

Shields Valley Public Schools

Teacher Handbook



2021-2022

“HOME OF THE REBELS”

Dedicated to developing a community of lifelong learners by challenging students to achieve their full potential while becoming productive global citizens.

SHIELDS VALLEY PUBLIC SCHOOLS
TEACHER HANDBOOK
2021-2022 School Year

FOREWARD

This handbook is designed for teachers as a supplementary guide and interpretation of board policy and/or administrative rule. Although it may occasionally quote or even contain sections of board policy, it is not actually policy, and is not to be construed as such. It does reflect the ways in which a multitude of situations should be handled if addressed. All teachers are also required to read the student handbook, which contains additional information regarding rules, regulations, and procedures to be followed. This document is neither a contract nor an agreement for employment for a definite period of time.

This handbook may require revision, addition, or deletion from time to time. You will be notified of such changes as soon as possible, and may participate in the formation of such changes. When updates are received, discard all previous and refer to the most recent publication.

IN ANY CASE, WHEN A PROBLEM COMES UP AND YOU ARE NOT SURE OF A PROPER COURSE OF ACTION, ALWAYS CONTACT YOUR SUPERVISOR FIRST, CONSULT BOARD POLICY, CONSIDER THE LAW, AND USE COMMON SENSE.

GENERAL COMMENTS

Teaching involves providing a stimulating and effective program of instruction as well as establishing and maintaining an atmosphere conducive to learning and to the development of sound social attitudes and habits. This is a cooperative effort in which the teacher, with the assistance of the principal, should:

Approach each teaching assignment with enthusiasm and regard each pupil as a worthy individual.

Plan and conduct a program of instruction that will make each child eager to learn and which will enable them to achieve full potential.

Teach the student what is expected in terms of conduct in and about the school.

Enforce the rules of the system and of the school courteously, consistently, and justly.

Distinguish between pupil misconduct which should be handled by the teacher and that which requires the assistance of the principal.

Employ good judgment and understanding in dealings with students, parents, and other teachers. Very few situations require split second action; a moment's thought will usually result in a better solution. You are professionals in education and will be treated as such and should treat your fellow staff members as such. In return for this consideration, you are expected to do your best at all times.

When dealing with students and parents remember that they:

- Are the most important people in our business.
- Are not dependent on us, we are dependent on them.
- Are not an interruption of our work; they are the purpose of it.
- Do us a favor when they call upon us.
- Are not doing us a favor when we serve them.
- Are part of our business; they are not outsiders
- Are not a cold statistic; they're flesh and blood human beings with feelings, emotions, and problems like our own.
- Are not a name, a face, or number; they're individuals.
- Are not someone with whom to argue with or match wits.
- Are people who bring us their wants; it's our job to fill those wants.
- Are the life blood of this or any other business.
- Are the people who buy our services, pay our salaries, and go to the polls and vote.
- Deserve the most courteous and attentive treatment we can give them

At all levels of teaching, the professional tasks of teachers require considerably more time than that devoted to actual class instruction. Some of these tasks are: study and research to keep abreast of new knowledge and techniques; evaluation of students' work; record keeping; lesson planning and preparation; student, parent, and principal conferences; in-service training meetings; and pupil supervision outside the classroom.

It is most likely that a professional, competent teacher can accomplish these tasks in an average workweek. A rigid regulation of on duty hours for teachers would tend to imply that there was a specific amount of time within which the accomplishment of the job could be expected.

All teachers are expected to teach reading, writing, spelling and grammar at all times. There is no excuse to overlook errors in any of these areas.

RULES AND REGULATIONS

ACADEMIC ELIGIBILITY

ACADEMIC ELIGIBILITY, OR ITS MOST RECENT REVISION, for current standards. The Board of Trustees has adopted a more stringent standard than the MHSA rule. The procedure for the eligibility list is to be followed by all teachers.

ACTIVITIES AND EVENTS

As part of their duties, teachers are expected to sell tickets at various events. The Athletic Director will establish deadlines after which any unfilled spots will be offered to other volunteers approved by the Athletic Director. Any spots remaining unfilled by the established deadline will be assigned to certified staff by the administration.

ADDRESSES AND INFORMATION

It is the responsibility of the staff member to keep an updated mailing and physical address on file along with updated contact information throughout the year. The District is not responsible for any undeliverable mailings due to information that has not been updated.

ANNOUNCEMENTS

Announcements are given every day. Announcements must be submitted before the beginning of first period. Students that have announcements must get them pre-approved by administration.

ATTENDANCE, GENERAL

Attendance will be entered in Infinite Campus at the beginning of the day and after lunch for elementary teachers. For JH/HS teachers, attendance should be entered in Infinite Campus at the start of each class period. Be sure to include your lunch count on the morning attendance. Discrepancies between attendance and known information should be reported to the Office.

Encourage and promote good school attendance. The teacher is authorized to excuse absence for reasons specified by board policy and/or by administrative directive. Unexcused absence and all cases of persistent absence or tardiness shall be reported to the principal. Keep an accurate record of each student's attendance and progress, and make periodic reports to the principal and to the parents as determined necessary and appropriate by the superintendent.

ATTENDANCE, CLASSROOM STUDENT

Previously absent students upon returning are issued an admit slip by the office before classes commence. When a student who was absent returns to class without an admit slip, send that student for one immediately. Returning students present the admit slip to the teacher for an assignment. The assignment may cover what the student missed or the assignment may be

enrichment in nature. When a teacher gives no assignment it constitutes an admission that the students missed nothing by being absent. The teacher keeps a record of all complete and incomplete assignments. Take accurate attendance every period.

AUDIOVISUAL MATERIALS

The district has a variety of materials. Generally, these are cataloged in the libraries or rooms designated for that purpose, and can be checked out by teachers through the library media-specialist or library aides. All audio-visual materials must be checked in to the media specialist at the close of the school year. Please do not interrupt classes or activities of the specialist to schedule or pick up materials. Afford the same courtesy you desire in your teaching areas.

If any teacher intends to show any video, movie, or other similar audiovisual presentation to students, and the rating for the material is anything other than “G”, parental permission forms must be sent home, signed, and returned to the teacher PRIOR to the showing. Also, consult with your building principal BEFORE showing any such material.

CELL PHONE USE

The Board of Trustees recognizes the importance of technology in the classroom and supports proper instructional use of cell phones when it is indeed instructional. The use of cell phones by staff members during the student school day (8:00 a.m. – 4:00 p.m.) should not be for personal or entertainment use. Sounds should be silenced and they should be kept out of hand and out of use as students are required, when not being used for instructional purposes. Downloading on cell phones should not occur and if it does, devices will be removed from the school’s network. Teachers are not to be carrying their cell phones around during class periods when it can be perceived by students that the intent is not instructional.

“Use is a privilege, not a right. Students and staff members have no expectation of privacy in any materials that are stored, transmitted, or received via the District’s electronic network or District computers. The District reserves the right to monitor, inspect, copy, review, and store, at any time and without prior notice, any and all usage of the computer network and Internet access and any and all information transmitted or received in connection with such usage (Policy 3612).”

CERTIFICATES, REGISTRATION OF

MCA 20-4-202. Teacher and specialist certification registration. (1) Any person employed as a teacher, specialist, principal, or district superintendent shall register the person's certificate or the district shall register its emergency authorization of employment for a teacher with the county superintendent of the county in which the person is employed in order to validate the person's employment status and permit payment under the employment contract. If a teacher or specialist does not register the person's certificate with the county superintendent within 60 calendar days after the person begins to perform services, the person is not eligible to receive any further compensation under the contract of employment until the person has registered the certificate.

CHAPERONING STUDENTS, SCHOOL ACTIVITY TRIPS

A complete itinerary must be made available to the district administration, teachers, and students involved before each trip as follows:

- Departure and dismissal time from school
- List of students leaving
- Time of arrival at destination
- Schedule of activities at destination
- Time bus will return home

The problem of proper chaperoning of students on school-sponsored trips is ever with us. Teachers who assume the responsibility for chaperoning a group of students on an out-of-town trip should recognize that they are assuming a twenty-four hour-a-day responsibility from the time they leave until they return. At no time may chaperones make personal plans except with the prior consent of the administration. Consumption of alcoholic beverages at any time during the trip is just as much out of place as during the regular school day. Students participating in such a trip should be thoroughly indoctrinated as to the rules and the responsibilities of chaperones prior to the departure. Chaperones must be background checked and approved through the Superintendent prior to finalizing plans for trips.

Reservations should be made early enough to assure satisfactory housing of pupils from a chaperonage viewpoint. Reservations should be made by the person planning the trip in advance of the time of departure with complete plans for transportation in the city, plans for meals, etc. They should be confirmed in writing, if made by telephone. Consider the following items when making such plans.

Attempts should be made to have all students of the same sex housed in contiguous, but not joined, rooms.

Chaperones should be sure to have all rooms checked before leaving hotels and motels so that damages, if any, can be determined immediately.

A curfew should be set by chaperones and all members of the group notified. The time should allow a reasonable amount of time after the close of the trip-related activity but the curfew should not be later than midnight.

Chaperones should never retire until all students are checked in for the night, all visiting between rooms has stopped, and the chaperones are reasonably sure that the groups are quiet and in their rooms.

