



STAFF HANDBOOK
2023-2024



School District #9, Glacier County, Montana

Browning Public Schools

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

Staff Handbook Receipt Form for Napi Elementary Addendum 2023-2024

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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Napi Elementary Staff Handbook

Addendum

Office

Only designated staff members are allowed in the office. The office is to reflect a high level of friendly customer service and professionalism, as it is the first contact for school visitors. Customer service is the number one priority in our school, therefore having non-office staff engaged in casual conversations in the office does not reflect the desired level of customer service or professionalism.

Record Keeping

All staff members are expected to meet set deadlines in regards to paperwork and assigned tasks. A friendly reminder will be provided in a good faith effort to support staff. However, discipline is to be expected for continued negligence in meeting deadlines. The following are established requirements, however, changes may be made pending school initiatives.

These items require **daily** record keeping:

- Attendance is to be taken by 8:15A.M. daily.

These items require weekly record keeping:

- Infinite Campus Gradebook—grades are to be entered weekly/Parents have daily access to their student's information.
- Program Assessment Data
- Lesson Plans
- Math Fluency Data

These items require monthly recording:

- Parent Letter
- Parent Contact form

These items are required per established dates:

- Grades—Midterms and Report Cards will be printed and mailed quarterly.
- Pre and post assessment data.
- Aimsweb Goal Setting & Testing
- PDSAs

Professional Development Binders

It is the responsibility of the staff member to submit required documents per established dates into their professional binders and maintain a log of all professional development attended throughout the academic year.

Handbook Signature Pages

Please submit the following items to Ms. Racine or Mrs. Bird per the following dates:

- Staff Signature pages—due by August 18, 2023
- Student Signature pages—due by September 1, 2023. Please provide the date that a handbook was provided to students who have not returned a signed signature page.
- Professional Goals--due by September 15, 2023

Please do not turn these items into the office.

Sub Lesson Plans

It is mandatory that sub lesson plans be available daily in case of an emergency and comply with school format. If you have scheduled leave, it is mandatory to leave detailed instructions for the dates you will be out of the classroom. Sub plans should not include use of technology.

Data Team Meeting Protocol

Unless otherwise directed, team meetings are intended for grade level team planning and data analysis. All other topics or concerns are not appropriate in team meetings and should be addressed in separate team meetings. Per District Policy #5150, professional conduct in meetings is expected.

A teacher's prep time is an extension of their work day and therefore staff are not to leave the building during this time to run personal errands. It is to be utilized for tasks that support the education process. Attendance at team meetings and extended Wednesdays is mandatory.

Printing/Copying

It is imperative that all printing is completed prior to instruction. Students are not to be sent to the office to request copies or to the staff lounge to pick up copies. Please email 'Napi Tech' if you are experiencing printing issues.

Cell Phones/Electronics

Staff are to refrain from using cell phones during work hours. Electronic devices are to be used strictly for educational purposes.

Staff are to strictly enforce the student cell phone and electronic device policy.

Student and staff usage of computers/internet must reflect identified learning objectives that are documented in the teacher's lesson plans. Staff are expected to closely monitor all computer/internet usage to ensure students are visiting the assigned or appropriate sites.

Teachers will be required to use Apple Classroom when assigning activities that require students to be on Ipads.

Birthday Parties/Celebrations

Birthday celebrations will be at the discretion of the teacher. However, the expectation is instructional time will not be lost. Snacks only will be allowed.

All other celebrations will require pre-approval, especially if they require deviation from the academic schedule.

Movies/Videos

All movies/videos must be approved by building administration prior to viewing. In the absence of a signed parent permission slip, videos/movies should be "G" rated only. All material shown from the internet needs to be previewed by the teacher to ensure content is appropriate.

Hallway Monitoring

All staff members are required to monitor hallways and assigned areas before and after school, and during all building transitions.

During building transitions teachers must be present in the hallways just prior to the bell and greeting students.

