LEWISTOWN PUBLIC SCHOOLS
CERTIFIED PERSONNEL HANDBOOK

FOREWARD

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

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

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

GENERAL COMMENTS

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

- Approach each teaching assignment with enthusiasm and regard each pupil as a worthy individual.
- Plan and conduct a program of instruction that will make each child eager to learn and which will enable to achieve full potential.
- Teach the student what is expected in terms of conduct in and about the school.
- Enforce the rules of the system and of the school courteously, consistently, and justly.
- Distinguish between pupil misconduct which should be handled by the teacher and that which requires the assistance of the principal.

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

When dealing with students and parents/guardians please remember that:

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

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

All teachers are expected to teach reading, writing, spelling and grammar at all times. Please do not overlook errors in any of these areas.

Teachers shall:

- Be alert at all times to recognize unusual conditions, either mental or physical, in the pupils under their immediate supervision. It is the responsibility of the teacher to continually observe the students for any changes in their behavior which may indicate a need for further study by qualified personnel. Where such conditions are suspected or discovered, proper reference of the student is to be made.
- Encourage and promote good attendance. The teacher is authorized to excuse absence for reasons specified by law. Unexcused absence and all cases of persistent absence or tardiness shall be reported to the principal/office.
- Be accountable for books and supplies issued to their classroom and shall keep such records as may be required to carry out this duty.

JOB DESCRIPTION

Each teacher is assigned yearly to a position which is under the direct supervision of an administrator to whom he/she is immediately responsible for all aspects of his/her professional behavior. The primary responsibility of all other personnel is to support the instructional efforts of District teaching personnel. The teacher's evaluation criteria is based upon, but not limited to, specified minimum job expectations and responsibilities.

ESSENTIAL DUTIES AND RESPONSIBILITIES: *Other duties may be assigned*

- Prepares course objectives and outline for course of study following curriculum guidelines or requirements of State and District.
- Lectures, demonstrates, and uses audiovisual teaching aids to present subject matter to class.
- Assists in diagnosing the learning problems of students on a regular basis, seeking the assistance of District specialists as required.
- Creates a classroom environment that is conducive to learning and appropriate to the maturity and interest of students.
- Provides individual and small group instruction where applicable in order to adapt the curriculum to the needs of pupils with varying intellectual abilities, and to accommodate a variety of instructional activities.
- Prepares, administers, and corrects tests, and records results.
- Assigns lessons, corrects papers, and hears oral presentations.
- Encourages pupils to think independently and to express original ideas.
- Assists the administration in implementing all policies and/or rules governing student life and conduct, and for the classroom, develops reasonable rules of classroom behavior and procedure, and maintains order in the classroom in a fair and just manner.
- Counsels pupils when adjustment and academic problems arise.
- Discusses pupils' academic and behavioral attitudes and achievements with parents.
- Keeps attendance and grade records as required by the District.
- Coordinates class field trips.
- Recognizes limitations and seeks competent assistance when problems arise.
- Participates in faculty and professional meetings, educational conferences, and teacher training workshops.
- Is involved in a process of self-evaluation and self-improvement.
- Perpetuates and maintains professional working relationships with colleagues.
- Assumes responsibility for co-curricular and other duties beyond the regular teaching activities.
- Cares for and uses school property and maintains an inventory of district property.
- Adheres to all conditions of the contract or to the specific terms of an appointment until his/her employment is terminated.
- Avoids engaging in outside employment or other activities which negatively affect classroom performance.
- Is knowledgeable of and adheres to existing District policies and procedures governing the obligation of his/her employment.

The above performance responsibilities are not all-inclusive and may be altered or added to by the Principal, Superintendent of Schools or Board of Trustees.

SUPERVISORY RESPONSIBILITIES - Supervision would be limited to Para Professionals assigned to this program and the preparation of the daily work schedule for the Para Professional.

QUALIFICATIONS - To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE - Bachelor's degree (B.S.) from an accredited college or university; and a valid Montana Educator License with the proper endorsement for teaching assignment.

LANGUAGE SKILLS - Ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals. Ability to write routine reports and correspondence. Ability to speak effectively before groups of people.

