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| Shalom Mennonite School |
| FACULTY HANDBOOK |
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# Table of Contents

A Message from the Board on Teacher Lifestyle……………………………………………………………. 52

Alphabetical Listing of Character Traits………………………………………………………………………… 47-48

Arrival/Dismissal Procedure………………………………………………………………………………………….. 15

Chalkboard Cleaning and Maintenance…………………………………………………………………………. 45

Classroom Discipline………………………………………………………………………………………………………. 10

Classroom Mother’s Job Description……………………………………………………………………………… 44

Classroom Rules……………………………………………………………………………………………………………. 8

Classroom Survey for PTF ……………………………………………………………………………………………… 53

Code L…………………………………………………………………………………………………………………………… 38

Compiled List of the Traditions and Rotations at SMS……………………………………………………. 54

Detention Notice…………………………………………………………………………………………………………… 14

Disciplinary Action………………………………………………………………………………………………………… 13

End of Year Teacher Checklist………………………………………………………………………………………… 28

Fact Memorization Scope and Sequence (Math)………………………………………………………… 30-31

Faculty Attire & Appearance Guidelines ………………………………………………………………………… 6

Field Trip Permission Slip ...............................................……………………………………………….. 25

Field Trip Report Form ………………………………………………………………………………………………… 26

Field Trip Request Form ………………………………………………………………………………………………… 23-24

Fire Drill Procedure ……………………………………………………………………………………………………… 36

First Day of School Outline ……………………………………………………………………………………………. 16

Grading Details……………………………………………………………………………………………………………… 7

Head Injury & Seizure-like Activity as Direct Result ……………………………………………………… 40

How to Handle the Struggling Student ………………………………………………………………………… 35

Last Day of School Outline ……………………………………………………………………………………………. 17

Library Policy ……………………………………………………………………………………………………………….. 46

Lice: Protocol for SMS…………………………………………………………………………………………………… 41

Maintenance Request Form …………………………………………………………………………………………. 42

Missions, Character Development, and Service Week …………………………………………………. 20

Parent Teacher Conference Format/Guide …………………………………………………………………… 21

Parent Teacher Conference Record ………………………………………………………………………………. 22

Requirements for First Grade Entry ……………………………………………………………………………… 29

Resource Room Referral ............................................................................................... 34- 35

Retaking Failed Tests and Quizzes ……………………………………………………………………………….. 32

School Culture ………………………………………………………………………………………………………………. 49

School Rules ……………………………………………………………………………………………………………….. 9

SMS Activity Report ………………………………………………………………………………………………………. 27

Spelling Bee Score Sheet ……………………………………………………………………………………………… 19

Spelling/Geography/Bible Bee ……………………………………………………………………………………… 18

Tardy Notices ……………………………………………………………………………………………………………….. 11-12

Teacher Job Description ………………………………………………………………………………………………. 4-5

Teacher Apprenticeship at SMS ……………………………………………………………………………………. 43

Teacher Observation…………………………………………………………………………………………………….. 51

Teacher Report …………………………………………………………………………………………………………….. 50

Universal Precautions for First Aid Emergencies ………………………………………………………….. 39

Weather Alert Drills …………………………………………………………………………………………………..… 37

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 ***1410 Union Grove Rd. Terre Hill, PA 17581***

 ***Ph. (717) 445-7020***

 “Teaching and Training for the Glory of God”

**Teacher Job Description**

1. Qualifications- we believe that the teacher should be able to accomplish the following:
	1. Be a Godly role model for students by demonstrating Christ-likeness in character, submission to God, His Word, and other authorities, and by actively supporting the local church.
	2. Maintain a central and authoritative presence in the classroom, being willing and able to bear the authority delegated to him by parents.
	3. Maintain a warm and friendly classroom atmosphere which is orderly, values love and respect, encourages creativity, and encourages each student to strive to do their best for the honor and glory of God.
	4. Direct the learning experiences of his students through a sufficient knowledge of the subjects taught, competence in teaching, and the ability to recognize and provide for the individual needs of students.
	5. Demonstrate a love for learning and be committed to personal, spiritual, and professional growth so that he can more effectively serve the Lord and meet the academic, personal, and spiritual needs of his students.
	6. Consistently support in word and life the school’s statement of faith, philosophy of education, mission, and policies.
	7. Demonstrate in your life the importance of personal integrity, Bible reading, and prayer.
2. Relationships
	1. Supervisor: Lyle Musser, Principal
	2. Co-workers: Other classroom teachers
	3. Responsible for: SMS students
3. Essential Job Functions
	1. Full-time teachers should expect to spend an average of 45 hours per week doing school responsibilities.
	2. Be present at school from 7:30 A.M. until 15 minutes after dismissal.
	3. Implement school policies.
	4. Work in harmony with those to whom responsible.
	5. Endeavor to maintain a well disciplined, godly school environment.
	6. Attend staff meetings, parent- teacher meetings and other school related activities as directed by the administrator.
	7. Willingness to spend the necessary time before and after school hours for proper preparation, grading, documenting, cleaning, bulletin board decoration, and any other item necessary to maintain a quality and attractive school.
	8. Participate in special activities such as chapel, all school parties, planning Christmas and Spring programs, Open houses, and Track and Field as directed.
	9. Plan educational field trips for your class if you are a homeroom teacher, or participate as a chaperone if not a homeroom teacher.
	10. It is desirable that you could lead your class in singing during Bible time, and use singing as a memorization and instructional tool. (very important for younger grades).
	11. Give direction to teacher’s aides, teacher apprentices, and classroom moms that have been assigned to you as helpers.
	12. Deal with minor discipline issues in the classroom.
4. Staff related responsibilities
	1. Lead out in faculty devotions as scheduled.
	2. Participate in all staff meetings. This includes one final staff meeting/ debriefing session that may be held after the school year is over.
	3. Participate in Teacher orientation before each school year as directed by the administrator.
5. Opportunities for personal development as a teacher
	1. Attend MACSA convention or other required staff training.
	2. Attendance at Faith Builders programs and events.
	3. Possible tuition assistance for summer term courses at Faith Builders.

**Note for teachers:** As a teacher at SMS you are given the opportunity to bless families through the education of their children. These children are “a gift of the LORD” and “like arrows in the hand of a warrior” (Psalm 127:3,4). These children are the future generation of pastors, teachers, missionaries, businessmen, fathers, and mothers. They will go places that you will never go. They will have opportunities that you have never had. To your delight they will grow in their effectiveness in the work of the kingdom and you can find joy in knowing that they were once an arrow in your hand, and they have now been sent out to serve according to the principles and character that you have instilled in them.

*“Teach me good judgment and knowledge: for I have believed thy commandments.”* *Psalm 119:66*

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**Faculty Attire & Appearance Guidelines**

A. A teacher's overall appearance reveals his/her character and is an important part of
his/her effectiveness in the classroom and as a Christian role model. Teachers who are well dressed tend to command greater respect from their students. The teacher's
appearance should indicate healthy habits, a cheerful disposition, professionalism, and modesty.

B. Men shall dress in conservative colors and styles - avoiding objectionable extremes.
Dress pants, shirts, and shoes are required. Hairstyles shall be short and neatly trimmed. Beards and mustaches are permitted only for those with religious convictions and must be of a conservative style. The wearing of jewelry is not permitted.

C. Women shall wear dresses or jumpers of modest styles that extend well below the
knee when standing or sitting. They shall avoid all types of immodesty, including low necklines, tight-fitting tops or dresses, and slits. Tops and dresses shall have modest sleeves with length sufficient to cover at least one-half of the upper arm. Jean/denim material shall not be worn. Hooded garments shall not be worn in the classroom. Dress shoes and stockings are required. Shoes worn shall have closed heel and closed toe. The hair is to be un-cut, worn up, and veiled with a traditional white covering or hanging veil (black or white), without ornamentation, and of sufficient size to give affirmation to the principle and practice taught in I Corinthians 11:2-16. The wearing of jewelry and make-up is not permitted.