Supervision of Classes

It is **never** acceptable to leave your students unattended in the classroom. Requiring students to remain lined up outside of the classroom until the teacher is ready to go into the classroom with students is an acceptable practice. This practice is especially required during bathroom breaks.

Supervision of electronic devices

While students are using electronic devices, the teacher must be up and supervising their usage. Apple Classroom is to be utilized at all times students are on electronic devices. This ensures that students are not using this electronic device in a manner that doesn't support the educational learning goals. Use of electronic devices as an incentive should be limited. Electronic device carts are to remain locked when the teacher is absent or when they are not being used. Teachers are to ensure that students take care of all technology, including headsets. Fines will be assessed to staff/students for damage to electronic devices.

Maximizing Instructional Time

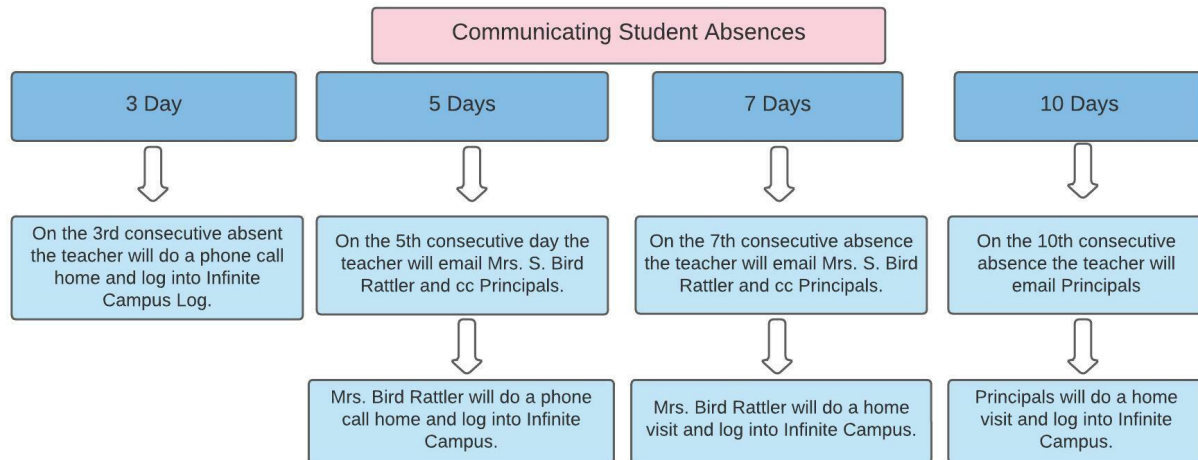
During academic blocks, instruction is expected to be bell to bell. Nothing else is to take priority over students being engaged in academic learning and according to the academic schedule.

Infinite Campus Gradebook

Teachers are required to give a grade per week per student for each content area. Infinite Campus Gradebook is to be updated and maintained weekly. Parents have access to Infinite Campus and student grades on a daily basis. Infinite Campus will be used by all staff for all record keeping and grading purposes.

Attendance

Teachers are required to take and post attendance into the electronic database every school day by 8:15 AM. If you fail to complete attendance by this time, the attendance clerk will call your classroom to provide a reminder and to ensure that attendance is accurate. Accurate attendance records are an essential operation of the school day, therefore if not completing attendance by 8:15A.M. becomes a habitual practice, discipline action may take place. The following matrix will be put into place to communicate students with consecutive absences:



Jun 13, 2022

Rosters

Teachers are responsible for ensuring that class rosters are correct. Teachers are to notify Mrs. Bird Rattler and Principals, via email, immediately with any changes and follow up in a timely manner to ensure necessary changes are made. Please inform Instructional Coaches via email when new students are added to the class roster.