MATHEMATICAL SKILLS - Ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference, and volume. Ability to apply concepts of basic algebra and geometry.

TECHNOLOGY SKILLS - The work environment for instructors has increasingly become technology driven. Lewistown Public Schools expects staff to meet reasonable expectations in the use of computers and other technology, in and out of the classroom.

REASONING ABILITY - Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

PHYSICAL DEMANDS - The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is regularly required to stand; walk; use hands to finger, handle, or feel; reach with hands and arms; talk or hear; and taste or smell. The employee frequently is required to stoop, kneel, or crouch. The employee is occasionally required to climb or balance. The employee must occasionally lift and/or move up to 25 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.

WORK ENVIRONMENT - The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is occasionally exposed to moving mechanical parts and outside weather conditions. The noise level in the work environment is usually moderate.

PERSONAL CHARACTERISTICS - Employees of the Lewistown Public Schools must exhibit acceptable work habits and perform tasks in a professional manner by adhering to the following guidelines: Maintain proper grooming and dress consistent with the type of task being performed; be regular in attendance and punctual for work; initiate tasks in a self-directed manner and perform work with a minimum of supervision; organize work and manage time to achieve efficiency and high quality of work; perform tasks neatly and accurately in accordance with desired quality and quantity; provide positive feedback to supervisor(s) for implementing ideas which will make the work assigned more effective and efficient; maintain self control and a friendly, outgoing disposition; and maintain confidentiality of related work matters as applicable.

DRUG FREE WORKPLACE - Screening tests for alcohol and illegal drug use may be required before hiring and during your employment in the Lewistown Public Schools, as per Board Policy #5226. Employees of the Lewistown Public Schools must submit to a fingerprint criminal background check. Any appointment will be contingent upon the results of the criminal background report received from the Department of Justice, which must be acceptable to the Board of Trustees, in its sole discretion.

EVALUATION - Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Non-Administrative Staff.

DISTRICT EDUCATIONAL GOALS

School District Number One Trustees have adopted a Strategic Plan for the Lewistown Public Schools. It is the duty and responsibility of the professional staff to make every possible effort to achieve these goals.

The Strategic Plan can be viewed online at: http://www.lewistown.k12.mt.us/index.php/board-of-trustees1. Scroll down and click on the ***Goals and Strategic Plans*** link.

RULES AND REGULATIONS

CERTIFICATES, REGISTRATION OF

All personnel employed by the District in a capacity requiring certification must have a valid certificate registered with the County Superintendent of Schools within sixty (60) days after the term of service begins. No salary for services rendered will be made after the sixty (60) day grace period.

CHAIN OF COMMAND

The chain of command that should be followed for situations that arise is: Building Principal, Superintendent, and then Board of Trustees. For information regarding grievance procedures please refer to Board Policy #5240/5240F and the Collective Bargaining Agreement; for harassment refer to Board Policy #5012/5012F.

CHILD ABUSE/NEGLECT

School nurse, teachers, other school officials and employees who work during regular school hours are mandated reporters of child abuse/neglect. When the professional or official know or have reasonable cause to suspect as a result of information they received in their professional or official capacity, that a child is abused or neglected, they shall report the matter promptly to the Department of Public Health and Human Services. Notifying your administrator or counselor is not enough; it is your professional responsibility to make the report to the Department of Public Health and Human Services.

CLASSROOM APPEARANCE

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

COMMITTEE ASSIGNMENTS

Teachers will frequently be asked to serve on committees. This is a professionally related duty.

COMMUNICABLE DISEASES, PREVENTION OF

The Board recognizes that communicable diseases which may afflict students range from common childhood diseases, acute and short-term in nature, to chronic, life threatening diseases such as human immunodeficiency virus (HIV) infection. The District shall rely on the advice of the public health and medical communities in assessing the risk of transmission of various communicable diseases to determine how best to protect the health of both students and staff.

When information is received by a staff member or volunteer that a student is afflicted with a serious communicable disease, the staff member or volunteer shall promptly notify the school nurse or other responsible person designated by the Board to determine appropriate measures to protect student and staff health and safety. The school nurse or other responsible person designated by the Board, after consultation with and on the advice of public health officials, shall determine which additional staff members, if any, have need to know of the affected student=s condition.

