santiago  
Mr. Edward Spannagel

#### HEALTH SERVICES

Mrs. Evelyn Klammer  
Mrs. Jeanne Brannigan  
Ms. Laurie Bennett  
Mrs. Rhonda Nicholls

#### LIBRARY

Mrs. Sue Wilson  
Mrs. Ruthann Eilber, Instructional Aide

#### ATHLETIC DIRECTOR

Mr. Mark Brown

#### INSTRUCTIONAL AIDES

Mrs. Sandy Anger  
Mrs. Lorelle Barrett  
Mrs. Laurel Bishaw  
Ms. Jenny Bogart  
Mr. Al Camaerei (ISS)  
Mr. John Carbone  
Ms. Pat Connors  
Ms. Rhonda Conti

#### INSTRUCTIONAL AIDS

Mrs. Alice Deuerlein  
Mrs. Siobhan Donegan

Mrs. Lynn Salmon  
Athletic Office:  
Mrs. Nancy Townsend  
Mrs. Debbie Brown  
Bunnell Office:  
Mrs. Karen Kirschner  
Guidance Office:  
Mrs. Gail Kamoss  
Mrs. Deborah Ecenbarger  
Main Office:  
Mrs. Linda Males  
Ms. Tammy Sneer  
Music:  
Mrs. Kathy Joffe  
Principal's Office  
Mrs. Joyce Barnes

#### SECURITY

Mr. Gary Bogart, Resource Officer  
Mrs. Linda Bryfogle  
Mr. Joe Czajkowski, Police/Attendance Officer  
Mr. John Fetherman  
Mr. William Gouger  
Mr. Kenneth Livingston  
Mr. Riley Maye  
Mr. Alvin Peterson  
Mr. Vincent Provenzano

#### STUDENT HELPERS

Mrs. Kara Bartholomew  
Mrs. Deb Lear  
Mrs. Gladys Ortiz  
Ms. Nicole Savage  
Mrs. Stacey Toter  
Mrs. Deloris Walker

#### STUDY HALL MONITORS

Mrs. Pamela Furst  
Mrs. Joann Monik  
Mrs. Liz Pappas

#### STAGE MANAGER

Mr. Mike Silvoy

Mrs. Jane Fetherman  
Mrs. Gail Flory  
Mrs. Claudette Hudson  
Mrs. Bridget Keeser  
Mrs. Ginger Korculanic  
Mrs. Bev McMahon  
Ms. Sara Mitchell  
Mrs. Linda Orak  
Mrs. Karen Peters  
Mrs. Nancy Peters  
Mrs. Sharon Sanita  
Mrs. Donna Smith  
Mrs. Dona Snapp  
Mr. Leonard Weinstein

#### **DUTIES OF ALL STAFF MEMBERS**

The time schedule for all professional staff members is as follows: Duty time: 7:10 AM. Earliest dismissal: 2:40 PM.

All staff members shall be responsible not only for the care, discipline, and instruction of students in their classrooms, but for any and all students in the building (which includes lavatories, halls, assemblies, cafeteria, and pep meetings). If a staff member cannot for some reason make it to an assigned area (homeroom, study hall, bus duty or whatever it may be), the main office should be notified immediately. This is to avoid the possibility of the assignment not being covered and to avoid legal entanglements.

All materials, reports and the like for the principal will be submitted to her through her secretary by placing in the principal's mailbox. Please meet with the person you are replacing prior to the start of each semester.

#### **ACADEMIC INTERIM/PROGRESS REPORTS**

See Student Handbook

#### **ACCIDENT REPORT - STUDENTS**

The following procedure is recommended when a student is hurt in school:

1. All students are to be sent to the nurse.
2. All school, school grounds, or bus related student accidents should be reported to the school nurse or supervisor in charge of activity. This should be done regardless of the degree of injury, minor or major.

The following procedure is recommended when a student is hurt during a sport practice or game.

1. All students are to be sent to Armond Martinelli (Doc) or Sports Trainer.
2. All accidents are to be reported regardless of the degree of injury.

#### **ANNOUNCEMENTS**

Announcements are made over the public address system each morning during the 1st five minutes of 1st period. All announcements made over the intercom must be approved by a senior high school administrator 24 hours in advance.

1. Announcements regarding student activities must be signed by the teacher, sponsor or advisor.
2. Announcements should be legibly written or typed on the form provided in the teacher's copy room.
3. Statements should be brief and to the point.
4. Announcements of interest to a large number of students will be made over the intercom system. Other announcements should be memoranda to the students involved. The intercom system will be used with very few exceptions to advertise school-sponsored activities.
5. Classes will not be interrupted for special bulletins unless an urgent announcement is necessary.
6. When written announcements are necessary in special areas, it is important that they be carefully announced in homerooms and classrooms. Failure to make announcements or failure to send students to the office when requested will always result in an inconvenience.
7. P.M. or afternoon announcements will be at the discretion of the administration. It is hoped to keep these confined to EMERGENCIES.

#### **ATTENDANCE**

First period teachers will submit the attendance via Progressbook. All teachers must take attendance in each of their classes. Lists of students who are on legitimate leave from school (field trips, sporting events, etc.) are to be submitted to the attendance secretary and to all teachers two days prior to the activity by the appropriate teacher or teachers responsible for the activity. Please send e-mail to staff of participants time leaving and time returning.

The following day the teacher is to check the absent student's name against the updated Attendance Sheet (includes guidance office, nurse's office, main office sign out book and the daily attendance sheet) to determine if the absence was legitimate. The attendance codes are:

DR	Doctor Note	00	Out of school suspension
HB	Homebound	01	In school suspension
RH	Religious Holiday	02	In school suspension AM
TE	Tardy excused	04	Field Trip
TU	Tardy unexcused	07	College Visit
U	Unexcused	08	Education field trip (family)
E	Excused	09	Funeral

If the student should have been present in class the teacher is to complete a Disciplinary Form and submit it to the Principal or the assistant principal responsible for that student's grade level.

#### Attendance and Tardiness Grading Policy:

1. Excused absences and grading: An excused absence never excuses a student from school work. Work must be made up within a reasonable period of time. A student has the same number of days to make up work as equal to the time of the absence.
2. Unexcused absences and grading: All unexcused absences from a class will result in a zero for the day. Teachers are under no obligation to assign make up work.
3. Tardiness and grading: All cases of lateness to class are to be handled and resolved at the discretion of the subject teacher. In responding to students that are late to class, the teachers should follow the following steps: (1) Give the student a warning or remind him that he/she is late. (2) Assign the student a detention; (3) Contact parent/guardian of the student. After steps 2 & 3 have been attempted, habitually late students should be reported to the assistant principal. Chronic lateness to class is not acceptable behavior. Any student who arrives to class without a pass will be considered tardy to class and subjected to the classroom teacher's discipline procedures. All late students must sign in at the Main Office and receive a tardy slip.

### **BUILDING**

All students arriving in the morning because of an early transportation arrangement or during inclement weather may enter the building by way of the business wing and front auditorium

Students may not leave the building during the school day without written permission from the administration or the nurse.

All students dismissed at the end of the 10th period are to leave the building by 2:40 p.m. unless they are remaining for an appointment or a supervised scheduled activity.

### **BUILDING USE AFTER SCHOOL HOURS**

Teachers planning to use the school after the regular school day are asked to make arrangements with the principal and her secretary for permission and directions for use. This will avoid conflicts between different organizations. No individual, class, club, team or any other group is to be in any part of the building without the presence of the teacher in charge.

Staff members who are using the building facilities after the close of the school day must accept complete responsibility for the care of the facility they are using (turning off all electrical equipment, fixing and locking the doors, etc.). Staff members must stay until all their participants are gone.

### **BULLETINS**

The Weekly Bulletin is placed in teachers' mailboxes every Friday. Notices for the Weekly Bulletin should be in the main office by 3:00 p.m. on Thursday. Important school events should be submitted so teachers and students have advance notice to make preparations.

### CANCELLATION OF SCHOOL

Teachers will be contacted via connect ed telephone message when school will not open due to weather conditions. (Please ensure contact number is in the system) When school is dismissed early because of inclement weather, all school activities (including athletic practices) will be canceled for the day as well as the late bus.