Curriculum Materials

All curriculum materials that are checked out to the teacher remain the teacher's responsibility until checked back in. Teachers will be responsible for distributing materials to the students and ensuring materials are checked out to the student. If the teacher fails to follow through with this process, student materials that require a financial replacement will ultimately be the responsibility of the teacher. Curriculum materials are expected to be maintained in a manner that reflects effective organization practices.

Montana Educator Performance Appraisal System (EPAS)

This performance appraisal system is to be used by all staff to make professional decisions in the following domains: 1) Planning; 2) Classroom Environment; 3) Instruction; and 4) Professional Responsibilities. The classroom is to reflect levels of proficiency and/or distinguished in each domain. Professional goals will be identified that support continued professional growth in these domains.

Staff are encouraged to use walkthrough feedback to make instructional and procedural decisions throughout the academic year.

Classroom Bulletin Boards

Bulletin boards are to reflect the learning objectives of the classroom and the school. Classroom bulletin boards are an extension of student learning and an opportunity to show case student work.

Wednesday Professional Development

Meetings will start at 3:30 p.m. every Wednesday. Please do not bring work to meetings. Please do not schedule errands, meetings, coaching obligations, or leave. Cell phone use should only be used to address emergencies during professional development. Electronic devices should only be accessed if they are directly related to professional development. Professionalism is to be displayed at all times. Please refrain from engaging in ongoing sidebar discussions during presentations. In the event a staff member is absent during the professional development, it is 100% the responsibility of the staff member to obtain the materials and information. Napi Staff that are involved in extracurricular activities are to refrain from scheduling these responsibilities during professional development hours.

Arrangements for childcare need to be made to ensure the focus remains on professional development.

Social Media

Teachers are to refrain from accessing social media sites during instruction and plan times. It is the responsibility of teachers to remain current on appropriate social media practices for educators. It is strongly recommended that teachers reference the Montana Federation of Public Employees website for current Dos & Don'ts for Montana Teachers at www.mfpe.org.

Frontline

1. It is the responsibility of the staff to ensure absences are entered into Frontline per contract agreements. If leave is unscheduled as a result of illness or emergency, please email principals to enter leave. In case of a medical emergency that is going to require you to be late, call the office and give a specified time that you will be in. If you arrive at that specified time, your leave will be approved, and classified as sick leave.
2. If you have an emergency that causes you to be late, that is not medical, call the office. If you can provide documentation regarding the emergency your leave will be approved and classified as personal leave. If you do not provide documentation that substantiates your emergency, your absence will be classified as unauthorized leave without pay and is subject to disciplinary action.
3. Failure on the staff member's part to enter the correct leave into Frontline may result in an inaccurate number of days of leave being reflected on the staff member's paystub, and result in leave without pay status. It is ultimately your responsibility to keep track of the amount and type of leave available.

When calling-in, a specific time must be identified that you are to report to work. If this time changes, it is the responsibility of the staff member to inform the principals, prior to this time lapsing.

Grading

75%---Daily attendance, classwork and participation

25%---Formal assessments

Specialists will only award points for days that class is in session. Due to the rotation of these classes, each specialist is expected to inform students and parents that have failing grades as soon as possible.

Awards

Quarterly awards for honor roll, attendance (no more than one absent a quarter), behavior (no referrals), and one Student of the Quarter need to be provided. It is the responsibility of the teacher to ensure students are acknowledged for their achievements at school and celebrated. This is a practice that communicates to students and parents that academic performance, attendance, and behavior are valued in our school. **MEETING ESTABLISHED DEADLINES AND CHECKING FOR ACCURACY NEED SPECIAL ATTENTION TO ENSURE ALL STUDENTS RECEIVE EARNED RECOGNITION IN FRONT OF THEIR PEERS AND PARENTS. The schedule is on the 23-24 Teacher Padlet.**

Attendance Awards Criteria

Perfect Attendance:

- Have no tardies-attendance is taken at 8:15 a.m.
- Have no checkouts before 3:15 pm (M-Th) and 2:15 pm (FR or any early out)
- Zero unexcused/excused absences.
- School Related absences will not count against student
- Special Circumstance and Medical Absence (with documentation) will not count against students up to 3 days, which includes culture days.

