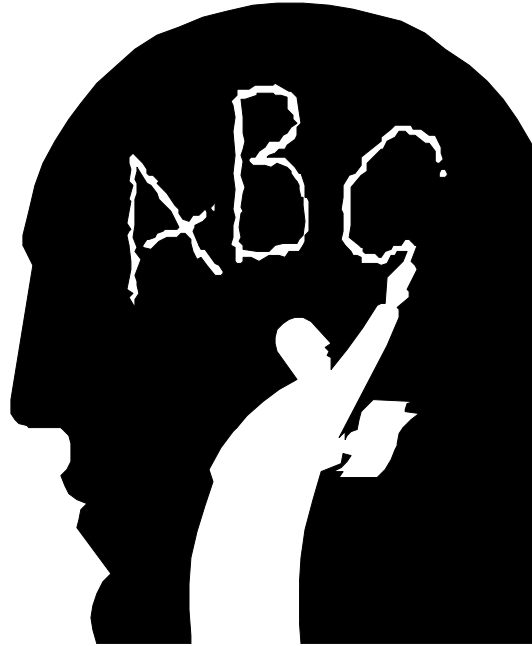


# Faculty Handbook

## Revised 2014



### *FORWARD*

The Faculty Handbook has been compiled in an effort to better acquaint you with the operation of Victor School. It provides a record of most policies and should be examined whenever questions arise. Any question not covered, can be addressed by an administrator.

With your effort along with the support from the administration and the School Board, we will be the best we can be!

Lance Pearson    Superintendent



# ***MISSION:***

***OUR MISSION IS TO PROVIDE AN EDUCATIONAL ENVIRONMENT THAT DEVELOPS WELL-INFORMED, WELL-EDUCATED, SELF-DISCIPLINED INDIVIDUALS WHO HAVE A SENSE OF PURPOSE AND DIRECTION.***

***OUR SCHOOL WILL ENCOURAGE STUDENTS TO LIVE UP TO THEIR POTENTIAL.***

***WE PLEDGE TO WORK WITH HOME AND COMMUNITY AS PARTNERS. ONLY WITH THIS TEAM EFFORT CAN OUR SCHOOLS PREPARE OUR YOUTH FOR THE TASK OF CONTINUING OUR GREAT AMERICAN HERITAGE.***

*"One person can make a difference . . .*

*a TEAM can make a miracle!"*

## I. GENERAL

1. Teachers must be thoroughly familiar with this handbook, the student handbook, and the master agreement. Teachers are accountable for the guidelines and procedures therein. The school policy book is available in the teachers' lounge.
2. All instructional staff **must** attend faculty and special meetings unless other arrangements are made with the administration in advance. If a teacher is absent, she/he is still responsible for obtaining all information disseminated at the meeting.
3. Full-time teachers are expected to be at school and available to students by 7:45 a.m. in the morning and until 4:45 p.m. in the afternoon. Full-time teachers are expected to be in or near their respective classrooms by 8:00 a.m. unless they are assigned duty elsewhere or prior arrangements have been made with an administrator.
4. If a teacher is unable to make it to school, the secretary in charge of substitutes should be informed as soon as possible in order to allow sufficient time to arrange for a replacement. If you cannot reach the secretary, please call the principal or superintendent.
5. All certified personnel must have a valid Montana certificate registered with the Ravalli County Superintendent. If the certificate is not registered within 60 days of the first day of service at Victor School, pay must be withheld in accordance with State law until the certificate has been properly registered.
6. Lists of students are not to be given to any outside person or agency for any reason without clearing it with the office first.
7. Staff members must sign out at the office before leaving school during the school day.
8. Teachers must be appropriately dressed for the task at hand.
9. Your classroom cannot be disrupted for phone calls. Calls will be forwarded to your mailbox, unless it is an emergency.
10. For information regarding salary, payday, compensation for additional credits earned, etc., please check the master agreement. Please note that

you must notify the superintendent of any plans to move on the salary schedule due to additional credits earned by the 15th day in April.

11. Teachers are responsible for the safety of their school keys. It is recommended that these keys be kept on the person when on duty. **TEACHERS WILL NOT LOAN KEYS TO STUDENTS FOR ANY REASON.**
12. Except for PE classes, teachers should inform an administrator or attendance office before holding class outside.
13. The district reserves the right to change its policies at any time at its sole discretion with or without advance notice. Such changes may include substituting alternative benefits, which may or may not be equivalent or comparable, etc.
14. Victor is a tobacco free school. The use of tobacco in school buildings at any time and on school grounds during school hours is strictly prohibited.
15. Passes are required when a 6-12 student leaves a class along with a check in/out written procedure. A teacher **MUST** not release a student to work in another class without permission by the other teacher. **NO EXCEPTIONS!** Each teacher is responsible for the whereabouts of each student assigned to each of his/her classes.
16. Assemblies and other class activities, such as concerts, award presentations, Teen Day, etc. are held during the year to provide added experience for students. All teachers are expected to attend these assemblies and activities.

K-5 teachers will sit with their classes to maximize control.

K-12 teachers are expected to observe students at assemblies and take necessary action when problems arise. Students 9-12 will not be expected to sit as a class when they go to assemblies.