For complete information on Communicable Diseases please refer to Board Policy #3417.

CONFIDENTIAL INFORMATION

Teachers will refrain from discussing confidential information with unauthorized people. No information of a confidential nature may be used for personal reasons.

CORRESPONDENCE FROM STAFF

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

DISCIPLINE

A SOLUTION FOR 99% OF DISCIPLINE PROBLEMS

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

TEACHER'S ROLE **-** The teacher has the primary responsibility and authority for the maintenance of discipline in the classroom, in the school building, and on the school grounds. All teachers are responsible for the behavior of students in all areas of school and at all times. If students leave your room after a period of no structure, no expectations, no rules and no effective instruction (which invariably follows the former), then the

next teacher will have trouble with them, etc., etc. It takes hard work to maintain good discipline, but it is impossible to teach effectively without it.

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

Teachers will make every effort to take care of discipline themselves in the classroom and the hallways. If problems occur repeatedly in the classroom, the parent of the student should be notified by the teacher and a conference held if needed. If the problems persist, the principal should be notified. Documentation of misbehavior including student's name, the date, and specific behavior should be kept, as well as a narrative of specific remedial measures tried by the teacher. Teachers may remove a student temporarily from the classroom by sending the student to the principal's office because of behavior. However, this must be a last resort when all other avenues have been attempted. If abused, this tactic quickly loses its effectiveness and may force unnecessary escalation.

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

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

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

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

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

REINFORCEMENT FOR GOOD BEHAVIOR/PERFORMANCE **-** Praise is the oldest and most reliable form of reinforcement. Devise other small rewards for good behavior, but remember that you cannot buy or ride

your way to good discipline. That is based on respect, and the students are far too wise to fall for other tactics. In fact, such tactics will do little other than to breed contempt.

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

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

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

GENERAL IDEAS AND SUGGESTIONS FOR GOOD DISCIPLINE

1. Start firmly and then ease up later if you are so inclined. It is much easier to retain control than to regain it.

2. Most teachers take care of nearly all of their own discipline, but occasionally it is necessary to send a student to the office. Sending the pupil from your room must be the last resort.

3. When you cannot personally bring a student to the principal for disciplinary reasons, send a note that will acquaint the principal with the situation.

4. Do not be timid about making a child behave when the child has been caught disobeying rules.

5. You do not have the privilege of expelling students from your classroom.

6. If a student becomes a severe discipline problem do not send him or her to the library or study hall. This will not solve the problem.

7. A suggestion: One should not get too angry. You might do something you will later regret. If you reach this state, send the student to the office.

8. After a student has been disciplined, start fresh. Don't carry a grudge.

9. Insist on a Mr., Miss, Ms., or Mrs., title. In our relationships with the students we are teacher-student, not buddy-buddy. Maintain social distance.

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

1. A desire to be popular with the kids—which is indicated by the actions of the teacher. If you are going to be like "one of the gang", who will be the leader in the classroom? Kids do not like to be bossed by other kids. Forget about having the kids love you. This is fine and perhaps necessary in the elementary

grades, but at the junior high/high school level you must seek to attain the students respect as a classroom teacher.

2. Teachers who consistently send students to someone else for discipline reveal an inability to control their class. When you wish assistance inform the principal, but under no circumstance should you use the office as a crutch. It must be the "court of last resort".

3. "Inconsistent Discipline" involves being stringent one day and playfully lax the next. This inconsistency leads to trouble because students do not know what to expect and how to act from day to day. Trouble with the students because of "inconsistencies" is the teacher's fault. Be sure the students know what behavior is expected of them and then demand that it is adhered to. When you make an error, admit it, correct it, and start new.

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

1. Not informing the parents/guardians about students who are earning failing grades.

2. Not permitting students who have been absent to make up work when they have an excused absence.

3. Any type of corporal punishment such as striking, kicking, pulling hair, or other laying on of hands.

4. Embarrassing the student before the rest of the class with degrading remarks or ridicule. (e.g., "too dumb"; "you're going to flunk anyway"; "why do you even bother to come to school?").