D. The guidelines given above apply to all daily school activities and designated school
functions except those for which the administrator gives alternate guidelines. For
physical education classes, teachers are to follow the guidelines given in the Parent-Student Handbook.

E. The administrator is at liberty to interpret the language used above and to make
judgments about clothing not specifically covered above but out of line with general principles of modesty and Christian ideals.

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**Grading Details**

### Grading Scale

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| The following scale of percentages is used in assigning letter grades:A+ 100-99 C+ 84-83 F 69-0A 98-95 C 82-79 O OutstandingA- 94-93 C- 78-77 S SatisfactoryB+ 92-91 D+ 76-75 U UnsatisfactoryB 90-87 D 74-72 I IncompleteB- 86-85 D- 71-70 |
|  |

### Report Cards and Progress Reports

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| --- |
| Report cards will be issued every nine weeks. These need to be returned to school, bearing a parent’s signature. Progress reports are to be issued at the 3 week mark and 6 week mark to keep parents informed as to their child’s academic progress. Progress reports should be issued to all students who are failing or near failing in any subject. If there is marked improvement of a particular student the progress report can be used to inform parents of this as well.  |

### Honor Roll

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| Students in the middle school who receive all “A’s” are placed on the distinguished honor roll each quarter. Students in the middle school who receive all “A’s” and “B’s” are placed on honor rolls each quarter. If distinguished honor roll or honor roll are maintained for each quarter of the year, then the student is eligible for appropriate recognition at awards assembly. |

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# Classroom Rules

1. Respect your teacher by obeying immediately.
2. Respect your classmates by keeping your hands and feet to yourself.
3. Respect school property by taking care of your desk, supplies, and P.E. equipment. (No pictures on desks.)
4. Raise your hand and wait for the teacher to call on you when you want to speak in class.
5. You may use your own books and supplies. Using other books and supplies must be approved by the teacher. The teacher’s desk is off-limits to students.
6. When the teacher raises his/her hand, you are to stop talking and pay attention.

These rules are given as a **guideline to help you develop your own age appropriate classroom rules. Develop the classroom rules that you will use in your classroom this year. If you are a new staff member show then to the administrator before patron orientation date**. Try to make your rules as positive and as clear as possible. Fewer rules may be better, as long as you, the teacher, maintain the authoritative role in the classroom. You may see the need to add a rule or two as the year goes by which is fine.

Updated 7/21/10

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# School Rules

1. The hallways are to be quiet while school is in session!

2. Use the restroom during restroom break, not during class time! Restrooms are to be as quiet as the halls!

3. If recess is outside, go out immediately and come in immediately, following the direction of the recess supervisor!

4. No one should be in the front parking lot unless they have teacher permission and supervision!

5. Do not kick balls in the all purpose room!

6. Do not play with balls or PE equipment after dismissal!

7. Do not go onto the high school property without teacher permission and supervision!

*“Teach me good judgment and knowledge: for I have believed thy commandments.”* *Psalm 119:6*

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# Classroom Discipline

1. Warning
2. Head down on desk until the teacher tells the student to raise it.
	1. Punishment at this level: miss recess time.
3. Teacher removes student from the classroom and speaks with him.
	1. If he is compliant, repentant, acknowledges his wrong, and promises to do better, then assign him his punishment and go back to class.
		1. Punishment at this level: miss an entire lunch recess. The student stays in the classroom with the teacher and puts his head down on his desk.
	2. If the student is belligerent and unwilling to admit his wrong, then send him to the principal’s office
		1. Punishment at this level:
			1. Miss an entire lunch recess. The student stays in the classroom with the teacher or in Mr. Musser’s office and puts his head down on his desk.
			2. “Disciplinary Action” form filled out by Mr. Musser and/or the form is sent home for parents to sign.
			3. Mr. Musser may give an after school detention.
			4. If severe, Mr. Musser may call parents immediately and ask them to come deal with the student or to remove them from school.

**Note to Teachers:**

Drill these rules and enforce the discipline very clearly during the first three weeks of school.

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# Tardy Notices

1. Tardy notices can be given to 6th – 8th grade students.
2. The teacher must make the student aware that he/ she is filling out a tardy slip.
	1. This should be done by having the student sign the tardy slip before it is handed in to the office.
3. The tardy slip should be sent to the office.

**Discipline for Tardy Notices**

1. Upon receiving the 3rd and any following tardy notices the student will miss lunch recess.
2. Upon receiving the 5th tardy notice, the student will receive an unexcused absence on his report card. If a student exceeds more than three unexcused absences, SMS must report this to the school district.
3. At the end of the quarter a student starts with a fresh slate.

*“Teach me good judgment and knowledge: for I have believed thy commandments.”* *Psalm 119:66*

# Tardy Notices (to copy)

Shalom Mennonite School

Tardy Notice

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Student‘s Signature

 (Please write legibly!)

has arrived late for \_\_\_\_\_\_\_\_\_\_\_\_\_\_ (subject).

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher’s Signature

\_\_\_ / \_\_\_ / \_\_\_

Date

“Teaching and Training for the Glory of God!”

Shalom Mennonite School

Tardy Notice

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Student‘s Signature

 (Please write legibly!)

has arrived late for \_\_\_\_\_\_\_\_\_\_\_\_\_\_ (subject).

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher’s Signature

\_\_\_ / \_\_\_ / \_\_\_

Date

“Teaching and Training for the Glory of God!”

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Tardy Notice

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Student‘s Signature

 (Please write legibly!)

has arrived late for \_\_\_\_\_\_\_\_\_\_\_\_\_\_ (subject).

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher’s Signature

\_\_\_ / \_\_\_ / \_\_\_

Date

“Teaching and Training for the Glory of God!”

Shalom Mennonite School

Tardy Notice

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Student‘s Signature

 (Please write legibly!)

has arrived late for \_\_\_\_\_\_\_\_\_\_\_\_\_\_ (subject).

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher’s Signature

\_\_\_ / \_\_\_ / \_\_\_

Date

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# Disciplinary Action

Name of Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Discussion Date: \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

Problem Statement: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Summary of Discussion:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Summary of Student’s Comments:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Other Comments:

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Student’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

Teacher’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

Parents, if you have questions, please call me. (717) 445-7020

Parent’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

I read this paper and have discussed the issue with my child.

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# Detention Notice

\_\_\_\_\_\_\_\_\_­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is being asked to serve

 Parents’ Names Student’s Name

an after school detention on \_\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_ from \_\_ : \_\_ \_\_ to \_\_ : \_\_ \_\_.

 Date Starting Time Ending Time

Reason for Detention: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

 Administrator’s Signature

Please sign and return this form to the school office tomorrow. Thank you.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Father’s Signature Mother’s Signature

*“Teach me good judgment and knowledge: for I have believed thy commandments.”* Psalm 119:66

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# Arrival/ Dismissal procedure

## Arrival

Cars pull up to the front door in the first lane. Students get out and come in the main front doors. After the students are out of the vehicle, the driver will pull away. If the driver needs to come into school, they shall drop the students off first, and then park in a parking space before coming into the building.

 Students are to put their backpack, coats, etc. in their cubicle or locker when dismissed from the front hallway by the bell and then go to their classroom or the all purpose room until school begins.

 Teachers are to dismiss all students to go to their appropriate ride at 2:58. Students in THMH car rides can be held in the classroom until 3:01 if needed.

## Dismissal

**Non-THMH drivers**

Non-THMH drivers shall be given a parking lot assignment in the front lot, side lot, or back lot (all those assigned to the back lot should back into their parking space). All students going in non-THMH rides will be dismissed at 2:58. When dismissed at 2:58 students should go directly to their car/van ride which is expected to be waiting.