Please adhere to the following school district policy relating to contests and practices on the days that the opening of school is canceled.

1. If the school day is canceled the evening before or before school starts the next day, NO regularly scheduled contests will be played. (All contests will be postponed to a future date, when possible). Practices may be held on that day, if approved by the principal, but no coach can insist that his/her team members must be present. This applies to any team member riding in a vehicle from practice to home and also any team member living in the rural areas. A legal excuse from a parent/guardian will automatically excuse the individual involved.
2. On a day when school is in session for a period of time but is then suspended early because of inclement weather, contests will be postponed. Practices will not be held and again those riding in a vehicle from practice to home are not required to remain for practice.
3. Practice policy - informal practice sessions may be held at coaches' discretion only after receiving permission from the principal and the athletic director.
4. Attendance at these sessions is not mandatory and if a player is absent he/she cannot be considered "cutting" practice.
5. No informal practice may start before 12:00 noon.
6. Scheduled games or matches - when school is closed, the game or match will be postponed to another date.

### CLASSROOM PROCEDURES

Please be certain at the beginning of each semester to distribute to students a set of classroom rules. Be certain to include the consequences for missed class work due to absences and/or cuts. **Students are to be given a zero if it has been proven that they have cut your class during a test.** There are to be given no make-up tests or retests unless approved by an administrator. It is imperative that you review all of your classroom procedures before the semester begins.

### LEAVING ASSIGNED AREAS

Any teacher who must leave an assigned area must notify the office prior to leaving the assigned area so that a replacement might be arranged.

Teachers wishing to take classes from assigned areas must have approval from administration two days prior to the date. Only the principal's office may authorize changes in teacher's daily or special assignments.

### COMMUNICATIONS

School policy for handling problems or questions (exclusive of curriculum or budget) is that the question should be first initiated on the department level. In the event that there is no chairperson or director, the questions are to be directed to the building administrator. Written requests should be initiated at each level.

### COMMUNITY SURVEYS

Teachers who wish to conduct study surveys of the community (such as questionnaires) must have the principal's signature for approval before the survey is done.

### **DISCIPLINE PROCEDURE**

Each and every classroom teacher is accountable for the discipline of their students. Extreme disciplinary cases are to be escorted out of the class by security to the office. For all such cases a written disciplinary report must be sent to the assistant principal's office. (Refer to the Discipline Policy)

In dealing with student behavior problems, please consider the following:

1. Discuss the behavior with student independent of class. A written record of meeting and action taken should be recorded.
2. Discuss problem with guidance staff for further information on the student.
3. Contact parents by phone and relate behavior and possibly suggest conference.
4. Refer to administration when all of the aforementioned steps have failed to correct the issue.

### **A PHILOSOPHY OF DISCIPLINE**

The primary disciplinarian in any given situation is the teacher. The effectiveness of our entire instructional program rests directly upon each individual faculty member exerting himself/herself tirelessly in all kinds of routine matters of discipline. This includes one or all of the following:

1. Telephone calls to parents.
2. Teacher detention for lateness.
3. Use of individual conference.
4. Consultation with guidance counselor.
5. Parental conference for assistance to alleviate the apparent difficulty.

All students are expected to exercise self-control and conduct themselves in an appropriate manner at all times. The behavior of the students should reflect the standards of good citizenship expected of members of a democratic society. While public education is the right of American youth, it is not an absolute right. There are four good reasons for insisting on a well-mannered student body:

1. To create an atmosphere in which learning, study and work can proceed best. This condition cannot exist in schools in which there is a lack of mutual respect between students and teachers.
2. To make students aware that in our society the individual must take the responsibility for his/her own actions. The school, by setting fair regulating principles, provides training for self-discipline.
3. To provide for the safety of all students and staff members at work in the school.
4. To prevent costly damage to school equipment and property near the school. The role of school administration is one of support and clarification for the faculty in matters of discipline when the teacher feels the need of referral in helping to solve the problem. Detention and suspension are primarily punitive and should be used only as a last resort to the resolution of disciplinary problems.

From time to time, suspensions will occur. Significant reasons are:

1. Students must recognize that unacceptable conduct will not be condoned, tolerated or accepted in the school.
2. Parents, whose children do not need disciplinary action, need to feel and know that conscientious effort is being made for acceptable behavior and that serious infractions will be handled swiftly and with equity and justice.
3. Schools have an obligation to provide a physical as well as a psychological atmosphere that is conducive to learning and to ensure that students have every opportunity for success.

When suspensions occur, parents are placed directly into the problem/solution for they must care for the child during the period of suspension and they must provide for his/her reinstatement at his/her home school.

### **SCHOOL RULES & REGULATIONS**

Effective discipline serves two purposes. First, it prevents the recurrence of a particular misbehavior in a student. Second, it is a learning experience for the student, permitting him/her to see why certain rules have been made and why they must be followed.

Our school disciplinary policy, at a minimum, has three objectives in mind:

1. Preserving the kind of environment needed for effective teaching.
2. Dealing with disorderly conduct in a consistent way that corrects students' behavior while keeping them in school.
3. Using out-of-school suspension or expulsion only as a last resort and only when the other students' education is significantly affected.

For these objectives to be met in school, the student must learn the basic discipline guidelines from both the school and the home. Discipline must be looked upon as important and necessary by the student, the parent, and the school.

Unacceptable forms of student behavior can be organized into three categories:

Level I. Acts of misbehavior usually resolved by the classroom teacher.

Level II. Misbehaviors, which by their seriousness or frequency, require disciplinary action.

Level III. Misbehaviors which are illegal or criminal in nature.

This section identifies some of the unacceptable student behaviors and cites the disciplinary action violators can expect.

NOTE: This is only a listing of some violations and disciplinary actions. Final decisions are at the discretion of the administration. For additional information see the School Rules and Regulations in the Student Handbook.

## **227. CONTROLLED SUBSTANCES**

See Student Handbook.

### **PLANNING - THE KEYNOTE TO GOOD INSTRUCTION**

One of the most important aspects of effective teaching is careful planning and preparation. Thorough planning is essential to effectively enabling us to achieve desired goals and outcomes in the educational program of the pupils in our schools. Planning is a continuous process in which we provide for sequence, progression and progress that fosters a classroom atmosphere that is conducive to learning.

#### **I. TYPES OF PLANNING AND RESOURCES:**

Obviously, there is no one, single best way to plan for good instruction, just as there is no one single best method of teaching. However, research has proven that proper planning maximizes the opportunities for student success.

##### **A. Planning as an Individual:**

In this role, the instructor makes detailed long term and daily lesson plans. Planned Courses of Study must serve as the foundation for planning.

##### **B. Planning with Other Staff Members:**

Instructional planning must be based on the needs of students. Appropriate collegial planning and collaboration should occur where the program for students necessitates professional interaction for the development of a comprehension program. Collegial planning and collaboration are to occur with regard to the following:

1. Inclusionary practices,
2. Integration of content areas,
3. Flexible grouping,
4. Looping.

##### **C. Resources to Be Utilized in the Planning Process:**

1. Cumulative record or development folders,
2. Report to parents record (Report Cards, etc.),
3. Health records,
4. Achievement and intelligence test records,
5. Planned Courses of Study,
6. Teachers' manuals and syllabi,
7. Professional newsletters and publications,
8. Diagnostic tests and state assessment results,
9. Student portfolios
10. Mainstreaming profiles.

##### **D. Other Areas to be Referenced in the Planning Process:**

1. Department/Grade-level Meetings,
2. Current research on best instructional practices,
3. District initiatives (i.e. staff development, induction, strategic plan, technology, etc.)

#### **II. COMPONENTS OF A WELL-DESIGNED LESSON PLAN**

##### **A. Outcomes to Be Demonstrated:**

Outcomes should be stated in active verbs that reflect what students can demonstrate. These outcomes should be reflective of state and local outcomes standards. Special attention should be given to student

achievement using the levels of Bloom's Taxonomy (i.e. knowledge, comprehension, application, analysis, synthesis, evaluation, judgment).

B. Procedures and Content of Lesson:

The instructor knows what actions are to be taken and knows what parts of the plan are to be carried out in a sequential format. Pay special attention to the varied learning styles of your students in developing lesson activities. Remediation and enrichment should be implemented based on student achievement.