Chaperones should keep an accurate check on the members assigned to them at all times. At no time should students just be “turned loose”.

Students should engage in school activities as a group nature only. Under no circumstances will social dates involving students be allowed.

Hotel rooms are bedrooms. Under no circumstances should students of opposite sex visit, play cards, or entertain guests in their hotel rooms.

No student should be permitted to visit relatives or friends while on a trip without previous arrangements of parents with the director or chaperone and the principal.

Students should wear appropriate clothing at all times. School dress code is in effect for the entirety of the trip.

When any mixed groups travels at night a curfew hour will be announced by the chaperones and after this there should be segregation of sexes.

While under school sponsorship, **students are not to ride in private vehicles** unless they and their parents have made arrangements in advance and have presented the chaperone with a signed note requesting permission for the student to ride in a vehicle driven by a responsible adult and absolving the chaperone and the school district of any responsibility for the student during the time in which the student is in a privately owned vehicle.

Coaches are to ride on the bus with the team and be responsible for the conduct of team members when traveling. Periodic checks throughout the bus are expected to alleviate possible irregularities. Likewise, any teacher who for some reason takes a group of students to participate in any away-from-home activity is responsible for the conduct of the members of the student group during the entire trip.

CHILD ABUSE/NEGLECT

Under Montana law, if any school staff member (school nurses, teachers, or other school officials) has reasonable cause to suspect that a child is being abused or neglected, it remains that individuals' obligation to see the situation is reported to the Child Abuse Hotline. Reporting concerns to another school official does not satisfy the reporting requirement. School personnel must report directly to the Child and Family Services Division Hotline. Teachers who suspect any such child abuse must contact the proper authorities - the Department of Family Services **1 (866) 820-5437**.

CLASSROOM APPEARANCE

Students and parents appreciate an attractive, pleasant learning atmosphere. Classrooms should be clean and pleasantly decorated- preferably with student work. All displays and posted materials should be changed on a regular basis.

CLASS GRADES

Each class shall average at least two grades per week per class unless justification is provided to the building principal. Be able and willing to explain your grades to students, parents, and

principal. Do not call for any classroom materials or assignments that you do not plan on entering into the grade book. Teachers should also be able to call up a student's grade within minutes. Accurate and timely record keeping are essential.

Other suggestions include:

*Return corrected papers and tests as quickly as possible to the students for immediate feedback purposes.

*Keep neat and accurate records of all grades earned.

*Do not divulge a student's grades to anyone but that student, his/her parents or appropriate school personnel.

JH/HS CLASS PERIOD SCHEDULE

Period	Times	Minutes	Pass time
First Bell	7:55		5min
Period One	8:00-8:57	57	3min
Period Two	9:00-9:57	57	5min
Period Three	10:02-10:59	57	3min
Period Four	11:02-11:59	57	
Lunch	11:59-12:29	30	
Period Five	12:29-1:26	57	3min
Period Six	1:29-2:26	57	5min
Period Seven	2:31-3:28	57	3min
Period Eight	3:31 3:55 Shuttle 4:00 Dismiss		

COACHING CRITERIA FOR SUCCESSFUL PROGRAMS

The following criteria are considered by the Board of Trustees to be critical in the building and maintenance of a solid program of athletics. If you take heed of these concepts, listed here in descending order of importance, the Trustees believe you will be successful.

WITH A CONFIDENT POSITIVE ATTITUDE:

1. DEVELOP POSITIVE CHARACTER AND WINNING ATTITUDE AMONG YOUR PLAYERS
2. SEE THAT ALL PARTICIPANTS MAINTAIN GOOD GRADES AND ACADEMIC ELIGIBILITY
3. TEACH AND EXHIBIT GOOD SPORTSMANSHIP; BE A POSITIVE ROLE MODEL
4. TEACH THE FUNDAMENTALS OF THE GAME AT ALL LEVELS
5. INSIST ON A MAXIMUM EFFORT EVERY TIME YOUR TEAM COMPETES
6. TRY TO WIN; IF WE DO THE FIRST FOUR, THIS ONE WILL TAKE CARE OF ITSELF, BUT IT IS THE LEAST IMPORTANT OF THE FIVE

COMMITTEE ASSIGNMENTS

Teachers will frequently be asked to serve on committees. This is a professionally related duty and provides teachers an opportunity to share feedback.

COMMUNICABLE DISEASES, PREVENTION OF

All staff members are required to complete and pass a Blood Borne Pathogens Training (distributed by the District) at the beginning of each school year.

To aid in the prevention of communicable diseases, staff members assigned recess duty are directed to carry and utilize the first aid supply kits available in each building. Especially use the rubber gloves and/or plastic disposal bags when treating injuries or dealing with incidents involving body fluids. Do NOT have students clean up any bodily fluids. Consult the school nurse for further information or clarification. Be sure packs are restocked when supplies are used.

COMMUNICATION WITH STUDENTS

It is highly recommended that communication with students not be in the form of text messaging, emailing, through social media, snapchat, or through other technology forms of instant messaging with teachers if it could ever be perceived as inappropriate. This is outlined more specifically in the 'Social Media' section. If knowledge of events, situations, or issues involving the safety and security of students is shared with teachers at any time, it is the teacher's responsibility to report this to the appropriate authorities as a Mandatory Reporter (administration, law enforcement, etc.) at the time of the report. Teachers are professionals and any shared language or communication with students should always be that of a professional. Inappropriate communications and failure to report may result in disciplinary and possible legal actions.

CONFIDENTIAL INFORMATION

Teachers will refrain from discussing confidential information with unauthorized people. No information of a confidential nature may be used for personal reasons. Do not disburse addresses or phone numbers to other parents or individuals for birthday parties, invitations, etc. If an

individual asks for a phone number of a colleague, take a message or school's contact information, not personal contact information.

CORRESPONDENCE FROM STAFF

In order to facilitate clear, consistent and accurate communications between the school district and parents, the community, or other outside persons, groups, or agencies, staff members are requested to clear all correspondence with the administration before distribution. By doing this, we can be certain that we speak with one voice, that we all know what is happening, and that we are all kept abreast of events in our district. This method of operation can also provide a high degree of assurance for you, the staff member, that whatever correspondence you are planning to distribute is not going to cause you grief due to clerical or context errors, misstatements, etc. This procedure is consistent with basic chain of command. Please follow it.

COPY MACHINES

These machines were purchased to be used by school personnel for school business. Please pay a courtesy fee of .15 per copy when used for personal reasons.

DISCIPLINE

A SOLUTION FOR 99% OF DISCIPLINE PROBLEMS

ENTER THE CLASSROOM PREPARED TO TEACH IN AN INTERESTING AND DYNAMIC MANNER. Maintaining a well-disciplined classroom is conducive to an effective instructional program. Logically it follows that an effective instructional program is the foundation of a well-disciplined school.

TEACHER ROLE-The teacher has the primary responsibility and authority for the maintenance of discipline in the classroom, in the school building, and on the school grounds. All teachers are responsible for the behavior of students in all areas of school and at all times. If students leave your room after a hilarious period of no structure, no expectations, no rules and no effective instruction (which invariably follows the former), then the next teacher will have trouble with them, etc., etc. It takes hard work to maintain good discipline, but it is impossible to teach effectively without it.

Teachers have the authority to deny certain classroom privileges, and may use such reasonable measures as may be necessary to maintain control in the classroom, in the school building, on the school grounds, and on the way to and from school. It is a rule, if a behavior or action would not be allowed in a home or within the standards of the community, it should also not be allowed within a classroom.

Teachers will make every effort to take care of discipline themselves in the classroom and the hallways. If problems occur repeatedly in the classroom, the parent of the student should be notified by the teacher and a conference held if needed. If the problems persist, the principal should be notified. Documentation of misbehavior including student's name, the date, and

specific behavior should be kept, as well as a narrative of specific remedial measures tried by the teacher. Teachers may remove a student temporarily from the classroom by sending the student to the principal's office because of behavior. However, this must be a last resort when all other avenues have been attempted. If abused, this tactic quickly loses its effectiveness and may force unnecessary escalation.

Teachers should make contact with parent/guardian to discuss discipline and/or conduct issue in class with their child. Be proactive and garner parent support early as it will assist with dealing with student behavior.

PRINCIPAL ROLE-If the teacher's efforts to solve problems are unsuccessful, the student may be referred to the principal, who has the responsibility and authority to use such reasonable measures as may be necessary to maintain control within the classroom, the school building, and on school property. If a student has been sent to the principal for discipline, action taken will be at the sole discretion of the principal. **THE PRINCIPAL WILL ESTABLISH AND IMPLEMENT RULES AND REGULATIONS FOR THE SCHOOL GOVERNING THE CONDUCT OF STUDENTS.**

A BASIC DISCIPLINE MODEL FOR TEACHERS TO FOLLOW - The following discipline model is for the use of classroom teachers. Each teacher is required to use this model with appropriate modifications for maturity levels and minor adjustments to fit a particular situation. However, the core elements of this model will serve well to aid in establishing a safe and orderly learning environment for all students.