**THMH drivers**

Students from THMH who are picking up SMS students should pull up to the front doors of SMS and their ride will meet them there.

Updated (8/13/15)

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# First Day of School Outline

7:50- 8:10 - Arrival

8:10- 8:45 - Welcome students to your classroom. Organize students in your classroom.

8:45- 9:10 - Chapel

1. Sit by classes.
2. Music teacher will lead two songs.
3. Administrator will present a chapel based on the year’s theme.

9:10- 9:40 - Organize into chapel groups and do an activity together in those groups.

9:40- 10:00 - Doughnuts and milk

10:00- (approximately) – Return to class

Updated (8/13/15)

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**Last Day of School Outline**

1. Teachers plan activities in homeroom from 8:10- 9:35
	1. No activities in APR this morning because of setup for awards assembly
2. 1st grade start coming to APR at 9:35 A.M. – sit by classes, not chapel groups
3. Older students will set up chairs for parents/ visitors in the APR (students on locker side, parents on kitchen side- there will be a reserved section for K parents)

**Awards Assembly**

1. Administrator will open with a word of prayer
2. Awards will be given in reverse order by classes (starting with 8th)
	1. Character awards given first to get all students up front
	2. As the character awards are given, the student will come to the front, receive the award and hand shake and then lines up along the front wall. Students stay up front until the rest of the awards are given. **Please note that all students should be recognized with a character award.**
		1. Bible Memory
		2. Penmanship
		3. Honor roll
3. Kindergarten will join us at 10:30
4. After kindergarten receives their awards, and certificates they will have a small presentation for Kindergarten graduation.
5. Administrator will give the perfect attendance (read off names and the secretary will present the award with handshake.
6. Administrator will recognize the winning team for track and field and those who broke records.
7. Administrator may recognize any major patron volunteers over the past year (cleaners, maintenance people, etc.)
8. Administrator or the board will recognize any teachers who are not returning next school year.
9. Announcements
	1. Regular dismissal procedure or parents can get child in homeroom- not before 11:30 (if door is shut, stay out of homeroom)
10. Mr. Musser will dismiss all the classes to go to their homerooms.
11. Dismiss at 11:30- make sure students have report cards with Track and Field ribbons in them.

updated 5/25/16

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**Spelling/Geography/Bible Bee**

1. Homeroom teachers are to communicate to the bee master who the final contestants are and give the bee master a list of spelling words (and a sentence for each) by 8:00 A.M. the morning of the event!
2. Set up
	1. Microphone on stand – for student use
	2. Table facing microphone
		1. 2 chairs and lapel microphone at table (Bee master facing student spelling)
3. Homeroom teacher to review with 4 contestants prior to event
	1. Final contestants (usually 3 or 4) from each grade will participate in a final bee. Each homeroom is to conduct preliminary rounds in the classroom to determine which students come to the final rounds.
	2. This is how things will work for the final rounds: students within each grade will be given equal opportunity to spell words/ give answers to determine which two students are deserving of a certificate for being the 1st & 2nd place spellers/geography/ Bible brains in their grade. Rounds will be concluded on a double elimination basis using the “spelling bee score sheet” (included in the teacher handbook). If a student gets a word/question incorrect, the next student will be given a new word/ question.
	3. The spelling bee master will be reading the word, a sentence in which the word is used, and the word a second time. (example: cat – The cat ate salmon for lunch. – cat). Student may ask the spelling bee master to repeat the word and sentence ONCE if they like.
	4. The student is expected to say the word, spell the word, and say the word at the end to indicate that he has completed (example: cat – C-A-T – cat)
	5. A student may be given the opportunity to re-start the spelling ONCE BEFORE repeating the word at the end (example: cat – K – cat – C-A-T – Cat!). The second time the word is repeated, the child concludes his opportunities to spell the word.
	6. The time limit will be either 30 or 45 seconds as determined by the spelling bee master.
	7. Students will not be given opportunity to write the word.
4. Announcements to make to each class and to the entire audience:
	1. We expect the audience to be encouraging!
	2. Congratulations certificates will be printed and awarded to the 1st & 2nd place contestant from each grade at the next Wednesday chapel service.

Updated 7/15/14

*“Teach me good judgment and knowledge: for I have believed thy commandments.”* *Psalm 119:66*

# Spelling Bee Score Sheet

Filling out the table below will help determine the winner in a double elimination “bee”.

**The rule**: “When a round is complete with only one person who has **zero or *one wrong,*** while the others all have two wrong, he is the winner” (does **not** have to end with a correct answer)

**Directions:** List the names in the order that they will spell so that you know when each round begins and ends. Place a check mark in each round where an answer was wrong. Evaluate by the above rule after each round is complete. Typically each speller is to get a new word to spell, rather than having them respell the word that was just spelled incorrectly.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Names (below) | R1 | R2 | R3 | R4 | R5 | R6 | R7 | R8 | R9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
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**Missions, and Character Development Week**

One of the traditions at SMS is to have one week in the school year designated to Character development, or Missions. This is typically the first full week of February, and follows a two year rotation. Below is an outline that may help you to plan extra activities to fit the theme of this week.

* Missions week
	+ The administrator will plan Missions speakers during chapel time (typically Tuesday- Friday).
	+ Additional ideas for teachers to consider:
		- Feature hot lunches with different foods from other countries. You could even have a missionary friend come and make it. This meal could be used to raise funds for a certain mission.
* Character week
	+ The administrator will plan speakers during chapel time (typically Tuesday- Friday).
	+ Additional ideas for teachers to consider:
		- Do a Bible study that shows different character traits in Bible characters.
	+ Do an art project or a game that has to do with character traits. (the fruits of the spirit in Galatians 5:22 or other Bible lists such as II Peter1:5-7 would be a good place to start)

Note- Beginning in the fall of 2015 the Thanksgiving party will be transitioned to service related projects.

(Updated 8/13/15)

 *“Teach me good judgment and knowledge: for I have believed thy commandments.”* *Psalm 119:66*

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# Parent Teacher Conference Format/Guide

1. Student’s Name Parents’ Names Date
2. Academics
3. Character
4. Interpersonal
5. Miscellaneous
	1. What is \_\_\_\_\_\_\_\_\_\_\_\_ saying about school?
	2. Does\_\_\_\_\_\_\_\_\_\_\_\_ come home and talk about school?
	3. Is \_\_\_\_\_\_\_\_\_\_\_\_ frustrated about anything?
	4. Is there anything you would like me to know about \_\_\_\_\_\_\_\_\_\_\_\_?
6. Conclusion

*“Teach me good judgment and knowledge: for I have believed thy commandments.” Psalm 119:66*

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# Parent-Teacher Conference Record

Child’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_/\_\_\_/\_\_\_

Parent(s) Attending: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Time: \_\_\_\_\_\_\_\_\_\_

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

1. General Feeling About What can be Expected of this Student Academically:
	1. Arithmetic
	2. Bible
	3. Bible Memory
	4. History
	5. Penmanship
	6. Phonics
	7. English
	8. Reading
	9. Science
	10. Spelling/Vocabulary
2. Special Needs as Seen by Teacher:
	1. Relating with Other Children
	2. Work and Study Habits
	3. Courtesy and Consideration
	4. Dependability
	5. Cooperation
	6. Initiative, Self-Reliance, Leadership
	7. Self Control
	8. Respect, Obedience, Promptness
	9. Health/Personal Hygiene
3. Special Interests:
4. Plans for Helping This Child:
5. Additional Information:

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# Field Trip Request Form

Field Trip Request forms must be submitted to the Administrator’s office for approval

at least two weeks prior to the scheduled field trip day.

