

2018-2019

Teacher's Handbook

Overton High School

The purpose of this handbook is to clarify expectations for teachers at Overton High School. As we come together at the beginning of the 2018-2019 school year, we enter into a new community together. Whether you are new to Overton or returning, the environment in which you will work this year we will continue to focus on school culture and student academic achievement and growth. Consider this year as an opportunity for a fresh start or a continuation of an excellent adventure to Destination 2025.

This document is an affirmation of how things are done at Overton High School. Cultural norms are very powerful. As we establish together the norms of procedures, both written and unwritten, we are creating our culture. You, as educators, do this from the first day with each student you come into contact with.

The end goal of this and hopefully every public educational institution is to provide a high quality educational environment and stellar instruction. Our attention to ESSA and individual student achievement will ensure 80% of seniors will be college- or career-ready, 90% of students will graduate on time, and 100% of college- and career-ready graduates will enroll in a post-secondary opportunity. This is our Destination 2025 (80/90/100). Please review this document thoroughly and thoughtfully, as it is our best effort at setting standards to achieve these goals.

This year we will continue to capitalize on our work with text and task, TN Ready Standards, new curricular maps, technology implementation and RTI². We are called to dig deep and continuously improve. We will not meet our ESSA goals by relying on what we have done in the past. Graduation rate, ACT composite scores, TVASS growth, student achievement, a reduction in disciplinary referrals and a reduction in chronic absenteeism are a few major focal points. We As a school community, we all want our school to be seen as the best choice for students to gain college and/or career-ready skills.

My personal mantra is “Every Day, in Every Way”... while the school mantra is Producing Stars in the Classroom, and on the Stage.” As we continue to embrace changes in district leadership, academic standards, and community, it will be important to always keep **student benefit** as our focus. This will require some hard work from every teacher and staff in the building but the rewards promise to be amazing!

Greg Billings
Principal

Revised: 07/7/2018



Mission

To foster creativity and character in a college- and career-centered community.

Vision

The vision of Overton High School is to facilitate student achievement through a positive academic and social environment leading to innovation, strong character, and productive citizenship.

Mantra

Producing star in the classroom and on the stage.

Principal's Mantra

Every day, in every way.

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15/15 Rule

The first **15** and the last **15** minutes of class are the most important part of each lesson. No student is to be allowed to leave the classroom during this time period unless it is a verified emergency. As noted later, students must have the teacher's official hall pass to be in the hall.

Academic Expectations

Overton High School believes that a close working relationship between the home and school is essential. Regular communication with parents about the performance of their students is a basic component of this working relationship. Communication should include but is not limited to: report card, progress reports, parent/teacher conferences, phone calls, regular updating of the Power Teacher grade book, Calendar, intervention documentation, teacher web page/blog.

All teachers are required to update and maintain a Calendar within Microsoft 365. Microsoft 365 and our Website are major tools of communication. Upload your lesson design, syllabus, assignments, study guides, activities and more in Microsoft Class Notebook. Weekly plans are required. Additionally, we recommend that teachers create and keep up-to-date a class webpage.

Teachers should provide parents at the beginning of the school year the following information: grading system, expectations for success, class rules, a summary of the material to be covered, and supplies needed for the class. All of these items can be easily added to our website and Microsoft Class Notebook. An electronic copy of these crucial documents should be filed with Ms. Boyd (boydsf@scsk12.org).

It is mandatory that contact be made by phone if a student is failing. This needs to be done at each progress and report card reporting time. A phone call and contact with parent must be made to discuss the academic situation. Meeting the parent in person at annual Parent-Teacher Conferences will be sufficient for notification and communication purposes.

E-mails sent to parents must be done professionally and should only discuss the student's grades, conduct/behavior which is factual, and attendance. Legally, anything written to a parent can be utilized as a document to be used by an attorney. Be careful what you put in writing!

Accidents

Teachers:

- An employee who is injured as a result of an accident on the job or an unprovoked malicious act must give notice of the accident to the principal by the end of the work day in order to qualify for benefits. Once the incident has been communicated, submit the accident report. Failure to do so will result in the denial of all accident on the job benefits.

Students:

- Teachers are responsible for immediately notifying the office and completing an accident report on any student that is injured at school. All effort should be made to get firsthand witness information on the form. Barring a firsthand witness, the reporting teacher will be the first on the scene and should get as much information as possible.

Announcements

Announcements will be done via rolling Power Point presentation on the school's website and Promethean Boards, the Cube or via social media, and during lunch in the cafeteria. There are announcement forms in the main office. They must be submitted two days prior to publication so prepare well in advance. The intercom announcements will be confined to the most crucial announcements. The Broadcasting Department will produce daily announcements including the Pledge of Allegiance. They will be **heard during 1st period** though a link provided by Mrs. Turner each day. All students are expected to stand for the Pledge unless they have given written notice to the principal that they will not be standing. This notice will be passed along to faculty. Teachers are responsible for ensuring that this observance is made in their classroom. In the event that class is interrupted by a room-specific announcement or a general announcement during the school day, classes should have a routine for stopping and listening carefully to the announcement. This should be taught on day one. One issue we face repeatedly is calling a room and having to talk over noise or attempt to interpret an answer to a question when students are attempting to yell the answer for or with the teacher. This behavior is unacceptable.

Building Maintenance

All requests or complaints concerning building maintenance are to be put on a Work Request form and placed in the Plant Manager's mailbox. You can follow up on your request by asking for the School Dude number of your request for tracking purposes from Mr. Watkins, the Plant Manager. If a response or appropriate action does not result in a reasonable time frame, please notify the principal via email.

Bullying/Harassment/Intimidation

Teachers must always report bullying/harassment/intimidation within 24 hours, directly to an administrator. The administrators will investigate, document, and take action on each case. Please refer to SCS Board Policy 6046.

Calendar

A calendar is a convenient way to disseminate information to large groups of people. Overton maintains a monthly and yearly master calendar. Requests to have events scheduled and added to the school calendar must be submitted via electronic form to the principal in a timely manner. Please check the master calendar on the school's website before requesting a date or activity. All calendar dates must be approved.

Overton employs a black-out period for field trips, out of school events, and school day activities during the week prior to **semester exams and during TN Ready** in order to best prepare our students for these critical assessments. Only competitions and contests deemed absolutely critical to school program implementation will be considered for approval during this black-out period.

Cell Phone Usage

Our cell phones have become an almost indispensable part of our lives. We use them to check for understanding, check the time, keep our calendars, stay informed about friends and family, listen to music, and many other tasks. Given that fact, they can definitely become a distraction in the workplace. Prominent display of a bluetooth ear piece and/or bluetooth collar in the building or classroom detracts from the district's image. Policy 4013 gives the following clarifications around this topic:

While at work, employees should restrict the use of personal cell phones and other electronic communication devices so as not to interfere with his/her performance of duty, distract others, detract from the district's image, present a safety hazard, or for any other reason deemed inappropriate.

The district prohibits the use of cell phones and other electronic communication devices, whether for business or personal use, in conditions that may hinder the educational opportunities of students, endanger the health and/or safety of students, district employees, or others including but not limited to while transporting students, preparing/serving food, operating machinery, and on construction sites.

District employees shall not contact students via telephone, email, text message, Twitter, social networking websites or other electronic communications, except regarding school related matters and as otherwise authorized by law, Board policy and/or administrative rules and regulations.

Please review the full policy for all guidelines and sanctions.

Classroom

Your classroom makes a statement about you and your class. A well-organized classroom with materials properly displayed and neatly arranged is a must for a creative learning environment.

