

# **Academics Plus Charter School Teacher's Guide**



**2011-2012**

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**Mission**

**The mission of Academics Plus Charter School is to provide an academically rigorous college preparatory program for all students regardless of race, ethnic origins, national background or socioeconomic level. All children can learn when challenged by high expectations. We believe that attitude, behavior, effort and attendance, as well as ability, determine academic success.**

WELCOME!

I want to welcome you to the 2011-2012 academic school year! With a new school year comes great potential. I am so excited to be a part of Academic Plus Charter School and begin a brand new year working with each of you. A few of you are brand new to the classroom. No need to worry, because I firmly believe in team work and we will all learn and grow together. To the wonderful returning team, welcome back and I hope this year proves to be your best yet.

For our school year to be successful and for everyone to feel confident in our school, communication is essential. I will be the first to admit, I don't know everything and I need as much input from you as you are willing to give. We will monitor and adjust as we go, as all great educators do. I have an open door policy. You may come to me at anytime with any concern, suggestion or accomplishment. I want to be apart of everything that effects our school. My only request, if you come to vent, please have a solution in mind so that when you have lifted the burden from your chest, we may move forward with solving the problems and I am here to help in anyway possible.

I am also a firm believer in the success of a positive outlook. Our students live in a world full of negativity and turmoil. Our school may be the only place where optimism sparks a ray of hope. If you are a negative person, please do not infect the rest of the faculty or student body with your negativity. Negativity is like a virus and can run ramped if not snuffed out. My goal is to infect each of you and each of our students with a positive outlook and to set high expectations. By doing this, our students will receive the best education possible and the sky will be the limit to what we will all achieve together.

I am here as your coach, your support and your leader. I wish you the best school year ever as we begin a new year with a fresh start!

Respectfully,

Rachel Wheeler  
Elementary Principal

Sharon Walker  
High School Principal

## First Day Checklist

1. Student's names are on the outside of my classroom wall.
2. My room is bright, organized and cheerful.
3. I have assembled the necessary paperwork to send home with each student/parent.
4. I have posted the fire and tornado drills in my classroom.
5. I have turned in a copy of my discipline/classroom procedures to the principal.
6. I have a list of all student's parent contact information and how all students get home.
7. I have emergency call numbers for each student before parent leaves the classroom.
8. I have reviewed my student's files to make sure we are ready to meet their academic needs. Anything out of the ordinary needs to be brought to the attention of the principal.
9. I have planned my classroom lessons for the first week.
10. I plan to have a relaxing weekend so that I will be focused on providing a great education for my students.
11. I have turned in all necessary documentation to get credit for any workshop that I have attended throughout the summer.
12. I have copies of attendance forms for the first week.
13. I have committed myself to having and maintaining a positive attitude about the difference I will make in the lives of my students this year.
14. I have offered some encouraging words to my fellow teachers and our new team members.

**Academics Plus Charter School**  
**Beginning of the Year Daily Count**

(Please fill this form out everyday for the first 7 days of school.)

Date: \_\_\_\_\_ Grade: \_\_\_\_\_

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

Total Number in Your Class Today: \_\_\_\_\_

Boys: \_\_\_\_\_ Girls: \_\_\_\_\_

Black: \_\_\_\_\_ White: \_\_\_\_\_ Other: \_\_\_\_\_

List the students who are on your roll and did not show:

1.

2.

3.

4.

5.

Please list any questions or comments you may have for the office:

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## Faculty Attendance

All faculty members are expected to be at school by **7:40 a.m.** and at your classroom door by **7:50** to greet students. Staff members assigned to early duty should be in their assigned areas ready for duty no later than 7:30. Staff members that do not have assigned duties or meetings and all of their student's are taken care of are free to leave at 4:30 unless something postpones the dismissal of school.

## Check In/Check Out

It is the responsibility of each staff member to arrive at school in time to check his/her email, mailbox and be in your room by the time the students arrive at your door at 7:50.

Please contact the office before leaving campus and let the office know when you return. Please notify the office when taking your class out of the room for any unscheduled classroom activity (such as walking field trip, reward recess, campus cleanup, etc.) so that we may locate students at any given time.