17. A daily bulletin will be available first period each day. An administrator must approve all bulletin items.
18. Students who are ill are to be sent to the office. The office will make arrangements for them to go home.

19. All news items for release to the media **MUST** be cleared with an administrator. Information you wish to post on the various bulletin boards **MUST** be cleared as well. Teachers are encouraged to submit at least one public relations article each year. News articles should be sent to the designated person via email so they may be faxed to newspapers or announced in school publications.
20. Long distance calls charged to the district must be for school business. Each teacher is provided with a long distance code number that strictly belongs to him/her. This number is not to be given out for any reason.
21. Teachers are required to post grades weekly to the school's website to keep students/parents informed of current grades, class assignments, and activities.
22. Adult School Lunch - \$3.00/single ticket.  
Adult School Breakfast – no charge
23. Each faculty member is assigned a mailbox. **PLEASE CHECK YOUR MAILBOX DURING THE DAY!!**
24. Rosters and/or seating charts are to be kept current and updated during the school year. K-5 teachers **MUST** keep a current daily schedule posted outside their rooms.
25. **All VIDEOS/MOVIES/SOFTWARE must BE RELATED TO THE CLASS/SUBJECT/LESSON BEING TAUGHT.** Any deviations must be approved by the administration. Permission slips must be used for movies other than those rated PG-13. **STUDENTS WILL NOT BE ALLOWED TO TELEPHONE FOR THIS PERMISSION AT THE OFFICE.**
27. Substitute packets will be made up by each teacher to be available for any substitute by the end of September. A substitute packet will include three lesson plans for each class. **LESSONS FOR SUBSTITUTES MUST INCLUDE ENOUGH WORK FOR AT LEAST 60 MINUTES OF CLASS TIME.** Unrelated videos may **NOT** be used by substitutes, unless they have been justified by the teacher and approved by the administration as related to #26.

28. Any information posted on school walls must use masking tape or “Ticky Tack”, not Scotch tape. **DO NOT STAPLE INTO WALLS.**
29. The district is unable to provide check cashing services to its students and staff.

## **II. PURCHASES**

1. All supplies must be ordered by requisition and purchase order. This procedure will be explained in more detail during orientation. "ON APPROVAL ITEMS" must also be approved through a requisition.
2. Teachers and students are not authorized to purchase anything in the name of the school unless it is cleared with an administrator **BEFORE THE FACT!**
3. Each spring, teachers will be asked to complete requisitions for supplies, materials, and equipment for the coming year.

## **III. CARE OF EQUIPMENT AND ROOM**

1. Teachers are directly responsible for the inventory, care of equipment and room, which is assigned to him/her. However, school equipment is for the use of the entire educational program. If you desire to use equipment that is assigned to another teacher, feel free to ask for it and make arrangements for the care of and return of the equipment. Permanent moves from one room to another must be noted in the inventory records.

Teachers are required to take a complete and accurate inventory of their respective rooms in the spring. This procedure will be explained during orientation.

2. Video/DVD equipment and/or other audiovisual equipment must be checked out through the librarian/media center coordinator.
3. Students are not to be permitted to sit on heat registers, windowsills, tables, counters, etc. Classroom teachers are responsible for making sure this does not occur if they are present

in the room.

4. Teachers are expected to make sure students do not write on desks, walls, etc. Please check your room periodically throughout the day to prevent this from happening and/or to help pinpoint when it might be occurring.
5. ALL teachers share in the responsibility for the care of all school property, whether it is assigned to you or not. If you see some disregard for property, it is your duty to stop it and/or report it to the office. THE HALLS, RESTROOMS, BUILDINGS AND GROUNDS ARE THE RESPONSIBILITY OF ALL.
6. A RECORD OF TEXTBOOKS CHECKED OUT WILL BE KEPT BY ALL TEACHERS which must include the name of the student, number of text, and the condition of the text. All textbooks are required to have a book cover throughout the year. Students will be required to pay for loss of the book and/or any unusual wear and tear. Please stamp and number books if not already done so.
7. Equipment and/or supplies must not be removed from the school without administrative approval. Serial numbers are on file in the administrative office. Big-ticket items must be checked out from the main office such as digital cameras, computers, etc.
8. Any teacher requiring maintenance work done in their respective area should fill out the yellow Maintenance Request Form and contact the administration.

#### **IV. USE OF BUILDING**

1. Student activities during or after school hours must be cleared with an administrator. A master calendar will be maintained in the office.
2. Students must be under the supervision of the teacher in charge



or other designated and appropriate chaperone. If a teacher lets a student in the building after hours, that teacher is responsible for the student. Teachers must remain with students until they have secured transportation after any school activity.

3. TEACHERS NEED TO MAKE SURE ALL DOORS ARE LOCKED AND LIGHTS TURNED OFF AFTER FINISHING AN ACTIVITY.
4. The Victor School is protected with a security system that is set at the end of each day. Teachers who desire to get into the building during hours other than normal school hours are given a code and instructions how to use it. All people using the building after hours must sign in and out on the sheet next to the code box.

