

Browning High School

STAFF HANDBOOK

2016-2017





School District #9, Glacier County, Montana

Browning Public Schools

**P.O. Box 610
Browning, MT 59417**

Staff Handbook Receipt Form

2016-2017

I acknowledge that I have received and read a copy of the Browning Public Schools Staff Handbook. I understand that the policies and practices contained in the handbook govern school procedures and staff expectations for Browning Public Schools. I understand that all staff will be held accountable for reading and abiding by the handbook.

Staff Member's Signature _____

Date _____

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PREFACE

The material covered within this staff handbook is intended as a method of communicating to employees regarding general district information, rules, and regulations and is not intended to either enlarge or diminish any Board policy, administrative regulation, or negotiated agreement. Material contained herein may, therefore, be superseded by such Board policy, administrative regulation, negotiated agreement, or changes in state or federal law. Any information contained in this staff handbook is subject to unilateral revision or elimination, from time to time, without notice.

No information in this document shall be viewed as an offer, expressed or implied, or as a guarantee of any employment of any duration.

No handbook can contain policies to cover every conceivable situation. The administration also assumes that all staff members will exercise intelligent discretionary judgment when applying district and building policies.

DISTRICT MISSION STATEMENT

Browning Public Schools is a community of families, students, staff and school board members who work to provide the very best education for all our children through guidance, teaching, support, and appropriate rules and policies.

DISTRICT VISION STATEMENT

Browning Public Schools shall be a safe, friendly place where students and staff feel successful on a daily basis, and where parents and staff share in strong partnerships in support of children. Culturally appropriate lessons are delivered through exciting, motivating learning experiences and are based on high expectations, which include social interaction and participation in extracurricular activities. Students will graduate with the skills they need to be successful. The Board of Trustees and Administration support students and staff in pursuit of this vision.

DISTRICT EDUCATIONAL GOALS

The district has defined the following overall educational goals:

- Improve student achievement PreK-12 as evidenced by improved assessment results and increased graduation rates.
- Assure that all staff, through frequent, respectful interactions with students and families, contribute to a student’s educational experience and influence a student’s personal development, academic performance and achievement.
- In conjunction with family and community, implement a well-developed, multicultural curriculum and insist on high standards for students within that curriculum. Provide each student with relevant instructional information PreK-12 through effective, developmentally appropriate methods of engaging students and meaningful assessment related to student achievement.
- Model effective governance through exemplary leadership that is demonstrated through the efficient management of financial and human resources.

EQUAL EDUCATION AND NON-DISCRIMINATION

Browning Public Schools, District #9 is committed to nondiscrimination in the provision of all educational services. As equal educational opportunity is a fundamental right under both the Montana and United States Constitutions, it is the policy of this District to provide a learning environment free of discrimination. All students shall have opportunities to participate in the general curriculum and co-curricular activities. This includes physical facility access, a climate of tolerance and respect for each individual and reasonable accommodation.

All students have the opportunity to participate in and receive benefits from all programs or activities including, but not limited to, course offerings, graduation requirements, athletics, counseling services, extracurricular and other school-related activities.

Discrimination in education because of sex, race, color, creed, religion, national origin, age, physical or mental handicap, political belief, marital or parental status, sexual orientation, or gender identity and expression is prohibited unless based upon reasonable grounds as provided by law. The District is committed to taking the appropriate and feasible remedial action necessary to eliminate existing discrimination and its effects.

Inquiries regarding sexual harassment/intimidation should be directed to the Browning Public Schools Title IX Coordinator and in the case of discrimination based on a suspected or known disability, the Browning Public Schools 504 Coordinator contacted.

(Reference: Policy #3210)

BROWNING PUBLIC SCHOOLS ORGANIZATION

BOARD OF TRUSTEES:

- Wendy Bremner-Chairperson
- Brian Gallup -Vice Chairmen

- Velden Calica-Board of Trustees
- Steve Conway-Board of Trustees
- James Running Fisher-Board of Trustees
- Kristy Salway BullShoe-Board of Trustees
- James Evans-Board of Trustees
- Brenda Croff -Board of Trustees

DISTRICT ADMINISTRATION

- John P. Rouse - Superintendent of Browning Public Schools
- Jason Andreas – Director of District Programs

DISTRICT OFFICE HOURS

Monday through Friday 7:00 A.M. to 5:00 P.M.

PROFESSIONALISM

PROFESSIONAL EDUCATORS OF MONTANA CODE OF ETHICS

Professional educators recognize and accept their responsibility to create learning environments to help all students reach their full potential. They understand the trust and confidence placed in them by students, families, colleagues, and the community. To achieve their professional purpose, educators strive to maintain the highest ethical standards. The Professional Educators of Montana Code of Ethics sets out these fundamental principles which guide their behavior and will be used to judge their actions.

Principle I. Commitment to Students and Families. The ethical educator:

- A. Makes the well-being of students the foundation of all decisions and actions.
- B. Promotes a spirit of inquiry, creativity, and high expectations.
- C. Assures just and equitable treatment of every student.
- D. Protects students when their learning or well-being is threatened by the unsafe, incompetent, unethical or illegal practice of any person.
- E. Keeps information confidential that has been obtained in the course of professional service, unless disclosure serves a compelling purpose in the best interest of students, or is required by law.
- F. Respects the roles, responsibilities and rights, of students, parents and guardians.
- G. Maintains appropriate educator-student relationship boundaries in all respects, including speech, print, and digital communications.

Principle II. Commitment to the Profession. The ethical educator:

- A. Fulfills professional obligations with diligence and integrity.

- B. Demonstrates continued professional growth, collaboration and accountability.
- C. Respects the roles, responsibilities, and rights of colleagues, support personnel, and supervisors.
- D. Contributes to the development of the profession's body of knowledge.
- E. Manages information, including data, with honesty.
- F. Teaches without distortion, bias, or prejudice.
- G. Represents professional qualifications accurately.

Principle III. Commitment to the Community. The ethical educator:

- A. Models the principles of citizenship in a democratic society.
- B. Understands and respects diversity.
- C. Protects the civil and human rights of students and colleagues.
- D. Assumes responsibility for personal actions.
- E. Demonstrates good stewardship of public resources.
- F. Exemplifies a positive, active role in school-community relations.
- G. Adheres to the terms of contracts, district policies and procedures, and relevant statutes and regulations.

Adopted by the Certification Standards and Practices Advisory Council January 27, 2012

PROFESSIONAL ETHICS

School staff will work together to create a learning environment that is free from distractions, personal concerns, and biases. Teachers will enter their classroom sites prepared to teach. Family and family concerns will not be allowed to interrupt or influence the school environment except in emergency situations. (Reference: Policy # 5150)

Students should always be dealt with in a respectful manner regardless of their behavior. Adults must model conflict resolution techniques with students as well as with other adults. The adults must de-escalate the situation, take steps to assure that the child or children are safe, and send the appropriate message to maintain high behavior expectations. We know that students make mistakes, and those mistakes must be used as learning opportunities to help the students make better choices. **Yelling at or berating a child is extremely harmful, unprofessional, and will not be tolerated.** *Place hands on students only* within guidelines of the **School Laws of Montana Manual, 20-4-302.**

ACCEPTABLE USE OF ELECTRONIC NETWORK

GENERAL

Internet access and interconnected computer systems are available to the District's students and faculty. Electronic networks, including the Internet, are a part of the District's instructional program in order to promote educational excellence by facilitating resource sharing, innovation, and communication.

In order for the District to be able to continue to make its computer network and Internet access available, all students and staff must take responsibility for appropriate and lawful use of this access. Students utilizing school-provided Internet access are responsible for good behavior on-line. The same general rules for behavior apply to students' use of District-provided computer systems. Students must understand that one student's misuse of the network and Internet access may jeopardize the ability of all students to enjoy such access. While the District's teachers and other staff will make reasonable efforts to supervise use of network and Internet access, they must have student cooperation in exercising and promoting responsible use of this access. (see Appendix C)

Ultimately, however, it is the responsibility of each teacher in his/her classroom to monitor acceptable use of technology by students.

CURRICULUM

The use of the District's electronic networks shall be consistent with the curriculum adopted by the District, as well as the varied instructional needs, learning styles, abilities, and developmental levels of the students, and shall comply with the selection criteria for instructional materials and library-media center materials. Staff members may, consistent with the District's educational goals, use the Internet throughout the curriculum.

The District's electronic network is part of the curriculum and is not a public forum for general use.

ACCEPTABLE USES

1. **Educational Purposes Only.** All use of the District's electronic network must be: (1) in support of education and/or research, and in furtherance of the District's stated educational goals; or (2) for a legitimate school business purpose. 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.
2. **Unacceptable Uses of Network.** The following are considered unacceptable uses and constitute a violation of this policy:
 - A. Uses that violate the law or encourage others to violate the law, including, but not limited to, transmitting offensive or harassing messages; offering for sale or use any substance the possession or use of which is prohibited by the District's student discipline policy; viewing, transmitting, or downloading pornographic materials or materials that encourage others to violate the law; intruding into the networks or computers of others; and downloading or transmitting confidential, trade secret information, or copyrighted materials.
 - B. Uses that cause harm to others or damage to their property, including, but not limited to, engaging in defamation (harming another's reputation by lies); employing another's password or some other user identifier that misleads message recipients into believing that someone other than you is communicating, or otherwise using his/her access to the network or the Internet; uploading a worm, virus, other harmful form of programming or vandalism; participating in "hacking" activities or any form of unauthorized access to other computers, networks, or other information.
 - C. Uses that jeopardize the security of student access and of the computer network or other networks on the Internet.
 - D. Uses that are commercial transactions. Students and other users may not sell or buy anything over the Internet. Students and others should not give information to others, including credit card numbers and social security numbers.
 - E. Students are prohibited from joining chat rooms, unless it is a teacher-sponsored activity.

WARRANTIES/INDEMNIFICATION

The District makes no warranties of any kind, express or implied, in connection with its provision of access to and use of its computer networks and the Internet provided under this policy. The District is not responsible for any information that may be lost, damaged, or unavailable when using the network, or for any information that is retrieved or transmitted via the Internet. The District will not be responsible for any unauthorized charges or fees resulting from access to the Internet, and any user is fully responsible to the District and shall indemnify and hold the District, its trustees, administrators, teachers, and staff harmless from any and all loss, costs, claims, or damages resulting from such user's access to its computer network and the Internet, including, but not limited to, any fees or charges incurred through purchases of goods or services by the user. The user or, if the user is a minor, the user's parent(s)/legal guardian(s) agrees to cooperate with the District in the event of the school's initiating an investigation of a user's use of his/her access to its computer network and the Internet.

VIOLATIONS

If any user violates this policy, the student's access will be denied, if not already provided, or withdrawn and he/she may be subject to additional disciplinary action. The system administrator and/or the building principal will make all decisions regarding whether or not a user has violated this policy and any related rules or regulations and may deny, revoke, or suspend access at any time, with his/her/their decision being final.

(Reference: Policy #3612)

COMMUNICATION WITHIN THE SCHOOL

Communication is the key to working together as a team. Dialogue must take place among all staff members. If you have a concern, do not hesitate to discuss it with a team leader or building administrator. It is important that you keep administration informed of the non-routine happenings. If you've had a problem, please let administration know the situation before we hear it from someone outside of the school. Remember, information concerning individual student behavior, grades, attendance, or family issues is on a "need to know" basis and should not be shared among staff members.

BPS staff members are never to make negative or disparaging comments about other staff members in the presence of students. This type of behavior is highly inappropriate, unethical and in direct contravention of the duties and responsibilities of a professional educator. Any staff member determined to have engaged in such conduct will be subject to discipline. If you have issues or concerns regarding your peers or management, you are obligated to raise and discuss those concerns through appropriate channels, and in a professional and ethical manner. Such issues and concerns are NOT to be discussed BY ANYONE within earshot of students, and any instances of such discussions should be reported immediately to the administration.

COMMUNICATION WITH THE HOME/COMMUNITY

The importance of regular communication with the home/community cannot be overemphasized. We have an obligation to initiate such communication. When a student is having a problem, perhaps it can be solved by a note or phone call home. By the same token, perhaps a call home to the parents to praise student work or effort could be the reason that a student begins to succeed. Positive contacts will certainly be quite beneficial in building relationships with the home/community.

Written communications home with children's families and other agencies will be previewed by the building principal. If the principal or assistant principal is unavailable, consult the administrative designee, grade level team leader, or counselor. Teachers shall utilize the monthly parent contact form as documentation.

MONTHLY NEWSLETTERS/PARENT LETTERS

Beginning the first month of school and thereafter, each grade level department will be expected to create a newsletter article or parent letter that is sent to the principal to be put in the school newsletter. This communication should focus on the subject matter, academic expectations, and classroom management procedures. Newsletter circulations should include school board members, and other buildings or programs.