EXPECTED BEHAVIORS, TRANSMITTED TO STUDENTS AND PARENTS - What are your rules for the classroom? Write them down. Post them. Send them home to parents or tell them in person what they are. Tell the students. Go over the rules as part of beginning class activities. Go over them again and again. Leave no doubt as to what is expected. Schools are more structured and have higher expectations of behavior than your average teenage gathering spot. Relay these expectations to your students and consistently implement fair and impartial consequences when behaviors warrant such.

ACADEMIC STANDARDS CLEARLY COMMUNICATED - The same is true for academic standards. Write them out—specifically. Inform parents and students exactly what is expected, how they will be graded, what homework is expected, when the consequences for failure to perform, etc. Again, remember that you are the professional who is trained to set attainable standards within your classroom. These standards may vary from student to student based on their abilities. Also, remember that your expectations, based on the abilities of the students, may be higher than those expected by their parents. Be ready to explain yourself and your expectations based on this reasoning.

The same is true for consequences. Consequences should be sequential according to the severity of the offense. Follow your own plan. Post consequences. Inform everyone. Control yourself in implementing your own consequences.

REINFORCEMENT FOR GOOD BEHAVIOR/PERFORMANCE - Praise is the oldest and most reliable form of reinforcement. Devise other small rewards for good behavior, but remember that you cannot buy or ride your way to good discipline. Good discipline is based on respect, and the students are far too wise to fall for other tactics. In fact, such tactics will do little other than to breed contempt.

ESTABLISH POSITIVE COMMUNICATION WITH PARENTS - Do not wait until something is wrong to contact parents. Establish contact early. Write home. Call home. Remember how you feel when mail from the school arrives unexpectedly. Your first reaction is "What's wrong?" Parents are no different. Work diligently to change that perception. Only you can do that.

DOCUMENT ALL PROBLEMS - Keep a log, perhaps as part of your grade book. Detail incidents in writing as soon after they occur as possible. Do not wait until details are fuzzy. Record, at a minimum, date, time, place, who is involved, what action was taken.

CONTACT PARENTS AT FIRST SIGN OF A PROBLEM - Perhaps the most important of all: If any problem arises which has the potential to become serious (or is at the first instance), contact parents. Do not backlog incidents until you are at the edge and the student is also. Use your interpersonal skills training to address problems early on. Throughout this process, keep the office informed.

GENERAL IDEAS AND SUGGESTIONS FOR GOOD DISCIPLINE

1. Start firmly and then ease up later if you are so inclined. It is much easier to retain control than to regain it.
2. Most teachers take care of nearly all of their own discipline, but occasionally it is necessary to send a student to the office. Sending the pupil from your room must be the last resort. If a student is sent to the office, the discipline is now in the hands of administration and will deal with the situation as the administrator sees fit.
3. When you cannot personally bring a student to the principal for disciplinary reasons, send a note that will acquaint the principal with the situation.
4. Do not be timid about making a child behave when the child has been caught disobeying rules.
5. You do not have the privilege of expelling students from your classroom.
6. If a student becomes a severe discipline problem do not send him or her to the library or study hall. This will not solve the problem.
7. A suggestion: One should not get too angry. You might do something you will later regret. If you reach this state, send the student to the office.

8. After a student has been disciplined, start fresh. Don't carry a grudge.
9. Insist on a Mr., Miss, Ms., or Mrs., title. In our relationships with the students we are teacher-student, not buddy-buddy. Maintain social distance.

DISCIPLINARY PITFALLS - There are several “pitfalls” which may be tied to our own personality needs. They may trap the unwary and may result in failure as a teacher. Some of the more common are listed here:

1. A desire to be popular with the kids—which is indicated by the actions of the teacher. If you are going to be like “one of the gang”, who will be the leader in the classroom? Kids do not like to be bossed by other kids. Forget about having the kids love you. This is fine and perhaps necessary in the elementary grades, but at the junior high/high school level you must seek to attain the students' respect as a classroom teacher.
2. Teachers who consistently send students to someone else for discipline reveal an inability to control their class. When you wish assistance inform the principal, but under no circumstance should you use the office as a crutch. It must be the “court of last resort”.
3. “Wishy-Washy Discipline” involves being stringent one day and playfully lax the next. This inconsistency leads to trouble because students do not know what to expect and how to act from day to day. Trouble with the students because of “wishy-washiness” is the teacher's fault. Be sure the students know what behavior is expected of them and then demand that it is adhered to. When you make an error, admit it, correct it, and start new. You won't fool the kids with blundering and bluffing.

SITUATIONS TO AVIOD - Listed below are some of the teacher practices that seem to cause parents and students the most concern. All of us have undoubtedly violated a few of these at one time or another. We ask that you also be especially careful of these “pitfalls” and see that they do not occur. When actually based upon fact, they are quite difficult for an administrator—or anyone else—to defend.

1. Not informing the parents about students who are earning failing grades – be proactive in communicating with parents about failing or below average grades. Infinite Campus is a tool that assists in the communication process with parents. There is no substitute for parent / teacher communication.
2. Not permitting students who have been absent to make up work when they have an excused absence.
3. Any type of corporal punishment such as striking, kicking, pulling hair, or other laying on of hands.
4. Embarrassing the student before the rest of the class with degrading remarks or ridicule. (E.g., “too dumb”; “you're going to flunk anyway”; “why do you even bother to come to school?”).

5. Comments to the rest of the class about another student (especially remarks while the student is absent from school).
6. Remarks to students to be delivered to the parents (e.g. “You can tell your dad for me...”).
7. Unreasonable or unusual punishment (punishment in excess of the behavior). Be particularly careful about multiplying the number...it can quickly become ridiculous.
8. Excessive amount of work in connection with assignments. Remember, students have at least five other classes besides your own. Assigned work should be relevant and supporting to student success. Homework should have a purpose other than practice.
9. Comparison of brothers and sisters.
10. Placing stigma on the entire group. (“Roughnecks”).
11. Group punishment...keeping a whole class so that they are late to lunch or miss the bus.
12. Comments to students or parents that are basically administrative.
13. Penalizing a student’s grade because of behavior.
14. If communicating with a student electronically, be careful what is sent and how often.

BEFORE YOU SEND THEM TO THE OFFICE - Before sending or bringing a student to the office, please give some thought to the checklist below:

1. If there is a personal conflict between you and the student, you are certain that you have done your part to provide the desired harmony? In other words, are you certain that the student is COMPLETELY at fault?
2. Have you tried a variety of approaches?
3. Have you had a private conference with the student (one in which the student had an opportunity to plead his/her side of the case)?
4. Have you made an earnest attempt to investigate the real cause behind the difficulty?
5. Have you checked with the guidance counselor regarding the student’s ability, or for any other problem that may be the root cause of behavioral deviations?
6. Has an attempt been made to assign work commensurate with the student’s ability?
7. What opportunities has the student had for recognition and success in the class?

8. Have you talked with the student's other teachers to see how he/she behaves in other classes and what approach they have found successful?
9. Have you moved the student to another seat?

IF THEY DO WIND UP IN THE OFFICE - the discipline is now at the discretion of the administration and they will deal with the situation as they see fit. Teachers may provide information to administration however administration will follow board policy 3310P2 as they determine in providing consequences to students.

DISTRICT DISCIPLINE PLAN

CUMULATIVE DISCIPLINE - Placement and/or movement on the district discipline plan are cumulative. That means that placement, advancement, or regression on the plan will follow a student from grade to grade.

DISCIPLINARY PROCESS - Students sent to the office for disciplinary action will be treated as follows:

Offenders, for any misconduct, may be given detention, in-school suspension, out-of-school suspension, or be recommended for expulsion, depending on the severity of their actions. A letter should always be sent to parents, and a request for a conference with appropriate district personnel should be considered if the behavior causing the implementation of discipline is repetitive in nature.

Teachers may only give detentions or suggest activities that will bring about closure. A student, with parental permission, may choose these activities and their consequences as a way to avoid detention or suspension. Any such activity should provide appropriate retribution to the incident requiring the district's attention, (i.e. Scrubbing of graffiti from around the school for marking up district property.) Any suspensions, either in school or out-of-school, may be assigned by the administration only.

If the principal judges that the student's actions warrant suspension, the student may be suspended for a period of up to ten (10) days. See below for further types of suspension.

When a student is referred to the office for (1) a breach of discipline classified as most serious, including but not limited to, assaulting or threatening any school district employee, destruction of school property, endangering any individual's health, insubordination, truancy, or use of controlled substances or alcohol, or (2) any repetitious inappropriate behavior, immediate suspension may follow with no previous warnings to the student and law enforcement may be contacted.

SUSPENSION

In School- Any infraction, major or minor, may cause a student to be placed on in-school suspension. An in-school suspension will not count as an absence. A student on in-school suspension reports to the principal's office each day of the suspension immediately upon arrival on school property. The student is excluded from participating in all extracurricular activities or functions during the suspension time, except practice sessions.

Students may not be allowed to participate in extracurricular activities or functions during the week of their suspension or in any way assume a position that associates them as members of the activity. The term "week" means a period of four school days from the first day of the suspension. Students may be suspended in school for up to five (5) days. Students receive credit for work done during in-school suspension, but it must be completed as assigned and must be handed in no later than 8:00 a.m. on the date following the suspension unless a prior arrangement with the teacher has been made.