- Keep your room neat and take care of equipment and furniture assigned to you.
- Be safety conscious. Windows may only be covered with approved fire retardant material. Do not cover the Safety Exit.
- Keep items off of the air handling units to allow repair, maintenance, and adequate airflow for proper operation.
- Teachers are encouraged to display student work and informational text with the proper adhesives for painted and lacquered surfaces – poster tack, 3M Command products, painters’ tape; absolutely no duct tape, super glue, or hot glue.
- Do not adhere things to the windows.
- All building and classroom entrances and exits (doors) must be readily accessible. Do not block with furniture.
- Observation windows should remain uncovered. Do not block with paper, posters, curtains, or furniture.
- Please use available bulletin boards inside and outside of classrooms and update them frequently.
- Teachers are to complete an emergency evacuation plan for their room that includes the Primary Rally point and the Secondary Rally point of the Practice Football Field using the two copies of the school map/floor plan provided to you. These documents should be displayed inside and outside the classroom on appropriate surfaces. Staff training TBA.
- The following items are prohibited in classrooms:
 - microwave ovens, refrigerators, convection ovens, hot plates, coffee pots, and space heaters
 - open flames, such as candles and incense
 - air fresheners, including but not limited to plug-ins, aerosol sprays, oil diffusers, and any non-approved fragrances
 - large containers of hand sanitizer (Teachers may have a personal size hand sanitizer for their own use, not for students.)

Classroom Telephones

Classrooms are furnished with telephones. Telephones are for school business only. Please set up your voice mail and communicate this information to parents. **Students are not to use the classroom phones. Students must report to the main office with a note from the teacher in order to use the phone.**

Copier and Printer Use

There are four copiers at Overton that are networked and available to all teachers. Each teacher will be issued a mailbox number and an access code. Teachers should print to the copier closest to them and use the main office copier only if all three other copiers are out of service. Teachers should not purchase or bring to school small desktop copiers or printers. There are a few printers in the building for student use and specific class needs. This allows you to use your classroom supply money on things other than printer cartridges and printers. Please report any problems with the copiers to the office immediately.

Departmental Meetings

Departmental meetings will occur instead of faculty meeting on the third Wednesday of each month. This includes the CAPA Department. These meetings should focus on rigor of curriculum, student achievement as revealed by examination of data, and resource allocation.

Departments include: English/Language Arts, Mathematics, Social Studies, Science, Health/PE/Lifetime Wellness, CTE/Vocational, World Languages, JROTC, Special Education/Exceptional Education, ESL, Computer Science, and CAPA. Agendas and meeting minute templates will be emailed to all faculty members and must be followed. Each department is responsible for electing a department chair who will serve as meeting facilitator and assign a recorder to type and submit meeting minutes to Ms. Fryman. During the 2018-19 school year, department meetings will continue the important work of Professional Learning Communities as well as TSIP and SACS committees (as necessary). The above meeting schedule should be seen as a minimum base. Departments are welcome to meet more often.

Discipline

It is our goal to create a “Safe and Welcoming School Environment.” Generally speaking, if you start the year off right, it will end right. Take charge at the opening bell and stay in charge. Plan for success. Get to know your students as soon as possible: learn their names, interests, and abilities. From the first day be firm, but fair and consistent. The teacher should handle individual cases involving discipline. The procedures for handling discipline must coincide with **Overton High's School Wide Positive Behavior Intervention Support Plan (PBIS)**. Teachers must provide evidence that interventions and procedures were followed.

Discipline forms must be completed before the student is sent to an administrator's office. Be certain to include all actions taken by you on the referral. Completely and accurately describe what the child has done. Allow the student to respond on the discipline form in front of you. This represents the student's Due Process Rights. It may provide you with critical information that could prevent such behavior in the future. Do not write a story, just state the facts. Students sent to the office during the instructional period will not return until the next school day. Remember, not every instance requires that a student be immediately removed from instruction. Refer to the new Disciplinary Referral Form for examples of *Classroom Managed Behaviors vs Office Managed Behaviors*. Overton High School will continue to implement “Restorative Justice,” which seeks to keep students in school and improve behavior by tailoring the consequence to fit the inappropriate behavior and to restore the offender to the community of learning. For example, a student who is caught defacing the school may be required to re-paint the bathrooms. Please provide your administrator feedback and ideas around this concept. It has been proven to be very effective in other parts of the country.

Reminders:

- No student is to be asked to stand in the hall for disciplinary action. Please do not send them to the hall to wait on you to speak with them. This creates a serious liability for you as the teacher of record.
- No student is to be sent to sit in the office or ISS for disciplinary purposes. Only administrators assign ISS.
- If a student is sent to another class for a cooling off period, the sending teacher is responsible for insuring that the student actually goes to the classroom to which he/she is sent.
- Refrain from any action that could be considered physical abuse. **It is never advised to make physical contact with a student in any situation.** Do not put your hands on a student in a disciplinary situation unless you are convinced that there is no other way to prevent that student from harming another student, themselves, or you.
- Avoid yelling, argument and sarcasm. Remember that you are modeling the behavior you hope to instill in the students.
- Be positive.

Emergency Procedures

Overton High School and SCS has developed and continues to update procedures to respond to emergencies or potentially violent crisis situations. This information includes evacuation plans, drills for severe weather, earthquakes, shelter in place, and lockdowns. Please post, review, and practice these procedures with your students. Please review the entire Multi-Hazard Plan. Staff training TBA.

Excused and Unexcused Absences/Tardy to Class (Students)

Teachers will be responsible for marking student's attendance in PowerSchool SMS. A student is tardy if he/she is not in the classroom when the tardy bell rings. In addition to marking attendance correctly in PowerSchool SMS, teachers should adhere to the following disciplinary procedures:

1st tardy for nine weeks – warning, redirection and documentation

2nd tardy for nine weeks – Student teacher conference and documentation

For disciplinary purposes, a student's tardy count will begin over each nine weeks.

Do **NOT** refuse to admit tardy students to class.

If a student reports to class after the first 10 minutes, he/she should be allowed to enter the classroom, and the teacher should complete a disciplinary referral form stating the student was cutting class (10 or more minutes late to class). The referral should be turned in as soon as possible during the school day. Additionally, teachers should complete a disciplinary referral for any student who persistently cuts class.

If a student is absent and is able to provide a note, he/she must do so within three (3) days of returning to school. It is the responsibility of the student and parent to turn in absentee notes to Mr. Floyd, Attendance Secretary. Mr. Floyd will correct the student's attendance and mark it excused (A) accordingly. Teachers must keep accurate records of attendance and remind students of his or her responsibility to turn in notes. SCS Board Policy 6014 will be followed concerning excused and unexcused absences. Absences are excused for student illness or hospitalization, death or serious illness in the student's immediate family, school-sponsored activity, religious holidays, legal court summons not as a result of student misconduct, and extenuating circumstances approved by the principal. Additionally, students whose parents/guardians are active military/armed forces have certain excused absences to be approved by the principal. The administration reserves the right to excuse certain absences.

If students are absent due to school-sponsored field trips, you will have a field trip list, but you will not be able to mark field trip (FT). The attendance secretary will change the absence to field trip. This will allow you more instructional time and increase consistency in reporting.

Additionally, if a student is marked for a field trip in the attendance system, do not change the coding to absent. It is our goal to create a database to track truancy and period absences ("class cutting") to free instructional and planning time for good first instruction; however, the database is only as good as the data it receives. Please pay careful attention to your attendance coding and mark attendance and tardies in a timely manner (during the first 10 minutes of class).

Faculty Meetings/ILT Meetings/Admin Meetings

Faculty meetings will be held on Wednesdays, either during planning periods in small groups or in the afternoon. Afternoon faculty/department meetings will meet from 2:30 to 3:30pm. All

teachers are expected to attend and be on time to all meetings. All absences from meetings must be pre-approved in writing by the principal. If you are teaching 8th hour or in the actual season of a sport you are coaching, it is understood you will miss routine meetings. The teacher is responsible for finding out what information s/he missed at the meetings. If a meeting requires all teachers to be present, it will be announced a week prior. This would require some teachers to cancel practice or rehearsal on that day. Upon entry to the meeting, please silence your cell phone and sign in on the roster. The Instructional Leadership Team will meet on the 2nd and 4th Monday of each month. The Administrative Team will meet the 1st and 3rd Monday of each month.