Each teacher needs to develop a class syllabus. Each class's syllabus will include: an introduction of and welcome by the teacher, classroom behavior management plan, work expectations, grading process, homework expectations, and teacher contact information.

REPORTING STUDENT PROGRESS

On-going evaluation of student progress is essential both for the academic development of student and for the information of students and parents. All students should be evaluated regularly by teachers in a professional manner consistent with the needs and ability of each student. Student's progress will be reported reflecting the child's skills and development in comparison with same age peers, the District curriculum objectives, and individual student growth.

TEACHER EVALUATION OF STUDENT PROGRESS

All teachers are responsible for the on-going professional evaluation of students *in* their charge for the day or any portion of the day. Evaluation will be based on multiple measures, which may include paper pencil tasks, student performance, and/or demonstration of content mastery relative to stated curriculum or individual goals.

PARENT REPORTS

Provide parents/families with information on their student's progress at least twice monthly. This report may include noted strengths of the student, concerns, general information about curriculum or extracurricular eligibility status when applicable. However, formal written summaries of student progress shall be made at a minimum of nine (9) week intervals.

(Reference: Policy #3015)

PARENT TEACHER CONFERENCES

Parent/Teacher conferences shall be scheduled; please reference calendar as to time and date of conferences. If a parent is unable to attend the conferences, he or she may reschedule to meet during school hours. The teacher will be expected to complete all the hours required for parent/teacher conferences. This time is invaluable for informing parents of student grades, behavior, and any concerns you may have. However, parent contact should be made several times before conferences arrive. To best meet the needs of the students in your classroom it is vital the parent is brought into the learning process as frequently as possible. The parents can be powerful allies to assist with their child's success and bring about positive progress in your classroom.

CONFIDENTIALITY

Maintaining confidentiality is not only a legal issue, but also a professional obligation. *Information concerning students, students' families, student behavior and individual needs will be confidential.* Confidential information will be exchanged on a "need to know" basis in a private setting.

FORTY HOURS PROFESSIONAL WORK

Teachers will be expected to provide up to forty (40) documented and approved hours outside of their regular contracted hours in the areas of curriculum development, family literacy nights, open house, etc. This time shall not include supervision at athletic events. (Reference: Policy #5221)

HARASSMENT/BULLYING/INTIMIDATION

The Board will strive to provide a positive and productive working environment. Bullying, harassment, intimidation, between employees or by third parties, are strictly prohibited and shall not be tolerated. This includes bullying, harassment, or intimidation via electronic communication devices ("cyberbullying").

Definitions

1. "Third parties" include but are not limited to coaches, school volunteers, parents, school visitors, service contractors or others engaged in District business, such as employees of businesses or organizations participating in cooperative work programs with the District, and others not directly subject to District events.
2. "District" includes District facilities, District premises, and non-District property if the employee is at any District-sponsored, District-approved, or District-related activity or function, such as field trips or athletic events, where the employee is engaged in District business.
3. "Harassment, intimidation, or bullying" means any act that substantially interferes with an employee's opportunities or work performance, that takes place on or immediately adjacent to school grounds, at any school-sponsored activity, or on school-provided transportation or anywhere such conduct may reasonably be considered to be a threat or an attempted intimidation of a staff member or an interference with school purposes or an educational function that has the effect of:
 - Physically harming an employee or damaging an employee's property;
 - Knowingly placing an employee in reasonable fear of physical harm to the employee or damage to the employee's property; or
 - Creating a hostile working environment.
4. "Electronic communication device" means any mode of electronic communication, including but not limited to computers, cell phones, PDAs, or the internet.

REPORTING

All complaints about behavior that may violate this policy shall be promptly investigated. Any employee or third party who has knowledge of conduct in violation of this policy or feels he/she has been a victim of harassment, intimidation, or bullying in violation of this policy is encouraged to immediately report his/her concerns to the building principal or the District Administrator, who have overall responsibility for such investigations. Complaints against the building principal shall be filed with the Superintendent.

Complaints against the Superintendent or District Administrator shall be filed with the Board.

The complainant shall be notified of the findings of the investigation and, as appropriate, that remedial action has been taken.

RESPONSIBILITIES

The District Administrator shall be responsible for ensuring that notice of this policy is provided to staff and third parties and for the development of administrative regulations, including reporting and investigative procedures, as needed.

CONSEQUENCES

Staff whose behavior is found to be in violation of this policy will be subject to discipline up to and including dismissal. Third parties whose behavior is found to be in violation of this policy shall be subject to appropriate sanctions as determined and imposed by the District Administrator or the Board.

Individuals may also be referred to law enforcement officials.

RETALIATION AND REPRISAL

Retaliation is prohibited against any person who reports or is thought to have reported a violation, files a complaint, or otherwise participates in an investigation or inquiry. Such retaliation shall be considered a serious violation of Board policy, whether or not a complaint is substantiated. False charges shall also be regarded as a serious offense and will result in disciplinary action or other appropriate sanctions.

(Reference: Policy #5015)

PROFESSIONAL DRESS

Dress/Attire should be appropriate to one's professional standing as a school staff member. Staff members function as role models for students at all times, so clothing should be neat, clean, in repair and make a symbolic statement regarding the staff person's status as a role model in the community. Except for "casual dress days" or other exceptions as defined below, staff members may not wear blue jeans, t-shirts with logos, or sweat pants.

Fridays, or shortened schedule days before breaks, shall consist of "casual dress" appropriate to celebrate spirit days. Casual dress consists of blue jeans and t-shirts or sweatshirts with school spirit logos (Browning Sports Mascots).

Exceptions- PE staff: t-shirts may be worn; however, t-shirts with cut-off sleeves are not appropriate. Trunks or warm up/sweat pants may also be worn while the class is in gym area. While classes are in health sections, appropriate clothing will apply as described above. The wearing of sweat attire, pajamas/sleepwear, costumes, hats, shades, and shoes may be worn on pre-determined days that promote a particular theme, such as *Spirit Week* or *Red Ribbon Week*. (Reference: Policy #5150)

QUALIFICATIONS OF STAFF

Browning School District is committed to hiring qualified teachers, creating professional development opportunities and requiring professional development that results in teachers and all staff having skills that address the needs of the students served by Browning Public Schools. All teachers will be certified by the State of Montana to teach in the area assigned. Employees will be hired on merit, without preference to age,

sex, residence or relationship to other employees of Browning Public Schools, District #9. Preference will be given to those candidates whose qualifications will assist the school district in providing a sound academic program based on strong instructional practices. The Superintendent of Browning Schools will make staff assignments.

Browning School District #9 staff development requirements for all certified staff include District Drug and Alcohol Training, Blackfeet Studies and Writing Assessment/Process Training.

1. *Drug and Alcohol Awareness Training:* Before any teacher is offered his/her second (2nd) teaching contract in School District #9, he/she must have documented 8 hours of district in-service. Proof of completion must be provided to the superintendent by March 1st, prior to the second contractual year or the teacher will be recommended for non-renewal. Training will be offered at a minimum prior to school in the fall and once during the school year. Certified staff who are new to the district in 2002/2003 or 2003/2004 have until March 1, 2005 to meet requirements.
2. *Blackfeet Studies:* Before any teacher is offered his/her fourth (4th) teaching contract in the District, he/she must have earned a minimum of six (6) quarter credits (four (4) semester hours) or have completed a program of (90) in-service hours in the area of Indian Studies, or a combination of the two, or have completed a program in this area which meets the approval of the District. Proof of completion of this requirement must be provided to the superintendent by April 1st of the third (3rd) contract year. If this is not done, the teacher will be recommended for non-renewal.
3. *Writing Assessment/Process Training:* Before any teacher is offered his/her fourth (4th) teaching contract in School District #9, he/she must have documented completion of 12 in-service hours or 1 semester credit of the District Writing and Six Trait Assessment Training. Documented completion of this requirement must be provided to the superintendent by March 1st.
4. *Drop Out Prevention:* Beginning with the 2013-2014 school year, before any new teacher is offered his/her fourth teaching contract in School District #9, he/she must have documented 6 hours of training in dropout prevention theory and prevention strategies. Certified staff already in the district will have until June 2017 to complete the requirement. The district will develop a six hour curriculum and offer the training at least 3 times per year. Proof of completion must be provided to Superintendent/designee by April 1 of each contract year.

A provisionally certified teacher shall have obtained a standard teaching certificate by March 1st of the third contract year prior to the offering of a fourth year teaching contract.

(Reference: Policy #5004)

SCHOOL FUNDS/FINANCES

Although most staff members do not regularly deal with school funds, every employee at some point will likely have an opportunity to be involved in some aspect of school finance. Whether a staff member is fund raising, buying supplies, or using a purchase order on a trip, it is of the utmost importance that financial matters be dealt with a professional manner. All employees who may handle money should read the Business Office SOPs for further explanation of student activity finance. Below are guidelines that all School District #9 employees must follow when dealing with financial matters.

PURCHASING

Staff must complete a district requisition and have it signed by the principal before any order is placed using school funds. The staff member will be financially responsible for any items ordered without following the before mentioned process. Petty cash is available for emergency purchases, but such purchases must be approved by the building principal before the purchase can be made.

FUND RAISING/MONEY COLLECTION

Any class or school-sponsored organization desiring to do fund-raising must first clear the project through the sponsor, the school principal, and superintendent's office. Funds raised by each organization must be maintained in the school activity fund. No collections of any type for any purpose may be made by the students without the approval of the principal. Students who collect money must turn in all collections to the club sponsor before the end of each day. Students/parents will be responsible for all merchandise and funds collected. All fund raising projects will be limited according to the principal's discretion.

All monies derived from the activities or formation of any student organization shall be deposited in the Browning School Student Activity Fund. Deposits and expenditures shall be made only in accordance with the procedures outlined the Student and Extra-Curricular Funds Policy and shall require prior Board approval as stipulated by MCA 20-9-504 Extra Curricular fund for pupil functions.

- a. All equipment, supplies and other materials purchased from funds raised and/or derived from fund raising activities shall be the ownership of the District and co-sponsoring club.

Please use the Board Policy #3533R form to request permission for fund raising activities.

(Reference: Policies #3530, 3533/R)

SAFEKEEPING OF MONEY

- Employees are not to hold money over-night in their desks.
- Employees that get money brought in for various school activities, book orders, etc. must take the money to the office to be placed in the school safe.
- All money collection from all sources will be turned into the designated activities person or secretary with an actual money count. The person turning the money in and the person receiving the money must sign the receipts. Money from all activities (fund raising: raffles, bake sales, etc.) must be turned into the Administration Office Manager, within 24 hours excluding Friday, Saturday, and holidays. No money of any amount shall be kept in the building as petty cash. Weekend receipts are due on the ensuing Monday by noon. Please call and set up a time to bring in the deposits. The deposits will then be taken to the bank for the following day.

SUPERVISION OF STUDENTS

Teachers and paraprofessionals (staff) are responsible for supervision of students throughout the school day. Teachers are to be in or near their assigned classroom area before school starts and after dismissal. All teachers/paraprofessionals will be present outside their classroom during all passing times and shall assist with assuring that students get to class in a timely manner.

Students must be supervised at all times; a teacher must never leave his or her classroom unattended when students are present. In the event of an emergency, please ask a paraprofessional, teacher, or office staff member to watch your class. Report any incidents that warrant notice to the administration for their awareness.

STUDENT SAFETY AND SCHOOL LIABILITY

Staff Members are not permitted to:

- Take students from the school during the school day without the express written permission of parent(s) or legal guardian(s) and the approval of building administrator.
- Remove students from other classrooms or school areas without an office approval.
- Send students off campus on unsupervised errands.
- Take students from the school property to the staff members' home for after-school or overnight activities unless the parents have given express written permission which has been approved by the building administration.
- Loan students a personal vehicle or allow students to drive the staff member's vehicle.
- Drive (transport) students to or from school.
- Loan or give students money or personal items.

Any deviations from this policy for emergency or other reasons must be immediately reported to the building administrator. Any exceptions must be approved ahead of time by the building-level administration.

Students are not allowed to leave the school grounds during the normal scheduled school day hours without permission from their parents and the building administrator. The welfare and safety of Browning students are paramount and are the responsibility of all school staff.

CORPORAL PUNISHMENT

No person who is employed or engaged by the District may inflict or cause to be inflicted corporal punishment on a student. Corporal punishment does not include, and district personnel are permitted to use, reasonable force as needed to maintain safety for other students, school personnel, or other persons, for the purpose of self-defense. (Reference: Policy #3200 and MCA § 20-4-302)

STAFF DUTIES

The campus area must be supervised and safety measures enforced. All staff shall help with supervision at all times.