Out-of-School- Students may be suspended out of school for severe or repeated misconduct at the discretion of the administration. Students suspended out of school are prohibited to come on school property at any time during the suspension unless they have their presence pre-arranged with an administrator. A student who is suspended out of school will be excluded from participation in all extracurricular activities or functions during the suspension time, including practices. Students will not be permitted on school grounds during the suspension unless accompanied by a parent/guardian and only for academic purposes.

Students who are suspended out of school will not be allowed to participate in extracurricular activities or functions during the week of their suspension or in any way assume a position that associates them as members of the activity. The term "week" means a period of four school days from the first day of the suspension. Students who are absent as a result of an out-of-school suspension have the right to make up missed work.

Students may violate policies so severely or repetitiously that they will be suspended from school until an expulsion hearing can be arranged. The administration shall orally or by mail report the suspension and the cause thereof in writing to the parents or guardian of the student.

A student may be expelled from school if a student's actions fall into the most serious category as outlined above. Should the record indicate that expulsion might be necessary, the superintendent shall prepare a written communication specifying the circumstances. Upon receipt of said communication, the Shields Valley Board of Trustees shall set a time and place for a hearing of the matter and shall direct the Superintendent or school clerk to give written notice of time and place of the hearing, together with a copy of the written communication, to be served upon the parent or guardian of the student not less than five (5) school days from the date of the order setting the time and place of the hearing.

The trustees shall meet at the time and place set, shall hear all witnesses and examine all evidence pertaining to said written communication and, if a recommendation for expulsion is received from the superintendent, by its written decision concurred in by a majority of the members, shall determine whether there is good cause to expel the student from the Shields Valley Public Schools. The expulsion decision is solely within the power of the Trustees and shall be in writing and recorded in the minutes of the school board. During the period of time between the filing of the superintendent's written communication and the date of the hearing, the student shall be suspended out-of-school and is barred from entering on school property at any time for any reason. Please see the student handbook "Disciplinary Procedures" for information regarding district disciplinary procedures.

DISMISSAL PRECAUTIONS

No staff member shall excuse any pupil from school prior to the end of the school day, or into any person's custody, without the direct prior knowledge and approval of the building principal.

The building superintendent or principal shall not excuse a pupil before the end of the day without a request for the early dismissal by the student's parents. Telephone request for early dismissal of pupil shall be honored only if the caller can be positively identified as the pupil's parent or guardian. As a general rule, students may not leave school to go home due to illness unless it can be established that some relative of the student is at home to care for him/her.

Additional precautions shall be taken by the school administration appropriate to the age of students, and as needs arise.

Teachers should require that the students remain in their seats until the bell rings. Allowing students to line up at the doors waiting for the bell is conducive to rowdiness in classes and the halls.

DUTIES, ASSIGNMENTS, REASSIGNMENT

Teachers will perform all duties assigned as deemed necessary to the effective running of the school. All staff will be subject to assignment, reassignment, committees and/or transfer of position and duties as assigned by the administration and/or the superintendent.

EMPLOYEE ACCIDENTS OR INJURIES

Report all accidents to your principal immediately. Teachers who suffer an injury are expected to complete an accident form as soon as possible. The administration will then notify the insurance company. Keep the office informed of progress in settlement of injury claims with the insurance company. (The school system carries liability and compensation insurance on all employees in case of injury or accident while on school business, in school rooms, or elsewhere.)

ETHICS

All certified personnel are expected to abide by the Code of Ethics for Montana Teachers.

EXPECTATIONS FOR FACULTY

At their classroom door during class changes **every** period or when your class is in the hall.

Bathroom supervision – please walk in regularly so that bathrooms are not student territory.

Room is maintained and cared for.

Students are responsible for cleaning room after class.

No vandalism allowed.

Entire period used for learning – no lining up by the door or “free periods” without prior permission of administration.

Start class on time with activity, assignment – use management skills to set learning tone right from start.

Have seating plan and complete detailed lessons for yourself and substitutes. Provide standards and consequences for student behavior with subs.

Parent contacts early- Don't wait for failure and frustration to mount. Failing grade or danger of failing requires parent and student notice to be supported.

Good news notes- catches students being good every day and recognizes them.

Return papers, assignments quickly so feedback is gained.

Supervise study during class time.

Adequate use of cell phones (in “Cell Phone Use” section, p. 5).

Use a variety of learning approaches to reach students and motivate them. Your enthusiasm and creativity are contagious!

Grading includes participation and conduct.

Find out basic skill levels at the beginning of the course.

Some possible methods are pre-tests, surveys, assignments, interviews, norm tests, etc.

Set and maintain high standards- people work to meet them.

Require homework, completed assignments, projects, etc. and you will get them if expectations and consequences are made clear to students and enforced by the teacher.

Be assertive.

Know what you want.

Communicate standards – rules, etc. to students.

Enforce consistently – do not ignore negative behavior or let it build up.

Seeing students individually is crucial – lay out the welcome mat for availability.

The needs and interests of the teacher and students are placed first. Being assertive is not being hostile or “putting down” anybody.

DO NOT touch, grab or physically threaten a student. When you are absolutely at the “end of the line”, send or bring the student to the office. However, no student is to be sent to the office unless you also send a referral or some written explanation of why they are being sent. If a child is sent without such explanation, the administration has only the student’s version of whatever happened to go on.

Reminder of common purpose – to establish and maintain a positive, orderly, and challenging school atmosphere so students can learn to their maximum potential. Together and united we move forward and we can enjoy each other and our work.

EXAMINATIONS, SEMESTER/QUARTER

All students are required to be present during examinations. It is the expectation of the administration that these exams be culminating activities and inclusive in nature. Due to this fact, all students should be expected to participate in the exams. There is room for “A” students only to be excused from some quarter examinations, with prior approval from the principal. It is expected that other activities will be scheduled for these students exempted from the examinations. Under no conditions will the student be released from the control and supervision of the assigned teacher without approval from the principal and the student’s parents, and then only in conjunction with other planned school-associated activities. All students are required to take the semester examinations, regardless of classroom standing.

EXTRACURRICULAR ACTIVITIES ADVISORSHIP

High school staff members are assigned as advisors acting as facilitators to a group of students. The advisor must establish an environment where students have an opportunity for determining their own objectives and the direction their organization will take. Since students receive minimal teacher direction, the advisor should encourage the group to come to grips with the responsibility of leadership, the purpose of the organization, and the need for direction. An advisor has the ultimate responsibility and authority of seeing that the activities are in harmony with the purpose of the organization and with the total school program. The advisor must also make certain each officer and committee member understands his/her duties and responsibilities.

EVALUATING STUDENT ACHIEVEMENT

A comprehensive, effective plan for evaluating student achievement must be directly tied to the unit-by-unit objectives for learning established by each teacher after consulting district curriculum. This system of evaluation within the classroom should include at least the following methods of evaluation:

1. Teacher made tests
2. Semester examinations
3. Subjective teacher evaluations

Teacher made tests are included in the evaluation of the student. Teacher made tests should change from year to year in order to test student's ability to apply knowledge and skills to standards, not student resourcefulness. These tests are administered during the progress of the course and test the material covered in the context of the course.

Semester exams are used to examine achievement for the entire semester's work. This provides for a good overall review of the material covered in the course. Exams should change from year to year in order to test student's ability to apply knowledge and skills to standards, not student resourcefulness.

It is necessary that teachers use tests created in conjunction with tests and workbooks for uniformity in the assessment of student achievement.

The district utilizes the following grading scale, which all staff members are directed to use:

100-93	A
92-90	A-
89-87	B+
86-83	B
82-80	B-
79-77	C+
76-73	C
72-70	C-
69-67	D+
66-63	D
62-60	D-

Incomplete grades are to be graded as "I". There is now only one category: (1) Incomplete due to failure to complete work in allotted time, due to extenuating circumstances or absence. The student has two weeks to complete work, unless the principal, teacher, and student's parents agree to a waiver on the amount of time allowed.

Remember that students appreciate a fair and consistent standard for evaluation. It is best to require that students consistently apply themselves to improve throughout the year. A credit is primarily a measure of work accomplished, but the grade reflects overall quality. The reports sent

home at the end of each nine weeks are primarily for the purpose of informing parents about their child's school progress.

If a child's achievement is deficient in one or more subjects, it is most important that the parent be notified. The process of evaluation and grading should help the student increase ability to identify strengths and weaknesses.

Each teacher shall outline for each class the criteria for grading at the beginning of each year. This shall be reviewed periodically during the year.

Each subject mark should represent an evaluation of the pupil's accomplishments based upon:

Class participation	Contributions	Written work
Discussion	Oral reports	Homework
Preparation	Projects	Other

The evaluation of a pupil's accomplishments is based upon the factors listed above. In addition, poor attendance and lack of punctuality adversely affect classroom performance and achievement but should not be included in the grade.

The pupil should always have some idea of progress or grade through progress charts or a student-teacher conference. **Failure should never come as a surprise. Communication is key.**

The teacher must keep careful records to ensure there is reasonable evidence of the validity of marks given. The teacher should also have a running total of grades each week that they can give to the students. A sufficient number of samples of the student's work shall be graded so that validity of the mark is assured.