## V. DUTY

### PIR DAYS

1. The basic duty year is 1348.25 hours.
2. A teacher cannot use contractual leave to avoid the obligation to attend in-service or PIR days. Neither sick leave nor personal days may be used for in-service or PIR days. Teachers must supply official documentation verifying fulfillment of 12 hours of PIR as required for October MEA conference, or in lieu of attending this conference. Prior approval should be attained for these hours. If a teacher does not attend, he/she will receive leave without pay or make up the time missed as approved by the administration.

### JURY DUTY

1. If a teacher serves on jury duty or is subpoenaed as a witness, any compensation received must be reported to the Business Manager. If the teacher takes paid leave from the school, during this time then the compensation received belongs to the teacher. If a teacher takes time off from their position with no leave being deducted, then the compensation received is deducted from their salary. Teachers are entitled to keep money paid to them for expenses, such as mileage. (See MCA 2-18-619)

### CO-CURRICULAR DUTIES

1. All teachers are expected to participate in extra-curricular activities, such as athletics, committees, advisors, etc.

### High School

1. Teachers will be scheduled for morning hall duty from 7:45 until 8:10 Detention duty from 4:20 until 5:00 may be assigned. If a teacher has a planned absence during a scheduled duty, THEN THE TEACHER MUST FIND SOMEONE TO COVER. The principal will explain the responsibilities involved at orientation.
2. ALL TEACHERS ARE EXPECTED TO STAND IN THE CORRIDOR NEAR THEIR RESPECTIVE ROOMS DURING CLASS CHANGES TO OBSERVE AND HELP CONTROL STUDENT TRAFFIC AND BEHAVIOR.
3. Teachers may also have home game duty during the year. This duty should be only once or twice and the principal will brief you as to your responsibilities during orientation.
4. Teachers may be assigned bus duty at the end of the day.

### Elementary

1. Teachers may be scheduled for playground duty from 7:45 until 8:10 or bus duty at the end of the day. The principal will explain the responsibilities involved at orientation.
2. An aide will normally handle recess duties. However, teachers will be expected to handle recess should the need arise. Teachers who have students who are to be in at recess due to illness or discipline will handle their own in-room duty or coordinate with another staff member.
3. Teachers will be expected to either meet their students on the playground or have them follow a line leader and walk quietly to the room.
4. Teachers are responsible for supervision of their students to and from specialists.

5. Elementary teachers may also have home game duty as above.

## **VI. STUDY HALL**

Study halls may be scheduled.

## **VII. WORKING WITH PARENTS AND COMMUNITY**

*"Coming together is a beginning; keeping together is progress; working together is success." - Henry Ford*

The community and parents are our partners in education. The teacher plays a key role in establishing and maintaining a strong, positive relationship between Victor School, parents, and the community. This positive relationship, one based on trust and communication, is essential for the continued growth and success of the educational program at our school. It is understandable for us as professional educators to sometimes forget that the ins and outs of the everyday operations of school, which are so familiar to us, may be unknown or confusing to parents and the community at large. If we want parents and the community to support us with enthusiasm and confidence, we must let them know who we are and what education at Victor is all about.

1. COMMUNICATE with parents when there is a problem of any serious or chronic nature with a student. Work with the parents to find and implement solutions.
2. COMMUNICATE with parents when there is no problem. Create situations where parents can have positive interactions with school.
3. Encourage parents or other community members to visit your class, activity, practice, and/or the school. Our doors should always be open.
4. If you are doing something that you feel the public might find informational or interesting, let the administration know and we will try to get media coverage.
5. Stress the positive things when talking about school, but always be ready to admit limitations and possible shortcomings. These things can't be hidden. Instead, make

them goals for future improvement.

6. You are encouraged to make every attempt at keeping the lines of communication between home and school open. Parents are to be notified immediately of difficulties (academic, social, or disciplinary) that their child may be having at school. Feel free to conduct conferences with parents as the solicitation of their cooperation will eliminate many problems. Communicating the positive attributes of the students to their parents is encouraged. Please place a copy of your written communications in the principal's mailbox.

News travels swiftly and often gets quite distorted, so for your own welfare, please weigh what you say very carefully, especially around students, parents, helpers, etc. Within the building, especially the faculty room, we should strive to keep a positive atmosphere for communicating. Gossiping, groaning, and discussing problem students in large groups will not make for a healthy staff and is considered unethical conduct.

A certain amount of policy and routine is necessary for the general functioning of the school. Teachers are expected to read and familiarize themselves with the school board policy manuals (available in the library), the negotiated agreement, the contents of this handbook, and the daily bulletins. Some things may seem trivial and unnecessary; however, one or two individuals failing to follow through or do their part inevitably cause hard feelings on the part of others and, eventually, a straining of staff relations and morale. The entire staff is a professional team and complete fulfillment of assigned responsibilities and policies is required.

The success formula for any staff is a complete open and honest communication system. We have a vital obligation to students and can fulfill this obligation only if we can function as a team. Thinking and acting positively and discussing problems, dissatisfaction, and questions with your principal or those involved is imperative.

7. **PTSA** is an extension of the school working with parents and

community. Teachers are expected to become involved with PTSA activities.

8. Teachers belong to a profession. Thus, the administration expects teachers to adhere to all of the ethics of the profession. Teachers are to set a good example to the students and community as a whole at all times. What you do reflects on your effectiveness as a teacher. This also extends to your ability to organize yourself, your work, and the appearance of your room.