Be aware of situations of over-excessive behavior either in play or during transitional movement. Address any inappropriate behavior immediately, assess the situation, and decide on the appropriate course of action. Do not dismiss any incident as minor in nature; all situations of questionable behavior should be addressed and dealt with by all staff. Administrators must be informed of circumstances such as bullying, sexual harassment or attempts to physically fight.

- Report all unsafe equipment or conditions to the office.
- Teach, model, and supervise appropriate transition hallway behavior that will not disrupt other classes.
- Meet and greet students at the door as they enter the classroom.
- Fighting or altercations should be dealt with immediately; summon assistance when attempting to deal with fights in progress; for your own safety, avoid getting between students who are fighting; seek to disperse the crowd while noting any students adding to the situation.

All students have a right to an education free from threats of harassment, intimidation or physical harm. Students who engage in activity that interferes with other students attending Browning Public Schools and causes a sense of fear or apprehension shall have some or all of the following interventions or consequences: counseling, detention, suspension, and/or referral to law enforcement. The student's parents/guardians will be notified and will be included in the overall attempt to deal with students who are bullying, harassing, or assaulting others.

When assigned to a specific duty area, it is your obligation as a BPS staff member to be at that area the entire assigned time, and to monitor students for appropriate behavior. Failure to properly supervise will result in appropriate disciplinary consequences.

Please refer to your school's student handbook for specific information regarding disciplinary procedures and measures.

ATTENDANCE POLICY AND PROCEDURES

Our goal is to have 95% or better attendance at Browning Public Schools. To meet this goal, students should not miss more than nine (9) total days during the school year.

COMPULSORY ATTENDANCE

Regular attendance in school promotes student success and positively influences academic achievement. Parents and guardians provide the necessary support for student commitment to attend school regularly and therefore will be informed of each absence. Regular attendance and demonstrating having met course objectives are requirements for receiving credit in any class.

In accordance with MCA 20-5-102 (Montana Annotated Code) and/or Blackfeet Tribal Code and Resolution 71-2004 a student shall not voluntarily withdraw from school without having reached his/her 17th birthday and completed 8th grade.

Parents can give their child no greater help educationally than to assure their child's attendance at school every day. Regular attendance is necessary for success in school. The student who is frequently absent misses valuable class instruction and discussion and finds it difficult to keep up with the class, which can lead to frustration and failure. Perfect attendance should be the goal of every parent and child.

TARDY PROCEDURES

PRIMARY/ELEMENTARY (K-6) TARDY RULE: Students are expected to arrive at school on time. Students will be counted tardy to school if they arrive after the school day has begun, up to 9:00 a.m. After 9:00 a.m. those student tardies will be changed to absences for the morning session.

SECONDARY (7-12) CLASS TARDY RULE: Students are expected to arrive in their assigned class before the bell rings. A student who enters the classroom after the bell has rung will be required to sign the tardy log. Students will receive detention from the school office for class tardiness. Students who enter the class more than ten (10) minutes late will be marked absent.

ABSENCE NOTIFICATIONS

Absence Notification by Parent/Guardian: A student's parent/guardian (K-12) must contact the school secretary or attendance clerk on the morning of the absence to verify the reason for the absence. If this is not possible, verification must be given to the attendance office on the day of return.

Absence Notification To Parent/Guardian: Attempts to notify parents or guardians of their child's absence, in the event the child has not been reported absent by the parent, will occur by the end of the school day to assure that parent, guardian, or legal custodian is aware of the child's absence from school (MCA 44-2-507).

TEN DAY ABSENCE RULE

All Browning Public Schools are responsible for contacting Blackfeet Family Court when a child misses more than ten (10) days of school during a semester.

CLASSIFICATION OF ABSENCES

The following absences count against the Ten Day Absence Rule:

- **Illness:** This is an absence involving students who stay at home due to an illness; however, they do not have a medical verification slip (A).
- **Cultural Activities:** This is an absence involving students who are excused from school by their parent/guardian to participate in non-school related cultural activities (A).
- **Weather:** This absence involves students whose parents feel it is unsafe for their children to come to school due to weather related issues (A).

The following absences do not count against the Ten Day Absence Rule:

- **School Related:** This is an absence involving participation in school sponsored activities away from school. Students under school sponsorship are automatically excused and have full make-up privileges (SR).
- **Medical Absence:** Absences caused by a student's medical or dental treatment or emergency illnesses are considered medical absences. These absences must be verified in writing by an attending physician, physician's assistant, nurse or community health nurse and be provided to the building secretary or attendance clerk (MA).
- **Special Circumstances:** This class of absence may be the result of a death of an extended family member (student's parent, legal guardian, brother, sister, aunt, uncle, and grandparent). Special circumstances may also include hospitalization of extended family or other family emergencies. Verified special circumstances will result in excused absences and full make up privileges. Length of special circumstance absence determined at the discretion of the building principal (SC).

All absences have make up privileges for the student class work. Students will receive 2 days to make up the class work for each day absent. Special considerations will be made for those students who have lengthy extended absences as provided through the Office of the Principal.

EARLY CHECKOUTS (ELEMENTARY)

Students checked out before 3:00 P.M. (Monday thru Thursday) or before 2:00 P.M. (Fridays and early outs) will be counted absent for the afternoon sessions.

CERTIFIED ATTENDANCE

(Reference: Administrative Standard Operating Procedures, IV-Operations. Classified Labor Agreement and Certified Master Contract.)

It is the responsibility of each member of the staff to monitor his or her available leave and to be aware of limitations to leave as defined in the negotiated agreements and state law. *Unexcused Leave Without Pay* will be denied by the principal. The procedure listed below is to be followed in instances of *Unexcused Leave Without Pay*:

- | | |
|--------------------|---|
| First Occurrence: | Employee will receive a verbal warning from the principal. |
| Second Occurrence: | Employee will receive written warning, placed in employee's personnel file. |
| Third Occurrence: | Written reprimand with copies sent to the employee's personnel file. |
| Fourth Occurrence: | Suspension for three days without pay. |
| Fifth Occurrence: | Recommendation for termination. |

CLASSIFIED ATTENDANCE

Classified employees are employed to directly and/or indirectly provide educational opportunities to all children of the community, and that the fullest educational opportunity can only be accomplished if employees do not take leave without pay.

Unapproved leave without pay is time away from work without authorization from both the immediate supervisor and the Human Resources Director or Human Resources Designee. Leave without pay will be considered insubordination and will be subject to discipline.

LEAVE/SUBSTITUTES

In the event that a staff member may have to take some time off for personal reasons or for emergency situations, he or she should be aware that a desired substitute may not be available. Staff members who take leave must notify the building/program supervisor as soon as possible within the guidelines of the Master Contract (Certified) or Labor Agreement (Classified). In cases of emergency or illness, the staff member must call as soon as possible before 7:30 A.M. for certified and a half hour before sign in time for classified.

Each staff member must call his or her immediate supervisor and state his or her reason for the needed absence. If a staff member is able only to reach the answering machine, he or she shall leave a message and then call back between 7:00 and 7:30 AM to assure that the message was received. **It is every staff person's responsibility to report a need for leave directly to his or her supervisor.**

A substitute packet is to be provided by each classroom teacher to prepare for unexpected absences. The substitute packet shall be placed in the lesson plan book, and a copy shall be made available to the principal or assistant principal by the second week of the school year.

TARDINESS

Staff members are expected to be at work and clocked in on time. Employees who have a pattern of being late may enter into the progressive discipline process.

FAMILY MEDICAL LEAVE ACT

Browning Public Schools are required to provide up to 12 weeks of unpaid, job-protected leave to eligible employees for the following reasons:

- For incapacity due to pregnancy, prenatal medical care, or child birth;
- To care for the employee's child after birth, or placement for adoption or foster care;
- To care for the employee's spouse, son or daughter, or parent, who has a serious medical condition; or
- For a serious health condition that makes the employee unable to perform the employee's job.

For more information contact the Human Resources Director at 338-2715, Ext. 4207.

CLOCKING IN AND OUT

All staff members are required to clock in upon arrival to school and out at the end of the day without exception. Classified staff members are required to clock in and out for lunch and breaks. When staff members leave the building for lunch (certified) or school business they are to sign out and back in on the destination sheet, documenting the destination and the time they left and returned.

In the event that an employee has trouble logging in/out on the time clock, the administrator or secretary must be notified immediately.

CLASSROOM MANAGEMENT

The strength of any classroom management plan is the consistent presentation of quality instruction effectively utilizing maximum time on task. This consistency creates a strong stable learning environment designed to ensure success for all students. A structured, consistent discipline plan is the key in such a learning environment and must be utilized in each classroom site. Behavioral expectations will be clearly stated, followed and posted. Specific classroom procedures and routines will be written in a positive manner and will include recognition/consequences for rule compliance and rule infractions.

THE CLASSROOM MANAGEMENT PLAN

A classroom management plan, as outlined by the District-adopted Comprehensive Behavior Management Plan (CBPM), will consist of three components:

- A set of expectations for classroom behavior.
- A scale of specific consequences for not observing the expectations.
- Positive incentives to reinforce behavior when students follow the expectations.

IMPLEMENTING A MANAGEMENT PLAN

Once the teacher has decided upon the general classroom rules, the positive recognition when the rules are followed, and the consequences when the rules are broken, the classroom discipline plan is complete. The teacher is required to submit this discipline plan to the building principal.

The discipline plan will work effectively in the classroom if the information is taught to the students. One should view the teaching of behavior in the same light as one would view the teaching of academics. This lesson should take place the first day of school. Also, the teacher must display a discipline plan that is easily seen from anywhere in the classroom.

The following proactive measures must be completed by the teacher:

- Share the classroom discipline plan with parents and the principal at the beginning of the school year. A detailed letter explaining the plan must be sent to parents. The teacher may consider including a parent signature portion which could be returned by the students.
- Deal with a discipline problem immediately when it arises. The parents and principal must not be involved prematurely. The student must have the opportunity to correct his or her behavior through the intervention strategies offered by the teacher.
- Compile factual documentation of a student's behavior, including all intervention strategies completed. Anecdotal records must include:
 - Student's name and class.
 - Date, time, and place of the incident.
 - Description of the problem in factual, observable terms.
 - Actions taken by the teacher to correct the problem.
- Establish positive relationships with parents before problems arise through positive phone calls and notes.
- Contact parents according to the steps of the *Comprehensive Behavior Management Plan*.
- Prepare an outline before speaking to the parent about a student's problem. Include a description of the situation, what previous steps or interventions have been attempted, what transpired due to the situation, and what role you would like the parent to play in addressing the situation.
- Ask for principal involvement when counseling with hostile parents.

CONSISTENCY AND FOLLOW-THROUGH OF THE BEHAVIOR MANAGEMENT PLAN

CONSISTENCY AND POSITIVE FOLLOW THROUGH CAN ONLY HAPPEN WITH A PLAN.

Procedures within the school day must be rehearsed until they become routine to the students. This procedural foundation creates the structure for a strong learning environment.

It is expected that the teacher will handle his or her own discipline, as much as possible, by working with the student and following a predetermined plan to address negative and disruptive behavior. If the behavior progresses, the staff member must consistently contact parents or guardians to assist in working with the student before he or she is referred to the office.

Students should never be placed in the hallway or other area of the school unsupervised as a consequence. Options may include a timeout in another teacher's classroom (buddy room) and/or an immediate parent phone call.

If problems arise with a student or students, staff members shall consult with the principal or counselor to develop solutions that will deal with the situation. Staff members must not allow any inappropriate behaviors to weaken the effectiveness of the learning environment. In some situations a teacher/principal/student conference may be arranged to find solutions in a cooperative manner.

When dealing with students, staff member shall make every effort to be positive. Every employee of Browning Public Schools is a professional and is responsible for maintaining a positive, respectful learning environment. Staff members shall be firm, fair, consistent and considerate of the students.

POSITIVE RECOGNITION

Positive recognition is an issue of fairness, respect and loyalty. When a teacher recognizes students only for their inappropriate behavior, the thought conveyed to the students is one of disrespect. The message is the teacher is not on the side of the students, and, in turn, the students will surely return the sentiment. When a teacher balances firm and fair consequences with recognition of appropriate student behavior, self-respect is raised and a positive classroom environment is created.

Effective methods for creating a positive classroom environment include: individual student praise, notes to students and parents, individual rewards, class wide rewards, and telephone calls to parents.

PARENT INVOLVEMENT IN THE BEHAVIOR MANAGEMENT PLAN

Each teacher shall involve the parents as soon as the situation warrants, and keep them informed of new information on their child's behavior, either positive or negative. Each teacher must remember to give the student a chance to change behavior before parents are involved except in cases of severe behavior misconduct.