Marks and Standards

Marks	Interpretation
A – Excellent	Outstanding performance and development. The pupil has met all the requirements of the grade level in superlative fashion.
B – Above Average	Good above average performance and development.
C – Average	Average performance and development. The pupil has shown sufficient mastery of the fundamental facts and skills to warrant receiving a passing grade.
D – Below Average	Below average performance and development. The pupil has shown sufficient mastery of the fundamental facts and skills to warrant receiving a passing grade.
F – Unsatisfactory	The pupil failed to accomplish the fundamental minimum essentials of the course.

FAMILY NIGHT

Due to uncontrollable circumstances or with school board approval, there may be school activities on Wednesday evenings (Ex. host school scheduling; MEA/MFT conference; and post-season play-in games). Every attempt will be made to ensure activities are concluded by 6:00pm so that students will be free to attend family activities. No students are to be allowed to be in schools or gyms after 6:00 PM on Wednesdays unless they are in the building as part of a community-sponsored activity or family activity.

Elementary and Junior High teams do not practice on Wednesdays or Fridays.

FIELD TRIPS

Select a date – ask the principal if any events are planned. For the high school, this date should not be during the last two weeks of school.

Write a letter to parents telling them exactly what you are planning. If there is room, invite parents to come along.

Talk to the cook about lunches.

The building principal will arrange for a bus driver.

Select a place or site to tour, which has educational value. Contact people involved at the site.

NOTE: Unless the superintendent grants special permission, you may have one field trip per year.

FIRE DRILLS

On the first day of school, each teacher shall explain fire drill procedures to each class that meets in that particular classroom. A fire escape plan must be posted in each classroom. When the fire bell rings, teachers should: (1) close windows; (2) shut off lights; (3) be the last one to leave the room; (4) close the door; (5) take grade book or class register and take an accurate accounting of the students who are present upon reaching the designated area; (6) instruct class to meet in a pre-designated area at least one hundred feet from the building; (7) notify the principal or other designee if students are missing, and (8) do not return to the building until told to do so by authorized personnel.

GRADE BOOKS

Records should be carefully kept. Entries should be sufficient in number to assure a fair evaluation of a child's achievement and progress for each reporting period. If you have enough entries for a good evaluation, you can readily justify the grade given. In some instances these must be referred to after school is out and the teacher is gone.

INVENTORIES, GENERAL AND FIXED ASSET

An inventory of all school equipment is kept on the server. This is updated as new equipment is purchased and old equipment is discarded. Staff members are to keep the inventory current for equipment used in their departments.

Inventory all equipment having a unit cost of more than \$300.00. All textbooks are to be inventoried.

JURY DUTY

Shields Valley Public School will release staff members to act as jurors. The staff member will receive regular school wages and can retain money from travel, lodging, eating expenses, etc. The staff member will give jury duty compensation pay to the school. The school will pay for the substitute.

KEYS AND BUILDING SECURITY

All teachers have been issued necessary keys. This places a responsibility upon your shoulders. Every effort is being made by the administration and the custodians to see that buildings are locked at all times when not occupied. All doors are carefully checked and locked each evening. Your responsibility is to never lend your keys to students and to see that the keys issued to you do not fall into the hands of persons unauthorized to have them in their possession. Please observe this carefully. **DO NOT LOAN KEYS TO STUDENTS OR OTHER UNAUTHORIZED PERSONS!** If students need to be admitted into locked places, unlock the door yourself and see that the place is locked afterward. **PLEASE PAY PARTICULAR ATTENTION TO THIS IN THE GYMNASIUM AND AUDITORIUM.** This is a matter of insurance coverage, general building security and responsibility for facilities. Those who violate this regulation may be subject to disciplinary reprimand, up to and including termination. *Teachers will not be provided exterior keys to the JH/HS building rather key fobs will be issued. Key fobs are much easier to replace than keys and should a fob be lost, teachers are expected to notify the JH/HS Principal as soon as possible.*

LANGUAGE

No unbecoming or profane language is to be used by anyone in the school building (locker rooms included), on the school grounds, or at school sponsored activities.

LESSON PLANS

Teachers will submit lesson plans on a weekly basis. These plans should be readily available on the teacher's desk. A copy of the week's lessons needs to be turned into the administration by 8:00 a.m. on Monday or the first day of that week and deposited into a Google Drive Folder that is shared with the Building Principal and Supervising Administrator. Teachers are requested to

create their plans on a per period/subject basis, so that the activities reflect what actually takes place in the classroom.

LIBRARY/MEDIA MATERIALS

See Audiovisual Materials
LIBRARY USAGE

Student use of the library will be allowed when supervised, but individuals will be expected to follow those rules and guidelines established by the librarian. The privilege to use the facilities may be removed from the student for a designated period of time should he/she fail to follow those procedures.

Staff members must make arrangements in advance should they wish to have their class use the library. It is the responsibility of the same staff member to be in the library and assist students in the library, as well as to be in control of them. Staff members are not to deliver students to the library and then leave for other reasons.

LOCKER ROOMS AND GYMNASIUM

These are to be under the supervision of the coach, Health Enhancement teacher, classroom teacher, or assistant coach at all times whenever anyone is in the locker rooms or gym. All doors in the gymnasium, locker rooms, and classrooms are to be kept locked when not in use unless specific instructions to the contrary have been issued. No athletic equipment is to be lent to anyone without permission from the superintendent or principal. No cell phones or other image recording devices are to be in the locker room.

LUNCHES

School is dismissed for lunch on a rotation basis depending on grade level. During lunchtime one or more teachers are assigned lunch room/recess supervision. Students are not permitted in the halls of the high school. No student is to eat lunch in the classroom or the hall without permission from the teacher. Teachers who grant this permission must be in the classroom to supervise during lunch. Classroom doors are to be locked during lunchtime by the teacher as they leave.

High school students may be in the gym or outside after lunch but not in the regular part of the school without permission during the lunch hour. On days when the weather permits, all students will go outside after eating lunch and remain outside until the bell rings to begin afternoon classes. Except for scheduled and/or chaperoned meetings, no students are permitted in the junior high building until the last lunch bell rings.

During lunch time student vehicles are off limits. Students will not be allowed to sit in their vehicles or drive them at lunchtime without permission of the office.

After lunch, teachers are to be in their classrooms at the warning bell, which rings five minutes before the tardy bell.

LUNCH DUTY

Each teacher will be assigned lunch duty and/or weekly detention hall duty at your respective building. Your building principal will provide or post a duty roster.

All teachers are expected to remain on school premises during the lunch hour even when not on duty. Exceptions may be made on rare occasions with administrative approval.

MAILBOXES

Each teacher is assigned a mailbox and an email address. The boxes are located in the main office of each building complex. Every teacher is expected to personally check for mail, email, and read posted notices each day upon arrival and before departing for the day. This is a professional responsibility. Please do not say, "I didn't know because I didn't check my mailbox or email." It is also the responsibility of the teacher to keep the mailbox cleaned out. You have a classroom in which to keep items so do not use the mailbox as a repository for articles, keys, or unwanted materials.

MEDICATION, ADMINISTRATION OF

All personnel are directed to refrain from dispensing, providing, or administering any medication to any student at any time. This includes Aspirin, Tylenol, Ibuprofen, and other such substances. The regulation also applies to extracurricular activities. Should any personnel choose to ignore this directive, associated liability falls directly on that employee's shoulders.

MISSING CHILDREN

Responsibility of School District:

- (1) Pursuant to HB 358, it shall be the responsibility of the school district superintendent or designee to distribute the list of missing school children provided by the State Superintendent of Public Instruction to each school building within the district. This list will be placed on an appropriate bulletin board accessible to faculty members and other staff members.
- (2) In the event staff members suspect that a missing child is enrolled in the school, they shall notify the appropriate building principal and/or district superintendent immediately.
- (3) The district superintendent shall notify the county attorney's office and the sheriff's department.

Responsibility of Parent/Guardian

- (1) In the event that the student will be absent from school, the parent shall report that absence to the building principal and/or designee.
 - (a) If a student is to be absent from school and has not made previous arrangements with the building principal for the absence, the parents(s), or legal custodian(s) will call the school office before 12:00 noon the day the student is absent or they may call prior to that day.
 - (b) If a student leaves school at lunchtime or at any time during the school day and does not return for the rest of the school day, the parent(s), or legal custodian(s) will call the school office before the end of the school day.
 - (c) Parent(s), guardian(s), or legal custodian(s) appearing in person at the school office to pick a student up will not have to make a phone call prior to picking up the student.
- (2) If parents, guardians, or legal custodians fail to contact the building principal within the time limits specified, the student's absence shall be considered unexcused.
- (3) Parents, guardians, or legal custodians will provide a telephone number where they may be contacted in the event of an emergency or if their child is absent from school.
- (4) In the event that parents, guardians, or legal custodians do not maintain a home telephone, they shall provide an alternative telephone number where they may be contacted if their child is absent from school.