## **VIII. PARENT-TEACHER CONFERENCES**

Parent-teacher conferences will be scheduled each year. They provide an unparalleled opportunity for improving community relations. Tell parents what your class is doing, what your goals are, what you know to be good about Victor Schools. Be enthusiastic! Be your own best advocate! We know you are excellent teachers; parents, too, need to recognize this. Don't waste a golden opportunity.

1. Not only plan to give, but to receive information relative to the standing of the pupil. Be a good listener.
2. Insure privacy.
3. Make necessary notes following the conference (if needed).
4. Base your report on a careful estimate of the pupil's progress according to his/her own abilities, his/her efforts and his/her use of time.
5. Be able to discuss questions dealing with the objectives of your lessons, homework, general school routine, etc.
6. If a conference is taking a long time, please try to arrange another time for the parent so you can move on.
7. If a parent has a concern, hear it through. It is much better to hear complaints first-hand. Maintain a log of communications. Document what was said by all parties.

8. If a situation is reported to you of which you were unaware, promise to investigate and report back -- then do both.
9. Let the administrator know if a problem develops, or if he/she can be of assistance in the conference.
10. It is unacceptable to discuss the progress or problems of any student with anyone other than the student, his/her parents or guardians, or other school personnel who have a professional need to know.
11. A conference should be scheduled anytime one is needed.

## **IX. SAFETY RESPONSIBILITIES**

1. If a class uses equipment, materials, or engages in activities which have the potential of being dangerous, proper and safe practices must be discussed or taught. **ANY STUDENT FAILING TO HEED SUCH DIRECTION MUST NOT BE ALLOWED TO PARTICIPATE IN THE ACTIVITY.**
2. When instructions or directions for the safety of students are given, the age, experience, and ability of the student must be taken into account.
3. Appropriate warning signs are to be posted in shops, labs and other potentially dangerous areas.

4. **TEACHERS MUST NOT LEAVE STUDENTS UNSUPERVISED.** In case of emergency, let the teacher next door know you are out of the room. Do not leave PE or lab classes operating on their own. Students are NOT to be sent to the computer room or library without direct supervision.

**ELEMENTARY STAFF AND SPECIALISTS** - Classes must be supervised going to and from music, PE, library, lunch, etc.

5. Any injury except for minor cuts and bruises will be reported to the office and an accident report filled out. A completely

stocked first aid kit can be found in the main office.

If a person bleeds, vomits, etc., the person in charge should follow this procedure:

- a. Do not touch the body fluid without protection.
  - b. When dealing with a situation like a bloody nose, scrapes from the playground, etc., gloves will be put on before first aid is administered. Everyone, even elementary students, should be encouraged to put on their own band aids.
  - c. If an elementary student is sent to the office for first aid, they should be accompanied by another person or a note.
  - d. If blood, vomit, etc. is on the floor, in a sink or other area that needs to be cleaned, contact a custodian, the office, or you may clean the area yourself wearing gloves and using bleach then depositing all materials in a garbage bag.
  - e. When body fluids are cleaned up, the gloves along with the other materials, must be placed in a plastic bag, sprinkled/sprayed with bleach, tied, then placed inside another bag (like the garbage can in the work room) to be removed by the custodian.
6. Remember we are not doctors. It is better to be overly cautious when dealing with student injuries.
  7. Teachers must notify the building principal when they notice a condition of disrepair or other hazards that may pose a safety threat to students and staff.
  8. Risk Management: When determining negligence, the court will ask the following four questions.
    1. Was a duty owed?
    2. Was the duty neglected?

3. Was there actual harm?
4. Was there a relationship between the harm and the behavior of the educator?

## X. EMERGENCY DRILL REGULATIONS

Teachers are responsible for informing their classes of the emergency drill regulations. Impress upon the students that these drills are serious business. Be sure to discuss the proper route of evacuation with students the first day of class. Be sure to cover unusual locations such as bathrooms, assemblies, recess, etc. Montana law requires at least 8 drills per year be conducted. These drills will be conducted at various times during the school day throughout the year. A fire drill evacuation map **MUST** be posted in each room. (See Student Handbook)

Earthquake and lock down drills may be substituted for fire drills. Students and staff should stay away from window and lay down in a fetal position near a bulky piece of furniture. Be familiar with safety committee regulations.

## XI. Instructional Assignment

### ***District Classroom Assignment Philosophy***

The overriding purpose of instructional assignments is to improve student learning and to do so assignments must be directly related to students' mastery of established learning goals. To this end, the academic purpose of all instructional assignments must be clearly articulated by the teacher and evident to the student.

Effective instructional assignments enhance the learning experience and build upon content being taught in the classroom. For the positive academic effect of instructional assignments to be realized, feedback must be provided to the student. Instructional assignments should be used to provide both formative and summative information for and about students.

All instructional assignments given are:

- **Relevant** to the learning goals of the curriculum,
- **Realistic** in their expectations of students, and
- **Respectful** of the many demands in students' lives.