95% Attendance:

- Students can have up to 2 absences per quarter..
- Students are counted tardy from 8:15A.M. and absent after 9:00 A.M. for a ½ day and a full day after 12:00 P.M.
- Students can be checked out during the day for no longer than 2 hours and must return at the end of the school day. (See District Staff Handbook for more information.)
- School Related and Special Circumstance absences will not count against student up to 3 days, which includes culture days.

Most Improved Attendance:

- Selected by the Building Attendance Committee quarterly.

Honor Roll

3.0% GPA or higher

4.0% GPA High Honor Roll

Appropriate Dress & Friday Casual Wear

Monday thru Thursday, office and certified staff are expected to wear professional dress attire. On Fridays' or early dismissal days, all staff may wear T-shirts with a Napi or BPS logo with their jeans to show school spirit.

Educational Field Trips—Process

See Mrs. Bird Rattler to get the Instructional Field Trip Request form and complete it. All scheduling is the responsibility of the grade-level teams. If there is a cost associated with the field trip, a requisition order must be completed and emailed to the principals for approval.

Requisitions

Requisitions are used to make purchases. It is important to complete this form entirely before submitting it for approval. All forms are to be submitted to principals for signature.

MTSS Universals

Posters with the MTSS School motto and universals will be provided to all staff. Please be diligent in teaching, reminding, and supporting students in practicing these expectations. Staff are naturally looked at as role-models and need to ensure students see them visibly practicing the MTSS universals.

Napi Elementary MTSS Matrix

	School Wide	Hallway	Cafeteria	Playground	Dismissal	Emergency Procedures
N Napi Eagles Are Safe		Walk in a single line. Keep your hands to yourself.	Walk quietly & sit first. Exit quietly.	Be aware of others' personal space. Stay in your own area.	Wait for the dismissal bell. Exit in an orderly manner with adults.	Walk quietly. Stay in the class line.
A Are always Respectful	Keep our school clean	Stop at all corners. Use level 1 voice.	User manners at all times. Clean up your area when done. Wipe down tables.	Be kind to all staff and students. Lineup when and where expected.	Respect the people around you. WALK on the right side.	Remain Calm. Stay in class. Follow all directions.
P Participate in their education	Come to class prepared. Pencils only. Follow directions.	Move quietly and quickly to avoid disrupting classes. Stay with class.	Follow all directions given by adults .	Follow the rules and schedule for all areas outside. Show sportsmanship.	Leave a clean area. Wait for all directions. Follow dismissal procedures.	Follow directions. Listen to adults.
I Inspire & Include others	Be helpful to all students.	Lead by example. Do not touch bulletin boards.	Be kind to the people sitting near you. Converse quietly with others.	Include others. Put all equipment away.	Stay together as a class. Walk through the crosswalks.	Make sure everyone in your class is safe.

Bullying Incident Report Form

When students report bullying incidents, please complete this form. It is the responsibility of every staff member to address incidents of bullying. An electronic copy is in the Teacher Google Drive.

“Cheryl”

“Cheryl” is the code word used that indicates assistance is needed in the classroom. It should only be used if an unsafe circumstance exists. When calling the office for assistance with students, please only use “Cheryl” if a student poses a threat to others or themselves. Using “Cheryl” is also appropriate if you have a person in your classroom that is making you feel unsafe.

School-wide Behavior Management & MTSS Universals

Napi Elementary is an MTSS School. MTSS refers to the application of positive interventions and system changes to achieve socially important behavior change. The process has been applied successfully with a wide range of students, in a wide range of contexts, and extended from an intervention approach for individual students to an intervention approach for entire schools.