Responsibility of Building Principal or Designee:

- (1) When a parent, guardian, or legal custodian notifies a school that a child will be absent from school, the building principal and/or designee shall log the date and person from whom the call came.
- (2) In the event a parent, guardian, or legal custodian fails to notify the school of the child's absence, the building principal and/or designee shall attempt to contact the parent, guardian or legal custodian by the end of the school day as follows:
 - (a) The principal or designee will attempt to telephone the parent, guardian or legal custodian at the residential or alternative telephone number provided by the parents, guardians, or custodians.
 - (b) If the school official is unable to make telephone contact with the parent, guardian, or legal custodian after two school days, he/she will mail a written notice to the parent, guardian or legal custodian indicating the child's absence from school on those dates. This letter will indicate that an attempt was made to make telephone contact during the days the child was absent from school.
 - (c) If the school official suspects foul play, he/she shall immediately notify the district superintendent and/or appropriate law enforcement agency.
 - (d) If a child is present for part of a school day and absent for the remainder of the school day and if the parent has not reported that partial day absence, the school official shall follow the procedures outlined as if the child were absent from school the entire day.
 - (e) In the event that a school official cannot determine the appropriate procedure in a particular case, he/she shall notify the building principal and legal advisor and/or county attorney for direction.

POSTING NOTICES, ADVERTISEMENTS, OR INFORMATIONAL SIGNS

No signs advertising anything which falls outside the school district curriculum or extracurricular activities programs may be posted in or on any district property unless such signs have received prior district administrative approval as evidenced by the fact that they have been initialed by district administrative personnel. Any materials not so initialed shall be removed immediately.

PREPARATION PERIOD

The school district will make every effort to provide teachers with a preparation period. These preparation periods are to be used to prepare materials for your classroom and/or to carry out district-related professional duties—get district mail from your school box, make copies, get supplies, make lesson plans, correct tests, etc. Teachers are required to stay at their assigned locations during those periods. (Location refers to facilities in either Clyde Park or Wilsall) Teachers whose preparation periods fall before or after lunch, who travel between facilities, will still be required to be on site during that preparation period. Travel times and preparation location must be approved by the administration.

A preparation period is set aside to help teachers prepare professionally for their teaching assignment. Preparation periods are not to be used in any other fashion.

PROFESSIONAL DRESS

It is our intention to provide a professional and businesslike atmosphere for our students. Fortunately or unfortunately, we do not work with inanimate objects. Students are people, and they are young and very impressionable. Therefore, since we model all behavior, each staff member will dress in an appropriate manner during the teaching day. Appropriate means in accordance with high standards of professional behavior and in accordance with what our community considers being appropriate role modeling.

In our District, “acceptable/recommended dress” examples are dress pants (Dockers without holes, professional suit pants), suits, dress capris, sweaters, jackets/blazers (not denim), button/collar shirts (polos and blouses), closed toe shoes, dresses or skirts (at least fingertip length) for women.

Hats need to be removed within the buildings during the teaching day. Teachers should dress in a manner appropriate to their subject taught (for example, PE, AGED, and Art), but should always stand out easily as the teaching professional within the group due to dress.

There may be exceptions to usual school day dress guidelines, e.g., Recreation Days or designated “Jean Days” for a local scholarship fund. There is a simple solution in every case, if you’re wondering, it probably isn’t the best choice to wear it!

REFERRALS FOR SPECIAL ATTENTION/504

Be alert at all times to recognize unusual conditions, either mental or physical, in the pupils under your immediate supervision. It is the responsibility of the teacher to continually observe the children for any changes in their behavior, which may indicate a need for further study by qualified personnel. Where such conditions are suspected or discovered, proper referral of the child is to be made. **However, such referrals are not to be made until after you have conferred with your principal, and before you have conferred with parents regarding this issue.**

REPORT CARDS

Report cards are distributed at the end of each quarter on the first feasible day following the close of the grading period. Teachers working with school personnel record grades on their computer. The principals will set schedules and deadlines for recording each nine weeks. Elementary teachers are to record their grades on each of their students' report cards.

REQUESTS FOR REPAIRS, SUPPLIES AND EXTRA MAINTENANCE JOBS

Faculty members are reminded that custodians and secretaries are a part of our team and are not to be considered as teacher employees at any time. Make your requests and complaints, when necessary, to the principal.

REQUISITIONS AND PURCHASES

All purchases must be made by requisition and signed before purchases are made. This policy includes all clubs, classes, teachers, and other personnel. Advisors, staff, and coaches making purchases for these clubs are **REQUIRED** to follow the Student Activity purchase procedures, or requests will not be granted. Fundraising needs to also follow the protocol within each advisor/coaches' student account procedures. All clubs associated with the school will not make purchases for the individual members. All items that are purchased remain the property of the district. When purchases are made, the requisition should be given to the business where the purchases are made and a sales slip **MUST** be returned to the office. Any changes made on Purchase Orders shall **VOID** the Purchase Order. Do not buy items personally and then ask for reimbursement, as you will not be reimbursed.

If this procedure is not followed, those making the purchase will be held responsible for payment of the bill. No teachers are to make personal purchases using the name of Shields Valley Public Schools. There can be problems with the billing payment procedure.

ROOM CARE

The teacher, not the custodian, is responsible for the adjustment of shades, the closing and locking of windows, and the locking of classroom doors at the close of the school day. Teachers

are personally responsible for all school property, textbooks, and supplies entrusted to their care and supplied for their use. Each teacher must note any breakage or transfer of property.

Teachers must help teach responsibility to their students. While most people would not allow muddy shoes and garbage strewn about in their homes, neither should the individual teachers allow this in their classrooms.

SAFETY RESPONSIBILITIES

All employees of Shields Valley Public Schools are responsible to:

USE EXTREME CARE IN LIFTING HEAVY OBJECTS. THIS MEANS EITHER (1) employees should bend their knees and use the large muscles of the legs instead of the smaller muscles of the back in lifting, OR (2) GET HELP TO DO THE LIFTING. Back injuries are the most frequent, and the most persistent and painful type of workplace injury.

Also:

1. Observe all school safety and health rules and apply the principles of accident prevention in day-to-day duties.
2. Report any job related injury, illness or property damage to the immediate supervisor and seek treatment promptly.
3. Report hazardous conditions (unsafe equipment, floors, material) and unsafe acts to a supervisor promptly.
4. Observe all hazard warning and no smoking signs.
5. Keep aisles, walkways and working areas clear of slipping/tripping hazards.
6. Know the locations of fire/safety exits and evacuation procedures.
7. Keep all emergency equipment for which authorized and properly trained.
8. Refrain from fighting, horseplay, or distracting fellow workers.
9. Operate only the equipment for which authorized and properly trained. Observe safe operating procedures for this equipment.
10. Walk at all times on school premises (no running) and take no unauthorized shortcuts.
11. Be alert to see that all guards and other protective devices are in their proper places prior to operating equipment.
12. Do not wear frayed, torn or loose clothing, jewelry, or long unrestrained hair near moving machinery or other sources of entanglement, or around electrical equipment.
13. Drive any vehicle on school property with caution under all weather conditions.
14. Immediately clean up spills of any kind with proper protective gear.
15. Store materials in a safe manner. Employees are expected to keep your work areas and/or machinery as clean and uncluttered as possible.
16. Avoid carrying sharp-edge tools in pockets.
17. See that extension cords are grounded.

18. Not attempt to operate equipment without special permission, unless it is part of regular duties.
19. Know where the closest fire extinguisher is located and see that the path to it is kept clear at all times. Notify a supervisor immediately when a fire extinguisher is used so it may be replaced.

20. Know where the closest exit is located. Follow the instructions of your supervisor in case of an emergency.
21. Do not be under the influence of alcohol and/or drugs while in the workplace or on the job. Persons with symptoms of alcohol and/or drug use are encouraged to discuss personal or work-related problems with the supervisor.
22. Not knowingly be permitted or required to work while ability or alertness is so impaired by fatigue, illness, or other causes that might necessarily expose the individual or others to injury or health problems (especially while operating a motor vehicle.)
23. Actively support and participate in the school's efforts to provide a safety and health program.

SALARY SCHEDULE INFORMATION

No credit is given on the salary schedule for military service.

All coursework for salary schedule movement must be documented with an official transcript. Experienced teachers shall be allowed up to ten years for service in other systems. This credit may be granted only upon initial entry into the system. Full credit is given for each year of service at Shields Valley School.

Teachers must notify the school board through the district superintendent by March 1 of their intention to attend school in order to receive a salary schedule lane change for the next school year.

Any sick days used over the number allowed shall be subtracted from the teacher's pay at 1/159 of the annual salary for each additional day absent.

Abuse of sick leave will not be tolerated. Personal days are provided for each teacher.

SCHOOL EQUIPMENT, USE OF

The Board feels that all items purchased by the district are to be used by staff members for instructional purposes in the school building or on the grounds. The Board feels that if staff members wish to use school equipment for personal use, they can do so if they go through the proper channels.

The Board wants all staff members to remember this when they use school owned items: if it is damaged, broken, lost or stolen, you will pay for replacement of the item.

The Board wants these steps followed when checking out school-owned supplies, items, and equipment:

Shop tools: Receive permission from shop instructor; then check these items out in office from principal.

Classroom equipment: Checked out by the principal or superintendent.

Video equipment: Checked out by the principal or superintendent- checked out by the day.

Athletic equipment: Checked out by the athletic director, principal, or superintendent.

Staff members are asked to plan ahead so that they can check items out with the administration. School supplies are intended to be used for school business, not for personal matters.