*The primary purposes for Instructional Assignments include:*

1. Building, reinforcing and extending upon learning goals



2. Building background knowledge prior to instruction.
3. Checking for understanding
4. Practicing acquired skills
5. Reflecting upon concepts and/or learning
6. Acquiring new understandings or information
7. Applying learning to new situations

## Homework

Homework, when consistent with the guidelines established for instructional assignments, is an appropriate extension of in-class learning. Effective homework assignments provide the student with a quality learning experience that fulfills one or more of the purposes stated above. For homework to be effective, a student should not have to rely upon instruction or help from a parent/guardian to complete the homework assigned.

## Effective Possible Best Practices for Homework

- It should be directly related to instructional objectives and concepts
- Allow for practice of new skills and knowledge without penalty
- Provide an opportunity to demonstrate practice without consequence

## Grading Practices Guidelines

### ***District Grading Practices Philosophy***

The grading of student learning is a complex process and is part of the intricate relationship between teacher and student. This relationship can often be difficult to quantify and is not easily reduced to simplistic terms. However, guidelines that support research and best practice in grading practices will serve to move all students and teachers toward effective communication of learning that more closely represents the learning process in relation to content-specific learning targets. This document provides guidance on effective grading practices that will help our students continue to improve upon their levels of academic achievement.

## Primary Purpose for Grading Student Work

Accurately communicate achievement towards proficiency and academic growth to students, parents and others.

### ***Related Purposes for Grading Student Work***

1. Provide feedback for students to use for self-evaluation and improved achievement.
2. Provide feedback for teachers to use to improve instruction and student achievement.
3. Provide feedback for departments, grade levels, schools and the district to use to make adjustments in curriculum, alignment, materials and assessment.

# District Grading Practice Guidelines

1. Academic grades reflect students' levels of proficiency related to learning goals, which are based on state standards, benchmarks, essential learning expectations or district curriculum.
2. Behavior is not reflected in reported academic grades unless defined in state standards, benchmarks, essential learning expectations or district curriculum
3. Teachers emphasize accountability in meeting timelines and expectations. However, when students struggle with meeting timelines, it remains important that assignments be completed to demonstrate levels of achievement on learning goals. Therefore, accepting late assignments is important in order to assure that students meet the learning goals measured by those assignments, providing the submission of work is within manageable timeframes established at the school (i.e. end of units, quarter, semester).
  - a. Any academic penalty for assignments completed late should not unreasonably affect a student's final grade. For example, if late work completed demonstrates a student's proficiency, it should not take the final grade below the proficiency level.
  - b. Support systems to help students struggling with timely completion of assignments are available to students to assist them in meeting deadlines and completing unfinished work.
4. Students are given multiple opportunities to demonstrate their progress related to the mastery of clearly articulated learning goals within timeframes established at the school.
  - a. Resubmission of assignments and assessments or completion of alternative assignments and assessments is encouraged for students who are struggling to meet established learning goals
    - i. Resubmission or alternative submission provides students who are struggling to meet established learning goals opportunities to seek higher levels of achievement. However, prior to resubmissions or alternative submissions being accepted, students must demonstrate that steps have been taken to increase their proficiency level.
  - b. Support systems to help students struggling to master learning goals are available to students to assist them in learning process.
5. In any given class, the student's grade should be a reflection of their performance on the learning goals identified for that course and should be gleaned primarily from summative assessments.
  - a. Formative assessment information is intended to provide input for students regarding areas in which improvement is needed.
6. A student's grade is not to be unduly dependent upon the achievement or behavior of others. When a group work is part of the standards of a given class, students' performance within the group must primarily be evaluated individually and only secondarily on the whole group outcome or process
7. The preponderance of assignments given will be scored using rubrics that clearly define performance levels which are based upon established learning goals
8. Students' final grades reflect the use of scales that clearly define end-of-term performance level expectations.

## **XV. ACTIVITIES**

1. It is suggested that the teacher make clear the tolerable limits or behavior before any activity begins so the students will know what is expected of them.
2. Staff members are encouraged to attend school activities. These events allow us to see students in a different setting. The students appreciate our presence as well. Staff members and their immediate families are entitled to free entrance to all home games.

## **XVI. DISCIPLINE**

1. DISCIPLINE IN THE HALLS, SCHOOL GROUNDS, LUNCH ROOM, AND ANY OTHER AREA WITHIN THE JURISDICTION OF THE SCHOOL IS THE RESPONSIBILITY OF ALL TEACHERS. If a student is misbehaving at a school function, in the restroom, etc. teachers are expected to take action. Discipline is a cooperative affair and condoned misconduct in any area will affect the entire operation of the school.
2. Be firm, fair, and cordial, maintaining a tight rein on the class.
3. Corporal Punishment is against the law in Montana.

No staff member, under any provocation or circumstances, may use any type of physical punishment with respect to students in his/her charge. If you must keep a student from harming himself/herself or others, you must use the minimum amount of force necessary to accomplish the task. The same applies if you must defend yourself if physically attacked.

4. Use of courteous and self-controlled language is required. Profanity, including "damn" and "hell," is not to be used. Demeaning, degrading statements are not acceptable.
5. Talk to the Principal/Superintendent about discipline problems before they become major disasters. He/she is very willing to help and may have some background information about the student or situation in question. This

also allows us to coordinate our efforts to solve a problem of mutual concern. Avoid hasty or irrational decisions in the area of discipline.