Napi Elementary School understands the importance of developmentally appropriate social and emotional learning within our MTSS framework. Napi’s goal is to use an approach that supports the Conscious Discipline model. To help guide our work in this area DESSA and Second Step curriculums are implemented, both of which are evidence-based. Tiered support for social-emotional learning is provided by School Counselors, Good Medicine, and Altacare on our campus.

Teachers are expected to actively implement the school-wide behavior management plan and MTSS Universals. Throughout the year these plans are to be reviewed with students as needed. All steps must be documented before discipline referrals are sent to the office. Students sent to the office without a referral will be sent back to the classroom. Do not use the office for a time-out. Grade level detention will only be used for students whom reach Step 4 of the school-wide classroom behavior management plan. The school wide discipline plan is as follows:

Napi Elementary Behavior Management Plan

Classroom Plan Expectations

1. Follow directions the first time
2. Have learning tools ready
3. Use Active Listening Posture
4. Participate
5. Be Respectful & Do Your Best Work

Positives

Individual teachers will have a list of classroom incentives and rewards listed on classroom plans.

Example: Extra Recess, Positive Note Home, Tickets for School Store

Consequences

1. Warning: Student's name written in behavior log #1
 2. Calming Time & Refocusing in classroom--Students name in behavior log #2.
 3. Self-Reflection Room: Minimum of 15 minutes and parent contact--Student name in behavior log #3.
 4. Noon Detention: Assigning teacher will email the student's name to the staff member doing lunch detention. Student name in behavior log #4.
 5. Referral: Documentation of Time-Out, Calming Room, Parent Contact, and Noon Detention
- ***Teachers are required to contact parents prior to step 5. Parents may be contacted on step 1 or 2, depending on the circumstances.

Severe Clause

1. **Fighting: Fighting is defined as making contact with another student (punching, slapping, kicking etc) regardless of which student started the fight, and will not be considered a form of self-defense, and will require disciplinary action. Reasonable forms of self-defense like blocking a punch will not require disciplinary action.**
2. Anything that poses a threat or is extremely unsafe to yourself or others
3. Profanity
4. Bullying
5. Disruption of the classroom that requires office staff to remove the student
6. Students who have progressed through all 5 steps of the behavior plan in the classroom

Napi Administrative Support Plan

Parents may have the option of shadowing their child for the scheduled days of OSS so that they may remain in their homeroom class. The parent needs to remain with the child for the entire school day, including lunch and recess. Principal discretion will be used.

- **Behavior Intervention Strategies will be taught in Indigenous Calming Classroom Daily.**
- **Principals will ensure that IEPs remain a priority for students that reach the Severe or Extreme steps of the Administrative Support Plan.**

<u>Steps</u>	<u>Severe</u>
Step #1 Principal conference with student 1 Day of lunch detention Parent Contact-optional	Severe #1 Principal conference with student and up to 2 Days in the Indigenous Calming Classroom starting at 11:00* *Start time at Principal's discretion Parent Contact
Step #2 Principal conference with student 2 Days of lunch detention Parent Contact-optional	Severe #2 Principal conference with the student and up to 3 Days in the Indigenous Calming Classroom starting at 11:00* *Start time at Principal's discretion Parent Contact

Step #3 Principal conference with student 3 Days of lunch detention Parent Contact-optional	Severe #3 Principal conference with the student and up to 3 full days in the Indigenous Calming Classroom *Start time at Principal's discretion Parent Contact
Step #4 Principal conference with student 4 Days of lunch detention Parent Contact	Severe #4 Principal conference with student and up to 3 full days in the Indigenous Calming Classroom *Start time at Principal's discretion Parent Contact
Progress to Severe # 1	Progress to Extreme #1

Extreme

Students reach the extreme level through the following:

- 1. By progressing through the previous steps in the discipline plan**
- 2. Being in possession of, using, or purchasing drugs, alcohol or tobacco**
- 3. Being with others who are in possession of, using, or purchasing drugs, alcohol or tobacco.**
- 4. Assault**
- 5. Set off Fire Alarm, placed on Extreme 4**
- 6. Weapons**
- 7. Threats or violence directed towards students, staff, or school**
- 8. Building administration reserves the right to place students on any level based on his/her discretion.**