OFFICE REFERRALS

A student should be sent to the office **only** after all resources for dealing with misbehavior have been exhausted and the parents have been actively involved. Appropriate steps utilizing the behavior management plan must be documented in the classroom behavior log and on the office referral form. In such cases, the office will follow the student handbook procedure in addressing the behavior with appropriate consequences.

When students are sent to the office, they must be escorted. At no time should a student be in the hallway without supervision. A teacher must either send a referral with the student or immediately contact the office with an explanation of why the student is at the office, or the student will be sent immediately back to class with no action taken by the administrator. Administrators/office personnel may utilize the ISS room to hold the student until a referral is received and the administrator has time to meet with the student. Students may only be placed in the ISS room by administrators or office personnel. **Only those office referrals that are filled out correctly will be honored by the administration.** If the referral is not filled out correctly, the student will be sent back to class.

SEVERE DISCIPLINE INCIDENTS

Fighting, overt defiance, stopping the class from functioning, vandalism or theft, or other extreme misbehavior - Send directly to the principal.

RECORD KEEPING

STUDENT RECORDS

Cumulative Records: All information contained in cumulative folders is of a confidential nature and is to be used for professional purposes only. These folders will be kept in the cumulative-records room and will be signed out only to those with a need to know by the secretary.

Cumulative and permanent student records may indicate only that a student has a **modified curriculum** to address student needs. Information related to a specific disability or the service provided may not be permanently recorded in files other than in confidential files.

Report Cards: Report cards will be handed out at the end of each quarter. Mid-term reports are required in addition to regular communication with parents concerning their child's progress. Each teacher is responsible for assuring that the grades on the report card are accurate.

Personal Files: Parents or legal guardians may view their child's personal files. In the event that they request a copy of their child's files, the request should be submitted in writing to the building administration team. The original file contents shall remain as originals and not leave the confines of the building. The parents/legal guardians shall be provided with a copy of their child's file.

STUDENT DATA

All teachers will be responsible for keeping accurate and up-to-date data, and for providing the data as needed to the administration.

CLASS RECORD BOOK

All teachers will record grades using the electronic grade book program. Teachers are responsible for recording their grades on a weekly basis, and posting those grades to the office and to the parent portal every Friday by noon for eligibility reasons (as applicable). Teachers must also keep a hard copy of the grades either by printing a report each week and keeping it in a binder, or using a class record book. Any grades or evaluative judgment should be kept in the class record book along with a brief description of the grading scale (required at end of year with teacher checkout process). Teachers are also responsible for giving updated grades to each student on a weekly basis, either through handing each student a grade report, or recording a grade in each student's planner (as applicable).

Other record keeping may be required for the adopted District curriculums.

WRITING ASSESSMENT SCORES AND BLUEBOOK

BPS students participate in writing assessment every quarter. The first three writing assessments shall be used by teachers for the purpose of increasing a student's writing skills by reviewing the writing assessment and setting goals. The fourth quarter writing assessment bluebook for each student must be placed in the cumulative folder along with the score sheet before a teacher can check out at the end of the year. Teachers are responsible for assuring the fourth quarter writing assessments are appropriately placed in cumulative folders. The writing assessment scores are used for instructional, curriculum and program effectiveness as well as to provide specific information about each student's writing strengths and weaknesses.

OTHER RECORDS

Any other records and forms designed by the County Superintendent of Schools or the State Department of Public Instruction shall be used or compiled as directed.

CURRICULUM MATERIALS

Teachers will need to check out curriculum materials for district adopted curriculum programs. It is each teacher's responsibility to assure that these materials are taken care of and accounted for throughout the year. Teachers are ultimately responsible for curriculum materials and technology used in their classrooms, and materials are to be returned in good working condition. Teachers may be fined for damaged (excluding reasonable wear and tear), lost, or stolen curriculum or technology items.

LESSON PLANS

All teachers are responsible for providing lesson plans to the building principal on a weekly basis, or in some cases course, unit, and lesson organizers will take the place of weekly lesson plans. **Lesson plans or organizers must be based on the adopted curriculum** and show a progression through the curriculum building on skills throughout the year to accomplish the stated objectives and learner outcomes. Building specific handbooks provide further information on required lesson plans.

PACING MAPS, BENCHMARKS AND STANDARDS

Content standards describe the broad goals that individual students should attain. The content standards organize knowledge presented in the form of benchmarks. Benchmarks are statements of information and skills written for each specific grade level and specifically describe *what students should know and be able to do* at each grade level. Pacing maps (in the form of planning grids) provide teachers with the opportunity to focus on the curriculum taught over the course of the year. Focusing on "what is the knowledge" provides the planning to remain centered on essential learning, district standards and benchmarks, and meaningful connections between core curriculum areas.

The process for developing pacing maps is ongoing. Each school year teachers will look at the curriculum they are responsible for teaching. District standards and benchmarks, guides and manuals, textbooks and resource materials act as the primary focus. Planning begins as curriculum themes emerge, topics are restructured, and skills and concepts are aligned to develop interdisciplinary learning units.

POSTING INSTRUCTIONAL AGENDA

To clearly communicate what is currently being taught and what is expected of students to learn, up to date objectives must be clearly posted in the classroom for the students, parents, and the administration. The objectives should state what the student would know or learn upon completion of the unit and how the lesson is STANDARDS based. Objectives (often stated as "I can..." statements or essential questions) are necessary and should be maintained for instructional purposes. A large visible daily agenda and class schedule must be posted at the front of the classroom on or near the right side of the whiteboard.

TEXTBOOKS

Each fall textbooks for academic use will be checked out to students; teacher discretion on checkout format may vary and will be decided in consultation with the media specialist. All textbooks that are checked out directly to the teacher must be accounted for as part of teacher checkout. In the case of lost, stolen or

damaged books, the teacher must provide a letter of explanation regarding the status of damaged or missing materials. *Textbooks should be covered with book covers at the beginning of the year to ensure their text life. District Board Policy will apply in cases of damaged or lost/stolen school property; fees and fines will be assessed.*

FERPA

The Family Educational Rights and Privacy Act (FERPA) affords parents/guardians and students over eighteen (18) years of age (“eligible students”) certain rights with respect to the student’s education records. Please refer to Appendix B for specific FERPA information.

504 PLAN

It is the policy of Browning Public Schools District #9 to be in compliance with the Section 504 of the Rehabilitation Act of 1973 which states:

“No otherwise qualified individual with handicaps in the United States ...shall solely for the reasons of her/his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance under any program or activity conducted by any Executive agency or by the United States Postal Service” (29 USC 794)

Section 504 of the Rehabilitation Act was adopted by Congress in 1973 and predates the civil right legislation most educators are most familiar with, the Individual with Disabilities Education Act (IDEA). For many years Section 504’s main focus has been in the area of employment for individuals’ handicaps and for members of minorities. However, the Office for Civil Rights (OCR), charged with enforcement of Section 504, has become active in the field of education of handicapped individuals. Advocacy organizations and the legal system have focused on Section 504’s requirements to insure the education system provides the full range of special accommodations and services necessary for students with special needs to participate in and benefit from public education programs and activities.

Included in the U.S. Department of Education regulations for Section 504 is the requirement that handicapped students be provided with a free appropriate public education in the least restrictive environment. These regulations require identification, evaluation, provision of appropriate services, and procedural safeguards in every public school in the United States.

Section 504 is broader reaching legislation than IDEA and prohibits discrimination against handicapped persons, including parents, students, and staff members, by school districts receiving federal financial assistance. This includes all programs or activities of the school district receiving funds, regardless of whether the specific program or activity involved is a direct recipient of federal funds.

Browning Public School District #9 receives Federal financial assistance and therefore must comply with provisions of this act. To be in compliance with this act, Browning Public School District #9 must:

1. Not discriminate against qualified handicapped persons in all aspects of school district employment solely on the basis of handicap.
2. Ensure that facilities, programs, and activities of a school district are accessible, useable and open to qualified handicapped persons.
3. Ensure a free appropriate public education is provided each qualified handicapped person at the elementary and secondary levels, including non-academic services and activities.
4. Prohibit exclusion of any qualified handicapped person solely on the basis of handicap from participation in any pre-school education or day care program or activity or any adult education or vocational program or activities offered by a school district.

5. Provide each qualified handicapped person the same health welfare or other social services as the school district provides other persons.

EDUCATION OF HOMELESS CHILDREN

Each child of a homeless individual and each homeless child has equal access to the same free, appropriate public education as provided to other students. The trustees must assign and admit a child who is homeless to a school in the District regardless of residence and irrespective of whether the homeless child is able to produce records normally required for enrollment. The trustees may not require an out-of-District attendance agreement and tuition for a homeless child.

The federal government's legal definition of homelessness based on the McKinney-Vento Homeless Education Assistance Act is anyone who...

- Is lacking a regular, fixed and adequate nighttime residence (sub standard housing)
- Is sharing housing due to economic struggles (double-up)
- Is living in a shelter, hotel or motel
- Is living in a public place not designed for sleeping (cars, parks)
- Is an unaccompanied youth, a child or youth awaiting foster care placement
- Is a child or youth abandoned in a hospital
- Is a migrant child who qualifies under any of the above

A complaint regarding the placement or education of a homeless child shall first be presented orally and informally to the District's homeless liaison/coordinator. Thereafter a written complaint must be filed in accordance with the District's Uniform Grievance Procedure.

(Reference: Policy # 3125)

PARTICIPATING IN CHILD STUDY TEAMS (CST/IEP)

Classroom teachers have essential functions in the identification of educationally disabling conditions and development of educational plans to address the student's needs. Classroom teachers are generally the individuals in the school setting who are most likely to know the child best and have the strongest working relationship with the child. Classroom teachers also have specific data regarding the child's performance. Portfolio, anecdotal or assessment data will be provided by the classroom teacher and shared with the team. Data will be shared with the CST in order to determine how the child is functioning compared to the child's classroom peers. Classroom data shall also provide a current level of performance for IEP development. Classroom teachers and principals will participate in meetings (except for rare circumstances when the principal will identify a delegate). *Meetings will be scheduled a week in advance and will occur in a timely manner. These meetings should not be scheduled as to interrupt instructional time during the school day.* However, meetings may occasionally need to take place during instructional time and team participants may need to make necessary arrangements to attend the meetings.

SUBSTITUTE PACKETS

A substitute packet must be submitted to your supervisor by the second Friday in September. This packet is a contingency for extreme emergencies when you are unable to send full lessons and will contain the following:

- A seating chart and list of names.

- A daily/weekly schedule including when support people are in the classroom.
- Emergency assignments following curriculum expectations that may work at any time of the year in each subject area scheduled for that day. Such assignments must include specific names of textbooks necessary and any other resources needed.
- Copies of the current lesson plans.
- The substitute evaluation form, along with instructions for use.
- Emergency evacuation plans and red/green cards.
- A copy of the classroom behavior management plan
- A note that explains that movies are not allowed unless specified in the lesson plans and approved by the administration.

A substitute file for each paraprofessional will include a schedule, classroom duties, expectations, and other duty information.

To Help Your Substitute Teacher:

- Leave specific lesson plans-make activities especially interesting. Sub packets are required.
- Leave a time schedule with lessons plans. Include special activities, such as library, P.E. duties, etc.
- Place markers in texts to be used.
- Don't ask substitutes to introduce new concepts or render a test that may require your clarification for the testing matter.
- Leave the class roll book and seating chart in a conspicuous place and ensure that you receive it back.
- Be sure that the emergency crisis evacuation plan and emergency flip chart, and buddy room phone number contact list are readily accessible and identified specifically near the door or desk.
- Include a copy of the *substitute guidelines* below:

Substitute Guidelines:

- Keep a written account of all behavior in the classroom
- Take attendance the first 10 minutes of class and send a list of absent students to the attendance clerk or building secretary.
- Keep students in the classroom during the entire class period, and do not let students in the hallway for any reason. Contact the office for advisement.
- Do not allow students to use the classroom phone or teacher's computer.
- Keep students out of teacher desk and other areas, because such areas may contain confidential information.
- In the event of an emergency evacuation: follow Emergency Crisis Plan, utilize **RED** and **GREEN** placards as part of the protocol procedures.
- Do not allow students from other classrooms to enter or loiter about while substituting in a particular classroom for that day.
- Adhere to the teacher's lesson plan and keep the students engaged in learning.
- Avoid sitting idle at the teacher's desk or computer for extended lengths of time.
- Move about the room checking on students' behavior and work completion.
- Remain in the building during the plan time (If a substitute needs to leave during the day, he/she must let the building secretary know.)
- Do not place hands on students except in situations where a fight is happening or about to take place. Specific interpretation can be referenced in the **School Laws of Montana Manual, 20-4-302**.
- Use appropriate, professional language and tone of voice.