Instructor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

Date of Trip: \_\_\_\_/\_\_\_\_/\_\_\_\_ Leaving time: \_\_\_\_:\_\_\_\_ Returning Time: \_\_\_\_:\_\_\_\_

Grade(s): \_\_\_\_\_\_\_\_\_\_\_\_ No. of Students: \_\_\_\_\_

 No. of parents needed to help chaperone: \_\_\_\_\_

 Total No. of people going: \_\_\_\_\_

Purpose of Trip: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Approximate Distance Round Trip: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Means of Transportation and bus driver name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Not all day trip? Trip will replace periods: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Sub needed for \_\_\_\_\_\_\_\_\_\_

Total Cost of Trip: Entrance Fees $ \_\_\_\_\_\_\_\_\_\_

Transportation $ \_\_\_\_\_\_\_\_\_\_

Other $ \_\_\_\_\_\_\_\_\_\_

---------------------------------------

TOTAL $ \_\_\_\_\_\_\_\_\_\_

**See reverse side for very important teacher checklist**

**Teacher Check-List**

□ I have sent home a permission slip with necessary information and car seat reminders (if applicable).

□ I have lined up a bus driver for this trip.

□ I have informed the patrons that will drive that they can be reimbursed for their mileage if they report it to the office after returning from the field trip.

□ I have informed the chaperones that SMS will pay their entrance fees, etc. for the day.

□ I will clearly explain chaperone responsibilities to the chaperones and require a head count from

 each leader at each transition in our field trip.

□ A buddy system is highly recommended so that students can be accountable for each other, and no

 one is left behind.

Administrator’s Approval: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

updated 7/22/16

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# Field Trip

**Grade:**

**Homeroom Teacher:**

**Destination:**

**Date of trip:**

**Time leaving school that day:**

**Time returning to school that day:**

**Chaperones besides homeroom teacher:**

**Method of transportation (bus/ parent drivers):**

**For your child to bring:**

What your child should bring:

Brown bag lunch, sneakers, sweatshirt, umbrella (in case of rain), money, booster seat (if necessary)

SMS Booster Seat Policy: (***does not apply when going in buses***)

If your child is required by law to use a booster seat, SMS asks that you

provide a booster seat for your child any time they leave school under the direction of SMS staff. If your child does not have a booster seat, he/she will not be permitted to go.

We obey the law because we are liable.

Booster Seat Regulations

4-8 years: high-back or no-back belt positioning booster

If your child is 4 feet 9 inches tall, or taller (before turning 8 years old),

a booster seat is not required.

- - - - - - - - - - - - Please detach this portion and return it to school in your child’s Monday folder. Thank you. - - - - - - - - -

**SMS Field Trip Permission Slip**

I give my permission for my student (name) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ grade to join his teacher and classmates on a trip to the

above mentioned location.

**Signature:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_ / \_\_\_ / \_\_\_

**Phone #’s:** Home \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Cell\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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# Field Trip Report Form

Date: \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_ Grade(s): \_\_\_\_\_\_\_ Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Transportation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Location #1:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Contact Person: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Ph. Number: (\_\_\_\_)\_\_\_\_\_\_\_\_ Fees: $\_\_\_\_\_.\_\_\_ # of Miles/Travel Time: \_\_\_\_

Evaluation:

 I liked: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 I didn’t like: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Other Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Location #2:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Contact Person: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Ph. Number: (\_\_\_\_)\_\_\_\_\_\_\_\_ Fees: $\_\_\_\_\_.\_\_\_ # of Miles/Travel Time: \_\_\_\_

Evaluation:

 I liked: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 I didn’t like: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Other Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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*“Teach me good judgment and knowledge: for I have believed thy commandments.”* Psalm 119:66

# SMS Activity Report

What is the special activity? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date \_\_\_\_/\_\_\_\_/­\_\_\_\_ Time \_\_\_\_\_\_:\_\_\_\_\_\_

Who is coming in to help with this activity? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Where will this activity be?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Have you made sure that the place of activity will not conflict with other classes? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* I have attached a copy of information that was sent home for parents of my students.

Comments/Questions: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

# SMS Activity Report

What is the special activity? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date \_\_\_\_/\_\_\_\_/­\_\_\_\_ Time \_\_\_\_\_\_:\_\_\_\_\_\_

Who is coming in to help with this activity? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Where will this activity be?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Have you made sure that the place of activity will not conflict with other classes? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* I have attached a copy of information that was sent home for parents of my students.

Comments/Questions: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

updated 7/22/16

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 **End-of-year Teacher Checklist**

**Last 2 weeks of school:**

* I have planned out a personal and school schedule that takes into account:
	+ track and field
	+ school picnic
	+ softball game (if applicable)
	+ Graduation
	+ special end of year activities
	+ final tests
* I will give the office my awards for Bible Memory, Penmanship and 6th- 8th honor roll as soon as they are determined and no later than 12:00 noon on records day.

**Last 2 days of school (or soon thereafter):**

* I am prepared to participate in final staff meeting
* I have completed my grades by **12:00 noon on records day.**
* I have completed the curriculum inventory and returned it to the office.
* I have returned my track and field felt pieces to the office.
* I have talked with the administrator about my schedule for next year.
* I have told the administrator about any curriculum, teacher supplies, etc. that I would like ordered for next year.
* My room is clean. I have set trash out that has food in it. I have sanitized my trash cans with Clorox.
* I have emptied out my closet, wiped it down, and reorganized it. (closets are not part of patron cleaning)
* If a new teacher is taking my place, I have scheduled a time with the new teacher to go over instructions and ideas for teaching my grade.
* You are being paid for a full school day so attendance is required until 1:15 on the last day of school except by special permission from the administrator.
* I have removed nametags from student’s cubbies.
* I have removed labels from Monday folders and returned them to the office. I have thrown away any Monday folders with broken zippers.
* I have filed my students’ portfolio items in their student files in the office.
* I have passed on my folder of emergency information forms to the next teacher
* I have given the secretary my summer time contact information below (only if different than usual).

 (Updated 8/13/15)

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# Requirements for First Grade Entry

1. Student must be 6 years old by December 1st.
2. Acceptable school readiness testing results. Tests are scheduled each spring.
3. Any immunizations and health exams required by the state.
4. Numbers
	1. Count to 100’s
	2. Recognize numbers out of sequence
	3. Write numbers 1-10
5. Shapes
	1. Recognize square, triangle, rectangle, and circle
6. Letters
	1. Recognize all letters and sounds
	2. Recognize and say long and short vowel sounds
	3. Write all letters by name and sound
7. Skills
	1. Write first name
	2. Know basic colors
	3. Cut on straight line with scissors
	4. Color within the lines
	5. Hold pencil correctly (pictures available)
	6. Recognize and use dominate hand
	7. Recognize right and left

*“Teach me good judgment and knowledge: for I have believed thy commandments.”* *Psalm 119:66*

**SMS Grade 1-6** **Math Fact Memorization Scope and Sequence**

***(Put into place April 2014 to formally state our expectations since BJU curriculum is ambiguous about this matter)***

*Note: every teacher at every grade level shall strive to meet these goals. If any changes are to be suggested to this document, it must be discussed at staff meeting before changes are made.*

**First Grade:**

 **Addition**

- Number families 1-12, example: all facts that equal common sum (2+8=10, 3+7=10) equals number family

- Introduce doubles 3rd quarter

**Subtraction**

- Number families 1-12, example: all facts using common minuend (10-3=7, 10-4=6) equals number family

**Second Grade:**

 **Addition**

- Number families 1-12, example: all facts that equal common sum (2+8=10, 3+7=10)

 - Introduce families 13-18 (beginning of year)

 - doubles and doubles +1

 **Subtraction**

- Number families 1-12, example: all facts using common minuend (10-3=7, 10-4=6)

 - Introduce families 13-18 (beginning of year)

 - doubles

 **Multiplication (3rd quarter)**

- Introduce concept

 - Introduce factors 0-5 & 10

 **Division (3rd quarter)**

- Introduce concept

 - Introduce divisors 1-5 & 10

**Third Grade:**

 **Addition & Subtraction**

- Mastery of 1-18 mixed order (end of 2nd quarter do evaluation)

 - Suggestions for evaluation (xtramath.org, paper evaluation over

numerous days, or flashcard evaluation done by a teacher, or aide that documents every fact that is incorrect)

- Evaluation results must be kept and passed on to fourth grade teacher.