C. Materials and Resources:

The instructor knows what items will be required and what services and facilities will be needed. Materials and resources which are selected should be appropriate to the varied needs of learners, reflecting a wide variety of alternatives (i.e. technology, community resources, audio-visual items, learning centers, manipulatives, etc.)

D. Assessment and Follow -up:

The instructor has decided upon some means of finding out whether or not you have achieved what you set out to do. Provide a method of assessment that best suits the lesson and satisfies the stated outcome/outcomes. Varied means should be employed to evaluate student learning achievement.

III. INSTRUCTION PLAN RECORDS (LESSON PLANS)

- A. All teachers and instructional aides in the East Stroudsburg Area School District are expected to keep a written record of their instructional plans. Written lesson plans are required to be completed three (3) days in advance of the day of instruction. Such instructional plans should be accessible at all times to substitute teachers.
- B. Building administrators and supervisors are responsible for monitoring instructional plan books of their respective teachers.
- C. **Updated emergency plans for three (3) days in addition to daily lesson plans will be available to the building administrators at all times. The purpose of emergency plans is to serve as an instructional resource should there be a problem with implementing the regular plans.**

## LESSON PLAN REQUIREMENTS

**Teacher Name:**

**Time Requirement:**

**Grade Level:**

**Course:**

**Plan Overview:** (a brief several sentences of what the plan is about and/or covering including any **guiding question(s)** – **Course Syllabus**, timelines, unit plan, daily plans aligned to content standards as well as relevant Reading, Writing and Math assessment anchors.

**Process Used:** For example, lecture, student inquiry, buddy pairs, etc. Show use of alternative teaching strategies/technology integration/differentiated instruction to address Individual Learning Styles and engage students as well as variety of activities to accommodate student learning in the block.

**At the bell Activity:** Aligned to PSSA Assessment Anchors/Content Standards, PSSA testing Format, and/or Lesson Topic.

**Lesson Objective/Outcome:**

**Alignment to Content Standard:**

**Alignment to Reading, Math, Writing Assessment Standards/Anchors:**

**Lesson Procedure:** This is the step by step process for teaching lesson.

**Materials/Resources:**

**Competency/concept checklist and assessments:** What kinds of ways are you determining mastery? What criteria have you established with your class? Has a rubric been shared so students know what is expected of them? Maintain anchor checklists, and folder with PSSA activities. Publish grading policy.

**Documentation of Remediation/Reteaching and/or Enrichment as needed.**

**Note: Emergency lesson plans for 3 days must always be on file in the principal's office. Lesson plans must be prepared a minimum of two (2) days in advance per district policy #111.**

## **EVALUATION**

### **PHILOSOPHY OF EVALUATION**

It is our belief that evaluation is a necessary, desirable and therefore, appropriate function of the school district in addition to being a legal requirement.

The major purpose of evaluation is to improve the competency of the staff and thereby, the quality of instruction received by the students in the East Stroudsburg Area School District.

For evaluation to be constructive a common ground of expectations needs to be established. The objectives, guidelines and other documents that follow have been mutually developed by a committee of teachers and administrators in the East Stroudsburg Area School District to provide that necessary common ground.

Evaluation is important to the evaluator and evaluatee. In both roles it can facilitate continued professional growth and skill development. For this reason we believe in the availability of a variety of forms of evaluation, i.e., supervisory evaluation, self-evaluation and subordinate evaluation.

### **OBJECTIVES OF EVALUATION**

1. To help teachers improve teaching performance.
2. To provide incentives for professional growth.
3. To expand and strengthen subordinate/superordinate relationships.
4. To be practical in terms of expenditure of time and money.
5. To be fair and objective in implementation.
6. To satisfy appropriate state and district requirements.

## **DIFFERENTIATED SUPERVISION**

For Professional Staff

“A PROCESS FOR PROFESSIONAL ENHANCEMENT”

### **MISSION STATEMENT**

To investigate, develop, and implement a comprehensive professional development plan designed to support and enhance the supervision and evaluation process which will focus on diverse professional needs. This plan will facilitate integration of district-initiated professional development with individual staff goal setting. It will promote quality instruction and higher levels of excellence for the school community.

### **DIFFERENTIATED SUPERVISION OVERVIEW**

The focus for the four processes in the Differentiated Supervision for Professional Staff includes:

1. Focused Assistance – Observation required by an administrator during years 1, 2, and 3.
2. Structured Supervision – Observed by an administrator after working years 4 and 5.
3. Collaborative Coaching – Tenured and works with another staff member.
4. Self-Directed Development – Tenured staff who works on self guided topic.

An explanation of each process follows.

A differentiated supervision system allows professional staff and administration options in choosing processes best suited to their professional development needs. From year to year, staff members may be involved in these different processes.

In order to provide the necessary support for the successful transition of new staff to the District, Focused Assistance is required for the initial three years. Staff members needing additional support will also be included in this process. This mode provides new staff and administration numerous interactions concerning curriculum and instruction.

After completing the Focused Assistance process, staff may choose Collaborative coaching, Self-Directed, or Structured Supervision as their supervision process. Every four years, all staff must complete at least one cycle of Structured Supervision.

At the beginning of each school year, administrators will compile a list of staff members and their chosen supervision mode. This list will be sent to the Director of Human Resources for reference throughout the year. Administrators will also compile a list of Self-Directed Development projects within his/her building. The list of projects will be distributed to all staff members.

At the end of each year, staff members will complete an Individual Action Plan Evaluation form which will be shared with an administrator and/or supervisor as part of the year-end conference.

### **DIFFERENTIATED SUPERVISION RATIONALE**

A committee of teachers, association representatives, building and central office administrators has developed a process to advance the professionalism of the East Stroudsburg Area School District faculty. The Process of Differentiated Supervision will encourage teachers and principals to foster individual professional development. Teachers in the District will develop Individual Action Plans that include goal setting and activities to meet their goals. The Individual Action Plan will provide a focus for four models of differentiated supervision. The models are Focused Assistance, Structured Supervision, Collaborative Coaching, and Self-Directed Development.

Differentiated Supervision will provide teachers with the resources and opportunities to strengthen their skills and improve their teaching with a reflective, inquiring approach that enhances professional growth. The supervision program is designed to be developmentally appropriate to meet the needs of each member of the professional team. For the first time, the District-wide professional staff will have the opportunity to choose and design their own professional development plan, with the support of the building administrator, to fulfill contractual responsibilities and improve the quality of instruction for our students.

Utilizing these models will expand and extend professional development with the clarity and intensity that teachers deserve. The professional programs, workshops, credit courses, conference attendance, professional reading, and supervisory conferences will all contribute to this professional development approach as East Stroudsburg Area School District continues to strive for excellence in education.

### **LEVELS OF SUPERVISION**

#### **Focused Assistance**

Focused Assistance is a process of administrative supervision providing intensive support toward continuous professional growth.

#### **Eligibility**

- A. Non-tenured staff
- B. Tenured staff where the need for a professional improvement has been identified

#### **Focused Assistance Requirements**

- mandated for the staff member
- earned an unsatisfactory rating
- participates in an Individual Action Plan
- experiences a minimum of two formal Structured Supervision cycles during the year
- receives two or more observations from the building administrator
- receives feedback from the Individual Action Plan process
- participates in a mid-year and final evaluation conference with an administrator

#### **Focused Assistance Commitments of Professional Staff**

1. Plan a conference with the administrator and/or program supervisor to determine the focus of the Individual Action Plan.
2. Plan for a minimum of two formal Focused Assistance cycles during the year. Additional observations may be conducted by an administrator other than the building administrator. Other informal and unannounced observations will take place as necessary.
3. Staff member is responsible for complying with the two minimum observations. Professional staff members have the optional responsibility of making the administrator aware that quality performance is occurring through lesson plans, student portfolios, or self-designed progress reports.
4. Develop and implement an Individual Action Plan with the appropriate administrator within 15 school days from the identification of Focused Assistance.