## Messages/Mail

Messages concerning phone calls, office business or communications about students are emailed to staff using your school email address, forms and other hard copy communications will be placed in staff member's mailboxes so that classes will not be interrupted. For this reason it is important that you check your email and mailbox on a regular basis. Please contact the office if you are expecting a call that you need to receive even if your instruction is interrupted.

All student messages such as changes in the way a student is leaving school will be given out at the **end of the day.**

## Maintenance and Technology Requests

Maintenance and technology request are all online. Please email any technology request or repairs to [cid.williams@academicsplus.org](mailto:cid.williams@academicsplus.org) and maintenance request to [bart.wroten@academicsplus.org](mailto:bart.wroten@academicsplus.org)

## Attendance/Absences

If it is necessary to be absent because of an illness or other reasons, the principal and Mrs. Harrison, for elementary and Mrs. Lamb for high school, should be notified as early as possible, no later than 6:50 a.m. if the absences will be that day. The teacher is responsible for furnishing **DETAILED** lesson plans, class rolls, and other necessary information for substitute teachers. Please have all of this in a folder labeled ***Substitute folder***. The substitute folder should contain an emergency generic lesson plan to cover a full day of instruction in case you have to be out unexpectedly. If the absence is planned, the folder will contain all important information listed above.

Personal or sick leave should be requested in advance for approval. Leave may be denied in cases where there are too many teachers absent due to illness or other extreme reasons. A leave request form must be completed as early as possible for all absences.

Following an absence or early check out, staff members need to check with the secretary and sign the "absences report" the very next day. This report records sick/personal time used during each pay period. Staff members who do not sign this report following an absence will need to pick up their check at the superintendent's office and other disciplinary action may result.

### **Students Attendance**

Student attendance must be checked by the teacher at the beginning of the day. The names of absent students are to be recorded and emailed to the secretary at the beginning of each period for high school, within 5 minutes at the beginning of class, and before 8:10 for elementary. If there are no absences, write "none" in the attendance email but still send to the secretary so she knows you have taken role. If a student arrives after 8:00 he or she is tardy and you should be sure to notify the office via email if the student does NOT have an admit slip from the office. This way we have record of the tardy. Three tardies will equal a detention. When a student returns to school after being absent, he/she MUST bring a written excuse to the office if the parent has not already notified the office. The office will determine if the absence is excused or un-excused and email you that information. Please be sure to keep a record of this.

### **Duties**

Please be sure to be on time for all duties. If you have an emergency, get another teacher to cover for you or contact the office. Whenever you are not on time you are forcing the teacher who has duty ahead of you to take extra duty time. If there is no teacher on duty and you are scheduled for duty, you are responsible for those students even if you are late.

Recess and Lunch begin and end at the scheduled times. Please observe them strictly.

Duty teachers should be at the playground at the designated time and should line the students up by class and number order during the last two minutes of scheduled recess for elementary.

Classroom elementary teachers are responsible for ESCORTING their class to and from recess, lunch, and other activities. All teachers are responsible for monitoring students between classes, during bathroom and water breaks.

Students who are staying in during recess for an illness should not be left unattended. Any student who is kept in the classroom for any reason during recess should be supervised by a teacher at all times.

Each teacher is responsible for maintaining an acceptable level of appropriate behavior in the cafeteria when they have lunch duty. Lunch time in the cafeteria is not to be "silent" where students are not allowed to talk at all, however, it should not be free time where students can behave any way they wish either. Lunch time is a time for students to demonstrate appropriate

table manners and social behavior and for teachers to enforce the same expectations for behavior as is expected in the classroom.

### Cafeteria Rules

1. No touching or pushing in line.
2. Students who are seated may talk quietly to the people at their tables and may not change seats once seated.
3. Keep hands, feet and food to yourselves. **No trading food.**
4. Empty trays carefully and quietly. Put food, paper, and forks into proper containers.
5. Follow all directions.

Lunch periods are scheduled. Please arrive and leave the cafeteria on time as to not disrupt anyone else's schedule.

Playground duty responsibilities include: monitoring the playground, preventing any quarrels or accidents you may see coming, try to prevent children from bullying other children, and correcting any other misbehavior you may observe. If you are on duty, you must handle any behavior incident that occurs, not the classroom teacher. The incident happened under your watch and you are responsible. If an accident occurs, send the child to the nurse with another student to escort him/her. Do not let students leave the playground by themselves. Stop by the office to get a walkie talkie to have with you on the playground or you can use your personal cell phone to contact the office if you need to send a student to the nurse or principal.

