

Browning Public Schools  
**Board Agenda Request**  
Meeting To Be Held: April 26, 2023



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**Recognition:**    Students                       Staff                       Parents  
**Information:**    Building Report                       Old Business                       Superintendent's Report  
**Action:**    Resignations                       Hiring                       Contract Service Agreements  
                     Travel Out-of-State                       Travel In State                       Approvals  
                     Termination                       Legal Matters                       Other:  
                    This action request pertains to  Elementary (only)                       High School/District Wide

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**Date:**   April 18, 2023

**To:**   Corrina Guardipee-Hall  
            Superintendent of Schools

**From:**   John Salois  
**Title:**   Director of Human Resources

**Subject: Resignation**

**Description:** The following resignation has been accepted by the Superintendent:

➡ Ron Tucker, ELA Teacher, Middle School, Effective 4-18-23

**Financial Impact:** N/A

**Attachment(s):** Resignation Letter

**Superintendent Action:**    Approved    Denied    Deferred   Initial & date: \_\_\_\_\_

**Comments:** \_\_\_\_\_

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**Board Action:**    N/A (Info)    Approved    Denied    Tabled to: \_\_\_\_\_

Ronald Dale Tucker  
P.O. Box 2006  
Browning, MT 59417

RECEIVED

APR 18 2023

BY: 

Corrina Guardipee-Hall  
Superintendent  
Browning Public Schools  
Browning, MT 59417

Dear Superintendent:

After much internal deliberation, as well as collaboration with my amazing wife and fellow educator, I have come to the conclusion that it is time to tender my resignation. Part of that decision is financial, but the bigger part is in consideration for the betterment of my students.

First, let me say how much I've appreciated being part of a system that helps shape the growth of our youth and ultimately our community. I've been blessed by the comments of past students who've come to me, years after leaving my grade-school classroom, to say, "Thank you, Mr. Tucker for teaching me this", or "teaching me that", or "for being there for me."

Many of the students I've heard gratitude from, have surprised me, because of the friction we had during their time in the classroom. At that time, I thought for sure they didn't "like me." The thing is, I always told my students, "I'm not a mean teacher, but I am a consistent teacher. If we have an expectation to follow for the classroom, I'll hold you to that expectation." I also told them, "Everyday is new. I don't hold grudges and I believe everyone has bad days for one reason or the other." So, I treated everyday as a new day, a new beginning. Some didn't see it that way because I would have to visit them for the same behavior again the next day. I believe I treated all students equally, regardless of past behavior. I've had some of those "behavior issue" students come to me several years later and say, "Mr. Tucker, I want to apologize for the way I acted in your class." I know that students appreciate structure and consistency.

Being a teacher is difficult. It's draining, physically, emotionally, and mentally. The mental health days that have recently been implemented are a step in the right direction. Early in my career and throughout, I've been an advocate for more recognition to be given to teachers who are involved in breaking up physical and verbal altercations between students. Those incidents can be physically traumatic, as well as emotionally traumatic. And yet, when the teacher has stopped the altercation and dealt with the student(s), the teacher is expected to immediately return to their classroom and resume teaching a classroom full of students as though nothing has happened.

I've seen teachers physically shaking, trying to calm themselves as they walk back toward their classroom knowing they must stand in front of their students and try to steer their students' attention back to the business of learning. I've seen teachers crying, trying to wipe their eyes dry, looking for an empty bathroom, or an empty room, or someplace private where they could gather themselves before having to go back to the classroom, only to realize "my students are alone in their room and I have to get back to them."

I'm sharing this in the hope that administration and administrators develop and implement a plan to move teachers who've been involved in student altercations (both verbal and physical) to a safe room where they can process their emotions and gather themselves before returning to the classroom. Whomever is subbed into that teacher's room should be trained and instructed on how to redirect students' attention back to the business of learning and to tamp down student comments and conversations about the altercation that just happened. Ideally, the person subbed in for the teacher, while he or she is calming down and recovering his/her composure, should be a counselor who might talk with the students to help them deal with their emotions and feelings.

Redirecting my letter, I'd like to say, I've had the privilege of teaching, or helping to teach, students from kindergarten to 12<sup>th</sup>-grade how to use the technology they'd been given. I've had the privilege of training teachers from every grade level, including administrators from principals, to directors, to superintendents on how to use the technology they'd been given. I was given that privilege when I was selected to be a part of the Tech Department several years ago. I would have preferred to retire from that position, but I wasn't given the chance. Instead, I was given my first experience of helplessness and hopelessness when my then Superintendent said to me, after I had asked him if he had bothered to ask the staff about the poor performance I was being accused of by my supervisor, "I don't have to ask the staff about anything. I have a Director who tells me what I need to know."

That same Director was undermining me in an effort to remove me from my position. That same Director had changed the code on video conference field trips I had scheduled for high school and elementary classrooms to disrupt the learning so I would look inept. Luckily, I realized what had been done and was able to change the code so the conferences could go forth. That same director had numerous complaints written against them and yet, I was the employee that was removed from the department. When I presented all of this information and more to the then Superintendent, I got the response I mentioned above, "I don't have to ask the staff about anything. I have a "Director" who tells me what I need to know." Please be aware that taking the word of someone you feel you can trust is not always the best thing to do. There are always two sides to a story, and it pays to hear both sides and to thoroughly investigate the claims made by both parties.

I stated earlier that part of my decision to resign was financial. Recently, I was afflicted with a medical issue that has yet to be resolved. My doctors are still trying to determine what is causing the symptoms I'm experiencing. Because of that issue, I've been unable to continue working in the classroom. I've used all of my leave plus two weeks of leave granted me by the Teacher's Union. I also applied and was granted Family Medical leave. After all avenues of income have been exhausted, it is time to consider another source of income – retirement income.

Please accept this letter as my resignation to begin at this <sup>month's RDT</sup> ~~week~~ <sup>RDT</sup> ~~21~~ <sup>28</sup> end, April 28, 2023.

Respectfully,



Ronald Dale Tucker  
8<sup>th</sup> Grade English Language Arts Teacher  
Browning Middle School