Extreme #1

Parent contact with copy of the referral
 1 full day OSS and 1 day in the Indigenous Calming Classroom.
 Mandatory re-entry meeting with team (homeroom teacher, person who wrote the referral, counselor, administrator, parent, and student)
 2 classes of one on one behavior interventions with counselor

Extreme #2

Parent contact with copy of the referral

2 full days OSS and 2 days of Indigenous Calming Classroom.

Mandatory re-entry meeting with team (homeroom teacher, person who wrote the referral, counselor, administrator, parent, and student)

3 classes of one on one behavior interventions with counselor

Extreme #3

Parent contact with copy of the referral

3 full days OSS and 2 Full days of Indigenous Calming Classroom.

Mandatory re-entry meeting with team (homeroom teacher, person who wrote the referral, counselor, administrator, parent, and student)

3 classes of one on one behavior interventions with counselor

Extreme #4

Parent contact with copy of the referral

5 full days of OSS

Mandatory re-entry meeting with team (homeroom teacher, person who wrote the referral, counselor, administrator, parent, and student)

5 classes of one on one behavior interventions with counselor

Extreme #5

Parent contact with copy of the referral

Up to 10 full days of OSS

Re-entry meeting with team (homeroom teacher, the person who wrote the referral, counselor, administrator, parent, and student) Student may be placed on an alternate schedule.

5 classes of one on one behavior interventions with counselor

Students who continue to receive behavior referrals after they have reached Extreme level #5 may be suspended from school for up to 10 days, placed on an alternative schedule, or may be recommended for expulsion.

Sexual Harassment

To safeguard students from being the victim or being the victimizer, the BPS Sexual Harassment policy and continuum is reviewed with students at the beginning of the school year and occasionally throughout the year. Napi Elementary Staff stress the importance to our students to always make good decisions about each other's personal space and that behavior that is identified in the Sexual Harassment Continuum is not acceptable. Students are cautioned to not engage in 'joking around' in regards to behavior that is identified on the continuum, as these behaviors are identified as indicators of sexual harassment.

SEXUAL HARASSMENT						
<i>A Continuum of Unwanted Sexual and Gender-directed Behavior Patterns</i>						
VISUAL	VERBAL	WRITTEN	TOUCHING	POWER	THREATS	FORCE
Ogling, Leering Staring Posters, Cartoons Graphics Magazines, Flyers Pin-ups Gestures Extreme Forms (could be criminal) Mooning* Flashing*	Requests for Dates Very Personal Questions Lewd Comments Dirty/Sexual Jokes Whistling, Cat- Calling Obscene Calls Sexual Rumors	Love Letters or Poems Obscene Letters Cards, Notes Graphics	Violation of Space Patting, Rubbing Pinching Bra-snapping Caressing Blocking of Movement Kissing Groping Grabbing	Retaliation Using Position to Request Dates or Sexual Favors Gender-directed Favoritism or Disparate Treatment Hazing Rituals	Quid Pro Quo Demands Conditioning of Grades or References for Sexual Favors Retaliation for Refusal to Comply with Requests Loss of Job or School Position Loss of Promotion	Attempted or Actual Rape Attempted or Actual Assault Pantsing Stripping Extreme Forms of Hazing Stalking Indecent Exposure* Mooning Flashing
<p><i>OFFENSIVE CONDUCT (may be illegal).....DEMANDS (illegal in all cases)</i></p> <p><i>HOSTILE ENVIRONMENT (if severe and pervasive).....QUID PRO QUO (once is enough)</i></p> <p><i>Axioms from Susan Webb: The less severe the form, usually the more it needs to be repeated before it is illegal sexual harassment. The more severe the form, the less it needs to be repeated before it rises to illegal sexual harassment from the perspective of a reasonable victim.</i></p>						

1995 Handout adaptation for educational settings by The Harper Consulting Group from sexual harassment training materials developed by GENERAL ELECTRIC in "Sexual Harassment: It's No Game" by the Center for Women in Government, Albany, NY, 1992.