 **Multiplication & Division**

- Mastery of 1 [0] -5 factors & divisors

 - Introduce 6-12 (2nd quarter)

**Fourth Grade:**

 **Addition & Subtraction**

- Mastery of 1-18 mixed order (end of 2nd quarter do evaluation)

 - Math fact assessment (xtramath.org)

 **Multiplication & Division**

- Mastery of 1 [0] -12

 - Math fact assessment (xtramath.org)

**Fifth & Sixth Grade:**

 **Addition, Subtraction, Multiplication & Division**

- Mastery of all

 - Math fact assessment (xtramath.org)

**- Red indicates NEW MATERIAL**

**\*NEW MATERIAL is information introduced for the first time and expanded upon as the year progresses.**

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# Retaking Failed Tests and Quizzes

1. If only one or two students have slightly failed, let it stand.
2. If the majority of the class struggled with the test (82% or less class average), allow all students to redo the test, or a supplement to the test for ½ credit back.
3. If you sense a tough test coming, take extra time for review.
4. If you have students going for tutoring, give the tutor a well-advanced notice of the test and any specific areas where she can prepare the student. This may even mean giving her a copy of the test so that she knows what is important.
5. Special exceptions can be made for taking test for students who have trouble with a regular written test.
6. This paper does not address all situations that may come up throughout the school year, so talk to the administrator if you see another creative option for “repairing” a failed quiz or test.
7. The best approach is to be proactive rather than reactive. Prepare well for the test so that retakes are not necessary.

*“Teach me good judgment and knowledge: for I have believed thy commandments.”* *Psalm 119:66*

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# How to Handle the Struggling Student

1. Struggling students in Kindergarten
	1. The younger they repeat, the better
	2. If the Kindergarten teacher notices on the kindergarten test that a student scored significantly low (below the “baseline”), the student should be held back for kindergarten the next year. If the student is older, and must go to kindergarten, the kindergarten teacher will voice her concerns to the parents on the kindergarten test results and promise to confer with them about the child’s progress after first quarter.
2. What SMS can offer to struggling students
	1. Tutoring time with current Resource room staff
		1. Homeroom teachers must fill out the “Resource Room Referral” sheet to initiate the resource room process. This sheet was designed to ensure that communication is clear on every level.
		2. If the student is accepted into the resource room, the homeroom teacher, resource room staff, administrator, and parents will regularly review the Learning Support plan (Typically at the beginning of the year and at mid year PTC).
	2. Vision testing recommendations.
3. What SMS will endeavor to offer to struggling students in the classroom
	1. Cut the amount of work
	2. Auditory testing if the teacher or teacher’s aide is available.
	3. Communication with parents:
		1. Specific areas to work on at home
		2. Communicate ahead about tests and quizzes that are coming up.
4. The evaluation process (3 levels- **parents must give consent at every level**)
	1. SMS evaluations (may include re doing the K test, specialized test with Miss Nolt, using other evaluations)
	2. IU13 evaluation and services
	3. District IEP
5. Regular screenings that may indicate need for further evaluation:
	1. DIBELS- given beginning, middle and end of year
	2. Math fact evaluations- given beginning, middle, and end of year
	3. Math test provided by IU13- given once or twice per year (depending on grade).
	4. Repeated concerns on achievement test scores.

(updated 6/29/16)

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**Resource room Referral**

(*To be filled out by homeroom teacher)*

Students name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Grade:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parents name(s):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Referred by:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date referred:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Subject area(s) of concern:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please **check** any of these that you have observed. From the list in brackets, **circle** all applicable areas:

\_\_\_ frequent reading mistakes [dropping word endings, substituting similar-meaning words, substituting similar-sounding words]

\_\_\_ answers orally administered questions/tests, but gets the same material incorrect in written format

\_\_\_ frequent spelling mistakes [phonetic = *mother/muthr/mothur*, non-phonetic = *mother/mohter*]

\_\_\_ speech concerns [articulation of \_\_\_\_\_\_\_, oral grammar & syntax]

\_\_\_ difficulty getting thoughts on paper [low production, spelling, mechanics, grammar, plot/story line]

\_\_\_ weaknesses in motor skills [handwriting, cutting, drawing, coloring, recess games]

\_\_\_ frequent math mistakes [number sense, basic facts, problem solving, following steps accurately]

\_\_\_ difficulty following complex directions; needs simple directions one step at a time with repetition [oral, written]

\_\_\_ weaknesses in memorization [sight words, Bible Memory, math facts, content subject facts]

\_\_\_ accuracy vs. fluency work patterns [accurate but slow, inaccurate but fast]

\_\_\_ benefits from additional time to complete work [type of work: ]

\_\_\_ frequently off task during [large group instruction, small group work, independent work]

\_\_\_ excessive physical/vocal activity [fidgeting, out of seat, talking w/o permission, other vocalizations]

\_\_\_ disorganized [preparedfor class, taking work home, daily work completion, project completion]

Please list any accommodations that have been made for this child in the classroom and the success or lack thereof.

Have you been in discussion with parents? What kinds of concerns have parents voiced?

Please list the most current grades or test results in the weak area(s). Include any samples of work that might be helpful for the tutor.

Please list all CBM data for the last year in all areas assessed (or the last year of data on record, if the child is not currently receiving benchmark assessments).

Homeroom teacher checklist:

\_\_\_\_\_ I have called the parents to tell them that I will be referring their child to tutoring. They have agreed to have their child start tutoring.

Resource room personnel checklist:

\_\_\_\_\_ I have created a Learning Support Plan (LSP) and/or Behavior Support Plan (BSP) for this child.

\_\_\_\_\_ I will contact the parents quarterly or as LSP goals are mastered.

Administrator’s approval (signature):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

------------------------------------------------------------------------------------------------------------------------------------------

This child has completed the LSP/BSP goals and I have released them from the resource room caseload.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Resource room personnel signature Date

***Note- this paper stays with the resource room while the child is receiving services. When the child is finished with LSP/BSP goals, it should be given to the administrator and then filed in the student’s academic file, along with copies of each LSP/BSP.***

Updated (6/29/16)

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# Fire Drill Procedure

1. Students line up immediately at the door of the classroom
2. Close all windows and doors and turn off the lights
3. Grab your lesson plan/ grade book (For homeroom teachers this should include a complete list of your students so that you can verify that all of your students are out of the building)
4. Exit the building by following route #1 on your fire escape plan
5. The designated meeting place is in the grass area behind the sidewalk and driveway
6. Students should line up by grades in this grass area
7. Teachers should count the number of students quickly and then verify all names to be sure everyone is accounted for. Report to the administrator as soon as you have verified that all of your students are out of the building.

Updated 7/21/10

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# Weather Alert Drills

1. “Weather alert” will be announced on the phone system
2. All classes will go to the basement immediately
3. Turn off lights and crack the windows a little bit as you leave the classroom
4. Go to your designated location in the basement
	1. Kindergarten- go to room 102
	2. 1st and 2nd - Kitchen
	3. 3rd and 4th- line the center wall in APR
	4. 5th- go to room 103
	5. 6th- go to room 103
	6. 7th and 8th- stay in homeroom
5. Students should be kneeling at the wall with head down and hands over their heads.
6. Please take roll of your students as soon as you arrive in the basement and report to Mr. Musser that all are present.