### Food in Class

Please observe and enforce the following guidelines concerning food in the classroom:

1. No food is to be taken from the cafeteria by students.
2. No student lunches may be catered/delivered to the school. Parents *MAY* bring a "special lunch" to school for their child but not for any other children.
3. No carbonated drinks should be brought into the cafeteria. Exceptions may be made when parents bring a lunch to eat with their child.
4. Teachers are not to eat in the classroom when students are present. Teachers who bring soft drinks or other beverages to the classroom to drink should use a glass, mug, or cup. Please do not bring soft drinks in cans to the classroom to drink in front of students. Allow students to have a water bottle in their cubby **OR** get a drink when needed.

### Students on Free/Reduced Meals

1. Applications for free/reduced meals should be sent home with students during registration. (Students who register late will get an application from the office.) Please encourage all students to return these forms.
2. Parents who wish to apply for free/reduced meals should fill out the form and return it to you (only one form needs to be filled out for each family).  
**Put your name (the teacher) in the top right corner**
3. Applications are sent to the Tasha Blakely, Food Director, for approval.

4. Students who are new to the district and were on free/reduced lunches at their previous schools will not be eligible for the free/reduced until they complete a new application for approval. They must pay full price until their forms are processed.

## **Student Discipline**

In all discipline use good judgment and do not act to hastily. The teacher should make every effort to establish good discipline and respect from the very first day. You must state the rules and enforce them consistently. It is very easy to become lenient if necessary, but almost impossible to establish respect and discipline once the students have gotten away from you. You will not be able to do an effective job of instruction until proper respect, discipline, and classroom organization have been established.

Good discipline is the establishment of a working relationship for each other. The child must respect the teacher as an instructional leader in the classroom. The student does not need to fear the teacher, but must respect the teacher. Respect is not gained by yelling or screaming at the students. There is a difference between a stern, deep teacher voice and that of yelling and screaming. Please refrain from yelling or screaming at the students. The student also needs to respect his fellow classmates, the building, other adults and the equipment and material which have been provided for his/her use. We can work toward establishing this respect by providing the leadership, careful planning of all activities, promptness at all times, and continuity from day to day so the student will know what is expected of him. It is the responsibility of the teacher to correct misbehavior at all times whenever or wherever it occurs, even if it is not your student. To ignore misbehavior is in a sense condoning the behavior.

Teachers should refrain from any action, such as hitting or striking with an object, name calling or belittling, etc. that could cause injury to the student's person or self respect. These things, which are usually done in an emotional state or in haste, are very hard to defend as necessary to parents or to the instructional program. These actions will result in a formal write up and be placed in your personnel file or even dismissal.

In most situations, the teacher should be able to handle their own discipline problems. The principal is ready to help in any discipline problem if necessary. Discipline problems are not to be solved by having a student in the hall all afternoon. The teacher cannot supervise or instruct the student if he/she is always in the hall nor does this fix the problem. It may be necessary to remove the student from the classroom to cool off for a short period of time but no student should remain in the hall for long periods of time. When all other efforts by the teacher have been attempted and the child still has not straightened up, refer the student to the principal and explain the case on a discipline slip. Each teacher has the right to impose classroom rules particular to their situation as long as they are clearly defined and explained to the class and do not conflict with any school policy.

The principal should be made aware of unusual or serious classroom problems when handled by the teacher so that she understands the situation if approached by a parent.

There are three important things to keep in mind whenever teachers decide to discipline their students:

1. Follow the guidelines in the handbook and/or the rules established in your classroom.

2. Document the incident and the consequences.
3. Be sure the parent is aware of the disciplinary action and the behavior that caused it.

Document any and all incidents of misbehavior that require your time away from teaching. Also document this behavior in the student's communication folder that goes home every day and have the parent sign it to be returned the following day. Involving parents is the best way to correct most behavior or discipline issues and can avoid serious office punishment.

Corporal Punishment must be approved by the principal before being administered. It shall be administered only in the principal's office with a certified employee as a witness. If the student is not to be paddled, they will automatically be sent home should the situation warrant a paddling.