Catalyst Resources, 301 South Oakes Street, Helena, MT 59601-4638

		Browning Public Schools				
		2023-2024 - Academic Calendar				
		Approved 2/15/23				
		School make-up days may be scheduled in place of break days as needed.				
Week				Instruction	PIR	Contracted
No.	Beg.	End	Scheduled Activities/Holidays			
	8/7/2023	8/11/2023	first week of practice fall sports			
1	8/14/2023	8/18/2023	PIR 8/15-16-17/23 No school 8/18/23		3	3
2	8/21/2023	8/25/2023	First day of school 8/21/23	5		5
3	8/28/2023	9/1/2023		5		5
4	9/4/2023	9/8/2023	No School 9/4/23 Labor Day	4		4
5	9/11/2023	9/15/2023		5		5
6	9/18/2023	9/22/2023		5		5
7	9/25/2023	9/29/2023		5		5
8	10/2/2023	10/6/2023		5		5
9	10/9/2023	10/13/2023		5		5
10	10/16/2023	10/20/2023	MFPE October 19-20	3	2	5
11	10/23/2023	10/25/2023	1st Quarter ends 10/25/23	3		3
			Quarter 1 Totals	45	5	50
11	10/26/2023	10/27/2023		2		2
12	10/30/2023	11/3/2023		5		5
13	11/6/2023	11/10/2023	PTC 11/7/23 and 11/9/23 4-7pm	5	1	6
14	11/13/2023	11/17/2023		5		5
15	11/20/2023	11/24/2023	No School 11/22-24/23 Thanksgiving	2		2
16	11/27/2023	12/1/2023		5		5
17	12/4/2023	12/8/2023		5		5
18	12/11/2023	12/15/2023		5		5
19	12/18/2023	12/22/2023	No School 12/21-22/23	3		3
20	12/25/2023	12/29/2023	No School 12/25-29/23	0		0
21	1/1/2024	1/5/2024	No School 1/1/24 New Year's Day	4		4
22	1/8/2024	1/12/2024	Semester 1 ends 1/12/24	5		5
			Quarter 2 Totals	46	1	47
			Semester 1 Totals	91	6	97
23	1/15/2024	1/19/2024	No School 1/15/24	4		4
24	1/22/2024	1/26/2024		5		5
25	1/29/2024	2/2/2024		5		5
26	2/5/2024	2/9/2024		5		5
27	2/12/2024	2/16/2024		5		5
28	2/19/2024	2/23/2024	No School 2/23/24	4		4
29	2/26/2024	3/1/2024		5		5
30	3/4/2024	3/8/2024	No School 3/8/24	4		4
31	3/11/2024	3/15/2024		5		5
32	3/18/2024	3/22/2024	Quarter 3 ends 3/22/24	5		5
			Quarter 3 totals	47	0	47
33	3/25/2024	3/29/2024	No School 3/25-29/24	0		0
34	4/1/2024	4/5/2024	No School 4/1/24	4		4
35	4/8/2024	4/12/2024	PTC 4/9/24 and 4/11/24	5	1	6
36	4/15/2024	4/19/2024		5		5
37	4/22/2024	4/26/2024		5		5
38	4/29/2024	5/3/2024		5		5
39	5/6/2024	5/10/2024		5		5
40	5/13/2024	5/17/2024		5		5
41	5/20/2024	5/24/2024		5		5
42	5/27/2024	5/31/2024	No School 5/27/24: Memorial Day Last day of School 5/30/24	3		3
			Quarter 4 Totals	42	1	43
			Semester 2 Totals	89	1	90
			Academic Year Totals	180	7	187