STAFF INFORMATION

ALCOHOL AND DRUG USE IN THE WORKPLACE

No employee of the District shall unlawfully manufacture, distribute, dispense, possess or use on or in the workplace any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana or any other controlled substance, as defined in the schedules I through V of section 202 of the Controlled Substances Act (21 U.S.C. 812) and as further defined by regulation at 21 CFR 14300. 11 through 1300.15. The Browning Public Schools has formally adopted a *Zero Tolerance* Policy regarding the use and abuse of alcohol and drugs when working with students. Employee conduct found in violation of this policy will result in termination from employment.

(Reference: Policy #5020, 5110, 5228)

ASSEMBLIES

Students are required to attend all assemblies unless otherwise specified by the administration. Those students who refuse to attend the assembly are to be referred to the office.

All staff members are assigned to specific supervision duties during assemblies and are expected to be in their assigned areas. Students may be removed from an assembly as deemed necessary by a staff member. Generally, all students should be dealt with directly and/or referred to the office in accordance with established building discipline procedures.

BREAKFAST/LUNCH INFORMATION

Per the negotiated agreements, staff members have duty free lunch times as follows:

- Non-Certified Staff: 30 minute lunch
- Certified Staff: as determined by the negotiated agreement

Breakfast and lunch may be purchased from the lunch counter. Employees may either pay for their meals or charge them and have that amount deducted from their paychecks. Employees are expected to pay for all food consumed. Staff members may eat meals during their lunch period but not at other times during their 8-hour day. Employees are to eat breakfast before 8:00 A.M. There will be **no free meals** provided to any staff member except in the case of special occasions as determined by the building principal. Cost for meals will be made available at the beginning of each school year.

Classified staff members are assigned to supervise the lunch recess and are expected to be in the supervisory areas for the entire lunch period. Certified staff member have a duty free lunch, but may volunteer to work lunch duty and receive a stipend of \$16/hour (pro-rated for the actual amount of time worked during lunch). All certified staff members who volunteer to work lunch duty must commit to the duty for at least one semester.

Behavior expectations should be consistent from the classroom to every other area within the school. Students must be held accountable for their behavior in the lunchroom without exception. The rules will be posted in the lunchroom and explained at the beginning of the year.

BUILDING VISITORS/GUESTS

All persons entering Browning schools will be considered visitors if they are not employees based at the facility. The front entrance shall be designated as the official entryway in receiving visitors/guests; all other

doors/exits are to be locked during the school day. **All visitors, including staff family members, must enter and exit through the front door.**

Upon entering a District #9 school all persons shall:

- Immediately report to the office staff.
- Identify self and state legal name(s) and nature of business and register on the daily log.
- The office staff will assist immediately or inform the building administration if the matter involves further consultation.
- A temporary identification tag/sticker will be issued. When visitors leave the school, they are to sign out on the register log and surrender their identification badge.

Staff members are considered visitors when they enter other Browning school buildings and must check in and out of the main office.

CERTIFIED AND NON-CERTIFIED PERSONNEL HOURS

Teachers are to be in school from 8:00 a.m. until 4:00 p.m., Monday, Tuesday, and Thursday, 8:00 a.m. until 5:00 p.m. Wednesday, 8:00 a.m. until 3:00 p.m. on Friday. Classified staff must clock in at each individual's specified time and report to duty at that time, without exception. Certified staff must clock in by 8:00 a.m. and be available in the classroom, except when on hall or outside duty. Teachers must be posted outside of their classroom doors in the hallway before the bell rings to greet students each morning. This practice is vital to starting the students off each day in a positive, structured manner. The building is open to students from 8:00 a.m. to 4:00 p.m., or later as needed due to after-school activities.

WEEKLY SCHEDULE

- Monday 8:00 a.m. - 4:00 p.m.
- Tuesday 8:00 a.m. - 4:00 p.m.
- Wednesday 8:00 a.m. - 5:00 p.m. - Extended Day
- Thursday 8:00 a.m. - 4:00 p.m.
- Friday 8:00 a.m. - 3:00 p.m. - Early Out

Staff meetings will be scheduled by the principal on a weekly basis.

CHILD ABUSE AND NEGLECT

Browning Public Schools' Board of Trustees is committed to contributing to child safety and protecting children from harm. To this end, professionals working with children (teachers, administrators, all staff) are responsible and liable for reporting suspected abuse/neglect (Montana Code Annotated 41-3-201, 1979).

41-3-201, MCA. States:

All school employees and professionals who work with children, when they know or have reasonable cause to suspect, as a result of information they receive in their professional or official capacity, that a child is abused or neglected by anyone regardless of whether the person suspected of causing the abuse or neglect is a parent or other person responsible for the child's welfare, they shall report the matter promptly to the Department of Public Health and Human Services, Child and Family Services Division's

MONTANA'S STATEWIDE TOLL-FREE CHILD ABUSE HOTLINE, (1-866-820-5427)

- Notification of the report of suspected abuse/neglect to the reporting employee's immediate supervisor and the District's Child Protection Team representative is recommended, but not required by law.
- If immediate danger to the child is suspected, call the police department (338-4000).
- If physical signs are apparent or sexual abuse is suggested refer to the school nurse or other medical practitioner immediately.
- The documentation of suspected abuse or neglect should include the following information: observations, conversations, background information, which will include dates and descriptions of instances; the names and addresses of pertinent people involved (e.g. family members, witnesses, etc.) and a signature of the reporting individual.
- Children may be interviewed in the school site by the Federal, State or Tribal officer conducting the investigation of abuse without parent notification of the interview. If considered appropriate by the investigating individual, school staff may attend and participate in the interview of the child.
- **41-3-203, MCA. Immunity from liability:** "Persons in the state of Montana who report suspected child abuse and neglect in good faith are immune from civil liability and/or criminal penalty."
- **41-3-207, MCA. Penalty for Failure to Report.**
 - (1) Any person, official, or institution required by law to report known or suspected child abuse or neglect who fails to do so or who prevents another person from reasonably doing so is civilly liable for the damages proximately caused by such failure or prevention.
 - (2) Any person or official required by law to report known or suspected child abuse or neglect who purposely or knowingly fails to report known child abuse or neglect or purposely or knowingly prevents another person from doing so is guilty of a misdemeanor.

(Reference: Policy # 2760 and MCA 41-3-101)

CLASSROOM PHONES, CELLULAR PHONES, E-MAIL, AND FAX

Staff may not make or receive calls in the classroom during scheduled instructional time except in cases of extreme emergency. Messages will be taken at the office and be made available to the staff member by the end of the day. Teachers are free to use the classroom phones for local calls. The calls must be school related and occur during their prep or lunch time. Teachers wishing to place long distance calls for school business will go through the office. Any other calls will require the use of a calling card.

Students must never be permitted to use a phone (classroom phone or cell phone) in the classroom. Staff members who allow students to use a phone in their classroom or during school hours will receive appropriate disciplinary consequences.

Use of the fax machine is for school business only. All faxes go through the office manager/secretary. A charge of \$1.00/page will be charged for anyone wishing to fax private documents.

Cell phones shall be turned off in the building and used only during break times for staff. Student cell phones are not allowed for use during the instructional school day and should be turned off upon entering the building. They are not to be taken into the locker rooms and restrooms. These devices may be confiscated and the duration decided on by the administration, and other disciplinary actions may apply.

Any staff member using a phone during instructional time or while supervising students will be reprimanded and the staff discipline procedure will be followed. (Reference: Policy #5630)

CLASSROOM SECURITY

When leaving your classroom or work area during the school day and at the end of the day, staff should lock the door leading to the hallway, and assure that windows and outside doors are locked. The District is not

responsible for any personal items that may be lost or stolen. The District encourages all staff members to keep valuable items at home or locked. The District is not responsible for any vandalism. The District encourages all staff members to have personal and/or auto insurance to cover damages.

CLUB ADVISORS/SPONSORS

At the beginning of each school year, all club advisors/sponsors will submit the organization's goals for the school year to the principal or activities director for approval. At the end of each month, the advisor will provide meeting agendas, sign-in rosters, and a progress summary report. The principal or activities director will provide the documentation to the personnel office for final advisor payment.

COMMUNITY USE OF DISTRICT BUILDING

School facilities are available to the community for education, civic, cultural, and other uses consistent with the public interest, when such use does not interfere with a school program or school-sponsored activities. Use of school facilities for school purposes has precedence over all other uses. Persons on school premises must abide by the district's conduct rules at all times. Contact the Facilities department at 338-2715 for more information.

COMPLAINTS

STUDENT/PARENT COMPLAINTS

The District recognizes that complaints regarding staff performance, discipline, grades, student progress, and homework assignments will be made by students and parents from time to time. Every effort will be made to ensure that such complaints are handled and resolved informally and as close to their origin as possible. Students, parents, and others with complaints will be encouraged to discuss the complaint directly with the staff member. All such meetings should be held in confidence and not in the presence of others.

If the complaint is not informally resolved, staff should advise the complainant that he/she may submit the matter directly to the building principal or immediate supervisor, as appropriate. The complainant will be provided with necessary formal complaint procedure guidelines in accordance with Board policy 1700.

When a complaint is made directly to the Board as a whole or to an individual Board member, it will be referred to the superintendent for appropriate building administrator follow-up.

All staff members should familiarize themselves with Board policy and applicable provisions of administrative regulations and negotiated agreements regarding the handling of complaints.

STAFF COMPLAINTS

Staff member complaints contending a violation, misinterpretation, or inappropriate application of district personnel policies and/or administrative regulations should be directed to the building principal/immediate supervisor for informal discussion and resolution.

If the complaint is not resolved informally, formal complaint procedures may be initiated by staff in accordance with Board policy and administrative regulations.

This complaint procedure may not be used to resolve disputes and disagreements related to the provisions of any negotiated agreement.

(Reference: Policy #1700)

COMPUTER/TECHNOLOGY USE

All staff (including teachers, teacher assistants, specialists, and secretaries) may not use computers for personal reasons (e-mail, internet, games, etc.) during scheduled instructional or duty time. Computers should only be used during class for instructional purposes related to the scheduled daily lesson.

ELECTRONIC COMMUNICATION

The Browning School District uses electronic resources as powerful and compelling educational tools. While social networking websites, texting, and the like can offer learning opportunities, problems and dangers may result from the use of this technology. The widespread popularity of these technologies has created potential liabilities for educators.

By maintaining professional standards of behavior, potential liabilities may be mitigated. The Professional Educators of Montana Code of Ethics requires District staff to maintain a professional relationship with each student, both in and outside the classroom. The District encourages all staff to read and become familiar with the Code of Ethics.

District staff is advised and expected to maintain professional relationships with students. Staff is further reminded that the same types of relationships, exchanges, interactions, or behavior that would be unacceptable in a non-technological medium are unacceptable in a technological medium, in or out of school. Due to the vastly increased potential audience and the potential blurring of the professional relationship in digital communication, extra caution must be exercised by staff. Violation of professional standards may result in disciplinary action up to and including termination, discharge or nonrenewal of the contract of employment.

(Reference policy #5460)

COPYRIGHT

A variety of machines and equipment for reproducing materials to assist staff in carrying out their educational assignments is available to staff in both the school and home setting.

Infringement on copyrighted material, whether prose, poetry, graphic images, music, audio tape, video, or computer-programmed materials, is a serious offense against federal law, a violation of Board policy, and contrary to ethical standards required of staff and students.

All reproduction of copyrighted material shall be conducted strictly in accordance with applicable provisions of law. Unless otherwise allowed as "fair use" under federal law, permission must be acquired from the copyright owner prior to reproduction of material in any form.

The viewing of movies is allowable only as direct instruction. Movies must be directly related to the curriculum and approved by the principal prior to the viewing. All movies must be age-appropriate, and "R"

or more strongly rated movies are not allowed. See the library media specialist for more specific copyright information.

DISMISSAL OF CLASSES

Teachers should never dismiss a class before the established dismissal time. Detaining the entire class after dismissal time is also discouraged. Whenever individual students are detained after class, the teacher is expected to provide the student a note for the student's next class teacher. This will help reduce unnecessary hall traffic, as students reporting to class late will need to account for their tardiness.

DISTRICT POLICIES, MASTER CONTRACT, AND LABOR AGREEMENT

The District Policy Manual is available for check out from the building principal and is posted on the district website. The Certified Master Contract and Classified Negotiated Labor Agreement are available from the building union representatives and on the school website. Staff members are responsible for becoming familiar with district policies as well as the guidelines within the negotiated agreements.