Updated 7/15/14

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# Code L

1. Code “L” will be announced over the intercom
2. All doors are to be locked immediately
3. Pull blinds at windows
4. Turn out the lights
5. Teacher by the door
6. Students line the inner wall of the classroom toward the center hallway in the weather alert position
7. Listen for any further instructions coming over the intercom
8. The current slogan for responding to school violence is “run, hide, fight”. Anyone leaving the building shall run toward the THMH parking lot toward route 625 or to the neighboring farm.

Updated 7/15/14

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# Universal Precautions for First Aid Emergencies

When responding to first aid emergencies that include blood or body fluid, a person should adhere to universal precautions as prescribed by the Centers for Disease Control (CDC). The following procedures should be used “universally” or with everyone. The following procedures are adapted from the CDC guidelines:

1. Wear latex gloves and other protective garments to avoid direct contact with blood and body fluid. (If gloves are not available, use another barrier such as clothing.)
2. Apply a disinfectant to blood and body fluid spills (a fresh solution of 1 part bleach/2 parts water should be used.)
3. Wipe up spills with disposable towels after 10 minute contact with disinfectant (wear latex gloves).
4. Discard all soiled materials including gloves into a heavy gauge plastic bag.
5. Wash hands with soap and hot water.

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# Head Injury & Seizure-like Activity as Direct Result

**Head Injury**

1. Lie victim flat.
2. Apply ice to bruised area.
3. If no obvious symptoms (as listed below), keep patient flat for 30 minutes and continue observation.
4. Contact parent to obtain immediate medical care if there is
	1. nausea
	2. vomiting
	3. irregular pulse
	4. visual disturbances
	5. unequal pupils
	6. drowsiness
	7. twitching
	8. unconsciousness
	9. bleeding from ears, nose, or mouth
5. May inform parents by providing them with head injury letter, to watch for the above symptoms for 24 hours following injury.

**Seizure (potentially a result of head injury)**

1. If seizure is not a known epileptic seizure
	1. Seizure is a “911” event!
2. If seizure is resulting from known epileptic condition
	1. Protect the individual from hurting themselves & others (restraint if necessary).
	2. Provide privacy
		1. Have other students exit the scene as soon as possible
	3. Observe breathing
	4. Allow individual to rest

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# Lice: Protocol for SMS

(Given by Beth Fulmer- district school nurse- (1/5/12)

1. A student known to have lice must be treated with appropriate shampoo. After treatment, the student is allowed to be back in school. There is no waiting period after the treatment.
	1. The shampoo is designed to kill all living lice and to prevent the hatch of knits.
	2. For added assurance, it is good to use the knit comb, included with the shampoo to get out any remaining knits.
	3. It is appropriate to treat the hair a second time after 7-10 days as a precautionary measure.
2. In years past there was a “knit free” policy in schools which said that a student could not be in school if knits were found in their hair. The department of health, and departments of education resist this policy as outdated and unnecessary. Current protocol in public school says that a student cannot be kept out of school if they have been treated for lice.
3. If a second case of lice would occur in the same classroom, the district nurse should come and check all the students in that classroom.
4. Lice is spread by sharing hats, combs, pillows, and direct head to head contact. They do not spread nearly as rapidly as most people think.

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# Maintenance Request Form

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

**Location of Maintenance Request**

Classroom: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Description of Maintenance Need**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Please rate the urgency of this need.***

* Must be done within a day.
* Should be completed in 5 days or less.
* Should be completed within a month.

Please complete this form and return it to the SMS office.

­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***OFFICE USE ONLY***

Date Received \_\_\_/\_\_\_/\_\_\_

Date Maintenance Staff Informed \_\_\_/\_\_\_/\_\_\_

Date Task Completed \_\_\_/\_\_\_/\_\_\_

Completed by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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# Teacher Apprenticeship at SMS

1. **Guidelines**
	1. SMS will offer teacher apprentice positions to students from THMH who would like to come to SMS on a volunteer basis.
	2. SMS will seek the recommendation of THMH for all apprentices.
	3. All student apprentices would be assigned a cooperating teacher from the SMS staff. They would work under the authority of this teacher, just as a teacher’s aid currently operates.
	4. SMS will be flexible to accommodate the schedules of those who desire to be an apprentice.
2. **Objectives** (observe, interact, teach)
	1. To provide an opportunity for High School seniors to observe and then teach in a structured environment, with direct oversight from an SMS homeroom teacher.
	2. To allow apprentices to test their knowledge and ability as a teacher so that they can confirm in their own mind whether or not they are “apt to teach”.
		1. To give the apprentice the opportunity to wrestle with the question “what does it mean to be a teacher”?
		2. To give the apprentice the opportunity to experience the dynamics of a classroom setting before making the decision as to whether or not teaching is for them.
	3. To confirm the gift of teaching if it is present in the apprentice.
		1. To encourage the apprentice to pursue further training in preparation for a career as a teacher.
		2. To affirm the need for well qualified teachers in our local Mennonite Schools which an apprentice could someday fill.
3. **Requirements**
	1. Before any student is accepted as an apprentice, they would be required to have an interview with Mr. Musser, the SMS administrator.
	2. Conform to the SMS faculty guidelines.
	3. Work under the authority of the assigned cooperating teacher.
	4. Observe SMS teachers in action and complete all written assignments and audio visual training as assigned by Mr. Musser.
	5. Teach an SMS class for an assigned period of time.
		1. Follow the instructions of the cooperating teacher.
		2. Receive council and constructive criticism from the cooperating teacher.
		3. Be available to meet with your cooperating teacher after school hours if they cannot meet with you during school hours.
	6. Read the SMS Philosophy of Education, handbook, and teachers job description. Be willing to adopt these as your guide and goal during your time at SMS.
	7. Notify your cooperating teacher one week in advance of days that you will not be coming. (when the THMH schedule takes you away from SMS- such as senior trip, sub sales, field trips, etc.)

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# Classroom Mother’s Job Description

**General description given in the parent/student handbook:**

Each room in grades K through 8 will have its own class mother. This is a volunteer position where a patron mother will assist the teacher in planning extra activities such as special parties and in scheduling chaperones for school trips.

**Specific job functions**

1. Assist in planning fieldtrips. Classroom mothers are solely responsible to line up transportation for each field trip.
2. Assist with or plan classroom parties such as birthday parties, Christmas party or other special events.
3. Work with other classroom moms to plan the Thanksgiving Party
4. Any information that is to go home in Monday folders should be given to the secretary or teacher by the Thursday before you would like it sent home.

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# Chalkboard Cleaning and Maintenance

(Please follow these instructions given by the manufacturer when cleaning chalkboards)

|  |
| --- |
| **Cleaning and Maintenance (done at least weekly)**Porcelain or Steel Chalkboards are the most durable in the industry, however, proper maintenance will keep your marker boards looking new for years to come.**Step 1.** Wipe your board with a clean cloth moistened with water. A non-abrasive liquid cleaner can be used if desired. **Step 2.** Rinse with clear water on clean cloth. This step is the most important. Any residue left during the fabrication of the board will come off here.**Step 3.** Wipe completely dry with a clean cloth. |

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**Library Policy**

1. As much as possible books should be signed out by the librarian as she is available. If the librarian is not in when you hope to sign out a book, please see the secretary. If the secretary is not available, please have your homeroom teacher sign out your book!
2. Books may be signed out for two weeks. At any time during the two week period (when you are finished with the book) place it in the box labeled “Book Return” or ask the librarian or secretary to assist you in renewing the book for an additional two weeks.