5. Comments to the rest of the class about another student (especially remarks while the student is absent from school).

6. Remarks to students to be delivered to the parents/guardians (e.g. "You can tell your dad for me…").

7. Unreasonable or unusual punishment (punishment in excess of the behavior). Be particularly careful about multiplying the number…it can quickly become ridiculous.

8. Excessive amount of work in connection with assignments. Remember, students have at least five subjects. Please also remember that Wednesday night is considered "family night".

9. Comparison of brothers and sisters.

10. Placing stigma on the entire group. ("Roughnecks").

11. Group punishment…keeping a whole class so that they are late to lunch or miss the bus.

12. Comments to students or parents/guardians that are basically administrative.

13. Penalizing a student's grade because of behavior.

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

1. If there is a personal conflict between you and the student, you are certain that you have done your part to provide the desired harmony? In other words, are you certain that the student is COMPLETELY at fault?

2. Have you tried a variety of approaches?

3. Have you had a private conference with the student (one in which the student had an opportunity to plead his/her side of the case)?

4. Have you made an earnest attempt to investigate the real cause behind the difficulty?

5. Have you checked with the guidance counselor regarding the student's ability, or for any other problem that may be the root cause of behavioral deviations?

6. Has an attempt been made to assign work commensurate with the student's ability?

7. What opportunities has the student had for recognition and success in the class?

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

9. Have you moved the student to another seat?

DISMISSAL PRECAUTIONS

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

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

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

DUTIES, ASSIGNMENTS, REASSIGNMENT

Teachers will perform all duties assigned. All staff will be subject to assignment, reassignment, and/or transfer of position and duties as assigned by the administration and/or the Superintendent in accordance with the Collective Bargaining Agreement.

EMPLOYEE ACCIDENTS OR INJURIES

Report all accidents to your principal/office immediately. The administration will then notify the insurance company. Keep the office informed of progress in settlement of injury claims with the insurance company. (The school system carries liability and compensation insurance on all employees in case of injury or accident while on school business, in school rooms, or elsewhere.)

ETHICS

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

EXPECTATIONS FOR FACULTY

- Return required paperwork to building and/or administration offices in a timely manner.
- At their classroom door during class changes **every** period.
- Bathroom supervision – please walk in regularly so that bathrooms are not student territory.
- Room is maintained and cared for.
- Students responsible for keeping room neat and organized.
- No vandalism allowed.
- Entire period used for learning.
- Start class on time with activity, assignment – use management skills to set learning tone right from start.
- Have seating plan and complete detailed lessons for yourself and substitutes. Provide standards and consequences for student behavior with subs.
- Parent contacts - early. Don't wait for failure and frustration to mount. Failing grade or danger of failing requires parent and student notice to be supported.
- Catch students being good every day and recognizes them.
- Return student papers, assignments quickly so feedback is gained.
- Supervise study during class time.
- Use a variety of learning approaches to reach students and motivate them. Your enthusiasm and creativity are contagious!
- Grading includes participation and effort.
- Find out basic skill levels at the beginning of the course.
- Some possible methods are pre-tests, surveys, assignments, interviews, norm tests, etc.
- Set and maintain high standards - people work to meet them.
- Require homework, completed assignments, projects, etc. and you will get them if expectations and consequences are made clear to students and enforced by the teacher.
- Be assertive.
- Know what you want.
- Communicate standards – rules, etc. to students.
- Enforce consistently – do not ignore negative behavior or let it build up.
- Seeing students individually is crucial – lay out the welcome mat for availability.
- The needs and interests of the teacher and students are placed first. Being assertive is not being hostile or "putting down" anybody.

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

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

FIRE DRILLS

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

GRADE BOOKS

Records should be carefully kept. Entries should be sufficient in number to assure a fair evaluation of a child's achievement and progress for each reporting period. If you have enough entries for a good evaluation, you can readily justify the grade given.

INVENTORIES, GENERAL AND FIXED ASSET

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

JURY DUTY

An employee who is summoned to jury duty or subpoenaed to serve as a witness may elect to receive their regular salary or take annual leave during jury time. If the employee elects not to take annual leave, however, all juror and witness fees and allowances (except for expenses and mileage) must be remitted to the employer. An employer may request the court to excuse an employee from jury duty if he or she is needed for the proper operation of the school.