If a student becomes a discipline problem that has exceeded your limits or has violated one of the rules stated in the handbook, send the student to the office with a discipline slip. Students sent without a written reason will be returned to class with no action taken.

Students involved in incidents at recess may be sent to the office immediately and the duty teacher may send or bring the note following recess. However, please send another student with the child to help explain the situation.

### **Classroom Rules and Discipline Plans**

Your class rules and discipline system must be on your Edline page by the end of the first week of school. Follow these plans. Refer to them before making a decision when you send a student to the office.

Discipline problems in the classroom can be avoided by:

1. Always being well organized.
2. Keeping children on task at all times or involved in fun and active learning.
3. Being firm, fair, and consistent from day to day in dealing with students.
4. Letting the students know ahead of time what is expected of them.
5. Co-constructing class rules and procedures and following them. If classes are unorganized, students will learn to operate in the same manner. (They learn what is modeled.)
6. Being prepared for class; having material and equipment ready for class. It should not be necessary on a regular basis to leave the classroom and students unattended for running off materials or finding equipment. Do this during your prep time that is what it is for!
7. Spend class time working with your class, not paying bills or things unrelated to the class.

### **Purchases**

If you wish to purchase any item, you must first fill out a Purchase Order (P.O.) and submit it to the principal. Once the principal has approved it, the PO will be sent to the main office for approval and to receive a PO number. When the number has been issued, you will be allowed to purchase the items. Any items purchased without first gaining approval by the building principal will not be paid for by the district.

Copy machines, paper and laminate are available for teacher use. Due to the expense of these materials, teachers are expected to be conservative in using all supplies and equipment. Ask yourself, will this help learning or instruction. Try to use front and back when running copies, if possible. Do not use printers to print personal email or non-educational materials. Parent volunteers may run your work but do not have them run for extended weeks of work.

### **Guest Speakers**

Guest speakers are a great resource for students. They are always welcome at school. Please be sure to let the office know if you are expecting guests and make sure your guests know to check in at the office when they arrive.

### **Grades and Report Cards**

The school shall issue progress report mid-quarter and grades at the end of each nine-week grading period in order to keep parents/guardians informed of their student's progress.

Grading scale for

Elementary Students (1<sup>st</sup> -6<sup>th</sup>):

A =100-93

B = 92-85

C = 84-77

D = 76-70

F = 69 and below

Grading scale for High School (7<sup>th</sup> -12<sup>th</sup>):

A =100 - 90

B = 89 - 80

C = 79 - 70

D = 69 - 60

F = 59 and below

A Excellent Achievement -	Advance
B Above Average Achievement-	Proficient
C Average Achievement-	Proficient/Basic
D Below Average Achievement-	Basic
F Insufficient for Promotion-	Below Basic

For the purpose of determining grade point averages, the numeric value of each letter grade shall be:

A = 4 points

B = 3 points

C = 2 points

D = 1 point

F = 0 points

Grades are averaged numerically, and the average should be rounded off to the next highest number. Semester grades are compiled by averaging the two nine weeks grade.

Grades serve several legitimate educational purposes - to inform parents how their child is progressing in school, socially and academically; and to help students see themselves as learners and set goals for further areas of learning.

Teachers may take grades on student's recitations, tests, quizzes, papers, participation, and other class work. Parents often question a teacher's grades. For this reason, I insist that you take at least two

grades a week which assesses student's work in each specific subject area. These grades must be recorded and posted weekly in Gradequick® and posted to Edline ® by Friday afternoon at 5:00.

Teachers may be asked for the reasons for the failures each grading period, and steps the teacher took during the period covered to see that the failure was averted. This is not for the purpose of "checking up" on the teacher, but is primarily to help in the education of the student and keeping the parents informed of what they need to do to help their child.

Halfway through each grading period progress reports will be sent to all parents of students in danger of failing a subject, earning a C or D or not working to their full potential. The purpose of the warning notice is to effect student behavioral change in order to prevent failure and to make parents aware of students that are not working up to their potential. If any student is going to fail for a marking period, the parent or guardian of that child will receive notification from the teacher of this fact in the form of a warning notice. A grade of "F" should not be given on a report card unless a warning notice and conference has been sent to the parent ahead of time.

Grades **MUST** be kept updated weekly on Edline.

### **Faculty Meetings**

All grade level teachers and aides will meet after school every Thursday to plan the following weeks' lessons and align these lessons to the instructional map, discuss practices that are working in their classrooms, discuss strategies they can use to improve instruction, and any other topics related to instruction or procedures at their specific grade level.

Every other Tuesday there will be cross grade level meetings for common subject area teachers (elementary will be literacy or math) to meet and discuss vertical alignment and check to see that they are in line with the instructional map.

One Tuesday a month there will be a faculty meeting conducted by the building principal for updates and information. Some months the principal may not hold these faculty meetings as she may cover information in grade level meetings.

These meetings and communication create a learning environment where we are able to share our strengths and learn from each other in order to best meet our students' needs.

### **Lesson Plans**

Lesson plans (one per grade level for elementary and one per subject per teacher at the high school) are to be turned in on Monday morning for the week. They need to state the lesson objective, how and which framework will be addressed. Do not put page numbers from textbooks. (Your curriculum alignment map should be your teacher's guide, NOT A TEXTBOOK.) Lesson plans are an outline for your day of instruction. They do not need to be long and detailed, just the basic "to do" list of student learning expectations and frameworks. They must follow your curriculum alignment map.

## Field Trips

I encourage classes to take field trips. This brings real world experiences into your classroom and exposes the children to many new and exciting experiences. The school's field trip policy must be followed in order to schedule. Permission must be obtained in advance from the building principal for all field trips. Students participating in field trips are to have a permit form signed by a parent/guardian and turned into the teacher at least one day before the proposed trip. When any money is involved, it should be collected and recorded by the classroom teacher. Field trips are a wonderful teaching tool.

### Field Trip Procedures

- Decide within your team/grade level that you would like to take a field trip and what educational purposes it will serve.
- No trips will be taken two weeks before benchmark exams or during the week of benchmark exams. Requests must be submitted in advance as early as possible.
- Call the desired location and request dates, rate and any other related information.
- Check with Doug Shinn to see if a bus and driver can be arranged.
- Fill out the trip approval form. Once the form has been signed by the principal, you may then book the trip.
- Send a note and permission slip home for parents containing all the information about the trip and the educational purpose.
- Parents are not allowed to ride buses because of insurance reasons but are more than welcome to meet at the destination, if they provide their own transportation.
- Before leaving campus, the teacher must fill out a bus seating chart and leave a copy in the office and present the bus driver with a copy when loading the buses. Students must sit according to bus chart by law.
- If a parent needs to take a child with them from a field trip, prior arrangements need to be made by a note or phone call prior to the trip. The parent may then sign the student out on your bus seating chart.
- Anytime a check is needed for your field trip, you must take care of this in advance. **CHECKS CANNOT BE CUT AT THE LAST MINUTE.**
- Expected attire for field trips: Teachers are only to wear jeans on Fridays with an Academics Plus School Approved t-shirt or sweatshirt, unless otherwise noted. There will be exceptions for field trips depending on the destination. Unless prior approval by the principal, do not wear jeans on field trips. You are representing the school and we want to present a professional image.

## Classes

A great deal of time and effort has been given in trying to balance class numbers. Under no circumstances should a student be changed from one group to another without approval and knowledge of the principal. It is not advisable to put names in your roll books until all classes have been stabilized. Use a temporary roll for the first two weeks. Be sure that all students entering your class after the roll has been established are added and that students who drop your class are deleted from your class roll. Please do not drop a student from your roll until you have checked with the office to be sure the child has dropped.

Be consistent in keeping a record that will provide information you can give to the parents at evaluation times during the school year. Parents may have questions, so a complete consistent record will provide you with the information for these conferences.

## Classrooms

Although we have custodians to do the cleaning and maintenance of the school building, each teacher is responsible for the care and cleanliness of the room as it pertains to book storage, shelves, teacher's desk, etc.