Discipline is a matter of positive action. Talking anticipated problems over in advance is a specific indication of positive concerned action.

6. Do a good teaching job. Know in advance what your purposes and procedures will be. Be organized. Provide a challenge and a means to achieve success. Expect quality work, yet respect each student's individual differences. Be flexible enough so that if some unforeseen circumstances happen, you will be able to handle the situation.
7. **TEACHERS WILL GIVE THE PRINCIPAL A COPY OF THEIR INDIVIDUAL CLASSROOM RULES BY THE END OF THE FIRST WEEK OF SCHOOL.** Please keep the principal apprised of any changes.
8. Discipline must be another way of showing students we care. They must know that you still accept them after they have stumbled and fallen. A discipline system must not be perceived as vindictive or vengeful.
9. Have a sense of humor. Indicate to students that you are tolerant of human weaknesses; admit your errors and move on to the next topic.
10. Teachers are expected to stop in and check on students in in-school suspension. This need only take a few minutes and will help to improve student/teacher relationships. Also, it will allow students to ask questions on assignments given to them to work on in the study carrels. Students must have 60 minutes of work available.
12. **BEFORE REFERRALS ARE MADE TO THE PRINCIPAL OR DISCIPLINE DIRECTOR, TEACHERS WILL NOTIFY PARENTS** (notification should be by phone or in person, but a copy of the referral is sufficient if the family has no phone listed) **WHEN STUDENTS HAVE REPEATED DISCIPLINE PROBLEMS IN THEIR CLASS.** This includes any written

referrals on students such as a detention or more serious referrals.

13. Smoking, alcohol, and drug rules:

(See Board Policy 5225, 5226.)

14. Playground

a. Teachers will assist the playground aide in supervising the playground and halls in a manner which, is consistent and fair. Certain types of behavior are not acceptable, and appropriate consequence will be developed.

b. Be alert and move around while on playground or on hall duty. Students are not to be on the playground without a teacher/aide present. If any injury occurs, send a student in for help. **DO NOT LEAVE STUDENTS UNATTENDED.**

15. The student handbook states that the following are inappropriate punishments at Victor School:

a. Putting students down verbally or other verbal abuse

b. Punishing a whole class for the mistakes of a few - we want to reward those who are doing right

c. School work as punishment - this creates negative feelings towards academic work. Avoid using writing (repetitive/copying) as punishment.

## **XVII. FIELD TRIPS**

1. A CONCERTED EFFORT WILL BE MADE THAT NO MORE THAN ONE FIELD TRIP OR ACTIVITY TRIP WILL BE SCHEDULED IN THE SAME WEEK FOR HIGH SCHOOL.

2. NO FIELD TRIPS FOR GRADES 7-12 AFTER MAY 30.

3. Students must have a signed permission slip on file to attend.

## **XVIII. TRANSPORTATION**

1. School transportation will be used for all travel to and from school activities unless prior arrangements are made with the superintendent.
2. Students riding activity buses must have a signed parent permission slip on file in the office.
3. Students are under the supervision and control of the chaperones from the time they leave the school until they return back to school. The bus driver has the final authority on the bus while en route.
4. Staff will be familiar with bus conduct and safety rules and ensure students are aware of them and follow them. They are listed in the student handbook.
5. STUDENTS WHO RIDE ACTIVITY BUSES MUST RETURN BY SAME UNLESS THE PARENTS/GUARDIANS PERSONALLY PICK THEM UP FROM THE CHAPERONE AT THE SITE AND SIGN THE APPROPRIATE RELEASE FORM.

## **XIX. ATTENDANCE**

1. If an absence is excused, the student shall be permitted to make up all missed assignments outside of class under reasonable conditions and time limits. Excused absences will be given for all school related activities during the school day. (See Student Handbook for details)
2. ELEMENTARY - Attendance will be taken at the beginning of the morning and afternoon sessions and posted on Schoolmaster. Teachers are required to maintain their own record of absences in addition to the record kept on the computer. Lunch count is entered on the computer. If you are late, call the kitchen.
4. HIGH SCHOOL - Attendance will be taken by each teacher at the beginning of each period and posted on school management

system. Lunch count must be entered first period. Teachers are required to maintain their own record of absences in addition to the record kept on the computer.

5. Teachers must enter tardy in the computer as opposed to absent so that the student is counted as attending. Otherwise the office will end up calling on that student. See student handbook for tardies.
6. STUDENTS MUST NOT LEAVE THE SCHOOL BUILDING OR GROUNDS AT ANY TIME DURING CLASS HOURS UNLESS THEY HAVE REPORTED TO THE OFFICE AND RECEIVED PERMISSION TO DO SO.
7. Students with excessive tardies shall be reported to the principal.
8. The teacher's record is the "official" record if it ever comes to litigation.
9. See Student Handbook for more detailed information.

## **XX. STAFF DISCIPLINE PROCEDURES**

Attached as Appendix A is a copy of the board policy which deals with the disciplining of staff members. An explanation of the policy and how the administration will apply.