5. Complete and submit a year-end Individual Action Plan Evaluation Report to the administrator before the end of May.
6. Staff member receives a satisfactory rating on evaluation form upon acceptable completion of the Individual Action Plan and assistance cycle.
7. Staff member exits from program with successful granting of tenure and permanent certification or correction of deficiency(ies) as noted by the administrator through completion of the assistance plan.

#### Roles/Responsibilities of Administrative Staff

1. Identify the professional staff who will be in the Focused Assistance mode.
2. Identify the reason(s) the experienced staff member is placed in Focused Assistance and establishes a collaborative plan to remove the Individual from Focused Assistance. The intent of the program is to improve performance and to improve the individual's techniques and/or teaching skills.
3. Plan a minimum of two required Focus Assistance cycles for these professional staff members with pre-and post-conferences. Make long-range plans from September through May. Unannounced observations and casual visits are encouraged.
4. Keep appropriate records, such as observation reports, evaluation forms, evaluation of plan, documentation, and comments relating to the professional criteria in Board Policy.
5. All paperwork associated with the two Focused Assistance cycles, with the observation summary must be attached to an evaluation form for each staff person at the end of each semester.
6. Activate procedures for dismissing staff member with continued deficiencies or for not awarding tenure.

#### Structured Supervision

Structured Supervision is a process of supervision that enables a staff member to work with an administrator in a structured setting to examine, to refine, and to enhance professional performance.

##### Eligibility

Tenured staff not yet permanently certified (years four and five)

- A. Permanently certified new staff to the district, with three years of satisfactory ratings
- B. Staff recommended by administration
- C. Staff members at their own request

#### Structured Supervision Requirements

- becomes automatic at the end of focused assistance unless the Collaborative Coaching or Self-Directed mode is requested
- staff members will cycle through this mode at least every four years
- develops and participates in an Individual Action Plan
- includes an optional pre-observation conference, a formal observation and a post-observation conference
- participates in a year-end conference with an administrator and receives an evaluation form

#### Structured Supervision Commitments of Professional Staff

1. Develop and present an Individual Action Plan in conjunction with District and building level goals to the appropriate administrator for approval by October 1 of the new year.
2. Complete and submit a year-end Individual Action Plan Evaluation Report to the administrator before the end of May.
3. Staff member receives a satisfactory rating on evaluation upon acceptable completion of the Individual Action Plan and structured supervision cycle.

#### Roles/Responsibilities of Administrative Staff

1. During May of the current school year, alert instructional staff who need to be cycled into Structured Supervision.
2. In cooperation with the staff member, schedule a minimum of one structured supervision cycle to include an optional pre-observation conference, observation, and a post-observation conference to focus on the goal(s) of the action plan. Staff member will identify area of concentration in consultation with administrator and/or program supervisor.
3. Administrator will review, approve, and file the action plan at the building level unless a specific request by the staff member is made for inclusion in the central office personnel file.

4. All paperwork associated with the completion of a Structured Supervision cycle, including the observation summary completed by the administrator, must be attached to the evaluation form and submitted at the end of the year.

#### Collaborative Coaching

Collaborative Coaching is a process of supervision that enables a professional staff member to work with another staff member or team in a collaborative setting to examine, refine and enhance professional performance. Trained coaches can only coach for three consecutive years.

##### Eligibility

1. Tenured permanently certified staff
2. Staff member request with administrative approval
3. Staff member with satisfactory ratings for at least three consecutive years within the East Stroudsburg Area School District.

##### Collaborative Coaching Requirements

- develops and participates in Individual Action Plan
- applies to the administrator by May 30 of the preceding year
- attends required collaborative coaching training (2-3 days) and is retrained every five years.
- commits to at least one observation/conference with the designated colleague in three-month intervals.
- participates in at least one mid-year conference with administrator
- completes end-of-year summative, self-reflective narrative
- participates in a year-end conference with administrator and/or supervisor and receives an evaluation form.

##### Collaborative Coaching Commitments of Professional Staff

1. Develop and present an Individual Action Plan in conjunction with District and building level goals to the appropriate administrator for approval by October 1 of the new year.
2. A written proposal to the administrator by May 1 during the year preceding the Collaborative Coaching year. The proposal will address the focus of the project for the next school year. Approval to proceed will occur before the completion of the school year.
3. If not trained for Collaborative Coaching activities, attend workshop training sessions and retraining sessions at least every five years.
4. Provide the administrator dates and times of CC activities.
5. Complete a minimum of three cycles of CC each year. Participants may participate in additional cycles if desired.
6. Staff member conferences with administrator twice a year (mid-term and at the end of the year) to review action plan.
7. Each Collaborative Coach is responsible for completing the Summative Collaborative Coaching Narrative which will be attached to the evaluation form.
8. Staff member receives a satisfactory rating on evaluation form upon acceptable completion of the Individual Action Plan and collaborative cycle.

##### Roles/Responsibilities of Administrative Staff

1. Must identify participants in CC during May of the current school year and inform the Director of Human Resources on the form letter provided.
2. Review action plans and meet with CC participants by October of the CC year.
3. Plan and conduct mid-point conference with all participants in the CC year.
4. Plan and conduct a year-end conference during May of the CC year with participants to review outcome of action plan.
5. Serve as a “process observer” to teachers new to the process.

##### Procedures Involved in the Collaborative Coaching Mode

1. The collaborative coaching participant will initiate the focus of attention and judge his/her progress in collaboration with his/her colleague.
2. There will be at least three cycles completed between October 1 and May 1. Additional cycles may be completed at any time.
3. Release time is provided by the district.

4. Action plans will be written at the beginning of the year and reviewed with building administrator in the middle and end of the year.
5. A person may continue in CC for six consecutive semesters as long as there is evidence of professional growth or unless extenuating circumstances change the teacher's mode either at the request of the teacher, or administrator and/or supervisor.
6. At the end of the six semester period, the person should cycle into Structured Supervision for a one-year period. At the end of this year, the person may remain in Structured Supervision or cycle back into CC or another mode of their choice with approval from the administrator and/or program supervisor.
7. Data and records collection are the responsibility of the CC participants.

#### Self-Directed Development

Self-directed development is a process of supervision that enables an individual to explore in depth new ideas and interests in order to refine teaching skills and to promote professional growth. This mode of supervision may only be chosen for three consecutive years.

##### Eligibility

1. Tenured staff permanently certified
2. Staff member with satisfactory ratings for the last three years in the East Stroudsburg Area School District
3. Staff requests with administrator approval

##### Self-Directed Development Requirements

- demonstrates ability to conduct a self-directed project designed to enhance his/her instruction
- creates and implements an Individual Action Plan
- may utilize input of professional staff
- may seek opportunities to share with colleagues
- participates in a year-end conference with an administrator and receives an evaluation form

##### Self-Directed Development Commitments of Professional Staff

1. Develop and present an Individual Action Plan in conjunction with the District and building level goals to the appropriate administrator for approval by October 1.
2. A written proposal to the administrator shall be submitted by May 1 during the year preceding the Self-Directed Development year. The proposal will address the focus of the project for the next school year. Approval to proceed will occur before the completion of the school year.
3. Review the action plan with the appropriate administrator(s) by October 1 of the self-directed year. Develop benchmarks or a time line for ongoing review of the project.
4. Staff member is responsible for keeping all data collection.
5. Staff member consults with the administrator and/or supervisor about any adaptation to the agreed upon proposal.
6. Staff member conferences with administrator twice a year (mid-term and end of year.)
7. Submit a mid-point progress report that reviews/evaluates the work completed and any group process to that point.
8. Upon completion of project and Individual Action Plan, staff member participates in a meeting to review the project.
9. Staff member receives a satisfactory rating on evaluation form upon acceptable completion of the project.

##### Roles/Responsibilities of Administrative Staff

1. Survey staff for capable and interested staff members for Self-Directed Development by early May of the year preceding Self-Directed Development.
2. The administrator is responsible for initiating a pre-conference with the staff member or team of staff members to discuss the action plan. A connection must be shown between the action plan and the project to illustrate how students will benefit.
3. Plan and conduct a mid-point conference with the staff member(s) to review the progress of the self-directed project.
4. Plan and conduct a conference for the end of the project to review the outcome of the action plan.