KEYS AND BUILDING SECURITY

All teachers have been issued necessary keys. This places a responsibility upon your shoulders. Every effort is being made by the administration and the custodians to see that buildings are locked at all times when not occupied. All doors are carefully checked and locked each evening. Your responsibility is to never lend your keys to students and to see that the keys issued to you do not fall into the hands of persons unauthorized to have them in their possession. Please observe this carefully. DO NOT LOAN KEYS TO STUDENTS OR OTHER UNAUTHORIZED PERSONS! If students need to be admitted into locked places, unlock the door yourself and see that the place is locked afterward. PLEASE PAY PARTICULAR ATTENTION TO THIS IN THE

GYMNASIUM AND AUDITORIUM. This is a matter of insurance coverage, general building security and responsibility for facilities. Those who violate this regulation may be subject to disciplinary reprimand, up to and including termination.

LANGUAGE

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

LOCKER ROOMS AND GYMNASIUM

These are to be under the supervision of the coach, Health Enhancement teacher, classroom teacher, or assistant coach at all times whenever anyone is in the locker rooms or gym. All doors in the gymnasium, locker rooms, and classrooms are to be kept locked when not in use unless specific instructions to the contrary have been issued.

MAILBOXES

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

MEDICATION, ADMINISTRATION OF

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

POSTING NOTICES, ADVERTISEMENTS, OR INFORMATIONAL SIGNS

No signs advertising anything which falls outside the school district curriculum or extracurricular activities programs may be posted in or on any district property unless such signs have received prior administrative approval.

PREPARATION PERIOD

The school District will make every effort to provide teachers with a preparation period. These preparation periods are to be used to prepare materials for your classroom and/or to carry out district-related professional duties—get district mail from your school box, make copies, get supplies, make lesson plans, correct tests, etc.

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

PROFESSIONAL DRESS

It is our intention to provide a professional and businesslike atmosphere for our students. Students are people, and they are young and very impressionable. Therefore, since we model all behavior, each staff member will dress in an appropriate manner during the teaching day. Appropriate means in accordance with high standards of professional behavior and in accordance with what our community considers being appropriate role modeling.

Use some common sense. Ordinarily, shorts and blue jeans are not permitted, except nice blue jeans are permissible on Fridays. T-shirts are never acceptable wear for the teaching day, unless approved by the building administrator for specific curriculum areas, i.e. Health Enhancement. Hats need to be removed within the buildings during the teaching day.

Dress for PIR days is Business/Casual -- Dress jeans or nice blue jeans are acceptable.

There may be exceptions to usual school day dress guidelines. There is a simple solution in every case. If you're not absolutely sure, just ask a principal.

REFERRALS FOR SPECIAL ATTENTION/504

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

REQUESTS FOR REPAIRS, SUPPLIES AND EXTRA MAINTENANCE JOBS

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

ROOM CARE

The teacher, not the custodian, is responsible for the adjustment of shades, the closing and locking of windows, and the locking of classroom doors at the close of the school day. Teachers are personally responsible for all school property, textbooks, and supplies entrusted to their care and supplied for their use. Each teacher must note any breakage or transfer of property.

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

SAFETY RESPONSIBILITIES

All employees of Lewistown Public Schools Public Schools are responsible to:

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

Also:

1. Observe all school safety and health rules and apply the principles of accident prevention in day-to-day duties.
2. Report any job related injury, illness or property damage to the immediate supervisor and seek treatment promptly.
3. Report hazardous conditions (unsafe equipment, floors, material) and unsafe acts to a supervisor promptly.
4. Observe all hazard warning and tobacco free signs.
5. Keep aisles, walkways and working areas clear of slipping/tripping hazards.
6. Know the locations of fire/safety exits and evacuation procedures.
7. Keep all emergency equipment for which authorized and properly trained.
8. Refrain from fighting, horseplay, or distracting fellow workers.
9. Operate only the equipment for which authorized and properly trained. Observe safe operating procedures for this equipment.
10. Walk at all times in school buildings (no running).
11. Be alert to see that all guards and other protective devices are in their proper places prior to operating equipment.
12. Do not wear frayed, torn or loose clothing, jewelry, or long unrestrained hair near moving machinery or other sources of entanglement, or around electrical equipment.
13. Drive any vehicle on school property with caution under all weather conditions.
14. Immediately clean up spills of any kind.
15. Store materials in a safe manner. Employees are expected to keep your work areas and/or machinery as clean and uncluttered as possible.
16. Avoid carrying sharp-edge tools in pockets.
17. See that extension cords are grounded.
18. Do not attempt to operate equipment without special permission, unless it is part of regular duties.
19. Know where the closest fire extinguisher is located and see that the path to it is kept clear at all times. Notify a supervisor immediately when a fire extinguisher is used so it may be replaced.
20. Know where the closest exit is located. Follow the instructions of your supervisor in case of an emergency.
21. Do not be under the influence of alcohol and/or drugs while in the workplace or on the job. Persons with symptoms of alcohol and/or drug use are encouraged to discuss personal or work-related problems with the supervisor.
22. Not knowingly be permitted or required to work while ability or alertness is so impaired by fatigue, illness, or other causes that might necessarily expose the individual or others to injury or health problems (especially while operating a motor vehicle.)
23. Actively support and participate in the school's efforts to provide a safety and health program.

SCHOOL BUS REQUESTS

Please consult your building administrator/secretary for proper procedures when a bus is needed to transport students for field trips, practices, etc.

SCHOOL PROPERTY

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

STAFF MEETINGS

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

STUDENT ACCIDENTS AND INJURIES

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

In case of severe injuries:

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

In case of minor injuries:

1. Administer first aid.
2. Call the principal if deemed advisable.
3. File a school accident report.

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

STUDENT ILLNESS

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

SUBSTITUTES

The Board authorizes the use of substitute teachers as necessary to replace teachers who are temporarily absent. The principal/designee shall arrange for the substitute to work for the absent teacher. Under no condition is a teacher to select or arrange for a private substitute. The teacher is to contact the principal/designee as soon as possible when a substitute is needed. When the situation presents itself that the teacher is in need of a substitute last minute, the teacher is to call the Sub Hotline which is available starting at 6:00 a.m. at 535-2555.

SUBSTITUTE TEACHER INFORMATION

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

1. An up-to-date seating chart.
2. A daily class schedule (weekly).
3. A list of room rules.
4. A list of dependable children.
5. Problems of specific children.
6. Location of items that are not easily seen such as art supplies, etc.
7. What is usually done on rainy days, at noon and recess?
8. How special events such as films, music, assembly programs, physical education and opening exercises are handled.
9. Where teacher guides and editions are kept.
10. A well-prepared daily lesson plan book.
11. A back-up plan in case the lesson runs short and is not understood.
12. The grade book or class rosters.
13. Attendance list.
14. Any special assignments or information such as playground, bus or lunchroom duty, homework deadlines, bulletin boards, etc.
15. Whether he/she should or should not grade certain papers.
16. What to do with a sick child.
17. What is done if the fire alarm rings?
18. Special attire, if any, for gym classes.

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

SUPERVISION OF STUDENTS

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

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

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

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

- No teacher will leave the classroom at any time class is in session, unless for an emergency.
- No teacher shall send a student to the library or study hall unless previous arrangements have been made with the librarian or study hall teacher (as appropriate).
- Teachers will not be called to the telephone unless it is an emergency.
- Teachers will be in attendance at all times - recess, athletic practices, school play rehearsals, etc. Weightlifting and athletic practicing require direct supervision within close proximity to the participants.
- You as a teacher are responsible. See to it that you do not leave yourself vulnerable to a lawsuit because you were negligent in your direct supervision of students.

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

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

TEACHER ASSESSMENT AND EVALUATION PROGRAM

View the complete certified evaluation handbook online at:
https://docs.google.com/a/lewistown.k12.mt.us/open?id=0B5cOU8ci36iSSTRiWF9Nejl2MG8

TELEPHONE USAGE

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

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

TRANSCRIPTS, SUBMISSION OF FOR SALARY SCHEDULE MOVEMENT

Per the Collective Bargaining Agreement, on or before September 1 of each year, the teacher shall provide written notice of credits earned to the Clerk of the School District. An official transcript must be received in the Clerk's office within sixty (60) calendar days after the teacher begins to perform his/her services.

TRAVEL REGULATIONS

1. All employees who travel out of the district must complete a travel request whether reimbursement is expected or not. This is the only way we have of keeping track of who is out of the district for substitute purposes and of tracking mileage and gas expenses on vehicles. Instructions for filling out the travel request form are outlined on the back of the form.

2. Travel requests are to be done **prior** to travel. Out-of-state travel requests must be approved by the Building Principal and Board of Trustees. Please submit requests at least **ONE MONTH** prior to traveling. In-state travel requests must be approved by the Building Principal and the Superintendent. Please submit these requests at least **TWO WEEKS** prior to traveling.

3. School cars are to be used when available in order to cut costs. Please refer to the back of the travel request form for proper procedure.

4. A copy of the workshop/conference registration is to be attached to the travel request stating the date and time the conference starts and ends.

5. If meals are included as part of the conference, there will be no reimbursement for out of pocket expense.

6. Group travel—MBI, etc.—Please wait until you have all the travel requests for the group and made all arrangements before sending the requests to the district office. It is up to the person traveling to double check that Purchase Orders have been done for registration, lodging, etc. prior to leaving Lewistown. Please stress to your employees that if they do not take care of everything before they leave, they will have to use their own credit card and arrange for reimbursement when they return.

7. Travel in June—our fiscal year end is June 30—all claims for reimbursement must be submitted as soon as you return from your trip. It is not our problem if requests are late coming into the district office, and are processed close to school being out and teachers do not open their mail. Reimbursement has to be cutoff June 30.

WEATHER-RELATED ABSENCES

If weather prevents any teacher from coming to work, discretionary leave may be used to cover such occasion until no more such leave is available. Thereafter, such absences are on a leave-without-pay basis. Accordingly, getting to work is your responsibility.

WORK DAY

Suggested work hours for teachers are 8:00AM until 4:00PM and teachers are expected to be available during those times.

At times meetings may be scheduled that take place outside of these hours and staff members are expected to attend.

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

Teachers are expected to be in their buildings or at assigned duties prior to the beginning of the instructional day and after the close of the instructional day. This time is necessary for educational planning, preparation, and conferences with students, parents/guardians, and faculty members. Teachers whose effectiveness is impaired by a lack of lesson planning or participation in necessary activities before and after school shall be dealt with as individuals.

STAFF DEVELOPMENT

PURPOSES AND OBJECTIVES

The Lewistown Public Schools Staff Development Program is based upon the premise that all students should receive a quality education. Consequently, the overall purpose of the program may be seen as twofold. First, our in-service training attempts to provide all staff members with the basic knowledge and skills inherent to quality education. In this sense, the models we present are not new in that they present methods of instruction which have always been used by effective teachers. The program, however, does provide a structure of organization which centralizes such methods and allows the teacher to systematically select and implement them into the classroom. Secondly, the program provides training which assists teachers in utilizing the most current educational research and practices. Not only do the models present the theory, but they also demonstrate practical approaches by which the teacher can actually use the theory in the classroom.

Consequently, the overall purpose and goal of the program may be viewed as an intention of the District to develop and implement strategies and techniques which promote excellence for both the individual teacher and the entire school system. Specifically, it addresses the following two levels.

First, it establishes objectives for the classroom teacher:

1. To provide all teachers with the basic knowledge and skills inherent to quality education.
2. To provide all teachers with in-service training that is based on current educational research and practice.
3. To provide all teachers with an opportunity to receive individual assistance in areas that create difficulty or require additional instructional resources.

The second focus of the program addresses the entire District. At this level the objectives are:

1. To establish instructional models and techniques that are consistent K-12 with both existing staff and those that are employed in the future.
2. To design and implement in-service training which is based upon research and future needs of the District.
3. To monitor the effectiveness and continuity of in-service training throughout the District.