It will be presented at orientation. If you have any questions at any time on the policy, please check with an administrator.

## **XXI. SUPERVISION/EVALUATION**

*"Education, in the deepest sense, is continuous and lifelong, in essence unfinished."*

The teaching profession in many respects is a "craft." As such, it requires us all to be constantly growing and improving. This growth and improvement can be accomplished by experience, continuing education, the reading of professional journals, observation of and interaction with fellow teachers, and participation in a competent supervision and evaluation process.

We can become better at what we do - teacher and administrator both.

It is recognized that a quality staff is at the heart of a quality school system and the key to providing a quality education. There is no question that as we become better at our profession, the students are the ultimate winners.

## DEFINITIONS:

**EVALUATION** - conclusions about an individual teacher's performance both as a professional practicing his/her craft and as an employee.

**SUPERVISION** - providing for development of an individual teacher's professional skills and growth. The hope is that a teacher will join with the supervisor in sharing perceptions of the teacher's performance and in arriving at goals for improvement and course of action to achieve those goals.

In keeping with this philosophy and in compliance with the master agreement, the following procedures are established:

The supervisor will conduct a minimum of two classroom visits during the year. These formal visits will follow the "clinical supervision" format.

Tenured teachers - will have at least one formal visit of at least 30 minutes during the school year before contracts are issued for the next year.

Non-tenured teachers - will have at least two formal visits of at least 30 minutes each during the school year before contracts are issued for the next year.

During the first month of the school year, the supervisor and teacher will determine at least one initial goal(s) and the method(s) to be used to achieve professional growth. A conference must be held before January 31 as a part of the supervision/evaluation process and will include discussion of the goal(s). The goal(s) may be modified before the January 31 deadline and will become a part of the final evaluation in the



spring.

The supervision/evaluation cycle will be completed on one summative form for the entire year. This is a summative look at the staff member both as a teacher and as an employee. This completed form will then be placed in the personnel file at the end of the year. Anything written on the summative form will be signed off by the teacher, not necessarily in agreement, but in acknowledgment of receipt of the information.

In the event the teacher feels an evaluation or information put on the summative form was incomplete or unjust, he/she may put the objection(s) in writing and have them attached to the year-long evaluation report to be placed in his/her personnel file.

**SUPERVISION AND EVALUATION SYSTEMS MUST BE  
BASED ON TRUST AND COMMUNICATION!!**

## **XXII. CRITERIA FOR NOMINATION FOR TENURE AND CONTINUED EMPLOYMENT**

The board wishes to grant tenure only to the highest qualified professionals. Said person must emulate, but not be limited to, the following traits and work habits.

- 6 DISPLAY TRAITS AND HABITS OF AN ACADEMICIAN
- 6 DISPLAY BEHAVIOR WHICH REINFORCES THAT TEACHING AND WORKING WITH STUDENTS IS A WAY OF LIFE
  - IS CAREER ORIENTED IN THAT HE/SHE SEEKS MORE SCHOOLING, ATTENDS WORKSHOPS
  - IS PRAGMATIC IN DISPLAYING TIME AND TERRITORY MANAGEMENT SKILLS
  - IS CONSISTENT IN EXPECTATIONS AND HAS HIGH EXPECTATIONS OF SELF AND STUDENTS
  - IS PERFORMANCE ORIENTED - ACCOUNTABLE
  - IS ABLE TO DEVELOP GOALS AND OBJECTIVES FOR CLASSES
  - IS WILLING AND CAPABLE IN WORKING WITH STUDENTS AS INDIVIDUALS
  - RESPECTS AUTHORITY AND CARRIES OUT BOARD POLICY

AND ADMINISTRATIVE DIRECTIVES

- COMMANDS GOOD VERBAL AND WRITTEN SKILLS
- DEMONSTRATES THE ABILITY TO BRING STUDENTS UP TO AND BEYOND THEIR POTENTIAL

Along with the previous list, a teacher who is to be nominated for tenure and continued employment shall also have:

1. Successfully completed seven (7) quarter or five (5) semester credits that meet the criteria established in Article XI, Section 3, Subd. 1 of the Master Agreement by the beginning of the fourth contract, then maintain credits as required for teacher certification and the master agreement.

THESE CREDITS MUST HAVE BEEN EARNED PRIOR TO THE RECOMMENDATION BEING MADE AND EXCEPTIONS TO THIS RULE WILL BE MADE AT THE SOLE DISCRETION OF THE VICTOR SCHOOL BOARD.

(The conversion is to use 1.5 x semester credits to get the number of quarter credits or divide by 1.5 to get the number of semester credits.)

2. Observations and evaluations show a growing maturity, acceptance of performance suggestions and solid teaching techniques.
3. Has demonstrated a willingness and ability to work with development of curriculum.
4. Participated in the extracurricular program in some capacity. Has demonstrated support for the programs.
5. Has been supportive of school, staff members, and community.
6. Has honored all commitments or contingencies of employment.
7. Carried out all school policies and administrative directives.
8. Has respect of students and experiences little or no discipline problems.

9. Is a positive role model, especially in communication skills, and conforming to academic excellence.
10. Is recommended by the superintendent.

The items under Section XXII are also major factors in continued employment after a teacher acquires tenure.