Suggested Ideas for Self-Directed Development Mode

REMEMBER: THE OUTCOME IS A QUALITY PROJECT THAT IS OF VALUE TO STAFF WHICH ENHANCES OR MAXIMIZES THE BENEFIT TO THE STUDENT.

1. Preparing a workshop for district staff development on an instructional approach, a specific educational topic, or a topic integral to maximizing student potential.
2. Writing a professional paper for submission to a professional journal or organization.
3. Developing a different teaching or department strategy for their situation.
4. Developing lessons that address various learning approaches and share with colleagues.
5. Developing motivational techniques and share with colleagues.
6. Observing classes in a curriculum area that precede and/or follow what you teach.
7. Reading on a particular topic area and trying new strategies with students, i.e., classroom management, computer assisted instruction, cooperative learning, discipline, individualized instruction, learning approaches, listening skills, time management, motivation, peer tutoring, teacher effectiveness, thinking skills, lab/group work.
8. Developing and analyzing pre- and post-testing to evaluate student learning.
9. Writing, submitting and implementing a grant proposal.
10. Improving one or more instructional competencies/indicators.
11. Other as deemed appropriate by staff member/administrator agreement.

EAST STROUDSBURG AREA SCHOOL DISTRICT

INDIVIDUAL ACTION PLAN

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Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Administrator: \_\_\_\_\_ Building: \_\_\_\_\_

Method of Supervision

- Focused Assistance
- Structured Supervision
- Collaborative Coaching
- Self-Directed Development

1. Goal statement:

2. Specific actions to be taken, including benchmarks and/or time lines:

3. Benefit(s)/impact for students that will result from action(s) taken:

4. Documentation of results/evaluation to be used:

Signature of Staff Member and Date: \_\_\_\_\_

Signature of Administrator and Date: \_\_\_\_\_

EAST STROUDSBURG AREA SCHOOL DISTRICT

INDIVIDUAL ACTION PLAN EVALUATION

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Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Administrator: \_\_\_\_\_ Building: \_\_\_\_\_

Method of Supervision

- Focused Assistance
- Structured Supervision
- Collaborative Coaching
- Self-Directed Development

1. As a self analysis, the staff member should check the statement which best describes how the goal was met:

\_\_\_\_\_ completely      \_\_\_\_\_ partially      \_\_\_\_\_ Not at all      \_\_\_\_\_ inconclusive

1. Benefits/insights gained:

2. Difficulties encountered:

3. Possible solutions of improvement:

4. What suggestions and/or needs do you perceive should be addressed to continue your pursuit of improved instruction and/or enhanced student learning in your classroom and/or area?

Signature of Staff Member and Date: \_\_\_\_\_

Signature of Administrator and Date: \_\_\_\_\_

EAST STROUDSBURG AREA SCHOOL DISTRICT

Professional Improvement Plan

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Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Administrator: \_\_\_\_\_ Building: \_\_\_\_\_

Objective: (Focus areas for improvement)

Procedure/Time Line: (Brief description of action plan (major activities to be implemented) and time line for implementation)

Method of Appraisal: (Observation, conferences, portfolio, written report etc.)

Signature of Staff Member and Date: \_\_\_\_\_

Signature of Administrator and Date: \_\_\_\_\_

EAST STROUDSBURG AREA SCHOOL DISTRICT  
SUMMATIVE COLLABORATIVE COACHING NARRATIVE

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

BUILDING: \_\_\_\_\_

DATES OF OBSERVATIONS	PROFESSIONAL FOCUS AREA(S)

BENEFITS/INSIGHTS GAINED:

DIFFICULTIES ENCOUNTERED:

YOUR REACTIONS:

IMPLICATIONS FOR THE FUTURE:



EAST STROUDSBURG AREA SCHOOL DISTRICT

Assistant Superintendent  
East Stroudsburg Area School District  
East Stroudsburg, PA 18301

This letter is to indicate my approval for \_\_\_\_\_, a staff member at the \_\_\_\_\_ School to participate in the Collaborative Coaching Program for the \_\_\_\_\_ school year. In accordance with the District Program for Collaborative Coaching, his/her six most recent consecutive semesters in the East Stroudsburg Area School District have been rated satisfactory, and he/she has completed the professional development for district certification in peer coaching during the \_\_\_\_\_ school year.

It is understood that completion of the requirements of the Collaborative Coaching Program shall replace the formal classroom observation process for the purpose of receiving a satisfactory rating during this school term. This approval is for this school year only.

---

Administrator's Signature

c: Superintendent  
Staff Member  
Personnel File

EAST STROUDSBURG AREA SCHOOL DISTRICT

Assistant Superintendent  
East Stroudsburg Area School District  
East Stroudsburg, PA 18301

This letter is to indicate my approval for \_\_\_\_\_, a staff member at the \_\_\_\_\_ School to participate in the Self-Directed Development Program for the \_\_\_\_\_ school year. In accordance with the District Program for Self-Directed Development, his/her six most recent consecutive semesters in the East Stroudsburg Area School District have been rated satisfactory, and he/she has completed the professional development for district certification in self-development during the \_\_\_\_\_ school year.

It is understood that completion of the requirements of the Self-Directed Development Program shall replace the formal classroom observation process for the purpose of receiving a satisfactory rating during this school term. This approval is for this school year only.

---

Administrator's Signature

c: Superintendent  
Staff Member  
Personnel File

Self-Directed Development

## **Definitions**

### **Cycle for Collaborative Coaching:**

A term referring to a planning conference, an observation and a reflective conference with each staff member serving in the role of the peer coach.

### **Cycle for Structure Supervision:**

A term referring to the combined events of the pre-observation conference, observation, and post-observation conference.

### **Evaluation:**

Process of rating a professional employee leading to decisions regarding continued employment.

### **Goal:**

A desired result. A goal suggests additional benefits to learners beyond what they presently receive.

### **Individual Action Plan:**

A plan which includes a goal statements, specific actions to be taken to achieve the goal, and a description of the measurement process for goal achievement.

### **Non-Tenured:**

A professional staff member who has fewer than three years' service in the district and has not yet received six satisfactory evaluation ratings.

### **Observation:**

A time when the administrator physically observes a lesson or an activity. A discussion regarding a specific event could serve as an observation for non-teaching staff such as counselors, psychologists, nurses, and dental hygienists.

### **Professional Improvement:**

A process which delineates the area(s) of deficiency, time line or benchmarks for improvement, and expected level of satisfactory performance.

### **Self-Directed Project:**

A quality action project that is of educational value to students and maximizes professional growth.

### **Supervision:**

Process of administrative support leading to continuous professional growth.

## **MISCELLANEOUS PROVISIONS**

1. Supervisory evaluation shall be substantiated by anecdotal records and should be discussed with the employee within five working days after the final observation preceding the rating. The discussion may take place before or after the evaluation is approved by the Superintendent.
2. The evaluatee shall be given the opportunity to sign his/her Evaluation Form. Refusals to sign shall be recorded and dated on the form provided for such use. (Form #5, "Attestation of Employee Option not to Sign Evaluation Form.") The evaluatee shall be notified, in writing, of this notation within ten days.
3. Two consecutive unsatisfactory evaluations of a tenured employee shall be necessary to dismiss on the grounds of incompetency. This requirement insures that dismissal is not based on the first instance of unsatisfactory performance, but that dismissal follows notice and an opportunity for the tenured employee to improve.
4. The district superintendent shall approve and sign the Evaluation Form when an unsatisfactory rating is recorded.
5. An evaluatee may appeal the rating shown on the Evaluation Form (Form #1) by presenting an appeal, in writing, to the administrator who prepared the evaluation within five days of the date that the evaluatee was informed of the evaluation.

If the matter is not resolved satisfactorily between the evaluatee and the administrator within ten days of the date the evaluatee was informed of his evaluation, the evaluatee may submit an appeal to the superintendent. Such appeal shall be made, in writing, and must be presented within fifteen days of the date the evaluatee was informed of the evaluation.

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Form #5

EAST STROUDSBURG AREA SCHOOL DISTRICT  
East Stroudsburg, Pennsylvania 18301

ATTESTATION OF EMPLOYEE OPTION NOT TO SIGN EVALUATION FORM

I hereby attest that the completed Evaluation Form (Form #1), to which this document is attached, was seen by the employee whose name appears thereon, and that he/she has had the opportunity to sign the Evaluation Form (Form #1), but has chosen not to do so.