Exception: 5th – 8th grade may be given permission to sign out a book for one month for book reports or research projects. The teacher giving permission should take responsibility for the signing out of the books or clearly communicate this to the librarian ahead of time.

1. There is a fine of $0.10 per school day for overdue library books.
2. Overdue book fees must be paid before you will be given your report card at the end of the quarter!
3. Please treat library books as if they belong to you!

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# Alphabetical Listing of Character Traits

For Teacher Reference

1. Alertness
2. Attentiveness
3. Availability
4. Boldness
5. Bravery
6. Cautious
7. Cheerfulness
8. Compassion
9. Contentment
10. Cooperation
11. Courage
12. Creative
13. Decisiveness
14. Deference
15. Dependability
16. Determination
17. Diligence
18. Discernment
19. Discretion
20. Endurance
21. Enthusiasm
22. Fairness
23. Faithfulness
24. Flexibility
25. Forgiveness
26. Generosity
27. Gentleness
28. Goodness
29. Gratefulness
30. Honesty
31. Hospitality
32. Humility
33. Initiative
34. Integrity
35. Joyfulness
36. Justice
37. Kindness
38. Love
39. Loyalty
40. Meekness
41. Mercy
42. Moderation
43. Obedience
44. Orderliness
45. Patience
46. Peacemaker
47. Persuasive
48. Punctuality
49. Purity
50. Resourceful
51. Respectfulness
52. Responsible
53. Reverence
54. Self-Control
55. Self-Discipline
56. Selflessness
57. Sensitivity
58. Servant’s Heart
59. Servant-hood
60. Sincerity
61. Tenderhearted
62. Thankfulness
63. Thoroughness
64. Thriftiness
65. Tolerant
66. Truthfulness
67. Wisdom

**Alertness** vs. Carelessness

Being aware of what is taking place around me so I can have the right responses

**Attentiveness** vs. Distraction

Showing the worth of a person or task by giving my undivided concentration

**Availability** vs. Self-centeredness Making my won schedule and priorities secondary to the wishes of those I serve

**Benevolence** vs. Selfishness

Giving to others' basic needs without having as my motive personal reward

**Boldness** vs. Fearfulness

Confidence that what I have to say or do is true right, and just

**Cautiousness** vs. Rashness Knowing how important right timing is in accomplishing right actions

**Compassion** vs. Indifference

Investing whatever is necessary to heal the hurts of others

**Contentment** vs. Covetousness Realizing that true happiness does not depend on material conditions

**Creativity** vs. Underachievement Approaching a need, a task, or an idea from a new perspective

**Decisiveness** vs. Procrastination

The ability to recognize key factors and finalize difficult decisions

**Deference** vs. Rudeness

Limiting my freedom so I do not offend the tastes of those around me

**Dependability** vs. Inconsistency Fulfilling what I consented to do, even if it means unexpected sacrifice

**Determination** vs. Faintheartedness Purposing to accomplish right goals at the right time, regardless of the opposition

**Diligence** vs. Slothfulness

Investing my time and energy to complete each task assigned to me

**Discernment** vs. Shortsightedness

Understanding the deeper reasons why things happen

**Discretion** vs. Simplemindedness Recognizing and avoiding words, actions, and attitudes that could bring undesirable consequences

**Endurance** vs. Discouragement

The inward strength to withstand stress and do my best

**Enthusiasm** vs. Apathy

Expressing joy in each task as I give it my best effort

**Faith** vs. Presumption

Confidence that actions rooted in good character will yield the best outcome, even when I cannot se how

**Flexibility** vs. Resistance

Willingness to change plans or ideas according to the direction of my authorities

**Forgiveness** vs. Rejection

Clearing the record of those who have wronged me my not holding a grudge

**Generosity** vs. Stinginess

Carefully managing my resources so I can freely give to those in need

**Gentleness** vs. Harshness

Showing consideration and personal concern for others

**Gratefulness** vs. Unthankfulness

Letting others know by my words and actions how they have benefited my life

**Honor** vs. Disrespect

Respecting those in leadership because of the higher authorities they represent

**Hospitality** vs. Loneliness Cheerfully sharing food, shelter, or conversation to benefit others

**Humility** vs. Pride

Acknowledging that my achievement always results from the investment of others in my life

**Initiative** vs. Idleness

Recognizing and doing what needs to be done before I am asked to do it

**Joyfulness** vs. Self-pity

Maintaining a good attitude, even when faced with unpleasant conditions

**Justice** vs. Corruption

Taking personal responsibility to uphold what is pure, right, and true

**Loyalty** vs. Unfaithfulness

Using difficult times to demonstrate my commitment to those I serve

**Meekness** vs. Anger

Yielding my personal rights and expectations with a desire to serve

**Obedience** vs. Willfulness

Quickly and cheerfully carrying out the direction of those who are responsible for me

**Orderliness** vs. Confusion

Arranging my self and my surroundings to achieve greater efficiency

**Patience** vs. Restlessness

Accepting a difficult situation without giving a deadline to remove it

**Persuasiveness** vs. Contentiousness Guiding vital truths around another's mental roadblocks

**Punctuality** vs. Tardiness

Showing esteem for others by doing the right thing at the right time

**Resourcefulness** vs. Wastefulness Finding practical uses for that which others would overlook or discard

**Responsibility** vs. Unreliability Knowing and doing what is expected of me

**Security** vs. Anxiety

Structuring my life around that which cannot be destroyed or taken away

**Self-Control** vs. Self-indulgence Rejecting wrong desires and doing what is right

**Sensitivity** vs. Callousness

Perceiving the true attitudes and emotions of those around me

**Sincerity** vs. Hypocrisy

Eagerness to do what is right with transparent motives

**Thoroughness** vs. Incompleteness Knowing what factors will diminish the effectiveness of my work or words if neglected

**Thriftiness** vs. Extravagance

Allowing myself and others to spend only what is necessary

**Tolerance** vs. Prejudice

Realizing that everyone is at varying levels of character development

**Truthfulness** vs. Deception

Earning future trust by accurately reporting past facts

**Virtue** vs. Impurity

The moral excellence evident in my life as I consistently do what is right

**Wisdom** vs. Foolishness

Seeing and responding to life situations from a perspective that transcends my current circumstance

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# School Culture

What is it? How do you affect it?

(Taken from a newsletter article by Mr. Musser)

One of the greatest challenges of leading a school in excellence is to develop and maintain what we refer to as school culture. School culture describes the general environment which surrounds the school. School culture affects the thoughts of every child as they come to school. Are they excited to learn? Are they scared? Are they ready to participate in class? The answer to all of these questions is affected by school culture.

All of us understand that there are different cultures in our world today. But how is a culture maintained? What are the internal motivations that keep a culture distinct? A culture is maintained by its values and beliefs. These values and beliefs are perpetuated by the teaching of the culture. Besides teaching, there are also rituals and traditions that are faithfully kept. The values, beliefs, rituals, and traditions are the internal moorings that maintain a visibly distinct external culture.

When we speak of school culture, the basics are the same. Solid beliefs, beneficial “rituals”, and faithful traditions are what will maintain the school culture. All patrons at SMS have been asked to read our statement of faith and philosophy of education (beliefs). Patrons are expected to value the type of education that is being offered at SMS. An example of a beneficial ritual would be the teacher who is always by her door to welcome students back after they have been in the music room or out at recess with another teacher. Examples of traditions at SMS would be the music programs, the Wonderful Winter Wednesdays (activities like grandparents day, spelling bee etc.), and the Thanksgiving party. All of these activities are intentionally planned by the school to develop and maintain a positive atmosphere here at school.