Teachers are asked to make provisions or provide procedures to take care of the following:

1. Classrooms should be mainly decorated with things that are co-constructed or student produced. These items should be important and meaningful to learning. You may use pre-made items IF they are taught. (Don't get stuck on cutesy stuff that has little importance or hasn't been taught.) "Teach the walls" if you have items that you construct to decorate your room.
2. Students should pick up all paper, pencils, and school supplies from the floor around their desks during the day and at the end of the school day.
3. Students' desks and tables should be clear at the end of the school day. Books and personal items should be picked up from the floor and put away. Chairs should be placed on top of the desks. Students may wipe down their own desks from time to time as needed.
4. Teachers should check on keeping shelves, tables, desks, etc., in an orderly manner at the end of each school day. We do not have the man power to have the custodians dust shelves, desks ect. So you may want to do that periodically to keep your room from becoming filthy.
5. Teachers should close all windows when leaving the room at the end of the school day. **Turn off lights, turn the air/heat to 75 degrees and LOCK YOUR CLASSROOM and BUILDING if you are last to leave.**

## CORRIDORS

All teachers are expected to keep track of discipline in the halls, in the mornings, during cafeteria passing, while students are going to and from special class, during any and all assemblies, and after school. Students should always walk on the **right** side of the hallway and keep their hands to themselves behind their back in traveling position. Teachers are to correct any student whistling, running, loud or shouting, and misbehavior of any form.

### Idol Gossip

As professionals I expect you to act and handle your self as such. Please try to be loyal to the school because you are a part of it. Do not go out in public and "trash talk" the school. Please try to uphold the school's reputation. You are a part of the school and the talk is reflected directly upon you as well. If you do not like something, first see if there is anything **you** can do to fix it and then come to the principal so the problem can be resolved. Never get a student involved in school politics.

### School Drills

(Fire and Tornado)

- 1 Every room within the school building should have both a Fire Drill Chart and a Tornado Drill Chart, posted on the wall next to the door. Never remove these charts; they should remain posted even at the end of the school year.
- 2 Each teacher is responsible for seeing that no child is left behind in the building. Students attending special programs (with teacher other than homeroom teacher) when a drill occurs should remain with that teacher. The special teacher will take those students with him or her when evacuating the building. The homeroom teacher will find his/her class and take roll if the students are in special class.
- 3 All drills should be conducted in **silence**. Teachers are responsible for the behavior and order of their classes during all drills.
- 4 Each class moves as a unit, two by two or one directly behind the other.
- 5 No class should wait for another class. Each class, led by the teacher proceeds when ready.
- 6 Walk briskly but do not run. The order and safety of the students are paramount. Chaos that may result from running in disorder may be less effective than the speed it might accomplish.
- 7 Become familiar with the instructions posted on the drill charts in the classroom and follow them.
- 8 After the last student is out, be sure to turn off the light and close the door.

- 9 Teachers check to see that all students are accounted for once the class is outside. Report any missing student to the principal.

If children are in the lunchroom, the person in charge will have them exit at the designated areas. Move as quickly and orderly as possible. The classroom teachers should locate their students and take roll.

### **Tornado Drill**

The tornado drill signal will be a long solid bell. When this alert is sounded, proceed orderly, but quickly to the inside wall of your classroom. Have students sit on their bottoms with their knees pulled up to their chest and have them place a book over their head. All windows, blinds and doors will be closed. The all clear signal will be given over the intercom or by messenger.

### **Homework Guidelines**

Studies show that 80% of all students want homework, yet 50% feel uneasy about the nature and amount they receive. The best teachers do not necessarily give the most homework, but they do give a variety of kinds of homework.

1. Homework should serve a sound educational purpose. It is not intended as punishment or busy work.
2. Homework must be within the capabilities of the individual student. Homework that cannot be independently completed by students has very little value.
3. The homework assignment should grow out of a school experience. Only homework that has a creative objective should be given without previous preparation. Even in this case, the form and procedure should be thoroughly explained.
4. Homework should be intended to enlarge or extend the children's knowledge and understanding of a concept taught during the day.
5. If a teacher requires students to spend time at home for work, the teacher must spend the time to grade it.
6. Do not let homework make unreasonable demands on students. Below is a time table which is appropriate for grade levels. Remember children need to have time to be children. Doing homework all night burns out students faster than anything.

Grade	Homework
1 <sup>st</sup>	0-15 minutes
2 <sup>nd</sup>	15-30 minutes
3 <sup>rd</sup>	20-40 minutes
4 <sup>th</sup>	30 - 50 minutes

**How Am I Doing?**  
**(A teacher self- evaluation checklist)**

- \_\_\_\_\_ Do I really believe in the potential of all kids?
- \_\_\_\_\_ Do I show personal interest in every student regularly?
- \_\_\_\_\_ Do I know the academic needs of EACH student?
- \_\_\_\_\_ Do I know the personal needs of EACH student?
- \_\_\_\_\_ Am I planning carefully and realistically to individualize instruction for every one of my students?
- \_\_\_\_\_ Am I constantly on the look-out for new instructional materials and techniques to make teaching and learning more exciting?
- \_\_\_\_\_ Are students involved in planning, making materials, and evaluating?
- \_\_\_\_\_ Am I sharing myself with my students?
- \_\_\_\_\_ Do I laugh, joke, feel at ease with my students?
- \_\_\_\_\_ Am I comfortable with the "feeling" or atmosphere in my classroom?
- \_\_\_\_\_ Do I use other people to help in the classroom?
- \_\_\_\_\_ Am I enthusiastic and excited about teaching?
- \_\_\_\_\_ Am I able to be honest (realistic) with myself? With my students?
- \_\_\_\_\_ Am I contributing in a positive sense to the lives of students and the people I work with?
- \_\_\_\_\_ Am I keeping records carefully?
- \_\_\_\_\_ Am I gaining and sharing new ideas?
- \_\_\_\_\_ Have I listed my expectations and made them known to parents and students?
- \_\_\_\_\_ Am I an asset to the school?

## Don't Quit

When things go wrong, as they sometimes will,  
When the road you're trudging seems all uphill,  
When the funds are low and the debts are high,-  
And you want to smile, but you have to sigh,  
When care is pressing you down a bit -  
Rest if you must, but don't you quit.

Life is queer with its twists and turns,  
As every one of us sometimes learns,  
And many a fellow turns about  
When he might have won had he stuck it out.  
Don't give up though the pace seems slow -  
You may succeed with another blow.

Often the goal is nearer than  
It seems to a faint and faltering man;  
Often the struggler has given up  
When he might have captured the victor's cup;  
And he learned too late when the night came down,  
How close he was to the golden crown.

Success is failure turned inside out -  
The silver tint of the clouds of doubt,  
And you never can tell how close you are,  
It may be near when it seems afar;  
So stick to the fight when you're hardest hit -  
It's when things seem worst that you mustn't quit.

Author Unknown

# FORMS YOU MAY NEED

**CHECK REQUEST**

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Check Payable To Signature of Principal

---

Sponsor/Teacher Signature Amount Date Check #

---

Organization or Club Check is Charged To PO#

---

Explanation of Expense (invoice or statement must accompany this request)

**CHECK REQUEST**

---

Check Payable To Signature of Principal

---

Sponsor/Teacher Signature Amount Date Check #

---

Organization or Club Check is Charged To PO#

---

Explanation of Expense (invoice or statement must accompany this request)

# ACADEMICS PLUS CHARTER SCHOOL CONFERENCE SCHEDULE

Teacher's Name \_\_\_\_\_ Date \_\_\_\_\_

	Time	Student's Name	Parent's Name	Parent's Signature if attended
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
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16.				
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18.				
19.				
20.				
21.				
22.				
23.				
24.				



**TRIP APPROVAL REQUEST**

**SUBMIT TO PRINCIPAL**

This form must be submitted for all activity trips.

Class or group making the request: \_\_\_\_\_

The following staff will be involved as chaperones:

1. \_\_\_\_\_ 4. \_\_\_\_\_

2. \_\_\_\_\_ 5. \_\_\_\_\_

2. \_\_\_\_\_ 6. \_\_\_\_\_

Number of participants: \_\_\_\_\_ Cost per participant: \_\_\_\_\_

Number of buses requested: \_\_\_\_\_

Educational purpose: \_\_\_\_\_

Destination: \_\_\_\_\_

**Date of Trip:** \_\_\_\_\_ **Departure Time:** \_\_\_\_\_ **Return Time:** \_\_\_\_\_

Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**TRANSPORTATION DIRECTOR**

**PLEASE SIGN AND RETURN ONCE YOU HAVE BUSES AVAILABLE AND DRIVERS ASSIGNED.**

Transportation Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

Buses Assigned and Drivers: \_\_\_\_\_

**RETURN TO OFFICE**