Signature \_\_\_\_\_  
(Employee Other Than Rater)

Date \_\_\_\_\_  
(Month/Day/Year)

Title \_\_\_\_\_

### **FIELD TRIPS**

#### **School Bus/Charter Bus/Parent Drivers/Walking Trips**

A Field Trip Request form must be completed for all field trips. **The trip must be approved by the Department Chair, the Director of Athletics/Activities and the principal.** The form must be received by Central Administration 30 days before the trip. If your Department Chair is not in the High School – South, you must obtain their written approval and attach to the field trip form prior to submitting the form to the Director of Athletics/Activities. Transportation costs for a full day is \$300/bus; for a half day is \$150/bus.

#### **75 Miles and over Overnight**

These trips require Board approval. The form must be received by Central Administration 60 days before the trip. The list of student participants, chaperones, directions and full itinerary must be attached.

### **RELEASE FROM NORMAL JOB ASSIGNMENT**

This form must be completed for all school employees who will be attending the field trip. Submit this form to the building payroll secretary.

### **USE OF FACILITIES** **In-House Groups**

#### **During the School Day**

All activities immediately after school and all activities that take place on school grounds during the school day that are not part of the regular school schedule must be documented on the Application for Use of school Facilities (For School related Uses Only). Approval must be obtained from the Director of Athletics/Activities and from the principal. Forms can be obtained in the Main Office and the Principal's Office.

#### **Meetings/Events After Normal Security/Custodial Hours**

Any meetings or events that entail the need for school district personnel to be present outside the scope of their normal work hours must receive Board approval.

#### **Rehearsals/Shows**

The person in charge of the rehearsal/show must meet the custodian at the door at the time designated on the use of facilities form. Doors will not be left unlocked. Someone must be designated to meet the students at the door.

#### **Activity Bus**

All students must have an activity pass to get on the activity bus. Passes are available in the Main Office prior to 3:30 PM. Students must report to the Auditorium Lobby by 3:45 PM.

#### **School Closings/Early Dismissal**

The use of facilities may be denied.

## USE OF INSTRUCTIONAL MEDIA POLICY AND PROCEDURES

### I. INTRODUCTION

The East Stroudsburg Area School District advocates the use of instructional media materials in the classroom. Instructional Media materials are considered legitimate, whether they are rented, borrowed, or purchased as long as all of the following apply:

1. The program is not in violation of copyright laws. (If you have any copyright questions, please call the ITEC Office.)
2. The program is related to the curriculum as outlined by East Stroudsburg Area School District Board of Education policy.
3. The program is academically enlightening.
4. The program is not used to replace face-to-face, teacher-conducted instruction.

Commercially produced programs shown for entertainment purposes are not considered legitimate.

### II. EDUCATIONAL VALUE

Any program shown must have appropriate curricular application and must significantly support the established course goals and/or objectives. Also, the time reserved for showing the material must not outweigh the time used for face-to-face instruction.

### III. VIEWER SUITABILITY

The Motion Picture Association of America (MPAA) rates videos and DVD's on a G, PG, PG-13, R, E, etc., rating. Videos and DVD's rated G would be considered congruous for audiences of all ages. When showing a video with a more restrictive rating or a video that has not been rated by the MPAA, the teacher must carefully surmise first the educational value of the program and the age and maturity of the intended audience. It is expected that such material be intensively previewed by the teacher, coordinator, and administrator if necessary.

### IV. PROCEDURE FOR SHOWING VIDEOS AND DVD'S RATED OTHER THAN G - INCLUDING NON-RATED PROGRAMS

After a non-G program has been carefully previewed, written application for permission to show the program must be submitted to the building principal for approval. The principal will decide whether the program is appropriate or whether parental notification should be required. Such approval should be sought no later than three (3) days prior to intended use.

## FIRST PERIOD TEACHERS

All 1st period teachers are to be responsible for the following:

1. Attendance
2. Orderliness of classroom - students are to sit in their respective seats
3. Hall area immediately in front of the classroom door.
4. Reading bulletins and other important notices to students in homeroom.
5. Any other responsibility deemed by the principal as good for the well-being of the school.

## HALLS

ALL TEACHERS ARE REQUIRED TO BE ON DUTY OUTSIDE THE CLASSROOM DOOR AT THE BEGINNING AND END OF EACH CLASS AND BETWEEN CLASSES. EACH TEACHER IS RESPONSIBLE FOR TRAFFIC IN THE VICINITY OF HIS/HER ROOM. THIS INCLUDES "DROP-IN" VISITS TO THE LAVS WHENEVER POSSIBLE TO DETER SMOKING AND VANDALISM.

When faculty members leave a classroom (unless they have an assignment elsewhere), they should await the arrival of the teacher who will be taking over the room or lock the classroom door. Teachers should arrive at their assignment as promptly as possible.

Classes must be dismissed promptly when the passing bell rings in order to prevent congestion in the halls. Under no circumstances should classes be dismissed prior to the bell unless instructed to do so by the administration.

Students are not permitted to loiter in the halls during class time. Students staying to work with a teacher must stay in the classroom and not loiter in the halls.

Students who request to leave homeroom and classrooms must have a pass from the receiving teacher before the regular teacher may dismiss said student. Do not permit students to leave unless you are certain it is necessary. The rule is that a student must stay in the room unless there is an emergency.

## **HEALTH SERVICES**

See Student Handbook.

## **210. USE OF MEDICATIONS**

See Student Handbook.

## **FIELD TRIP MEDICATION ADMINISTRATION**

See Student Handbook

## **ILLNESS**

See Student Handbook.

## **DENTAL EXAMINATIONS**

See Student Handbook.

## **C. I. P. A.**

### **Children's Internet Protection Act**

“The CIPA statute requires schools to use filtering and blocking technology and to implement a set of substantive policy decisions related to internet access, calling both requirements an “internet safety policy.” With regard to the policy elements of the internet safety policy, CIPA requires that schools address all of the following specific elements:

- Access by minors to inappropriate material on the internet and world wide web;
- The safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications (e.g., Instant Message services);
- Unauthorized access, including so-called “hacking” and other unlawful activities by minors online;
- Unauthorized disclosure, use, and dissemination of personal identification information regarding minors;
- Measures designed to restrict minors’ access to materials deemed “harmful to minors”; and
- A plan to monitor minors’ use of the internet in school.

In addition, the internet safety policy must require the use of filtering software or services on all computers with access to the internet. When minors are using the internet, access to visual descriptions must be blocked or filtered if they are: (1) obscene, (2) child pornography, or (3) “harmful to minors.”

## **C. O. P. P. A.**

### **Children's Online Privacy Protection Act of 1998**

The Federal Trade Commission (FTC) has written the rules for children’s web sites, based on COPPA. “According to COPPA, web sites directed to children 12 and younger must:

- Provide parents with a notice about the site’s “information practices.”
- Obtain a parent’s permission before collecting, using, or disclosing personal information from children, with certain limited exceptions.
- Provide parents with access to their child’s personal information and allow them to review this information and have it deleted.
- Allow parents to stop more information from being collected or used again.
- Limit the collection of a child’s personal information to “information that is reasonably necessary for the {online} activity.”
- Maintain the confidentiality, security, and integrity of information collected from children.”

## **Web Site Privacy Policy**

The purpose of the East Stroudsburg Area School District Web Site is to provide information about the District to students, parents, teachers, employees and all other community members. Your privacy and the privacy of our students is paramount.

- The Site does not collect any personal information from children under the age of 13 through forms, questionnaires or through cookies or other electronic means.

- The Site serves no commercial purpose and does not actively collect personal information from any of its visitors. Nor does it collect their IP addresses, cookies or use other passive electronic means to track or monitor browsing habits.
- Photos of students will not be posted on this site without written parental consent.
- The District does not engage with any third parties to collect or disclose information on its visitors.
- The Site is not used to market or advertise any products of a commercial or political nature.
- In being consistent with our Board Policy, Pupil Records Policy and the Federal Family Educational Rights and Privacy Act of 1974, personal information and records of students will not be disclosed on this site.
- The East Stroudsburg Area School District web site is in compliance with the newly passed Children's Online Privacy Protection Act.