Field Trips

Field trips must be educational in nature and related to standards or curriculum. The completed field trip form must be submitted via PLZ. Once the field trip has been approved, you should enter an absence on the Smart Find Express system so that a substitute teacher can be assigned. Please print the approval page of the field trip from PLZ and the absence from the Smart Find Express system and give it to Ms. Myers. Out of town field trips have a longer approval process and should be started two months prior to the trip. The Professional Leave Form must also be completed and turned in to Ms. Myers so that a substitute can be paid for by the district. Once approved, follow the guidelines on the field trip form. Sponsors should secure parent chaperones for field trips, not other teachers, guidance counselors, or librarians. District chaperone requirements and guidelines must be followed. Transportation must be on the Board-approved list. Field trip lists should be generated at least 5-days before the trip. Copies of these lists should be emailed to all faculty and staff and a hard/print copy provided to Mr. Floyd. All field trips should take advantage of the field trip insurance offered through the Board of Education. If a student is on a school-sponsored field trip that leaves before they attend your class, they should be given until the following day to turn in any assignments.

Timeline:

- One month (two months for out of town) in advance of the activity: Submit the completed field trip request form and professional leave form to principal. If the activity is not approved, the form will be returned to the teacher with an explanation. Names and emergency contact numbers must be submitted at the time of the request. It can be edited prior to the trip and resubmitted to the Zone ILD prior to the actual trip.
- Five days prior to the activity: Submit the name of the substitute to Ms. Myers. To ensure that the activity's expense will be covered, please set a cut-off payment date for all field trips at least 5 days prior to your event. Once you have cut-off the collection of funds, please check with Ms. Myers to ensure you have collected enough funds and complete a check request form (located in the main office). All money should be turned in daily as it is collected. Do not hold money until the day of the trip and turn it in. This would be an egregious violation of the school accounting procedures.
- Two days prior to the activity: Notify the cafeteria manager if students will not be eating in the cafeteria.
- Five days prior to the activity: Turn in names of the students who will participate in the activity to Mr. Floyd.
- After the activity: Complete the field trip request form to reflect the result of the trip.

Overton employs a black-out period for field trips, out of school events, and school day activities during the week prior to semester exams in order to best prepare our students for these critical assessments. Only competitions and contests deemed absolutely critical

to school program implementation will be considered for approval during this black-out period.

Financial (revised 2/4/2016) per Internal Audit Division 6.26.17

Shelby County Schools and the State Board of Education have established specific policies and laws regulating school financial matters. Staff members are expected to adhere to these policies. (SCS Board Policy 2004)

No items are to be charged to Overton High School without prior approval from the principal.

Securing Money:

- Teachers are not to leave money in their rooms at any time. All money collected must be receipted and turned in to the office each day. Please **DO NOT** collect money from students after the daily cutoff time.

Collection of Money:

Corrective Action #1

- Before taking up money for any reason, make certain that procedures are formulated with Ms. Myers.

Corrective action #2

- All financial transactions from teachers and students are **CASH or MONEY ORDER ONLY!**
- Each teacher will be given a receipt book and a money pouch to be used when **BRINGING** money to Ms. Myers. The receipt book and money pouch should be brought to the office by **12:00 NOON** each day that money is collected. **On half days, these should be turned in before 9:30 AM.** Money should not be receipted again until the following day after receipt books and money have been turned in. An official school receipt will be placed in your receipt book after money is counted and verified with the receipts you have written. **Please be reminded that the original copy of any receipt that you void must be stapled to the duplicate in the receipt book. Please write “void” in large letters. Receipts are to be written in numerical order and in duplicate.**
- It is the teacher’s responsibility to ensure the accuracy of all receipts. Ms. Myers will notify you if there is a discrepancy, and the book will not be counted until discrepancy has been corrected.
- Receipts must be written for all money collected from students unless Ms. Myers has given special instructions.
- **Students should NOT be responsible for collecting or turning in money.**

Purchase Procedures and Checks:

Corrective Action #1

- **All orders (supplies, materials, uniforms, t-shirts, CAPA materials) made in the school’s name MUST have a P.O. processed BEFORE the order is made.** To get a P.O. processed, a price quote from that vendor should be given to Ms. Myers at least five days in advance to ensure all auditing guidelines have been met. If an order is made without the above procedures being following, the person who made the order could be made responsible for the purchase price of that order.

Corrective Action #2

- A check request form is to be completed and given to Ms. Myers. Forms are located in the outer office. Purchases of individual items totaling over \$100.00 must have three bids **Please do not ask for checks to be written immediately.** It is Ms. Myers' intention to write checks daily; however, due to the various activities that take place in the office, please make requests three days in advance.
- When making an order via Overton High School that will be resold to students, the vendor used **MUST CHARGE TAXES** to the school for that purchase. This includes but is not limited to (candy sales, t-shirts, food, uniforms, CAPA materials, caps and gowns, diploma covers, etc).
- attached to the request. Ms. Myers will submit the request to the principal for approval and place the purchase order in your box once the request has been approved.
- You can request a check for the amount of purchase; just check the box on the requisition form and attach with a price quote. Once your purchase is made, please return the receipt to Ms. Myers.
- Orders for materials, supplies, and equipment are to be placed through Ms. Myers. **The school will not honor statements from vendors or bills made in the name of the school unless a purchase order has been completed and signed by the principal.** Therefore, all invoices in the school's name **MUST** be given to Ms. Myers in a timely manner. If an invoice is held for more than five days of receipt, disciplinary action will be taken. Also **on all invoices billed to Overton High School, please have the vendors the bill to: Sheryl Myers and the Ship to: you – the person who wants the merchandise.**
- Teachers are allocated \$200 for supplies, materials, and equipment for the classroom each year. These funds must directly benefit instruction. One hundred dollars (\$100) is sent to the school, and the remaining one hundred dollars (\$100) will be mailed directly to the teacher by October 31.
- The school can no longer reimburse individual teachers for the purchase of materials and supplies. The teacher may seek the following avenues to spend his/her \$100 instructional supply money: obtain a Knowledge Tree voucher from Ms. Myers, order online from Premier Group,
- Boxes of copier paper only be ordered from the SCS Warehouse via Ms. Myers (submit paper request via email).
- Teachers seeking reimbursement for materials or supplies NOT purchased from the above-listed three vendors must have PRINCIPAL PRE-APPROVAL in writing prior to the purchase. After purchasing, the teacher will bring the original receipt to Ms. Myers who will complete the appropriate internal forms and forward it to Accounts Payable to process. The time frame for reimbursement is unknown at this time. (Reimbursements will not be issued for products and services purchased from online vendors including but not limited to Amazon and eBay.)
- Please complete an equipment transfer/asset disposition form on all new equipment purchased. Please make sure you inform Ms. Jones, Librarian of all new equipment purchases for inventory, insuring that new equipment is tagged with an SCS ID. Teachers that check out equipment must complete the "Equipment Transfer Form" and file said form with Ms. Myers and Ms. Jones, Librarian.
- **Overton High will not pay individuals directly for services rendered to school for any reason.** An invoice attached to a payment request form should be sent to the Accounts Payable department. (Please inform the vendor that payment may take three to four weeks to process.) **The vendors or persons used for such service MUST have a SCS vendor number before the services are rendered. The individuals should know their vendor number and invoice the school for their services.** (If they have any questions regarding a vendor number, they

should call Procurement Service at the Board of Education – 901-416-5300). Ms. Myers can only check the APECS system to see if a vendor is ACTIVE or not; all other questions must be directed to Procurement Services.

- To ensure that all purchases made by Overton High School are processed for payment in a timely manner, **faculty and staff are required to verify the delivery for completion, sign the packing slip, and put the packing slip in Ms. Myers' or Ms. Kelley's box (as appropriate) located in the main office. All items delivered that are worth more than \$100 must be submitted to Ms. Jones for inventory.**
- Individuals who are being contracted for services such as a judge, clinician, professional development provider, audio recorder, etc. must be approved vendors. The process of becoming a vendor also requires a background check. Vendor applications are located on the SCS website.

Fund-raising:

- Consult with the principal to determine the need and appropriateness of a fundraiser.
- After gaining approval for such an activity, consult with Ms. Myers to determine if the fund raising company is Board-approved. **Complete the “Fund Raising Project Request for Approval and Income Statement” and secure the signatures.**
- All students who participate in a fund raising activity must have a signed Parental Permission form on file, and the form must communicate all details of the activity.
- **After the fund-raiser is over, complete an income statement and file with Ms. Myers. All monies, items, losses, and debts must be accounted for on the income statement.**
- 10% of profit is automatically contributed to the school's General Fund for overhead expenses.
- Remember CASH ONLY.

Refunds:

- Refunds for textbooks, senior dues and other miscellaneous fees will be paid by checks payable to the student's parent.
- Complete a check request form, attach the original receipt, and turn in to Ms. Myers. **DO NOT SEND STUDENTS/PARENTS TO MS. MYERS TO REQUEST REFUNDS.**
- **Once a deposit has been made for a field trip, no refunds can be given.**

Out of town travel:

- Teachers must complete the proper paper work and gain approval on all out of town travel at least 45 DAYS IN ADVANCE. See Ms. Myers for forms and information.

Miscellaneous Information:

- Sports teams and school organizations are expected to be self-sufficient. This requires a very thorough review of past finances and future requests. If, for instance, a team wants to purchase new uniforms, they should be charging a portion of the new uniform cost each year that will allow that purchase to take place. The surplus is held in the organizations restricted account and is not transferable to any other account.
- Personal checks cannot be cashed by Ms. Myers.
- Postage stamps cannot be sold for personal use.
- **The office does not give change.**

Grading and Assessment rev 3/27/2017

The assessment of student academic achievement to determine a grade must be documented. Nine week averages are to be calculated based on documented student performance using guidelines set forth in SCS Board Policy 5015.

“Grades given at the end of each nine-week period will be determined by the average of daily work, oral and written assignments, and tests. **A minimum of twelve (12) grades for the nine-week period should be recorded for each subject. Fifty percent of the twelve grades should be earned and recorded by the interim of the nine-week term.** This gives the teachers the basis for the grades at the end of the grading period. The teacher will assess all student assignments and weigh the value of grades given for various assignments within the nine-week term in computing the term grade. This procedure will enable the teacher to allow for individual student differences in the grading process. Grades for homework assignments should be given with care, since the student himself may not always complete homework. Homework assignments are of value in affording students needed practice, and such assignments should be made within practicable limits.”

“A student's academic grade is solely intended to reflect the student's acquired knowledge, ability, and/or skills in the designated subject. Therefore, academic credit/points may not be awarded or deducted for any purpose that is not directly related to the student's academic performance. For example, academic credit/points may not be awarded as an incentive to participate or achieve a certain goal in a school fundraising event. Academic credit/points may not be deducted for failure to purchase certain brands or types of school supplies. A reasonable number of academic points may be deducted from a student's academic grade for failure to submit homework or other assigned academic work on the date specified by the teacher.”

Suggested Overton Grade Alignment- The following grading alignment is strongly encouraged when certain types of assignments are given such as; Projects/Comprehensive Test (**minimum of 3 per quarter**), Quizzes (**percent may vary**), Daily Grades (**percent may vary**), Homework (**maximum of 5% points**), and Bell Work/Do now (**maximum of 5-10% percent**). It is expected that 75%-80% of a Nine Weeks grade should be determined by in class assignments done under the supervision of the instructor.

IEP's and 504 Plans must be followed, and all modifications must be included and documented in the assessment of special needs students.

Grade books are official documents and should be kept organized and up-to-date. Overton utilizes Power Teacher as the official grade book. The gradebook must be updated weekly to ensure accurate reporting to parent and students. Grades in Power Teacher should reflect what is in Power School SMS. Information in Power Teacher is uploaded to Parent Connect. Parent Connect is a “real-time” report of grades and progress for parents to view on demand. A hard copy of the grade book should be available for emergencies. Grades are automatically loaded into Power School SMS at the end of each reporting period. All grades should be updated and correct before storing takes place.

There shall be a descriptive title given for all grades entered in POWERTEACHER. For example:

- A) Compare/Contrast Characters for To Kill A Mocking Bird: Graphic Organizer
- B) Parts of an animal cell: Graphic Organizer

The grades book, for each class, must be printed at the end of each semester. Teachers must sign each page of the Gradebook and submit it with their grade verifications.

Grade Recovery is required for student who need to recover a failing grade (69-below). An Academic Intervention Plan must be completed for each student. The Academic Intervention Plan must be supported by documentation. Overton High has a specific Academic Intervention Form that will be shared with all staff.

Overton encourages the use Standards Based Grading. Please read the section on Standards Based Grading for more details.

Hall Pass

Any student in the hall during class must have an official hall pass. The administration will issue teacher and location specific color-coded hall passes. These are the only allowable hall passes. The teacher is responsible for making sure your name, the date, the time in and out, and the reason for leaving the class on the hall pass log. They are then to silently present it to you for approval or denial. The 15/15 rule is in effect. Only one student at a time is allowed to use a hall pass under normal circumstances. Please limit the number of hall passes you issue. This takes away from instruction and causes disruptions in the hall. Separate hall passes will be provided in the substitute folders for use in teacher absence. Hall passes will be collected at the end of the school year. Please notify the administration if your hall pass is missing.

Home Room Schedule, Attendance and Conduct

Generally, the first two weeks of school is an extremely busy time. To ensure all students are accounted for during the first week we will be running a Homeroom bell schedule. Since we rarely attend Homeroom throughout the year, I strongly encourage you to give student and “E” in conduct for Homeroom during the Progress and Report Card grading periods. To give anything less will inadvertently make students ineligible for the Principal’s Honor Roll.

During the first 20-days of school each teacher should check roll and document the total number of students in class and total number of students in each grade in addition to, checking roll. This data is critical to our **staffing budget**.

Lesson Plans

Overton teachers are required to post daily standards /objectives, task, and text for the standard course using the OHS website under the lesson plan tab you create on your page and through the White Board Protocol. This allows parents, students, tutors, special education teachers, ISS coordinator, and other stakeholders to participate in supporting each child’s academic expectations. These components are covered in the 2018-2019 SCS Lesson Plan Template to be completed electronically and attached to your calendar. **All lesson plans should be submitted electronically prior to 7am beginning each instructional week.**

M-SCEA

Based on state law, Shelby County Schools and the Memphis-Shelby County Education Association (M-SCEA) are participating in Professional Educators Collaborative Conferencing Act (PECCA). This is the official professional organization for teachers in Memphis. As such, it is the official mediator/advocate for teacher/administrator grievances.

Overton elects two M-SCEA representatives who serve a term of two years. Representatives are elected on a rotating basis. Overton Administration seeks to develop a positive relationship with the union, its members, and its representatives through inclusion on important decision-making bodies such as the SWPBIS team, SBDMC, and other ad hoc committees.

Building Security

Overton High School operates metal detectors on a daily basis. This may involve random screenings at entry to the building or random classroom checks during the school day. Teachers are integral to the success of this process. We ask that all teachers report promptly to duty when assigned. If you are unable to report, you have the responsibility to make sure your duty station is filled by a colleague and inform Mr. Dukes that you will be unable to fulfill your duty. The school's safety depends on our vigilance. All staff will be assigned a regular and strategic duty station to ensure arrival and departure of students is safe and orderly.

Parking

Teachers may park anywhere space is available on a first come basis. The back of the school is reserved for teachers only. No one is allowed to park in the "cut out" in the rear of the buildings between the cafeteria/band rooms and the 100 building, and no one should park along the park boundaries/grass behind the school. This area is an emergency and operations access point and should remain open at all times. Additionally, faculty should only park in legal, marked parking spaces to avoid damage to vehicles and interruptions to instructional time. All faculty should complete a parking pass form with Ms. Boyd and display the official school parking pass in his/her vehicle while on campus.

PBIS / Classroom Management

Overton High communicates and teaches the school-wide rules, expectations and procedures by:

- Having students sign for their Student Handbooks and Code of Conducts.
- Teaching and reviewing the handbook and Code of Conducts. (see: week one plans)
- Having classroom rules & expectations posted prominently in the classroom
- Being active in monitoring of rules and following behavior procedures
- Using the new SCS Disciplinary Referral Form for 2018.
- Announcements, are on a powerpoint on OHS Website, the Cube, *Overton Broadcasts*

Each teacher is expected to create a plan that works best for students under their supervision. Handling your own classroom issues builds authority. Repeated request for an administrator to visit your room diminishes your authority and control.

The following steps are the Office Managed Referral process.

- Step 1- Complete the DRF
- Step 2- Contact the Office for support.

Incidents of repeated or extreme classroom managed behavior may become an *Office Managed Referral* or a *School Counselor Referral* once the teacher has evidence of classroom managed intervention and documentation.

All staff should use the digital Overton Parent Communication link provided. This link is to be used to document all communication with the parents regarding Academic and Behavior Concerns.

The following is the Overton In-School Suspension Plan.

- Administration will assign students to ISS.

- If all possible, Parents and Teachers must be given 24 hour notice.
- Teachers must provide a packet of work to the ISS teacher each day the student is assigned to ISS.
- The ISS Coordinator will give all assignments to students upon entry and take all assignments up before students leave.
- Students are not allowed to leave the room for any reason.
- The ISS Coordinator will escort students both to the restrooms and to lunch.
- Additional character building activities will be completed to prepare the students for re-entry into the classroom.

Personal Appearance of Teachers

Teachers should take a professional attitude toward their personal appearance and are expected to dress accordingly. Your appearance can greatly influence your students. This shows support of the students coming professionally dressed as well.

Phone Messages

Teachers will be notified immediately of important school-related messages. Personal messages will be placed in your boxes. You should check your mailbox in the morning, before lunch, and before leaving school. Office staff will not notify you of personal messages except in emergencies.

Professional Learning Communities (PLCs)

Overton will continue the valuable work of PLCs this school year. All TNReady and EOC content areas will meet weekly with Ms. Kelley (PLC Coach) and at least one administrator to discuss student learning, growth and achievement data, best teaching strategies, CLIP implementation, analyze student work, and create and analyze common formative assessments. Each PLC should elect a timekeeper and recorder to pace and keep official meeting minutes to be submitted to Ms. Kelley weekly via email. PLCs should meet regardless of administrator or PLC Coach presence. Additionally, all PLC participants should designate one other day weekly to co-plan with their PLC. Two days a week is a small price to pay for outstanding student growth and achievement!

TNReady Content Areas: Algebra I, Unified Geometry, Algebra II, English I, English II,
EOC Content Areas: Biology, US History

Professional School Counselors

The Professional School Counselors are divided as stated below:

- Ms. Day, Professional School Counselor to serve all 9th Grade students.
- Ms. Rivers, Professional Counselor, to serve all 10th Grade students
- Ms. Ward, Professional School Counselor, to serve all 11th Grade students.
- Ms. Humphries, Professional School Counselor, to serve all 12th Grade students.
- Ms. Henderson, TN Advise Professional Counselor, to serve ALL students in College and Career Counseling with an emphasis on 11th and 12th grades.
- Ms. Martinez, Bilingual Mentor will serve in a variety of capacities.

Appointments:

If possible, parents are encouraged to schedule appointments to ensure counselor availability. If an appointment is not made, counselor availability cannot be guaranteed.

Schedule Changes:

Schedule changes are only made at the beginning of the school year with the appropriate schedule change request form filled out and signed by the parent and are made at the counselor's discretion. No schedule change requests will be made after the first nine weeks in accordance with SCS Board Policy 5006. If there are extreme extenuating circumstances and the principal agrees to have a course dropped after the first nine weeks, the student will still receive a failing grade on their cumulative record for that course.

Yearly Events:

The counseling department holds many yearly activities to address the academic, career, and personal needs of our students. If you have questions about any of these events, please speak to a counselor.

Peer Mediation Training

Senior Night- 12th grade students & parents

ASVAB test & results – 11th grade

PLAN results- 10th grade

College App Week- 12th grade

FAFSA Night- 12th grade students & parents

College and Career Fair – 9th-12th grades

Senior Signing Day

Course requests:

Online, extended year, and summer school courses are also coordinated through the counselors, and applications can be found in the Counseling Office.

College Planning:

Students on fee waiver may receive unlimited College Application Fee Waivers for colleges that accept fee waivers. See Ms. Henderson in the Counseling Office to receive fee waivers if eligible. Juniors are automatically registered to take the ACT at Overton (see calendar for date) for free. Seniors on fee waiver may receive up to two vouchers to take the ACT. See Ms. Humphries in the Counseling Office to receive vouchers if eligible. ACT test dates, registration information, and available ACT tutoring can also be found in the Counseling Office. Seniors are encouraged to take the ACT as many times as possible to increase their scores. Students that receive a 21 or higher on the ACT automatically received the TN Hope Lottery Scholarship. College and military representatives are scheduled throughout the school year during the lunch periods. Students are encouraged to speak with representatives at any grade level, not just their senior year. Visit the counselor's website throughout the year for scheduled dates. Students are strongly encouraged to research and visit a school of interest before their senior year. Additional

college planning resources including free career interest inventories, college searches, job search information, ACT prep, etc. can be found at www.collegefortn.org.

Crisis Counseling/Individual Counseling:

If a student is experiencing a crisis or needs individual counseling, the student is welcome to see the counselor at any time. An appointment is not needed. If the situation warrants further action, parents and the school social worker will be contacted immediately. We take the safety and well-being of our students very seriously and give crisis counseling first priority. If a student needs weekly intensive counseling, students will be referred to the school social worker or to a community agency as appropriate. Parents may also request individual counseling for their student. Parent permission forms for weekly individual counseling with the school social worker may be obtained in the Counseling Office. Parents may also speak to a counselor for referrals to an outside community agency for counseling.

Group Counseling:

Counselors may refer students to the school social worker for weekly group counseling that focuses on management, impulse control, self-esteem and decision making skills. Parents may also request group counseling for their student. Permission forms can be obtained in the Counseling Office.

Exceptional Children/504's/Homebound Services:

Any student that has a medical diagnosis may receive accommodations through 504. The SCS Medical Information/Certification form must be filled out by a physician and returned to the Counseling Office to receive 504 accommodations. 504 plans must be updated yearly. Students may receive homebound services for severe medical or pregnancy related issues with the appropriate Homebound Referral Form filled out by a physician and returned to the Counseling Office. The forms mentioned above may be obtained in the Counseling Office. Students can be referred to the school psychologist if parents believe a student should be tested for learning disabilities to establish an IEP. All IEP's are coordinated by Mr. Duke and must also be updated yearly. If your student had a 504 Plan or IEP at a previous school, please inform the counselors as soon as possible to implement and update their plan at Overton High.

<h2>Report Cards and Progress Reports</h2>
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Report Cards are issued each nine weeks. Teachers are responsible for keeping and maintaining accurate records. Teachers are responsible for all deadlines for reporting and verifying grades each nine weeks. Please be attentive to reporting grades accurately. Grades are uploaded from Power Teacher to Power School SMS upon direction of the principal. Please ensure that all grades and attendance are accurate before the scheduled deadlines. Reminders will go out to all teachers as deadlines approach.

Once Grades are STORED all Grade Changes must be documented using the SCS Grade/Transcript Change form. It is acceptable to change grades for a variety of reasons with the appropriate documentation. However, the excessive use of this form creates many red flags for the district. During the grade verification process, make sure your grades are accurate. Ms. Day is the only authorized agent to make changes to a student's grade or transcript.