EMERGENCY CLOSURES

If a weather or other emergency occurs, and/or all roads are closed by 7:00 A.M. by the Montana Highway Patrol and B.I.A. Roads Department, schools will close. Announcements will be made on 96.7 FM - KZIN, 1150 AM - KSEN; 560 AM- KMON; KBWG (Thunder Radio) 107.5, Local TV and KFBB. The District will attempt to make up the missed day on the following Saturday or add the day to the end of the school year. A phone tree will be distributed to all staff for use in the event of delayed openings or school closures. Each staff member shall assure that their personal contact information is updated on the school phone tree.

EMERGENCY PROCEDURES AND DISASTER PLANS

All staff will be provided with a copy of the district's emergency procedures plan, including detailed staff responsibilities in the event of emergencies such as disorderly behavior, unlawful assembly, disturbances at school activities, natural disasters, fire, and illness or injury of a student or staff member.

Copies of the emergency procedures plan will be available in the office. (Reference: Policy #8301)

FAIR LABOR STANDARDS ACT

Regular working hours for all classified staff will be set by the building principal. Classified staff members are not to work before, beyond, or outside their established working hours and are not to work overtime without prior authorization from the building principal.

All time sheets must be a true reflection of all time worked, whether it is more or less than regularly scheduled work hours.

Failure to comply will result in disciplinary action in accordance with applicable provisions of Board policy, administrative regulations, and negotiated agreements.

Overtime is defined as time worked over 40 hours in one week. A week is defined as seven consecutive days covering Sunday through Saturday.

FIELD TRIPS

It is sometimes advantageous to go on field trips in order to provide for concrete experience and an extension of the classroom for our students. Preplanning should include prior discussion with the students in areas of safety, proper behavior, and other expectations. Our community has many resources for the study of history, government, economics, etc. The more our schools are involved in the study of our community, the more effective our schools can be serving the needs of our youth.

- All field trips desired must be submitted prior to the end of September for consideration and approval for the entire year.
- Upon approval, a yearlong trip sheet will be made available to the director of transportation for his records. It is advised to consult with the principal and/or transportation director if there are any changes or adjustments.
- Parental consent forms should be on file with emergency numbers and other vital information. The information on the consent forms should be verified with the school secretary prior to taking the trip. Eating accommodations should be made well in advance to the principal and director of food services.
- All names of the students going on the trip must be submitted to the school nurse at least a week before the trip is to take place so she can plan for administering of medication during the trip.
- School funding is a factor in many cases and may not be available to accommodate all requested field trips.
- Staff members, including the bus driver, are not allowed to bring their children on any school field trip.
- Without prior approval of the administrator, staff members are required to ride the bus to and from the destination with students.
- Parent chaperones are welcome, but their children, other than the student involved in the field trip, are not allowed to attend. Unless the parents are school district employees, they must never be left alone with children other than their own.
- Students must travel to and from the event on transportation provided by the school district. Exceptions are made when parents provide a written request and receive prior approval to transport their students after the event/activity.
- In the event that an unforeseen emergency happens while on field/sports trips, staff members shall follow specified protocol for handling these emergencies in accordance with the Browning Public Schools "**Emergency Procedures Checklist:**" **Basic Emergency Response** and **Injury** sections. (Reference: Policy #3700, 8132)

GIFTS AND SOLICITATIONS

Staff members are to avoid accepting anything of value offered by another for the purpose of influencing his or her professional judgment. No organization may solicit funds from staff members within the schools, nor may anyone distribute flyers or other materials related to fund drives through the school without building principal approval.

The solicitation of staff by sales people, other staff, or agents during on-duty hours is prohibited without building principal approval. Any solicitation should be reported at once to the building principal.

GRIEVANCES

Refer to applicable provisions of certified and/or classified negotiated agreements, or board policy, as appropriate.

GUEST SPEAKERS

Guest speakers may be used by teachers from time to time, when such use is consistent with educational goals and with a demonstrable relation to the curricular or co-curricular activity in which the participating students are involved. Teachers are expected to inform the building principal of the date, time, and nature of the presentation whenever such use is planned.

Prior building principal approval is required whenever the guest speaker and/or presentation may be reasonably considered controversial. Teachers must remain in the classroom whenever a guest speaker is present.

HEALTH INFORMATION

A school nurse is available to students during school hours. If a child becomes ill during the day the nurse examines the child and determines if the parent should be notified and the child be sent home. Staff members shall not send an ill student to the office without the student first seeing the nurse. The nurse's schedule will be posted in the office as well as the nurse's office. All accidents that happen during the school day must be reported to the office and the nurse. The nurse maintains a health record for each student in the building with parent cooperation. Guidelines for giving medication to students during the school day are below.

ADMINISTRATION OF MEDICATION

Montana state law and the Administrative Rules of the Board of Nursing (effective May 27, 1994) allow licensed nurses to delegate specific nursing tasks to unlicensed persons. In the school setting, this allows the school nurse to delegate administration of student medication to specific school personnel. In compliance with State Statute, the Board of Education directs the following protocol to be followed:

At the beginning of each school year, the school nurse, in consultation with the building administrator, will delegate to two to three school personnel the administration of student medication. The school nurse will conduct a training session with the delegates for the purpose of providing procedural information on medication administration. This training will include a detailed review of the school medication policy and regulation.

When a student/parent presents with a medication order, the delegate will contact the school nurse to review the prescription, dosage, and scheduling and potential side effects. The school nurse will initiate a supervisory visit on a regular basis or as needed to evaluate the process of delegation of administration of medication and assess the therapeutic outcome of the prescriptive process. Documentation of all results shall be recorded in the individual client file. Documentation will be maintained on all training sessions and supervision.

ACCIDENTS

If you or any staff members are injured on the job, report it to the principal as soon as possible and fill out a Report of First Injury form to turn into the principal and business office. This form is available in the office. The accident report form is necessary for Workman's Compensation and the district's insurance to handle any claims properly. Paperwork must be filled out within 24 hours of the accident in order for the claim to be processed.

STUDENT ACCIDENT REPORTS

If a staff member witnesses a student accident, or if a student reports an accident to a staff member, it is the responsibility of the staff member to fill out an accident report form and Proof of Claim form. Accident report forms are available from the school nurse or the front office. The forms must be filled out and returned to the school nurse as quickly as possible.

COMMUNICABLE DISEASE/BLOOD BORNE PATHOGENS/INFECTION CONTROL PROCEDURES

The district provides for the reasonable protection against the risk of exposure to communicable disease to all staff while engaged in the performance of their duties. Protection is provided through immunization and exclusion in accordance with Montana Code Annotated and the Administrative Rules of Montana. Infection control procedures, including provisions for handling and disposing of contaminated fluids, have also been established through Board policy and administrative regulations for staff and student protection. All staff shall comply with measures adopted by the district and with all rules set by the Montana State Health Department and the county health department. Staff members have a responsibility to report to the district when infected with a communicable disease unless otherwise stated by law.

INVENTORY

Each teacher will be responsible for keeping an inventory of all furniture, technology, and books used in his or her classroom or workspace. Inventory lists will be turned in as part of the check-out procedures at the end of each school year.

KEYS AND ALARM CODES

Each teacher is issued a building key that allows access to the front door near the office and his or her classroom(s). Security of the building is primary. A teacher should be the only person to use his or her keys or alarm code, without exception. When the key is signed for at the beginning of the school year, the staff member is responsible for that key until it is checked in at the end of the school year. Any lost or stolen key (s) will be charged to the responsible staff member for the cost of replacement. **Students must never be given access to staff keys.**

An alarm code is also issued at the beginning of the school year. When a staff member enters the building after hours, the code must be entered within 30 seconds. If the alarm sounds before the code is entered, the staff member must enter the code to disarm the alarm. Then a call must be made to Interstate Alarm at 1-(800)-344-4546 (*follow calling instructions*) to notify them that a district employee triggered and reset the alarm, or the police will be dispatched to the building. It is also recommended that the staff member call the Law Enforcement Office at 338-4000 immediately. (Please! DO NOT CALL 911).

MAINTENANCE SERVICE

Although custodians are in the school throughout the day, it is the responsibility of all staff and students to keep the school clean. In a collaborative effort and as part of normal everyday cleaning, each class will pick up the paper on the floor in the classroom, place chairs on desks, and leave the room in an orderly fashion before the custodian enters the room to clean. Teachers should ensure that students tidy the room following special projects that involve paint, glue, paper projects, etc. **STUDENTS SHOULD NOT BE ALLOWED TO USE ANY CLEANING SOLVENTS.** When cleaning, staff should exercise care and follow safety guidelines with cleaning products.

Request for special cleaning or problems should be made through the office in writing.

In case of emergency, call or send a student to the office.

MOVING CLASS/HOLDING CLASS OUTDOORS

From time to time, teachers may find it necessary to temporarily move a class from their scheduled room or teaching area. Teachers are responsible for ensuring that both the office and students are informed of the change.

As holding classes outdoors often presents a distraction to students in the class, as well as to staff and students in other classrooms, teachers are expected to conduct their classes in their scheduled rooms.

From time to time, certain class assignments may be more appropriately conducted outdoors. Prior building principal approval is required for all such activities.

PARTICIPATING IN POLITICAL ACTIVITIES

Staff members may exercise their right to participate fully in affairs of public interest on a local, county, state, and national level, on the same basis as any citizen in public or private employment and within the law.

Staff members may, within the limitations imposed by state and federal laws and regulations, choose any side of a particular issue and support their viewpoints as they desire, by vote, discussion, or persuading others. Such discussion and persuasion, however, may not be carried on during the performance of district duties.

On all controversial issues, staff members are expected to make clear that the viewpoints they represent are personal and are not to be interpreted as the district's official viewpoint.

Staff members are prohibited from using any District facilities, supplies, technology, time, or equipment for purposes of political activities.

PAYROLL

Employees with payroll concerns or questions should visit with their supervisors in regard to the concerns. The supervisor will then contact the payroll department if additional information is needed.

PERSONNEL RECORDS

An official personnel file is established for each person employed by the district. A staff member's personnel file may contain such information as applications for employment, references, records relative to compensation, payroll deductions, evaluations, complaints, and written disciplinary actions.

All records containing medical-condition information, such as workers' compensation reports and release/permission to return to work forms, will be kept confidential, in a separate file from personnel records.

All personnel records are considered confidential and not open to public inspection. Access to personnel files is limited to use and inspection only by the following or as otherwise required by law:

- The individual employee. An employee or designee may arrange with the personnel office to inspect the contents of his or her personnel file on any day the personnel office is open for business;
- Others designated in writing by the employee;

- The comptroller or auditor, when such inspection is pertinent to carrying out their respective duties, or as otherwise specifically authorized by the Board. Information so obtained will be kept confidential. No files will be removed from their central location for personal inspection;
- A Board member, when specifically authorized by the Board. Information will be kept confidential. No files will be removed from their central location for personal inspection;
- The superintendent and members of the central administrative staff;
- District administrators and supervisors who currently or prospectively supervise the employee;
- Employees of the personnel office;
- Attorneys for the district or the district's designated representative on matters of district business.

The superintendent may permit persons other than those specified above, to use and to inspect employee records when, in his or her opinion, the person requesting access has a legitimate official purpose. The superintendent will determine, in each case, the appropriateness and extent of such access.

In accordance with federal law, the district is required to release information regarding the professional qualifications and degrees of teachers and the qualifications of aides/paraprofessionals to parents upon request, for any teacher or aide/paraprofessional who is employed by a school receiving Title I funds, and who provides instruction to their child.

Release of personnel records to parties other than those authorized to inspect them will be only upon receipt of a court order.

RELEASE OF GENERAL STAFF INFORMATION

A staff member's address and personal phone number will not be released by the District. Such information may be disclosed if a staff member authorizes the district to do so.

The District may also disclose information about a former employee's job performance to a prospective employer, under the following conditions:

- Disclosure of information is upon the request of the prospective employer; or
- Disclosure of information is upon the request of the former staff member;
- The information is related to job performance;
- The disclosure is presumed to be in good faith.

The District will not disclose information that is knowingly false, deliberately misleading, rendered with malicious purpose, or is in violation of the staff member's civil rights.

SMOKING AND TOBACCO USE

In accordance with the NCLB Act and Montana Tobacco Free Schools and Clean Indoor Air Act 2005, all forms of tobacco use are not permitted on school grounds/property as defined in the Acts.

(Reference: Policy #5190)

STAFF EVALUATION

Evaluation of Certified staff will take place throughout the entire year. Non-tenured staff members are formally evaluated in November and February. Tenured staff receives a formal evaluation in February. Evaluation will be based on the district assessment tool, individual teacher's goals for the year and progression with those goals, improvement in student achievement for all students in the classroom, and

overall effectiveness of the teaching and learning environment. Classified staff will be evaluated once before the end of each school year.