#### **LATENESS**

All employees are to sign in when entering the school at the beginning of their work day. Your name is located on the sign in sheet in the building where you are assigned to begin your work day. All full time faculty, instructional aides, student helpers and study hall monitors are to be signed in by 7:20 AM.

#### **LESSON PLANS**

Emergency lesson plans must consist of a minimum of three (3) days worth of work that can keep the class occupied for 90 minute blocks. Include in this packet the class list and seating chart. Emergency lesson plans are due to the principal's secretary no later than the third Monday after Labor Day.

#### **LEAVING THE SCHOOL BUILDING**

All personnel who must leave the building between 7:20 a.m. and 2:36 p.m. for personal reasons or emergencies are to secure permission from the administration and must sign out in the "Teacher's Sign-Out Book" located in the main office and the Bunnell office.

On Fridays and days prior to a school holiday the faculty may leave at a reasonable time after the students are dismissed. The exception to the rule is, of course, the teacher's lunch period.

#### **MAILBOXES**

Each teacher is assigned a mail box. Staff members are responsible for checking their mail boxes regularly for bulletins, telephone messages, and other pertinent material that may be needed for the proper functioning of the school. Do not send or permit students to get your mail.

#### **USE OF MOVIES IN CLASS**

The use of movies in classes should be limited to supplemental material on an occasional basis only. Please make certain that movies are not "R" rated and are directly linked to the lessons you are currently teaching. Any films not normally part of the department's video collection should first be cleared by the department head or administrator as per School Board Policy.

#### **PARKING**

All parking spaces for teachers and staff are assigned by the principal and his/her designee. The designated person calling substitute teachers will be informing them of your assigned parking space for the day.

#### **PARENT/TEACHER CONFERENCES - HIGH SCHOOL**

See Student Handbook.

#### **PARTIES**

It is the school policy that parties are not acceptable in this school program.

#### **PASSES FOR HALL**

In an effort to cut down on the number of hand-written student passes, we have purchased and will utilize the following student pass system:

### Color Coded Passes:

Color-coded passes will be utilized when students have to travel within one section or floor of the building (e.g. restroom, class to class in the same section of the building, to a locker on the same section of the building, etc.).

Color	Location
Black Pass	Modulars
Blue Pass	Business Wing
Green Pass	North Courtland
Orange Pass	Bunnell Building
Purple Pass	High School, Main Floor
White Pass	High School, 2 <sup>nd</sup> Floor
Yellow Pass	High School, Basement Level
Red Pass	Travel to different buildings

### Red Passes:

Red passes are to be utilized when students have to travel outside one section or floor of the building (e.g. office, guidance, lockers on a different floor, etc.).

The only time hand-written passes are to be utilized is in extreme emergency situations (e.g. student is called to the office in an emergency, or has to go to the nurse in an emergency and the red pass is already out).

All passes have a cardboard insert to document when and where students travel. It is imperative this card is filled out legibly each time the pass is used. Once the cardboard insert is full, return it to the Bunnell Office secretary.

Lastly, if a pass is missing, notify the office immediately so a new pass can be issued and so that security can be notified. All passes will be handed in at the end of the year to the Main Office secretary.

Do not issue hall passes the first 15 minutes and last 15 minutes of each block.

## **PROFESSIONAL CONFERENCES**

### I. Goals

All professional employees are encouraged to attend major conferences of various national and/or state professional organizations. Attendance at such conferences can facilitate ongoing professional growth, stimulate career questioning and planning, and provide professional employees with new ideas.

### II. Procedures for Attending

Teachers who wish to attend a professional conference must submit Form #4133.2 (Request for Conference Attendance) to their respective department chairperson and the principal for approval. Teachers are to use budgetary restraint during attendance at conferences. Teachers who exhaust department allocations may be required to pay their own expenses. Department chairpersons will keep a running account of their budget and exercise fiscal prudence and equity. Forms are available in the Main Office.

### III. Reports of Conference Attended

Each staff member who attends a conference shall issue a written report to the assistant principals, principal, department Chairperson, and to the Assistant to the Superintendent for Curriculum and Instruction.

These reports will be shared with the Board of Education and may be shared with the building faculty through department meetings and general faculty meetings.

### IV. Reimbursement

A. General - Reimbursement for travel and conference expenses are submitted after said expenditures are made.

The district will not reimburse employees for expenses that are not customary and reasonable, i.e., tips in excess of 15%, costs of personal entertainment, etc.

B. Travel (plane, train or bus) - Advantage must be taken of the round trip coach fare. Travel by plane will be allowed when it is to the advantage of the school district to do so. Ticket stubs must be submitted with the request for reimbursement of expenses.

C. Other Expenditures (subsistence and lodging) - Reimbursement for lodging will be based on actual expenditures. Room receipts must be submitted with the reimbursement requests. Receipts for food are

required. Reimbursement for meals will be: \$7.00 for breakfast, \$9.00 for lunch, and \$16.00 for dinner. No alcohol purchases will be reimbursed.

Other necessary expenses - Reasonable expenses will be reimbursed provided they are necessary expenditures related to the conference attendance.

**No more than two(2) teachers from each department will be approved to attend the conference.** Do not complete a Release from Normal Job Assignment form.

### **PURCHASES**

Any purchase (athletic equipment, repairs, etc.) must be presented on a requisition form to the principal for approval. Any other method of ordering will not be paid by the school district.

### **248. UNLAWFUL HARASSMENT**

See Student Handbook.

### **S.A.F.E.**

#### **(STUDENT ASSISTANCE PROGRAM FOR EASTBURG)**

East Stroudsburg High School's Student Assistance Program is a systematic process for the identification, intervention, and referral of teenage students who are experiencing personal crisis or who are believed to be involved with high risk behaviors such as drug/alcohol use, depression, suicide, eating disorders, etc.

The Student Assistance Program involves a group of school personnel (SAFE TEAM) who are specially trained to assist these students. The SAFE Team includes administrators, teachers, counselors, and nurses. In addition to identifying, intervening and referring students for help, the team provides in-school support groups.

Referral to the SAFE Team may be made by students, faculty, and staff.

### **SECURITY**

If security is needed dial "2222" in the High School or "3401" in the Bunnell Office to notify the secretary. State where security is needed and why security is needed.

### **STUDENT ACTIVITY FUND**

Faculty members who are in charge of student activity funds are reminded to review the School Board Policy concerning student activity fund control. Anyone seeking further clarification is asked to meet with the principal.

### **STUDENT REQUEST FOR SCHEDULE CHANGE**

I. Requests Made at the Beginning of the School Year

A. First day of school

1. Schedule changes were completed over the summer.
2. First period teachers are to distribute the schedules to students who did not receive their schedule over the summer. Students are asked to check them for accuracy, i.e., missing required courses.
3. Any student finding major problems are asked to be sent to the guidance office immediately by the 1st period teacher. NOTE: No minor schedule changes of any kind.

### **PROCEDURE FOR SECURING SUBSTITUTE TEACHERS**

The procedures established for the 2007-2008 school year are as follows:

1. Any teacher who knows that he/she will be absent on the next teaching day should call or notify Mrs. Karen Kirschner at extension 3401 in the Bunnell office before 3:00 p.m. This is the same procedure to be used for all absences known in advance of the absence date.
2. After 4:00 p.m. and until 5:00 a.m. any teacher who needs a substitute should call (570) 424-7844 and leave the following information on the answering machine.

A. HIS/HER NAME

B. HIS/HER SCHOOL & PARKING SPACE NUMBER

- C. HIS/HER GRADE OR SUBJECT
  - D. HIS/HER EMPLOYEE NUMBER (This is the number that can be found in the second block in the upper left hand corner of the pay stub) PLEASE BE SURE TO USE THIS NUMBER SO THAT YOU CAN BE IDENTIFIED AS A LEGITIMATE CALLER.
  - E. THE NAME OF THE BUILDING OF WHICH YOU REPORT IN THE MORNING. IF YOU ARE AN ITINERANT WHO REPORTS TO MORE THAN ONE BUILDING. (Note: if the machine does not answer, please wait a few minutes and try again.)
3. Jennie will retrieve all messages in the evening and 5:15 a.m. She will then secure substitute Teachers for that day.
  4. ANY TEACHER CALLING FOR A SUBSTITUTE AFTER 5:15 A.M. SHOULD CALL MRS. KIRSCHNER, BUNNELL SECRETARY, AT EXTENSION 3401.
  5. FOR EXTREME EMERGENCY SITUATIONS, your principal is to be contacted with an absence request.
  6. In case of problems obtaining a substitute, Jennie wil contact the bulding principal.