Responsibility (Inside the Classroom)

- Be prompt---meet students when they enter.
- Be positive. Choose your attitude wisely . . . it will rub off on your students.
- Do not leave your class unattended.
- Encourage orderly entrance and exit by students.
- Move around the classroom.
- Plan and prepare excellent first instruction and follow up interventions.
- Start class as soon as the tardy bell rings, and do not end class until the end of class bell rings.
- Be consistent.

Responsibility (Outside the Classroom)

- Report for all assigned duties.
- Teachers should be at their classroom door during class changes. Be vigilant and aware of what is happening around your area.
- Teachers are responsible and accountable for students assigned to their class or area of supervision.
- We are all responsible for calling students on violations anywhere and anytime we observe them. If we do not all work together to honor our rules and procedures, the discontinuity will create opportunity for those students who do not take education seriously to violate our rules and procedures.
- Call parents. Consistent communication with parents is expected. Communication with parents of students who have an N-U conduct mark or a D-F grade is mandatory. Communication with students who are making top grades or showing improvement is strongly recommended. Positive reinforcement is a powerful but rarely used strategy. All teachers are REQUIRED to use and maintain the Microsoft Parent Contact Log for local, state, and federal compliance. All students should have a minimum of two contacts made each school year. A Parent Contact link will be shared with staff via email.

SafeSchools Online Training

All faculty and staff are required to participate in professional development on district policy and maintenance of a safe and appropriate work environment. These required trainings are communicated via SCS email and completed via the SafeSchools Online portal. There is no requirement to submit certificates. Your status on each module is easily accessible.

Site-Based Decision Making Council (SBDMC)

The Site-Based Decision Making Council (SBDMC) is a school-wide decision making body comprised of teachers, parents, students, community members, and administrators. This body annually reviews and approves the school improvement plan and associated documents, has oversight of the spending of the Parent Involvement allocation of the school's Title I budget, and serves as a community action committee to move for changes on the campus or with the educational program.

Smoking

SCS Board Policy 6028 states there will be no smoking or tobacco use in any building or anywhere on school grounds. This ban extends to school-sponsored events. This policy applies to students and teachers.

Standards Based Grading

The Overton Standards-Based Grading System is the result of much discussion on how grading reflects (or fails to reflect) student learning and what we as educators can do to increase student ability to demonstrate learning. Informed by the work of Dr. William Glasser and Dr. Thomas Guskey, the key concept is to provide students (and parents, teachers, administrators, tutors) with an accurate picture of what they know and can do. Empowered with the knowledge of what they know and can do, students can make better, educated, informed decisions about their learning and educational goals.

Goal #1 Grading reflects a student's ability to demonstrate proficiency on a skill or concept. Curriculum and teaching will center upon the state standards for the given content area. Teachers will not grade on participation, materials, organization, or formatting. Additionally, there will be no "extra credit."

Goal #2 Grading will be an authentic assessment of proficiency mirroring state-assessed standards. Proficiency will be achieved at 80% or higher on any single assessment. Assessments can take a variety of forms – traditional tests, performances, bell work/warm-ups, tickets-out-the-door/exit slips, homework, Promethean responder activities, etc. The key in determining should a task be used as an assessment is to remember its original purpose. If its purpose was practice, it should be used as a diagnostic. If its purpose was assessment, it should be used as an assessment toward proficiency.

Goal #3 Students who fail to demonstrate proficiency will be given multiple opportunities throughout the school year to demonstrate proficiency on non-proficient skills/concepts.

Goal #4 Students who demonstrate proficiency are empowered to earn advanced status via independent learning projects, enrichment activities, and peer assistance in skill/concept proficiency (proficient students teach those still striving for proficiency). [Goals #3 and #4 directly link to TEM Teaching and Learning Framework Rubric.]

Goal #5 Teachers will focus on incorporating the "check for understanding" concept as outlined in Explicit Direct Instruction. If teachers employ this method, good first instruction will continuously occur, resulting in less need for intervention and re-assessment. [Goal #5 directly links to TEM Teaching and Learning Framework Rubric.]

Goal #6 Teachers will identify early and often student value-added predictions and work to move all students at least one proficiency level beyond their original state prediction.

Goal #7 Teachers will identify early and often student performance predictions (via diagnostic formative assessment) and work to move all students to proficiency.

Implementation Step-by-Step:

1. **Organize curriculum and grade book into student learning objectives/SPIs/TNReady Standards/ACT Standards.** The most current SCS instructional map and AP curriculum framework will be the guideline for the pacing of learning objectives. Using the curriculum map, determine what learning objectives will be covered for each progress report and report card.
2. **Develop and administer a diagnostic test for week one and subsequent quarters if course does not participate in Formative Assessment.** The diagnostic should be comprehensive in nature and, used in collusion with the Formative Assessments, will

provide a bird's eye view of student knowledge. The diagnostic will inform instructional decision making – what do the students need to improve upon? What have they already mastered?

3. **Design lessons around a single student learning objective.**

If it is an objective which they have already been exposed to (e.g. punctuation, fractions), the teacher will give an assessment at the outset of the lesson to determine learning groups. Students scoring proficient (80% or higher) on the initial assessment earn a 92 for the unit/lesson and are placed into the advanced student group. Students who fail to score proficient earn a temporary 70 or 55 for the unit/lesson and are placed into the primary instructional student group. While the teacher is teaching the primary instructional student group, the advanced student group can earn a 100 by assisting the teacher/peer, completing an advanced-level project, or taking and achieving proficiency on an advanced-level objective assessment. The primary instructional students should be reassessed at the end of the teaching, and the original 70 or 55 replaced with a 92 if he/she achieves proficiency. Only proficiency is measured, not the number of assignments completed. If a student fails to achieve proficiency on two assessments, move on. If more than 20% of the class fails to achieve proficiency, reteach. If the objective is new to all students, the teacher would teach the lesson, assess, and then divide the students into the advanced and primary instructional student groups. This process embeds scaffolding and differentiation into every lesson. [TEM Teaching and Learning Framework Rubric.]

4. **Communicate the grading system to students and parents.** Teachers should print a student report from their grade book and explain to the students how to read the report. It will show the assessments they have taken and how they have scored. Students will use these reports to guide interventions to improve proficiency.

5. **Provide interventions for students who fail to achieve proficiency through corrective instruction.** Individual students should have opportunities to achieve proficiency outside of class via tutoring sessions and individual redemption work (packets, on-line modules/probes/practice tests). Each of these opportunities must be structured so that the student can provide tangible evidence of mastery to the teacher. Upon completion and demonstration of proficiency, the teacher will go back and replace the original 70 or 55 with a 92 for proficiency. In order to make this possible, teachers who are participating in the system will need to begin developing packets of materials that are connected to each objective. These packets should come with directions for a tutor. It is strongly encouraged that teachers work together to build a rich library of these tutoring packets with multiple activities for each objective. Every effort should be made to provide these interventions throughout each quarter, not after the publication of the quarterly report card.

6. **Determine progress report and report card grades.** Progress report and report card grades should be an average of the proficiency levels for each skill taught during that grading period only. For example, if you taught ten (10) skills during Progress Report 1, and the student earned a 92, 92, 100, 55, 55, 92, 92, 92, 100, and 92, then his/her grade would be an 86.2, or an 86. Remember that if he/she completes an appropriate intervention to demonstrate proficiency for the two failed skills then the grade would change from 55's to 92's. Please note: semester exams should be entered as traditional percentages (%) not as modified proficiencies.

It is expected that there will be problems as we continue to implement this new way of reporting student progress. Please communicate with your department chair, PLC Coach, vice principal, and principal all of your concerns as we move forward. This new way of grading holds our best hope in coordinating our efforts toward improving student achievement.

Standards-Based Grading is strongly encouraged for all TNReady content area teachers, but is encouraged for all teachers and content areas.

The following is the grade scale:

55 – Below Basic

70 – Basic

92 – Proficient

100 – Advanced

EXAMPLE OF GRADE BOOK FOR STANDARDS-BASED GRADING:

Gray columns are the only grades included in the final grade. √ = completed/collected. X = did not complete/did not collect. - = exempt.

	Form Assm #1	1.15 BW #1	1.15 BW #2	1.15 BW #3	1.15 BW #4	Adv Peer	1.15 Prog Rep	8.15 CW	8.15 CW	8.15 Test	Adv Proj	8.15 Prog Rep	Prog Rep Avgs
Billings, G.	P	10/10	10/10	10/10	10/10		92	√	√	85	85	100	96 (A)
Boyd, S.	B	5/10	10/10	5/10	7/10		70	√	√	80		92	81 (C)
Fifer, M.	A	-	-	-	-	√	100	√	√	95		92	96 (A)
Kelley, J.	BB	5/10	5/10	5/10	5/10		55	x	x	60		55	55 (F)
Tipton, A.	B	7/10	5/10	6/10	6/10		70	x	√	72		70	70 (D)

Staff Ethics

Each employee serves as a representative of the District and should strive to maintain standards of ethical behavior, which will not detract from the educational process. Employees are expected to adhere to standards of ethical behavior including, but not limited to, the following:

1. Maintain two-way communication with pupils, parents, staff members and community.
2. Solve problems, which arise in a just and equitable manner.
3. Grow in skill and understanding in the job assigned.
4. Interpret the system's goals and operations to the public.
5. Represent the Board in such a manner that criticism is not directed at the Board.
6. Refrain from any activities or dealings, which will personally enhance the employee to the detriment of the system.
7. Abide by established procedures to air complaints and grievances.
8. Follow all policies and administrative rules.
9. Maintain a professional relationship with students, parents, staff members and community.

10. Maintain confidentiality of records as required by school system policy, state and federal laws.

Teachers involved in recommending curricula; administrative/clerical personnel who work for senior management or key employees; financial secretaries; and others as deemed appropriate shall avoid any conflict or appearance of conflict between their personal interests and the interests of the system in dealing with suppliers, customers, and all organizations or individuals doing or seeking to do business with Shelby County Schools and/or in dealing with other employees of the Board (see the policy on Conflict of Interest – 4003).

Failure to meet the aforementioned standards of ethical behavior may result in disciplinary action by the employer up to and including dismissal. Additionally, educators are expected to adhere to the Teacher’s Code of Ethics established under T.C.A. 49-5-1003-1004.

Legally, we all have the following duties:

- Supervision of students (any time students are on campus)
- Signatures/implementation of IEP and 504 documents
- Separation of Church/State
- Financial Responsibilities
- Abuse Reporting
- Maintain confidentiality of student information
- Any and all duties assigned by Administration

Student Check Out

Sick or illness:

Students must bring a note from their classroom teacher to the main office. Unless the student is very ill, they will return to class and the office will notify the parent to make arrangements for dismissal. **Students should keep the dismissal slip to verify checking out.**

Appointment:

Students should bring a note from parent or guardian to the main office before school begins. The main office will contact the parent and confirm the appointment. Students are responsible for picking up a dismissal slip before leaving campus. **Students should keep the dismissal slip to verify checking out.**

Student Data-Monitoring, Tracking and Providing Services

Create one (1) folder students who are ENTERING/REGISTERING for Overton.
Create one (1) folder for students who are WITHDRAWING from Overton.
Mrs. Freeman will provide a data sheet for each student registering or withdrawing.
Maintain these two folders to ensure you have all of the appropriate data for student’s grades, attendance, and etc. You will be glad you did at the end of the grading period.

Create one (1) folder for 504 documents and one (1) folder for IEP Modifications. These folders will be a valuable asset to ensure you are meeting the expectations of ADA, FERPA and other Federal Laws associated with students with disabilities.

Never throw important student information in the trash. Remember, this is private information and should only be available to the teacher. Students in your classroom should NEVER have access to this information.

Teacher Attendance

Teachers who are unable to report to work should notify the **Smart Find Express** as far in advance as possible. The system is accessible online at <https://webcenter.scsk12.org/logOnInitAction.do>. If you need help or information about the system, please see Ms. Parrish. It is the teacher's responsibility to log onto the system and enter his/her absence. The teacher should access the WebCenter as soon as the need for a substitute is known, but no later than 5:30 a.m. on the day of the absence. You are expected to be in school if you have not accessed the WebCenter by 5:30 a.m. on the morning of the absence. In case of Smart Find Express system failure, call Ms. Parrish at 416-2136. In addition to reporting your absence on the Smart Find Express system, you must call the Principal, or email him to let him know of the reason for the absence. **Please do not call his cell phone or text for this purpose.** The substitute has 2 hours from the time the job is entered until they arrive to school. Absences will be tracked by the office with regular reporting to the individual teachers. No leaves or personal days will be approved two weeks prior to or during testing weeks. Personal days will also not be approved before or after a paid holiday. Personal days should be requested as soon as possible but no later than ten (10) business days before the requested absence.

Records are kept of tardiness and absences. If you are absent, please complete an absentee report the morning you return to school. You will receive a report of your attendance including absences and tardies. This information is a component on your Professionalism Rubric, so you will know in advance if there is an attendance issue. The district goal is for each employee to miss no more than 5% during each pay period and for the entire year. Please be aware that there are several night meeting obligations each year.

Overton High School will continue to reward classroom teachers for attendance as identified in the Attendance Incentive Plan.

Teacher absences are allowed for personal illness, illness in the immediate family, death in the immediate family, jury duty, professional leave, and personal leave (2). Abuse of the absence policy will not be tolerated. It is not permissible to use a personal illness day for private financial pursuits, vacation, car repairs, or anything other than actual illness. If you are absent for (3) consecutive days, a doctor's note is required to document the reason for absence. Labor Relations has set 5% as the allowable absence rate. When a teacher goes over this amount, progressive discipline procedures will be initiated.

Absences may be entered 24 hours a day and 90 days in advance through the system. Lesson plans should be left for all absences. The location of the lesson plans should be noted under the special instructions on the system.

A current substitute folder for each teacher must be submitted to Mrs. Parrish prior to the day of absence. Substitutes will access the OHS Website for daily activities. Do not leave your Hall Pass for the substitutes use.

The folder must include:

- Teacher's schedule
- Room number, location of materials, etc.
- Directions for attendance
- Bell and lunch schedule
- Disciplinary forms/class rules
- Copies of evacuation plans
- Seating charts
- Directions on special needs, handicapped students, medicine, etc.
- Student class work/assignments (posted to your website calendar)
- Buddy Sheet

The EMERGENCY SUB FOLDER should include the items listed above including 3-days of assignments. The Emergency Sub Folder should be submitted to Mr. Dukes as assigned.

Teachers' Lounge

The teachers' lounge is located on the 1st floor near the main office. Restrooms, a drink machine, snack machine, telephone, copy machine, and refrigerator are for teacher use. **Students are not allowed in the teachers' lounge at any time. Do not send students to retrieve a snack or make copies.**

Teaching and Learning -There is NO ONE SET RECIPE for SUCCESS.

Students will:

- Build strong reading foundational skills.
- Work with worthwhile and complex text.
- Experience a volume of reading to build knowledge, vocabulary, fluency and independence.
- Regularly discuss and write about text, grounded in evidence.
- Own the thinking of the lesson.

Effective instruction requires research-based instructional practices which include:

- Thoughtfully planned and executed lessons.
- Attention to both skill-based and meaning-based competencies.
- Daily integration of reading, speaking, listening, and writing to understand text and express understanding.
- An environment that supports text-based disclosure.
- Data informed instruction.

Technology

Teachers are expected to be versed in the communication tools of the time. E-mail is a critical link to all key stakeholders of the school. Teachers receive a free e-mail account from SCS and receive critical updates to district policy and procedures via this account. It is expected that you will check this e-mail account daily and strongly encouraged that you check this email account

after you have signed in for duty and before your leave each day. You may access it via your classroom computer as well as from home.

Our website includes a communication feature for teachers to communicate lesson plans, homework assignments, course syllabi, calendar of events and more. All teachers are expected to set up, keep current, and use the website portal. **Usernames are last name first initial, passwords are "ohsuserslastname"**.

If you have a problem with a computer, report that via the Footprints on-line repair ticket system. In the event that you are unable to submit a Footprints ticket, you can call the IT Help Desk at 416-2700.

In addition to e-mail, teachers will need to know how to use Power Teacher, Smart Find Express, Power School SMS, Footprints, new copier printing, Microsoft 365, Class Notebook, Promethean ActivInspire, Mastery Connect, Achieve 3000, Gradpoint and much more. If you are technophobic, take a few classes or ask a tech savvy buddy to help you become more fluent. Your students are all digital natives at this point; learn to speak their language.

Overton High does not employ an on-site instructional computer technician. Technology issues, except blown Promethean or SMART Board bulbs, should be submitted for repair via the Footprints system. If you need assistance completing a Footprints ticket, please contact the PLC Coach or librarian. For Promethean or SMART Board bulb burn outs, please email Ms. Kelley your need, and she will schedule to have the bulb changed for you.

Textbooks

Overton High School furnishes textbooks for all students. At the beginning of the school year, students receive textbooks for all classes. Each book has a bar code that is scanned into the computer. At the end of the school year, the textbooks are taken up and scanned into the computer. **Students are responsible for all lost or damaged books.**

Lost textbooks are sent to Mr. Clawson in room 211. Students should check with her concerning lost/misplaced textbooks. Students should only see Ms. Crawford about textbooks between classes and should never be allowed to interrupt her class for textbooks. Do not allow students to leave class to inquire about textbooks.

Title I Fiscal Procedures and Approvals

Overton is a school-wide Title I school for the improvement of basic programs. Title I has three goals: academic achievement, professional development, parental involvement. Many items and services can be purchased with Title I funds for the improvement of the basic educational program at Overton High School. Priority will be given to requests by core subject area teachers (mathematics, English, science, and social studies) in accordance with federal guidelines, but all subject area teachers may request items and professional development.

Instructional Materials Purchases - All requests for item purchases must be submitted to Ms. Kelley in writing via email. Title I purchase request emails should include: vendor, item (and appropriate ordering information/item #), quantity desired, cost per

unit, and rationale for use (how will this item benefit student academic achievement?). Ms. Kelley will process the orders appropriately and respond in a timely manner concerning item purchase approval. Please be aware that it can take in excess of 30 business days to have item purchases approved by FPG&C.

Professional Development Expenses – All requests for professional development expense must be submitted to Ms. Kelley using the appropriate forms detailed below a minimum of 75 business days in advance of the expected professional development event. Submit your original request to Ms. Kelley via email, and she will forward you the appropriate forms to complete. All professional development requests must be accompanied by the FPG&C Professional Development Follow-up Form which details how you will utilize the professional development each month after completing the training until the end of the current school year. The district no longer offers advance draw/payment for travel. The traveler will need to be prepared to cover any non-prepaid expenses and seek reimbursement upon return and expense report completion. (To date, the only prepaid expenses are registration fees and airfare.)

In-Town Travel Forms Needed: Travel Authorization Form, Substitute Pre-Approval Form, Payment of Registration Form, Conference Agenda, FPG&C Professional Development Follow-up Form, Travel Justification Form – travel and per diem (food) expenses are not reimbursable for in-town professional development. If you are conducting a peer observation, you may omit the Payment of Registration Form and Conference Agenda.

Out-of-Town Travel Forms Needed: Travel Authorization Form, Substitute Pre-Approval Form, Payment of Registration Form, Conference Agenda, quotes for airfare (if applicable) and lodging, FPG&C Professional Development Follow-up Form, Travel Justification – upon return from an approved out-of-town professional development conference, the traveler must submit the completed Travel Authorization Expense Report Form within 5 business days, original receipts are required for reimbursement; failure to comply may result in the traveler being responsible for entire cost of the event.

Visitors

All visitors must sign in through the office, present an approved form of ID, and wear the Overton visitor's pass. If a teacher sees anyone in the halls or on campus without a visitor's pass, please escort them to the office or notify an administrator. The visitor's pass will be generated by the Raptor System and will include the visitor's name, date, and purpose for visiting. All employees of Shelby County Schools must wear ID badges with the photo clearly visible at all times while on SCS property.

Volunteers

Volunteers are an important part of each school. The Principal or designee will assist in getting volunteers approved. SCS Board Policy 7010 calls for the following guidelines for the use of volunteers in the school:

- Must have principal's approval.
- Volunteer must complete a background check with SCS and appear in the Volunteer Database. This applies to everyone that has direct contact with students. The Principal's designee will handle the processing of all volunteer forms.
- **Volunteer coaches** must be approved by the TSSAA and SCS before any contact with students.

White Board Protocol

The common White Board Protocol is a tool used by many SCS schools. Each classroom board is to contain common elements in a common format. This allows students, administrators, and other visitors to immediately understand what is going on in the classroom at any given time. It also helps students keep up with assignments when absent. An example has been provided for you. The Following should be included for each day/each period.

White Board Protocol

on first available whiteboard surface near the door

Date	08-11-2014
Class/Periods	English I/All
Monday's work	<p>I CAN: Answer the big question, "Is conflict necessary?"</p> <p>TEXT: Draft literary analysis essay on conflict in <u>A Tale of Two Cities</u>. Prompt - After reading <u>A Tale of Two Cities</u>,</p> <p>TASK: Choose any conflict from the novel and write an essay that describes how it was resolved in the story.</p> <p>Assessment –</p>
Tuesday's work	<p>I CAN: craft a coherent literary analysis response.</p> <p>TASK: In groups of three, exchange drafts and edit each others' work for content and form.</p> <p>Assessment-</p>
Wednesday's work	<p>I CAN: revise literary analysis response to incorporate textual evidence.</p> <p>TEXT: Review your copy and text annotations of <u>A Tale of Two Cities</u> to locate examples of your chosen conflict.</p> <p>TASK: Revise your literary analysis response to incorporate found evidence. Remember, you need to find evidence that would suggest that had things happened differently, the work would have ended differently.</p> <p>Assessment-</p>
Thursday's work	<p>I CAN: revise literary analysis response to incorporate textual evidence.</p> <p>TEXT: <u>A Tale of Two Cities</u></p> <p>TASK: In groups of three, exchange drafts and edit each others' work for content and form.</p> <p>Assessment-</p>
Friday's work	<p>I CAN answer the big question, "Is conflict necessary?"</p> <p>TEXT: <u>A Tale of Two Cities</u></p>

	TASK: Read your literary analysis response aloud to the class. As a listener, rate your classmate using the modified TCAP writing rubric, focusing on the use of textual evidence to support. Assessment-
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Work Day

Our school hours are 7:15 a.m. to 2:15 p.m. All employees of Shelby County Schools must wear ID badges with the photo clearly visible at all times while on SCS property. Teachers are expected to be in their classroom at 7:00 a.m. and to remain until 2:30 p.m. CAPA teachers with 8th hour are expected to be in their classroom at 8:00 a.m. and to remain until 3:30 p.m.

Teachers should not leave campus during the workday without permission from the Principal. Before leaving campus, with permission, teachers will also sign out and sign back in upon returning. Teachers are also obligated to provide interventions for students who are not mastering material during the school day. Tutoring is not an option. All teachers should plan at least one (1) total hour of time beyond the regular school day for tutoring. High school teachers should expect a higher degree of involvement than any other grade. Part of the hiring process involves a commitment to sponsor or coach at Overton High School. This responsibility is obviously beyond the regular school day. Teachers should email Ms. Kelley (kellyjb@scsk12.org) his/her after-school tutoring/intervention hours so that she can compile a master list for parents, administrators, and counselors.