SCHOOL CLOSING

Prior to the close of school many administrative details are completed. Some of the repetitive tasks that must be addressed during the last few weeks of school include:

Supplies order forms turned in for the next school year.

Room inventory.

Summer addresses.

Listing needed room and equipment repair work.

Turning in keys.

Placing nine week grades and final grades on report cards.

List of students that are failing.

Store textbooks.

Grade book turned in.

Teacher's handbook turned in.

Clean up bulletin boards.

Properly protect equipment for summer storage.

Submit a list of all students receiving awards.

Return items to the media center.

Collect all athletic equipment assigned to students.

SCHOOL PROPERTY

Avoid using tape materials on whiteboards or plaster. Paste stains either paint or blackboards in such a way that it leaves permanent mark on the walls or boards. Do not use scotch tape or double stick tape on walls. Poster putty should be used to mount pictures, posters, students' work, etc. to all areas other than bulletin boards and windows. If you put the tape up, be willing to take it down.

SOCIAL MEDIA

School district staff (including volunteers) shall not socialize with students on social networking websites (during school or out-of-school) in a manner contrary to the language below. Staff are reminded that the same relationship, exchange, interaction, information, or behavior that would be unacceptable in a non-technological medium, is unacceptable when done through the use of technology. In fact, due to the vastly increased potential audience digital dissemination presents, extra caution must be exercised by staff to ensure they don't cross the line of acceptability.

Specifically, the following forms of technology-based interactivity or connectivity are expressly permitted or forbidden when used in a manner not related to the delivery of school athletic/activity services or district operations.

- Sharing personal landline or cell phone numbers with students for athletic/activity purposes limited to communicating practice/game/activity departure or arrival times, travel updates, location changes/updates, equipment announcements, and emergency communications. Any communications shared need to be applicable to the entire group and not individual students. **Permitted**
- Text messaging students for non- athletic/activity purposes: **Forbidden**
- Emailing students, other than through and to school controlled and monitored accounts: **Forbidden**
- Soliciting students as friends or contacts on social networking sites for non-athletic/activity purposes: **Forbidden**
- Accepting the solicitation of students (including 18-year old students) as friends or contacts on social networking sites for non- athletic/activity purposes: **Forbidden**
- Creation of administratively approved (by Superintendent in written form) and sanctioned “groups” on social networking sites that **only permit the broadcast of information**: **Permitted**
- Sharing with student’s access information to personal websites or other media through which the staff member would share personal information and occurrences: **Forbidden**

All school district employees who participate in social networking websites, shall not post any school district data, documents, photographs of students or staff, logos, or other district owned or created information on any website. Further, the posting of any private or confidential school district material, including student academic or disciplinary records, on such websites is strictly prohibited in accordance with state and federal law and regulations and school district policy.

SPECIAL EDUCATION

(a) Placement

To place a child in special education, the District must follow certain procedures. Those procedures, in their correct sequence, follow:

- (1) Referral of the child must be made, signed, and turned in to the building principal. No conversation regarding possible referral, placement or services is to be entered into by any employee prior to consultation with building level or central office administrative personnel.
- (2) After parent approval: an extensive evaluation by special education or speech personnel to determine program eligibility must then take place.
- (3) A Child Study Team will meet to determine if placement is called for and to decide on the specific program. Those required to attend such a meeting are 1) the parents, 2) the special education or speech teacher, 3) the referring classroom teacher, 4) the building principal, and 5) the school psychologist and/or other specialists and teachers when needed. A CST meeting will be held on students referred, even if special placement.

- (4) An Individualized Education Program (I.E.P.) will be written by voting CST members and will be signed by those persons stipulated by law before the program can be put into effect.

(b.) Credits and Graduation

- (1) Full credit may be earned in the resource room, under teacher supervision, in areas of the curriculum, according to the Individualized Education Program.
- (2) The Child Study Team's recommended I.E.P. will be presented to the administrators for final approval before a regular diploma will be issued.
- (3) Records-requests for special education records must specify "confidential-special education records" before they will be released to outside agencies.

STAFF MEETINGS

All teachers are expected to attend all school staff meetings on time unless excused by the administration.

STUDENT ACCIDENTS AND INJURIES

If a student is injured, staff members are to immediately notify the office and begin proper first aid. Proper first aid is defined as doing only what is necessary to sustain life until help arrives.

In case of severe injuries:

1. Administer first aid
2. Call parents for disposition of case if administrative personnel have not already done so
3. If unable to contact parents, call 911.
4. For transportation of injured student to the hospital or doctor, call the principal
5. File a school accident report

In case of minor injuries:

1. Administer first aid
2. Call parent to notify them of injury
3. Call the principal if deemed advisable
4. File a school accident report

Drugs and/or medicines – Do not give any medicine or drugs to a student unless you have prior written permission from the student's parents to do so. This written permission must be on file in the office before any medicine or drug is dispensed.

STUDENT ILLNESS

If a student becomes ill, please accompany the student to the office if possible. Never leave a student unattended in the lavatory. When you get the student to the office, we will take over and do what is necessary. Any student proposing to leave class due to illness must report immediately to the office before going anywhere else. Any student who does otherwise is skipping class and is to be treated accordingly.

STUDENT VISITORS TO SCHOOL

There are several considerations which make it unfeasible for us to permit visitors to come and spend the day with us in the schools: (1) they usually have no proof of immunization, an iron-clad requirement for even getting through the doors; (2) possible overcrowding of classes already full in many cases; (3) liability (parents cannot sign away litigation rights even with a waiver) for things such as riding on buses (which may also be full), recesses, PE, labs, shop, or other situations which could result in accidents and litigation against employees/district; (4) general supervisory overload for teachers already working with crowded schedules and classes; and (5) the possibility of becoming a free daycare/babysitting service when it becomes known that the kids can be left at school for the day—or several days. What better daycare, and at what better price, could be found?

For those reasons, and to treat all equally, student-age visitors are not permitted, unless the nature of the visit is simply to observe, is under supervision of an adult (not the classroom teacher or other district employee), and is of duration no more than one-half day.

STUDENT WITHDRAWALS

Should a student withdraw from a class, the teacher and the office will receive written notice from the counselor. All withdrawals are conditional on the approval of the parent, counselor and principal.

STUDY HALL PROCEDURES

Students assigned to study hall shall report to the study hall with materials necessary for study. Students who leave the study hall must have a hall pass. The pass shows the student's name, departure time, and destination. Teachers shall receive hall passes when the student arrives and signs the slip, noting the time when sending the student elsewhere. Students who wish to study under a teacher's direction have the responsibility of obtaining permission before the study hall period begins.

1. Students are to use the restroom nearest to the study hall.
2. Only one student is allowed to leave study hall at any one time.
3. Each hall pass must be signed before returning to the study hall.

4. Release only students who have legitimate reasons for leaving the study hall.
5. Students must have a pass to go to the library. Passes are for five minutes, fifteen minutes or for the period. The names of students going to the library must be recorded on the passes students bring with them, as well as the time period for which the students are permitted to remain, and the time students left study hall to go to the library.

Once a student goes to the library, the student must remain there until they return directly to the study hall or go on to their next class. Please do not use study hall passes to

dump students into the library.

6. Send to the office a maximum of two students at one time. After several minutes, additional students may receive permission for moving to the office.

Faculty members supervising study halls will be evaluated on their management and control of students. It is expected that students will be quiet and use the period in a constructive manner. Students should not be disturbing others from studying. Study hall as well as classroom teachers must supervise use of student passes closely.

A list of guidelines for study hall students must be established the first week by the supervisor.

A copy of study hall rules is found in the student's handbook.

SUBSTITUTES

When a substitute is needed, please notify the principal as soon as possible. If the principal is not available, please notify the superintendent.

SUBSTITUTE TEACHER INFORMATION

The substitute teacher's job is not easy. They seldom have more than a few hours notice and sometimes much less time to prepare for the day or days ahead. Because of the numerous problems and questions the substitute is bound to have, each teacher is to prepare a folder containing the following:

1. An up-to-date seating chart.
2. A daily class schedule (weekly).
3. A list of room rules.
4. A list of dependable children.
5. Problems of specific children.
6. Location of items that are not easily seen such as art supplies, etc.
7. What is usually done on rainy days, at noon and recess?
8. How special events such as films, music, assembly programs, physical education and opening exercises are handled.
9. Where teacher guides and editions are kept.

10. A well-prepared daily lesson plan book.
11. A back-up plan in-case the lesson runs short and is not understood.
12. The grade book or class rosters.
13. Attendance list.
14. Any special assignments or information such as playground, bus or lunchroom duty, homework deadlines, bulletin boards, etc.
15. Whether he/she should or should not grade certain papers and record the grades in the grade book.
16. What to do with a sick child.
17. What is done if the fire alarm rings?
18. Special attire, if any, for gym classes.

This plan is to be available to any substitute, and must be kept in an easily accessible place in the classroom or with the teacher's plan book.

SUPERVISION OF INSTRUCTION

The improvement of instruction is our single most important task. The highest quality instruction of which we are capable is the least to which our students are entitled. To aid in achieving the provision of this type of instruction, it is the intent of the district to utilize a four-tier model of supervision that entails the following:

-Informal visits: We will visit classrooms regularly. In making such visits, expect little or no written communication unless a situation is such that it is required to remediate a serious problem or provide positive reinforcement for the many good things, which regularly happen in your teaching. The visit will probably constitute little more than a walk-through and a hello.