#### **SUBSTITUTE KITS**

Each teacher must have a folder in the Bunnell office which will include three (3) days of emergency lesson plans and instructions, class lists, teacher schedule, etc. for the daily substitute. Please update this folder whenever there are any changes. (See Lesson Plans)

#### **USE OF TELEPHONES BY STUDENTS**

Please do not send students out of class to use the telephone. Of course, if in your professional judgment there are extenuating circumstances, then you may grant the student permission. The reason, however, must be extremely urgent for that student to miss valuable instructional time. Students may use the telephone before and after school as well as during their lunch period. The telephones in your classroom are for your use ONLY. Do not allow students to use these phones to call home, work or anywhere else. It is your responsibility to monitor this. Last year showed a marked increase in the number of parents both coming to and calling school throughout the day because students are calling home for any reason. Please cooperate and help us to better monitor the number of students who are allowed to leave your class.

#### **TEXTBOOKS**

1. Students are responsible for textbooks issued to them.
2. It is imperative that each teacher keep accurate records regarding issuance of textbooks. Make sure that students return the same books that were issued to them.
3. If a teacher thinks the book returned has had normal usage, no fine will be imposed. Books returned in damaged condition are subject to fines. A teacher is sole judge of the fine to be imposed.
4. Lost textbooks must be replaced. The fine is the replacement cost of that textbook.
5. All fines should be collected prior to the closing of school and turned into the main office.
6. If there are any questions relative to the above, please see your department chairperson.
7. Teachers are to exercise sound, professional judgment to avoid pettiness in the examination of texts.

# **INFORMATION FOR ALL TEACHERS**

## **FORMS USED**

### **ALL TEACHERS NEED TO SIGN IN EVERY MORNING IN YOUR BUILDING'S MAIN OFFICE**

Student Hall passes (blue) – back and forth to the main office.

Student Medical passes (green) – permission to sign out of the building for medical/dental appointment.

Student “Personal” passes (yellow) – permission to sign out of the building for other than medical reasons.

**Daily “class sign out” sheets – for your record to keep in the classroom.**

**Request for Day(s) Absence form – located in Main Office file cabinet and Bunnell office. Completed form to be returned to secretary Karen Kirshner in the Bunnell Office.**

**Classroom supply form – when completed – return to “supplies mailbox” (Dale Altemose) located in the Main Office mailroom.**

**Class Coverage Time Sheet – used when you cover a class for another teacher. Time sheet can be picked up in main office or Bunnell office. Class coverage sheet must be returned to Karen Kirschner in the Bunnell office.**

**Extra Responsibility Application – used when you apply for an extra responsibility position. (longevity and non-longevity) Form can be obtained at the main office and the Bunnell office.**

**Extra Responsibility Pay form. Form can be obtained from the main office and the Bunnell office.**

**Daily Announcement form – used when you need an announcement read on the PA system in the morning. Need approval by an Assistant Principal. Announcement must be submitted three (3) days in advance and given to Ms. Sneec in the main office.**

**Teacher Sign out of building sheet – located in drawer under front counter in the Main Office.**

**Discipline Form – used to “write up” a student for disciplinary reasons, can be obtained from the main office and Bunnell office. Need to be returned to Main Office for 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grades. 10<sup>th</sup> and 11<sup>th</sup> grades to Linda Males and 12<sup>th</sup> grade in Ms. Palio’s mailbox  
For 9<sup>th</sup> grade – return to the Bunnell Office.**

**Activity Bus Passes – must be signed by the club advisor, coach, and/or detention monitor. Teachers may obtain activity bus passes from secretaries in the the main office. After school activity: yellow; After school detention: yellow; and Sports: blue.**

**Emergency Bus Passes (pink) – For emergency reasons only. This is used when a student is taking a bus other than his own and must be approved by an administrator.**

**Safe Referral Form – used when a staff member suspects any student in need of assistance due to substance abuse, home problems, anger problems, or any abusive situations at home, etc. Forms may be obtained from the main office and Bunnell office.**

**Alternative Professional Develop Information – Staff Development Day(s) information –  
Please read Teacher Manual thoroughly.**

**Substitute Evaluation Form (Pink) – Must be completed and submitted to Karen Kirschner (3) days after  
your return from an absence.**

**Request For Release From Normal Job Assignment – Used when an employee is performing services for the  
district in a location other than his/her normal employment location. Form can be obtained from the main  
office and the Bunnell office. Upon completion, please return form to payroll secretary, Karen Kirschner.**

**AV Request and Procedures Form – located in drawer under front counter in the Main Office and in the  
Bunnell office.**

## INDEX

### A

Academic Interim/Progress Reports	07
Accident Reports – Students	07
Announcements	07
Attendance	08
Attestation of Employee Option Not To Sign Evaluation Form	28

### B

Bell Schedule	02
Building Information	08
Building Use After School Hours	08
Bulletins	10

### C

Cancellation of School	09
Children’s Internet Protection Act	31
Children’s Online Privacy Protection Act of 1998	31
Classroom Procedures	09
Collaborative Coaching	25
Communications	09
Community Surveys	09
Controlled Substances, Policy #227	11

### D

Dental Examinations, Student	31
Differentiated Supervision	14
Differentiated Supervision, Individual Action Plan Evaluation Form	21
Differentiated Supervision, Individual Action Plan Form	20
Differentiated Supervision, Levels of Supervision	15
Differentiated Supervision, Mission Statement	14
Differentiated Supervision, Overview	14
Differentiated Supervision, Pre-Observation Report Form	24
Differentiated Supervision, Professional Improvement Plan form	22
Differentiated Supervision, Rationale	15
Differentiated Supervision, Self-Directed Development Program Form	26
Differentiated Supervision, Summative Collaborative Coaching Narrative Form	23
Discipline Procedure	10
Discipline Philosophy	10
Duties Of All Staff Members	07

### E

Evaluation	14
Evaluation Form, Attestation of Employee Option Not To Sign Evaluation Form	28
Evaluation, Objectives	14
Evaluation, Philosophy	14

### F

Field Trip Medication Administration	31
Field Trips	29
First Period Teachers	30

## **H**

Halls	30
Health Services, Student	31

## **I**

Illness, Student	31
Individual Action Plan	20
Individual Action Evaluation	21
Information For All Teachers	36
Instructional Media Policy and Procedures	30

## **L**

Lateness	32
Leaving Assigned Areas	09
Leaving the School Building	32
Lesson Plan Requirements	13
Lesson Plans	32

## **M**

Mailboxes	32
Mission Statement, High School – South	03
Mission Statement, School District	03

## **P**

Parent/Teacher Conferences	32
Parking	32
Parties	33
Passes for Hall	33
Philosophy	03
Phone Numbers	01
Planning – The Keynote to Good Instruction	11
Pre-Observation Report	24
Priorities, High School – South	03
Professional Conferences	33
Professional Improvement Plan	22
Purchases	34

## **R**

Release From Normal Job Assignment	29
Rules and Regulations	10

## **S**

S. A. F. E. , Student Assistance Program for Eastburg	34
Schedule, Early Dismissal Lunch	02
School Rules and Regulations	10
Security	34
Self-Directed Development Program	26
Staff, Faculty	04
Strategic Plan	03
Student Activity Fund	34
Student Request for Schedule Change	34
Substitute Kits	35
Substitute Teachers, Procedure For Securing	34
Summative Collaborative Coaching Narrative	23
 <b>T</b>	
Telephone Directory	01
Telephone Use by Students	35
Textbooks	35
 <b>U</b>	
Unlawful Harassment	34
Use of Facilities (In-House Groups)	29
Use of Medications, Policy #210	31
Use of Movies in Class	32
 <b>W</b>	
Web Site Privacy Policy	32