STAFF MEETINGS/MONDAY PROFESSIONAL DEVELOPMENT

Attendance at staff meetings and Monday Professional Development is mandatory. Sign in sheets will be utilized to verify employee attendance. Leave must be taken if employees do not attend the meetings.

Weekly staff meetings are scheduled by the building principal to meet the needs of each individual building. Sign-in sheets will be utilized during these meetings. Requests for agenda items should be submitted in writing to the principal. The principal will determine which items will be placed on the agenda.

During staff meetings and professional development, it is expected that staff members will respect the presenter through giving him/her their full attention. Do not bring homework, cell phones, or other items that will distract from the presentation.

SUPPLIES

In the spring of each year, inventory of textbooks and supplies necessary for the following school year should be requisitioned as part of the building budgeting process. The new supplies will arrive in the fall of the year in order to for each teacher to be prepared for the first day of school.

TEACHING ABOUT RELIGION

Religious education is the responsibility of the home and religious institutions. Public schools are obligated to maintain neutrality in all such matters.

However, as religion influences many areas of education, such as literature and history, its role in civilization may be taught when consistent with curriculum and teaching assignment. In such instances, teachers may provide information and opportunity for students to study the forms of various religions.

Teachers may not advocate, openly or covertly or by subtlety, a particular religion or religious belief.

VOLUNTEERS

School District #9 welcomes and encourages volunteers in the school setting. However, we also place the highest of priorities on the safety and well-being of our students and staff members. Adult volunteers in a school setting are governed by a number of school board policies. BPS Policy # 5121 – Scope of Personnel Policies and #5122 – Fingerprints and Criminal Background Investigations are the policies that govern volunteerism in the schools. When Policy #5122 does not apply, the volunteer must be accompanied by the classroom teacher at all times. The teacher does not leave the volunteer alone to supervise students.

Every building administrator must approve a teacher's request for a volunteer. Teachers are highly encouraged to utilize the Board approved consultant list when seeking cultural consultants for their classroom.

VIDEO SURVEILLANCE

The Board authorizes the use of video cameras, which may include audio, on District property to ensure the health, welfare, and safety of all staff, students, and visitors to District property, and to safeguard District facilities and equipment. Video cameras may be used in locations as deemed appropriate by the Superintendent.

The District shall notify staff and students through student/parent and staff handbooks that video surveillance may occur in District property. Students or staff in violation of Board policies, administrative regulations, building rules, or law shall be subject to appropriate disciplinary action. Others may be referred to law enforcement agencies.

Video recordings may become a part of student's educational record or a staff member's personnel record. The District shall comply with all applicable state and federal laws related to record maintenance and retention. (Reference: Policy #3235)

APPENDIX A – ASBESTOS NOTICE

ANNUAL ASBESTOS NOTIFICATION TO PARENTS, STUDENTS, AND EMPLOYEES OF THE BROWNING PUBLIC SCHOOL DISTRICT

(Required by the Asbestos-Containing Materials in Schools Rule §§ 763.84© and 763.93(g) (4))

Asbestos is a naturally occurring fibrous mineral, which, until about 1980, was commonly used in building construction. Asbestos will not burn, is an excellent insulator, has great tensile strength, is resistant to chemicals, is nonconductor of electricity, and absorbs sound. Examples of *asbestos-containing building material (ACBM)* are vinyl floor tile, sprayed-on acoustical ceiling material, pipe and boiler insulation, and roofing felt. As ACBM deteriorates over time, or is disturbed by maintenance, renovation, or demolition activities, it may become friable, i.e., it is capable of being reduced to powder by hand pressure. When ACBM becomes friable, asbestos fibers are released into the air. Inhalation of these airborne, microscopic asbestos fibers has been proven to cause such fatal diseases as lung cancer, mesothelioma (cancer of the lining of the lung or abdominal cavity), and asbestosis (scarring of lung tissues). Uncontrolled asbestos contamination in buildings has been, and remains, a significant environmental and public health issue. In 1986, Congress enacted the *Asbestos Hazard Emergency Response Act (AHERA)* to require public and private, secondary and elementary schools to identify ACBM in their school buildings and take appropriate actions to control the release of asbestos fibers. In 1987, the US Environmental Protection Agency finalized a regulatory program, which enforces the AHERA mandate. These regulations are incorporated within the *Asbestos-Containing materials in Schools Rule* (40 C.F.R. Part 763, Subpart E).

In compliance with the *Asbestos-Containing Materials in Schools Rule*, each Browning school had its school buildings inspected by an asbestos inspector, accredited by the State of Montana. During that inspection, areas of suspect ACBM were identified. The type, condition, and location of this ACBM were noted. Samples were taken of some or all of the suspect ACBM. Laboratory analysis of these samples confirmed the presence or absence of ACBM. Suspect ACBM not sampled and analyzed were assumed to contain asbestos. Confirmed and/or assumed ACBM currently remain in certain locations in our school building(s) Floor *tile – Kitchen, hallway and storage room.*

Upon confirmation of the presence of ACBM, an Asbestos Management Plan was developed for each of the school buildings in the School District by an asbestos management planner, accredited by the State of Montana. The *Asbestos Management Plans* shows that *there is floor tile that has ACBM but no threat is there for the staff or students. This tile is kept sealed and waxed.* These Plans describe past response actions taken to

abate ACM, as well as response actions planned for the future, including replacing or repairing tile as needed. The Asbestos Management Plans provide information on the periodic monitoring of the condition of ACM remaining in our school buildings through triennial reinspections, conducted by accredited asbestos inspectors, and through triennial reinspections, conducted by accredited asbestos inspectors, and through semiannual surveillance, conducted by trained school maintenance staff.

A copy of the Asbestos Management Plan is available for your review in the School District administration office during regular office hours. Leslie Munro, Director of Facilities, is the designated Asbestos Program Coordinator for the School District. Please direct all inquiries regarding the Asbestos Management Plan(s) to him at telephone 406-338-2715 ext. 203. (Reference: Policy # 9350

APENDIX B – FERPA NOTICE

Family Educational Rights and Privacy Act (FERPA) Annual Notice of Student Education Record Privacy

Parent/Guardian:

The Family Educational Rights and Privacy Act (FERPA) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive federal funds.

FERPA gives parents certain rights with respect to their child's education records. When a student reaches the age of 18 or attends a post-secondary school or college, the parent's rights transfer to the student and the student is then an "eligible student" under the law.

Under FERPA, parents and eligible students have the following rights:

- 1) To inspect and review the student's education records maintained by the school within 45 days of the school's receipt of a written request. The request should identify the record(s) being inspected. The school is not required to provide copies of records and may charge a fee if copies are requested. The following staff person may be contacted to seek access to your child's record:

Name of Staff: _____ Telephone: _____

Email Address: _____

You will be notified of the place and time the record(s) may be available for review.

- 2) To request that a school correct records believed to be inaccurate or misleading. The request must be in writing and clearly specify: (a) the part of the record requesting to be changed, and (b) why it is inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student has the right to a hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement in the record about the contested information. The school is not required to consider requests for grade or disciplinary decisions, opinions of school officials in the education record, or the child's special education determination. The following staff person may be contacted to request an amendment to your child's record:

Name of Staff: _____ Telephone: _____

Email Address: _____

- 3) To control the disclosure of their child's personally identifiable information from their education record. The school or district must, with certain exceptions, obtain parent written consent prior to the disclosure of personally identifiable information from education records. An exception which permits disclosure without consent is disclosure to school staff with legitimate educational interests, such as a person employed by the district; a person serving on the school board; a person or company with whom the district has contracted to perform a special task (such as an attorney, auditor, or therapist); or a parent or student serving on an official committee, such as a grievance or disciplinary committee or assisting another school official; and/or an official of another school district in which a student seeks to enroll. A school official has a legitimate education interest if the official needs to review an education record in order to fulfill a professional responsibility. A school district may also disclose personally identifiable information from education records without prior written consent to appropriate parties in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals. Student directory information may also be disclosed without prior consent if the categories to be disclosed are designated and parents are given the opportunity to opt out prior to disclosure.

You have the right to file a complaint with the U.S. Department of Education at the following address if you feel the school district has failed to comply with the requirements of FERPA:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

APPENDIX C: STAFF ACCEPTABLE USE POLICY

1 **Browning Public Schools**

2 **Policy: *Staff Acceptable Use of Technology Agreement***

3 **Regulation: #5460F**

4

5 At Browning School District #9, we believe that technology is a powerful tool to enhance learning, enabling
6 students and staff to access information and collaborate with others across the school, community, and the
7 Internet. We believe that all students, staff and parents must be good digital citizens by following standards of
8 *acceptable use* when using either school-owned technology (software, hardware, school network, Internet) or
9 their own personal electronic device for school purposes while employed at Browning School District #9. The
10 declaration below outlines these standards of acceptable use. Once signed, it will act as an agreement between
11 Browning School District # 9 and

12

13

14 _____
15 Staff member's name (printed)

16

17 This declaration must be reviewed and signed by the staff member in order to use *school technology* (including
18 computers, cameras, tablet devices i.e. iPads, etc.) while on or off campus or to use their own *personal electronic*
19 *devices* while on campus.

20

21 **Section A: Staff Member Declaration**

22 As a staff member of Browning School District #9, I value having access to technology to support my teaching or
23 support position. I know that along with this privilege goes great responsibility. To demonstrate my commitment
24 and understanding of the level of responsibility that is required, I agree to each of the expectations and guidelines
25 listed below.

26

27 • I understand that having access to technology in school is a privilege and that this privilege may be
28 revoked if I fail to fulfill my responsibilities as a user of this technology. I will comply with all the
29 policies and rules pertaining to the use of technology, which the district has established or may establish
30 in the future.

31

32 • When connected to the Internet, I will not reveal any information protected under FERPA or other laws
33 and regulations.

34

35 • I will take full responsibility for, and respectfully use, the technology available to me in the district. For
36 example, this means I will use proper care if transporting, handling or operating any electronic device
37 (e.g. computer, camera, tablet device, etc.) while in district, whether it belongs to the district, another staff
38 member, a student, or myself.

39

40 • I understand that the district uses a content filter on its Internet access, yet I know it is possible that I may
41 encounter inappropriate material. I will immediately close the application(s) that depicts this material and
42 report it to the technology director or their designee.

43

44 • I understand that personnel from District Technology have access to information about every web page I
45 visit and files I create on school computers. I further understand that all e-mail communications are
46 archived for an indefinite period of time as well as the district may utilize various electronic monitoring
47 devices and/or software. I am aware that this information may be monitored and viewed by appropriate
48 district personnel for any reason. I understand that this limits privacy as it pertains to the use of the
49 technology that is assigned to me and information that is stored on school-provided (local and web-based)
50 file storage spaces. I further understand that I will make no attempt to circumvent the district's filtering or
51 monitoring solutions.

52

53 • I will not download or install any software, music, movies, or files of any nature unless I have been
54 granted specific permission to do so by district technology and the copyright holder grants permission or
55 proper licensing has been secured.

56

- 1 • I will always log out of the computer when finished using it, or when moving out of sight of the
2 computer. (Any actions done on a computer when YOU are logged in are directly traceable to you.) I will
3 not access or use the account of a student or another staff member. If I notice another student or teacher
4 has not logged out of a computer I am using, I will notify them (if possible) and log out.
- 5 • I will use a camera (or any device with a camera, e.g. cell phone, netbook, laptop, etc.) to take photos
6 during school in an appropriate and responsible way both in school and on school supported field trips.
7 School Administration may search my camera/phone/netbook memory if they feel school rules or laws
8 have been violated.
- 9 • I will not create, use, display, or store any offensive, obscene, inflammatory or defamatory language or
10 images. I will not use the technology in any way that negatively affects students or other staff members.
- 11 • I understand the use of district technology resources for purposes of personal gain (i.e running a business)
12 or for the promotion and/or support of individuals running for political office are prohibited.