-Anecdotal Logs: Based on visits of approximately three to ten minutes, teachers will be receiving immediate feedback regarding what is happening in classrooms at that time. This is a snapshot of performance and, in most cases, will not require conferencing unless the teacher desires it. A copy of this log will be placed in personnel files.

-Observations: Each teacher may participate in the observation process with the building principal. These observations will not become part of the teacher's personnel file in most cases. The object of the observation process is twofold: (1) to collaboratively break down and study the teaching process in order to improve it; and (2) to remove the usual anxiety attached to being "OBSERVED". As previously stated, these observations, and the conferencing, which happens in connection with them, will normally never be known other than to the principal and teacher. They are not and will not become part of the personnel files under normal circumstances.

-For Evaluation: Narrative in format, this evaluation will ordinarily be provided once per year for tenured teachers and two times per year for non-tenured teachers. This is a comprehensive summation of performance since the last evaluation, e.g., for most teachers, since last year. It is not based on one thirty-minute classroom visit. It is based on total performance in relation to the

criteria for evaluation, which each teacher has already received (see TEACHER EVALUATION CRITERIA below). It will become part of the personnel file. Each teacher may attach a written response to the evaluation within four (4) calendar days of receipt of the evaluation.

SUPERVISION OF STUDENTS

Every teacher is responsible for proper supervision and control of pupils in the school building, on the school grounds, or at any school-sponsored activity, and is authorized to use such moderate and reasonable force only as may be necessary to restrain a pupil from attacking another pupil, a teacher, or other school personnel, or from injuring himself or herself, or to remove a pupil from a scene of disturbance if the pupil refuses to comply with the teacher's directions for establishing or maintaining order. If the use of such force is necessary, the principal shall be promptly apprised of the situation. Serious cases of misbehavior, indicating the need of for special study or adjustment of pupil's program, should be reported to the principal.

Students assigned to you either as a class or an organization is your responsibility. Groups should not be left unsupervised. When organization groups meet in the building at night, **IT IS THE RESPONSIBILITY OF THE SPONSORS TO SEE THAT THE GROUP IS SUPERVISED WHILE IN THE BUILDING, AND THAT ALL EXITS ARE LOCKED UPON LEAVING, AND, THAT THE BUILDING IS SECURE.** A suggestion is that the students be instructed as to what door or doors through which to enter or leave, and they are to go directly to the place of meeting.

Do not delegate the responsibility of supervising any student to anyone. You are responsible and liable.

Whether we like it or not, state law dictates that under all circumstances the school is directly responsible for the welfare of students at all times. This direct liability means that:

No teacher will leave the classroom at any time class is in session.

No teacher shall send a student to the library or study hall unless previous arrangements have been made with the librarian or study hall teacher. (as appropriate)

Teachers will not be called to the telephone unless it is an emergency.

Teachers will be in attendance at all times- recess, athletic practices, school play rehearsals, etc. Weightlifting and athletic practicing require direct supervision within close proximity to the participants.

You as a teacher are responsible. See to it that you do not leave yourself vulnerable to a lawsuit because you were negligent in your direct supervision of students.

Hall Conduct- Hall conduct is the responsibility of all. Conduct of students between classes is to be monitored by all teachers. Repetitive poor behavior is to be reported to the office.

Leaving Room- Students should NOT BE LEFT in a room without supervision. Remember, if an accident occurs while the teacher is out of the room, the teacher is still responsible. The administrative staff can only grant permission for students to leave the building on errands or to go home or to the doctor.

TEACHER EVALUATION CRITERIA

Teachers should know before the fact exactly what criteria would be used in evaluating them. To that end, the following list is provided. Narrative evaluations will be provided for each faculty member utilizing the following four areas of performance and the specific set of criteria detailed for each area.

INSTRUCTION

Teacher is an effective communicator utilizing proper grammar and syntax.
 Students are provided frequent and consistent opportunities for hands-on participation in learning activities on a regular basis.
 Instructional objectives are selected at appropriate levels for student ability.
 New concepts are introduced systematically.
 A variety of questioning techniques is employed including those, which facilitate or encourage critical analysis and higher level thinking skills.
 Informative is adequately explained.
 Current concepts are related to previous lessons.
 Teacher demonstrates as necessary and appropriate.
 Sufficient time allocated for teacher-guided student practice.
 Teacher uses a variety of books, material, equipment and resources.
 Teacher checks frequently for student comprehension.
 Teachers regularly evaluate student progress and share information with parents in a timely fashion; evaluation is directly related to written unit and lesson instructional objectives, which are in turn drawn directly for district curriculum.
 Teacher directs and re-directs activities toward lesson and unit instructional objectives.
 Assignments are clear and concise.
 Time on task is 75-90% of class period.
 Teacher frequently uses positive reinforcement techniques.
 Teacher regularly reviews previous work, previews daily objectives.
 Lessons are developed from easy to complex.

CLASSROOM MANAGEMENT AND STUDENT SAFETY

Rules are established in advance, clear, consistently enforced, and communicated in advance to students and parents.
 Appropriate methods of discipline are utilized.
 Routine management procedures command student attention.
 Students know and understand basic classroom procedures.
 Students are managed in a positive constructive manner without undue sarcasm.
 Students are provided with a safe classroom atmosphere conducive to learning.

Materials and resources for learning are made available.

PROFESSIONAL RESPONSIBILITIES

Teacher is flexible and adjusts to emergencies or changes.

Dress and grooming are appropriate.

Teacher is punctual in regards to school hours, reports, meetings, and other organizational time responsibilities.

Lessons and units are prepared in accordance with district educational philosophy, curriculum, and as directed by administrative personnel.

Follows prescribed district curriculum.

Available for consultation during working hours.

Complies with administrative directives.

Neither misuses nor abuses district property.

HUMAN RELATIONSHIPS

Works cooperatively with staff and supervisors building good staff rapport.

Is diligent in communicating with parents regarding student progress/problems.

*See also SUPERVISION OF INSTRUCTION

TELEPHONE USAGE

Telephones in the district are provided for official business. Personal calls should seldom be placed from the district's phones. Personal long distance calls are to be made using cards, if they cannot wait until the day's end. Any personal long distance charges will be reimbursed to the district monthly.

Teachers will not be disrupted in their classrooms to take telephone calls unless the call is due to an emergency. Teachers should not make phone calls during their assigned duty periods.

TEXTBOOKS

Books or materials, which have been lost, damaged or destroyed, must be replaced. Even though such items may not be new (or even near it), the replacement cost is for a new item, not a depreciated model. Therefore, it is our practice to require that any person responsible for lost, damaged or destroyed books or materials pay full replacement cost. Administrators may exercise discretion if there are specially extenuating circumstances.

All basic textbooks are supplied free of charge. Students are held responsible for all books issued to them and must pay for lost or damaged books. Fines will be imposed for damaged books. When textbooks are issued, teachers are to record the student receiving the book, the identification number, and the condition of the book. Keep that copy on file for later use.

TRANSCRIPTS, SUBMISSION OF FOR SALARY SCHEDULE MOVEMENT

An official transcript of all college credits will be required of each teacher before he/she will be granted a salary increment for additional training, and must be submitted in accordance with the provisions of the collective bargaining agreement or board policy.

VISITORS

All visitors, students, salesmen, and friends must first receive permission for seeing students and teachers. All local law officers may talk with students only with parent awareness and principal or superintendent permission. All visitors, other than parents picking up children after checking in with the office, must have a visitor pass. If you do not recognize a person in the building, stop them and find out who they are and what they are doing. If they do not have a pass, direct them to the office to collect one.

WEATHER-RELATED ABSENCES

If weather prevents any teacher from coming to work, personal leave may be used to cover such occasions until no more such leave is available. Thereafter, such absences are on a leave-without-pay basis.

The district does not stipulate your place of residence. Accordingly, getting to work is your problem.

WEEKLY READER (CALENDAR)

A calendar of the week's events is sent home as early as possible in each week. It includes practice schedule times, trip departure and return times, and other times affecting students' schedules for the week.

WORK DAY

Teachers will be required to report to school no later than 7:30 A.M. to the building that they are assigned to start the day unless a staff meeting or other scheduled event requires their attendance at another site.

Teachers should remain in their rooms or available after school at the site of their last class, until quitting time, daily at 4:30 PM. For example, if a teacher teaches periods 1-6 in Clyde Park and Period 8 in Wilsall, that teacher would stay in Wilsall until the 4:30 PM-release time. Coaches and advisors must be with groups until their activity is completed and the students have left the property.

Teachers are to notify the office if it is necessary to leave the building during school hours, including preparation periods.

Teachers are expected to be in their classrooms or at assigned duties prior to the beginning of the instructional day and after the close of the instructional day. This time is necessary for educational planning, preparation, and conferences with students, parents, and faculty members.

Teachers whose effectiveness is impaired by a lack of lesson planning or participation in necessary activities before and after school shall be dealt with as individuals. Rigid duty hours shall not be imposed upon all teachers in order to discipline the few exceptions that take advantage of being treated as professional educators.

**Updated 7/23/18*