# **APPENDIX**

**APPENDIX A**

Victor School District #7

PERSONNEL 5255

Disciplinary Action

District employees who fail to fulfill their job responsibilities or follow the reasonable directions of their supervisors or who conduct themselves on/or off the job in ways that affect their effectiveness on the job or in other such ways that the law determines to be good cause shall be subject to discipline. Behavior, conduct, or action which may institute disciplinary action or dismissal may include, but is not limited to, reasonable job related grounds based on a failure to satisfactorily perform duties, disruption of the District's operation, or other legitimate business reason.

Discipline shall be reasonably appropriate to the circumstance and shall include, but is not limited to, the supervisor's right to reprimand and the Superintendent's right to suspend with or without pay or impose other appropriate disciplinary sanctions. In accordance with Montana law, only the Board may terminate or non-renew an employee.

The Superintendent is authorized to suspend a staff member immediately.

Legal Reference:	§ 20-3-210, MCA	Controversy appeals and hearings
	§ 20-3-324, MCA	Powers and duties
§ 20-4-207, MCA	Dismissal of teacher under contract	
	§ 39-2-903, MCA	Definitions

Policy History:  
Adopted on:  
Revised on:

**APPENDIX B**

Victor School District #7

Asbestos Management Plan Notification

Attention Staff Member:

1. In accordance with Federal law, our facilities have been inspected for asbestos-containing materials by Northern Engineering and Testing, Inc., a certified asbestos inspection consulting firm. The inspection results were evaluated and a management plan for asbestos was developed by a certified management planner at Northern.
2. We have copies of this management plan in our administrative office and our maintenance office. You are welcome and encouraged to review the plan at your convenience.
3. We intend to fully comply with all relevant EPA and OSHA regulations in this area and will be closely monitoring all asbestos activities.
4. If you have any questions concerning asbestos, please contact the superintendent.

**APPENDIX C**

Victor School District #7

PERSONNEL 5226

Drug-Free Workplace

All District workplaces are drug- and alcohol-free workplaces. All employees are prohibited from:

- I. Unlawful manufacture, dispensing, distribution, possession, use, or being under the influence of a controlled substance while on District premises or while performing work for the District.
- II. Distribution, consumption, use, possession, or being under the influence of alcohol while on District premises or while performing work for the District.

For purposes of this policy, a controlled substance is one which is:

- I. not legally obtainable;
- II. being used in a manner different than prescribed;
- III. legally obtainable, but has not been legally obtained; or
- IV. referenced in federal or state controlled-substance acts.

As a condition of employment, each employee shall:

- I. abide by the terms of the District policy respecting a drug- and alcohol-free workplace; and
- II. notify his or her supervisor of his or her conviction under any criminal drug statute, for a violation occurring on the District premises or while performing work for the District, no later than five (5) days after such a conviction.

In order to make employees aware of dangers of drug and alcohol abuse, the District will endeavor to:

- I. provide each employee with a copy of the District Drug- and Alcohol-Free Workplace policy;
- II. post notice of the District Drug- and Alcohol-Free Workplace policy in a place where other information for employees is posted;
- III. enlist the aid of community and state agencies with drug and alcohol informational and rehabilitation programs, to provide information to District employees; and
- IV. inform employees of available drug and alcohol counseling, rehabilitation, re-entry, and any employee assistance programs.

District Action Upon Violation of Policy

An employee who violates this policy may be subject to disciplinary action, including 5226 termination. Alternatively, the Board may require an employee to successfully complete an appropriate drug- or alcohol-abuse, employee-assistance rehabilitation program.

The Board shall take disciplinary action with respect to an employee convicted of a drug offense in the workplace, within thirty (30) days after receiving notice of the conviction.

Should District employees be engaged in the performance of work under a federal contract or grant, or under a state contract or grant of \$5,000 or more, the Superintendent shall notify the appropriate state or federal agency from which the District receives contract or grant moneys of the employee's conviction, within ten (10) days after receiving notice of the conviction.

Policy History:

Adopted on:

Revised on:

**APPENDIX D**

Victor School District #7

PERSONNEL 5224

Political Activity - Staff Participation

The Board recognizes its individual employees' rights of citizenship, including, but not limited to, engaging in political activities. An employee of the District may seek an elective office, provided that the staff member does not campaign on school property during working hours, and provided all other legal requirements are met. The District assumes no obligation beyond making such opportunities available. In the event the staff member is elected to office, the employee is entitled to take a leave of absence without pay in accordance with the provisions of § 2-18-620, MCA.

No person may attempt to coerce, command, or require a public employee to support or oppose any political committee, the nomination or election of any person to public office, or the passage of a ballot issue.

No District employee may solicit support for, or in opposition to, any political committee, the nomination or election of any person to public office, or the passage of a ballot issue, while on the job or at his place of employment. However, nothing in this section is intended to restrict the right of a District employee to express his personal political views.

Legal Reference:	5 USC 7321, et seq.	Hatch Act
	§ 2-18-620, MCA	Mandatory leave of absence for employees holding public office - return requirements
	§ 13-35-226, MCA	Unlawful acts of employers and employees

Policy History:  
Adopted on:  
Revised on: