

NEW CASTLE MIDDLE SCHOOL

PURPOSE OF THE TEACHERS HANDBOOK

Our personal beliefs and how we choose to relate to others has a significant impact on our school and the people we serve. It is essential that the proper alignment exist between our personal beliefs and those of our organization. We believe that it is only when this unity of purpose is present that shared decision making can be successful.

With this in mind, it becomes the responsibility of each member of our school to know and understand the mission, philosophy, objectives, policies, procedures, and expectations of the organization called New Castle Middle School.

Teachers are to familiarize themselves with the contents of this handbook. By implementing the contents of the handbook, teachers further reinforce a unity of purpose.

Jaci L. Hadsell, Principal
Kirk D. Amman, Assistant Principal

Attitudes are contagious. Beatrice Vincent noted:

“The people with whom you work
reflect your own attitude.
If you are suspicious, unfriendly
and condescending, you will find these
unlovely traits echoed all about you.
But if you are on your best behavior,
you will bring out the best
in the persons with whom you are going
to spend most of your waking hours.”

In any situation, negativity can be overthrown by a positive attitude--as long as we look at life as an experience which we can influence; as long as we view the glass as half full; and as long as we laugh at ourselves and with others.

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Mission Statement

The mission of the administration, staff, parents, and community of New Castle Middle School is to provide the climate and opportunities for each student to develop the knowledge, skills and attitudes necessary to reach personal potential to become a responsible citizen of the world community. The mission will also be to enhance each student's individual sense of dignity and worth through the building of self esteem.

PROFESSIONAL ATTITUDE

It has often been said that the teaching profession is an outstanding field to enter because of the high standards and ethics of its members. We all hope this is still true. We all must work to keep our image positive. To do this we would like to list some general professional reminders:

1. Dress and groom yourself in a professional manner. We cannot expect students to be properly dressed and groomed unless we set an example.
2. Be in the classroom, in an assigned area, or with an assigned organization at all times.
3. Do not discuss school situations of a faculty level with students in the classroom.
4. Do not discredit a fellow teacher or other member of our staff in the presence of students or other faculty members in class discussions.
5. Do not discuss personal problems or grievances with the class or an individual student(s).
6. Request and expect students to refer to you with the prefix Mr., Mrs., or Miss. At no time and under no circumstances should a student refer to a teacher by his or her first name or by a nickname. If the first name or nickname is used to refer to another teacher in private (not in the presence of students) then it should be up to the other teacher if he or she wants to be referred to by anything other than the title prefix.
7. Be ever alert to the necessity of insisting on proper conduct by students in your classroom plus in the halls between classes, lunch room, at athletic events, etc., when no particular teacher is in charge, or when the supervising teacher is busy with another situation. Do what you think is necessary--don't ignore the situation. Be firm but fair.
8. Each and every one of us can profit by checking ourselves against this list from time to time:
 - a. I do consider each student as an important and vital individual worthy of my best as a teacher.
 - b. I am more patient with those who are slow learners.
 - c. I do expect each student to work to his capacity and ability.
 - d. I do not lose my temper as soon as a student makes a mistake.
 - e. I do not punish the entire class for the misbehavior of a few.
 - f. I do not profess to be all-knowing and readily admit to this when stumped by my students. I will, however, make any effort to find the answer to the question I could not answer.
 - g. I do not compare a student with his brother or sister who has been a former student. Each is an individual and deserves to be treated as such.
 - h. I ask myself each day what I could do differently in order that I might be a master teacher.

CONNECTING WITH PARENTS

The interaction you have with parents or guardians can play an important role in your students' academic success. Get off to an early and positive start by sending parents a packet on the first day of school. This is a great way to introduce yourself and provide important information to help parents prepare their children for a new school year.

What to Include in Your Packet to Parents Or Guardians

A warm message welcoming their child to your class

A short statement about your educational background and experience

Your expectations of students

The date of your school's open house

Supplies students need for your class specifically

Your homework policy

Information about how parents or guardians can volunteer

Information about how to get in touch with you

A short questionnaire for parents or guardians to return that helps you get to know their child (include questions about the child's interests, strengths, medical or physical needs, and any area of concern the parents or guardians may have)

Soon after the first week of school, make it a point to telephone the parents or guardians of each student.

Keep the discussion upbeat and be sure to mention something positive about each child. Be as specific as possible.

Invite questions, concerns, and suggestions.

Listen patiently.

If there is a disagreement, avoid getting into a long discussion or an argument. Arrange to meet in person to discuss the issue.

Take notes of your conversation and keep them in a log.

Follow up with a note or phone call to report the progress on any issues.