All of you reading this newsletter also have input into school culture here at SMS. Whether you are a patron, grandparent, or church leader you have an impact on school culture at SMS. Patrons influence the classroom environment simply by showing interest in what the child is learning. They affect the general school culture by the way they talk about school, their child’s teacher, or the homework assignment that they are helping their child to do. Grandparents can have a great influence on school culture with simple words of encouragement to a young grandchild. If a child’s schooling is important enough for grandpa to notice, then it certainly raises the level of importance in the mind of the child. Church leaders play an important role in shaping the church’s that are represented at SMS. The family is under attack in our culture, and the devil would like nothing more than to tear down the families in our churches and school. In many ways the school receives the “by product” of what is produced in families and churches in this community. Pastors who support and train the parents in their churches can have a great impact on what happens at school. If love, respect, and obedience, are carefully taught and maintained in the church, and home, the child will certainly bring those character qualities along with him into the classroom of his school.

Maintaining positive school culture is one of the highest priorities we have at SMS. It requires much time, planning, and careful attention on the part of every staff member. However, when the school day is over, the responsibility of maintaining positive school culture slips out of the hands of SMS staff and into your hands as parents, grandparents, and church leaders. Will you join with us in our effort to maintain a school culture that values, love, respect, and obedience, while promoting a desire for learning on the part of each student? May we each take our part to faithfully promote positive school culture at SMS.

*“Teach me good judgment and knowledge: for I have believed thy commandments.”* Psalm 119:66

|  |
| --- |
| Teacher Report **(sample- to be filled out weekly)** |
| Name |  |
| Date |  |
| **Students** |
| Excellent  |  | Good |  | Average |  | Wired |  | Need Attention |  |
| Additional adjectives that further describe your classroom this past week: |  |
| On a scale of 1 – 10, rate students’ behavior *(10 = angelic; 1 = Why am I teaching?!)* |  |
| On a scale of 1 – 10, rate students’ energy level *(10 = zoom - zoom; 1 = lifeless)* |  |
| On a scale of 1 – 10, rate students’ morale *(10 = very positive; 1 = very negative)* |  |
| Comments on: |
|  | Homework |  |
|  | Tests or grades |  |
|  | Discipline |  |
|  | Character |  |
| **Facilities** |
| Maintenance Items |  |
| **Personal** |
| Feeling positive  |  | Frustrated  |  | Stressed out |  |
| On a scale of 1 – 10, rate your energy level *(10 = zoom - zoom; 1 = lifeless)* |  |
| On a scale of 1 – 10, rate your morale *(10 = high spirited; 1 =blah)* |  |
| Comments |  |
| **Visitors/ Communication with parents** |
| When? | Who? |
| Parent Relationships | I called/talked to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_this week |
| Issue discussed: |
| **General** |

Any comments, suggestions, or interesting happenings this week? Any special plans or activities for next week?

S

halom Mennonite School

 ***1410 Union Grove Rd. Terre Hill, PA 17581***

 ***Ph. (717) 445-7020***

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# Teacher Observation

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

Observer:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Lesson/ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Rating scale of 1-4: 1= a major problem 2= somewhat of a problem

3= adequate 4= strength N/A= Not applicable

1. Content
	1. Introduction Comments
		1. Specific purpose and overview 1 2 3 4 N/A
	2. Body
		1. Well organized/ structured 1 2 3 4 N/A
		2. Emphasized main points with examples 1 2 3 4 N/A
		3. Smooth transitions 1 2 3 4 N/A
	3. Conclusion
		1. Summarized important points 1 2 3 4 N/A
	4. Other
		1. Presented divergent viewpoints when appropriate 1 2 3 4 N/A
		2. Demonstrated command of the subject material 1 2 3 4 N/A
2. Delivery
	1. Voice
		1. Varied rate, pitch, volume for emphasis 1 2 3 4 N/A
		2. Appropriate rate for note taking 1 2 3 4 N/A
	2. Body language
		1. Maintained eye contact 1 2 3 4 N/A
		2. Free from distracting gestures 1 2 3 4 N/A
		3. Projected personal warmth 1 2 3 4 N/A
	3. Questioning
		1. Asked questions to stimulate student interaction 1 2 3 4 N/A
		2. Effective use of waiting to allow responses 1 2 3 4 N/A
		3. Asked probing questions if answers incomplete 1 2 3 4 N/A
		4. Listened well to student questions and responses 1 2 3 4 N/A
	4. Other
		1. Used humor to strengthen retention and interest 1 2 3 4 N/A
		2. Classroom movement 1 2 3 4 N/A
		3. Effective use of visuals 1 2 3 4 N/A
		4. Used a variety of instructional techniques 1 2 3 4 N/A
		5. Maintained student attention 1 2 3 4 N/A
		6. Responded to nonverbal cues of confusion, 1 2 3 4 N/A

boredom, and curiosity

* + 1. Effective management of students 1 2 3 4 N/A

General comments

*“Teach me good judgment and knowledge: for I have believed thy commandments.”* Psalm 119:66

# A Message from the Board on Teacher Lifestyle

We want you to know that we appreciate the effort and enthusiasm you demonstrate in promoting the mission and purpose of Shalom Mennonite School. Each moment that you present God’s truth in your class through academics and personal interaction is a priceless investment in the lives of your students.

 As a teacher, you are a role model for the students of SMS. You also stand in a place of influence and authority in the school and, to a certain degree, in the community as well. Your attitudes, actions, and lifestyle choices are observed every day in the classroom and in any other place where you interact with students outside of school. They are an integral part of your calling as a teacher. Demonstrating a lifestyle consistent with the guidelines of SMS and the practices of supporting churches will enhance your effectiveness as a teacher.

We believe, as stated in the philosophy of education, that the home, the school, and the church must work together consistently to accomplish the goal of effectively teaching and training young people. Therefore, we ask that your lifestyle choices promote the guidelines of SMS and respect the general practices of the supporting congregations of this school. This includes choices in areas such as, but not limited to, leisure activities, media (music, videos, etc.), clothing and personal appearance, veiling application, etc. If you are interested in seeing the list of supporting churches or in learning more about individual church practices, Mr. Musser can provide this information to you.

Again, we are blessed by and thankful for your desire to fill the important role of a teacher at SMS and in the community. It is our desire to support you in this role. May we all work together toward the goal of teaching and training the students of SMS for the honor and glory of God.

S

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# Classroom Survey for PTF

1. What does your child enjoy about school?
2. Is there anything in the classroom or at school that causes frustration for your child, and if so, how can I help?
3. How much time does your child spend on homework each night? How do you feel about this amount of homework?
4. Are there any questions or concerns you have for me as a teacher?
5. Is there anything you want me as a teacher to know about your child?

Thank you for taking the time to fill out this survey. Remember that you could leave an encouraging note in the desk for your student to find tomorrow! A note from parents is very inspiring!

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent name(s)

# Compiled List of the Traditions and Rotations at SMS

**Traditions to be observed**:

1. School theme for the year
2. Staff theme for the year
3. Opening Day theme chapel/ activity/ doughnuts
4. Last day- awards ceremony (attendance, character, Bible Memory, Penmanship)
5. TG activities- service
6. Class chapels
7. Character or Missions week (Do every other year)
8. WWW
	1. Grandparents day every other year/ cultural awareness day during missions week- include food and games from country\_\_\_\_
	2. Activity afternoon (done in chapel groups)
	3. One dress up day (Bible, book character, occupation, clash etc.)
	4. DEAR is easy (and valuable)
9. Chapel group activities- prayer time on song chapel days.
10. Book Buddies
11. Recital for 7,8
12. Track and Field/ school picnic
13. Sports games traditions (4 sports games for 7,8)
14. Mennonite History Day/ “heritage day”- plan for a chapel in April
15. Project display at spring program
16. Field trips day- one in the spring for all classes

A new tradition that involves parents? (A “faire? Literacy, science, invention?)