13
14 **Section B: Staff members bringing their own personal electronic device to school**

15 Staff members in the district may bring their own personal electronic devices (*including digital cameras,*
16 *computers, web-enabled phones or personal devices (e.g. iPads, iPod touches, Kindle Fires, Android Tablets,*
17 *laptops, etc.)* which may or may not be able to connect to the school wireless network. When at school, all of the
18 above conditions apply to these staff-owned, personal electronic devices, in addition to the following:

- 19 • I will only connect to the school wireless network, and NOT to the school's wired network, nor any other
20 (external) wireless network. This includes NOT connecting to 3G/4G or cellular type networks while on
21 school campus. Appropriate permission will be secured through the building administrator and district
22 technology to make Internet resources available through the district filter on a temporary basis.
23 *This is a condition of the district's e-rate application and jeopardizes a significant funding source to the*
24 *district should the district be found to provide non-filtered access to students and/or staff.*
- 25 • The device I am using will have virus protection software that is up-to-date.
- 26 • I will turn off all peer-to-peer (music/video/file-sharing) and streaming software services on my device
27 while connected to the school network.
- 28 • I understand the security, care and maintenance of my device is my responsibility. I will securely store
29 and charge my device when not in use.
- 30 • I understand that the district is not responsible for the loss, theft or damage of my device. I am fully
31 responsible for my property while it is at school. I understand that should I leave my device in the custody
32 of another staff member or student that they are not responsible for the loss, theft or damage of my
33 device.
- 34 • I understand that personnel from District/School Administration may access my personal electronic
35 device if there are reasonable grounds to believe that there has been a breach of district rules or law and
36 that a search of the device would reveal evidence of that breach whether that search does or does not
37 reveal a breach. This may include, but not limited to, audio and video recording, photographs taken on
38 school property that violates the privacy of others, issues regarding bullying, verification that the staff
39 members device is connected to the school network correctly, etc. The staff member further agrees to
40 provide appropriate passwords or log into devices to assist in this section.
- 41 • I will follow standards of professional conduct in the use of audio/video recording devices in school.

BROWNING HIGH SCHOOL STAFF INFORMATION

INSTRUCTION

Browning High School instructional efforts are guided by our Continuous Literacy Improvement action plan. The action plan sets forth goals and action steps that address what we want to improve and how we will go about implementing the plans for improvement. Some of the action steps include:

- Analyzing and using data to guide instruction and set goals
- Implementing tiered support in each classroom to address varied academic needs of students
- Implementing an instructional framework to guide instructional expectations in every classroom
- Monitoring implementation of both tiered support and the instructional framework through administrative/coaching walkthroughs
- Utilizing a structured agenda at weekly department meetings and bi-monthly School Improvement Team (SIT) meetings to guide data discussions and monitor implementation of the Continuous Literacy Improvement plan
- Providing professional development to assure success implementation of the Continuous Literacy Improvement action plan
- Using video reflections to help teachers analyze and improve their classroom instruction

To assure that efforts toward Continuous Literacy Improvement are successfully institutionalized at BHS, the following Instructional Framework and non-negotiables are to be fully implemented in every classroom.

Teachers are expected and required to implement the non-negotiables and Instructional Framework in their classes, and implementation will be monitored by administration and coaches. If teachers need extra-support to fully implement these expectations, they will be provided coaching support from the instructional coaches and administrative support through additional professional development in the needed areas.

INSTRUCTIONAL NON-NEGOTIABLES

The following non-negotiables are expected to be implemented in every classroom, every day:

- course and unit organizers
- lesson plans based on the AVID format
- use of AVID strategies
- bell ringer/closing activity (formative assessment)
- objectives/essential questions/anticipatory set
- differentiation of instruction (Tier 1-2-3 Halo)
- STUDENT ENGAGEMENT BELL-TO-BELL
- checks for understanding

INSTRUCTIONAL FRAMEWORK

Initial Learning



DOMAIN 2

Creating an Environment of Respect and Rapport (2a)

Classroom interactions between the teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.

- Teacher demonstrates knowledge and caring about individual students' lives beyond the classroom and school.
 1. The teacher inquires about a student's basketball game last weekend.
 2. A student praises another student for their effort during the cross-country meet.
- There are demonstrated respectful behaviors among students.
 1. A student saying please and thank you.
 2. Students not interrupting other students.
 3. Students demonstrate enthusiasm for other students.
- Students respectfully correct other students.
 1. A student questions a classmate: Didn't you mean? And the classmate reflects and responds positively.
- Teachers respect and encourage positive student behavior.
 1. Teacher offers directed praise to student(s) working in a group cooperatively.
 2. Teacher praises a student for focusing on them during a lecture.
 3. Teacher uses student's names.
- Students participate without fear of put-downs or ridicule from either the teacher or other students.
 1. A student telling another student that their idea was thoughtful.
 2. A teacher says to a student "thank you for sharing your thoughts."
- The teacher respects and encourages students' efforts.
 1. "That's an interesting idea Kari, but you're forgetting....."
- The teacher successfully responds to disrespectful behavior.
 1. The teacher says "John, please stop talking!" and then the behavior stops.
 2. One student says to another "please stop talking so I can hear the teacher!" then says thank you.

Establishing a Culture for Learning (2b)

The classroom culture is a cognitively busy place, characterized by a shared belief in the

importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and or assisting peers in the precise use of language.

- The teacher communicates a passion for the subject.
 1. The teacher says, “It’s really fun to immerse yourself in the characters of the story.”
 2. The teacher says, “It is fun to anticipate how to graph the lines.”
- The teacher conveys the satisfaction that accompanies a deep understanding of complex content.
 1. The teacher says, “Doesn’t it make you feel good to see how it all works together.”
- The students indicate through their questions and comments a desire to understand the content.
 1. The student says, “What is the difference between photosynthesis and respiration?”
 2. The student says, “I don’t really understand why it’s better to solve this problem that way.”
- Students assist their classmates in understanding the content.
 1. The student says to another student, “It has to be ‘a’ instead of ‘b’ because...”
 2. The teacher says to a student, “John, I like the way you stepped in to help your group understand that...”
- Students take the initiative in improving the quality of their work.
 1. The student asks a teacher if they can redo a problem before going to the board or turning in an assignment.
- The teacher and student(s) correctly use language, with students correcting one another in their use of language.
 1. A student says the steps in the lab are..., but another student says those steps are called the scientific method.

Managing Classroom Procedures (2c)

Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.

- With minimal prompting by the teacher, students ensure that their time is used productively.
 1. A student says to a classmate, “Remember, your role in the group is...”

- Students take initiative in distributing and collecting materials efficiently.
 1. The teacher says, “Turn your work in.” The students automatically pass their papers forward, and the front students pass them to the left without being told.
- Students themselves ensure that transitions and other routines are accomplished smoothly.
 1. A student redirects a classmate to the table he should be at following a transition, “John, your group is over there by the window.”
 2. A student reminds the boy sitting next to him that he forgot to get the worksheet as he entered the classroom.

Managing Student Behavior (2d)

Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventive. The teacher’s response to student misbehavior is sensitive to the individual student needs and respects students’ dignity.

- Student behavior is entirely appropriate; any student misbehavior is very minor and swiftly handled.
 1. The teacher speaks privately and quietly to a student about behavior.
 2. The teacher does not need to reprimand any students because the student behavior was free of misbehavior.
- The teacher silently and subtly monitors student behavior.
 1. A student is texting, and the teacher gives the student a very specific look.
 2. The teacher notices that some students are talking among themselves and without a word, moves nearer to them, and the talking stops.
- Students respectfully intervene with classmates at appropriate moments to ensure compliance with standards of conduct.
 1. One student whispers to another, “Please put your phone away.”
 2. One student is answering an answer for the class during a discussion, and one boy is talking, so the student next to him asks him to be quiet.

Domain 3

Communicating With Students (3a)

The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear; misunderstandings are anticipated. The teacher’s explanation of content is thorough and clear with scaffolding and connect with students’ interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies to use in the lesson. The teachers spoken and written

language is expressive, and the teacher finds opportunities to extend students vocabularies, both within the discipline and for more general use.

- If asked, students are able to explain what they are learning and where it fits into the larger curriculum context.
 1. The principal walks in and asks a student what they are studying and what the activity is for. The student is able to explain what they are doing and why, referring to the objective.
 2. The teacher asks a student to explain the task to a student coming into class late.
- The teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life.
 1. The teacher, in explaining the westward movement in U.S. history, invites students to consider that historical period from the point of view of the Blackfeet.
 2. The teacher says, “A cell is like a fort, and every organelle has a purpose, like the parts of a fort. The mitochondria is like the kitchen, putting together the food and then providing energy to the troops.”
- The teacher points out possible areas for misunderstanding.
 1. The teacher says, “Here’s a spot where some student may have difficulty, so be sure to read that carefully.”
- The teacher invites students to explain the content to their classmates.
 1. A student explains an academic term to a classmate.
- Students suggest other strategies they might use in approaching a challenge or analysis.
 1. A student asks, “Is this another way we could think about the analogy?”
- The teacher uses rich language, offering brief vocabulary lessons where appropriate, both for general vocabulary and for the discipline (academic and content).
 1. The teacher pauses during an explanation of the civil rights movement to remind students that the prefix in-as in inequality means “not”, and that the prefix un-also means the same thing.
- Students use academic language correctly.
 1. A student says to a classmate, “I think that side of the triangle is called the hypotenuse.”

Using Questioning And Discussion Techniques (3b)

The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another’s thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.

- Students initiate higher-ordered questions.
 1. A student asks, “How many ways are there to get this answer?”
 2. A student asks other students, “Does anyone have another idea how we might figure this out?”
- The teacher builds on and uses student responses to questions in order to deepen student understanding.
 1. The teacher asks, “What might have happened if the colonists had not prevailed in the American war for independence?”
- Students extend the discussion, enriching it.
 1. A student asked, “What if Benedict Arnold had not helped the English?”
 2. A student offers a true story of a parent present at Martin Luther King Jr’s ‘I Have a Dream Speech’.
- Students invite comments from their classmates during a discussion and challenge one another’s thinking.
 1. A student says to a classmate, “I don’t agree with you because...”
- Virtually all students are engaged in the discussion.
 1. All students are tracking the teacher; hands may be up for responses.

Engaging Students In Learning (3c)

Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; student may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.

- Virtually all students are intellectually engaged in the lesson.
 1. All of the students are actively listening, writing, fully participating in all group activities, or tracking the teacher.
- Lesson activities require high-level student thinking and explanations of their thinking.
 1. Students are asked to write an essay in the style of Hemingway and to describe which aspects of his style they have incorporated.
- Students take the initiative to adapt the lesson by (1) modifying a learning task to make it more meaningful or relevant to their needs, (2) suggesting modifications to the grouping patterns used, and/or (3) suggesting modifications or additions to the materials being used.
 1. A student asks whether they might remain in their small groups to complete another

section of the activity, rather than working independently.
2. Students identify or create their own learning materials.

- Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.
 1. Students summarize the answers to the essential questions and shares with other students.

Using Assessment In Instruction (3d)

Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students' misunderstandings.

- Students indicate that they clearly understand the characteristics of high-quality work, and there is evidence that students have helped establish the evaluation criteria.
 1. The teacher refers to a rubric the students helped to develop.
- The teacher is constantly “taking the pulse” of the class; monitoring of student understanding is sophisticated and continuous and makes use of strategies to elicit information about individual student understanding.
 1. While students are working, the teacher circulates, providing specific feedback to individual students.
 2. After the teacher covered a topic or piece of information, the teacher asks students if they understand by showing thumbs up or thumbs down or using colored cards to indicate levels of understanding. Then, the teacher asks the students for examples or proof of understanding.
- Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher.
 1. The students evaluate a rough draft of written work based on a writing rubric or example paper, conferring with the teacher and/or other students for how to correct/improve their rough draft.
- High-quality feedback comes from many sources, including students; it is specific and focused on improvement.
 1. The teacher says, “I like that sentence *because* you used the correct grammar...”
 2. A student in a group says, “That is a good math solution because you included all of the steps.”
- The teacher’s adjustments to the lesson, when they are needed, are designed to assist individual students.
 1. When the teacher asks for thumbs-up or thumbs-down, she backs up the lesson to

use different analogies.

2. Most of the class holds up yellow cards, indicating questions still unanswered, so the teacher put the students into groups with their chromebooks to do more research.

Instructional Focus

The numbers & letters in parentheses show W.I.C.O.R.'s connection to Teachscape.

Initial Learning: These are the non-negotiables that must be followed and seen in place and being used.

W.I.C.O.R.

1. Cornell Notes
2. Essential Question
3. Prediction
4. Tiered Vocabulary Instructions
5. Establish a Culture for Learning (2b)
6. Establish an Environment of Respect & Rapport (2a)

Guided Learning:

W.I.C.O.R.

1. Critical Learning Strategies (3a, 3b, 3c)
2. Tiered Vocabulary Instruction
 - *Academic & Content Vocabulary (3a)

Reflective Learning:

W.I.C.O.R.

1. Critical Thinking Strategies (3b, 3c)
2. Demonstrate Mastery: Students Summarize Essential Questions
Students Share Out (2a, 2b, 3b, 3d)

Independent Learning:

W.I.C.O.R.

1. Apply Mastery: Knowledge & Skills (3c, 3d)
2. Project-based Learning (3a, 3b, 3c, 3d)