

## **K-12 Teacher Handbook 2020-2021 Montpelier Public Schools**

The purpose of this handbook is to provide guidelines that may not be specifically addressed in the policy manual. The information will develop consistent practices throughout the school creating a more adhesive group of educators. Suggestions for changes to the handbook are encouraged. This handbook does not attempt to all address all situations and information.

### **COVID-19 (Coronavirus)**

March of 2020 Governor Burgum ordered all schools to be closed due to COVID-19 pandemic and schools were asked to provide distance learning for the remainder of the year. The governor is allowing schools to reopen for the 2020-2021 academic school year, requiring that every school has a health and safety plan and an updated learning plan prior to reopening. The Montpelier School Board approved these two plans at a special board meeting on Tuesday, August, 4 2020. It is understood that these plans are “living documents” and will be updated as necessary.

Schools were allowed to determine how education would look in their district but were required to offer distance learning as an option for parents. A re-entry plan committee met several times and worked to create/update the two plans and can be found on our school’s website, [www.montpelier.k12.nd.us](http://www.montpelier.k12.nd.us). The goals of the plans are to provide a safe and healthy environment for the students and staff, along with providing a quality education for the students.

COVID-19 procedures will be addressed prior to school beginning and addressed as needed during the school year.

**Descriptor AAC**

### **NONDISCRIMINATION AND ANTI-HARASSMENT POLICY**

#### **General Prohibitions**

The Montpelier School District is committed to maintaining a learning and working environment free from discrimination and harassment in all employment and educational programs, activities, and facilities. The District prohibits discrimination and harassment based on a student’s, parent’s, guardian’s, or employee’s race, color, religion, sex, gender identity, national origin, ancestry, disability, age, or other status protected by law. The District also provides equal access to the Boy Scouts and other designated youth groups, as required by federal law.

The Board designates **Superintendent Jerry Waagen** as the Title IX Coordinator. Mr. Waagen may be contacted at: **214 7<sup>th</sup> Ave. Montpelier, ND 58472], (701) 489-3348, or [jerry.waagen@k12.nd.us](mailto:jerry.waagen@k12.nd.us).**

## Communications

Communication is a vital component of all of society and is a key to having a productive school community. Our school utilizes Office365 and the mail program for daily information that needs to be shared with the staff. Check your email regularly, recommended times to check are before and after school along with some other time during the school day. There are several groups set up in the mail program so please use these if you need to only address the elementary, high school staff, or all teachers. The “entire staff” group includes all employees of the school.

Besides in-house communication, reaching out to parents and the community is important in creating positive relationships with those outside of the school itself. Try to reach out to parents not only when a child is struggling but also when they have done something positive. A phone call or an email to parents fosters an open line of communication between both parties. If you send an email or letter please provide a copy to your building administrator. Remember that both you and the parents want their child to succeed. If you are doing an activity in the classroom take a picture and write a short story about the activities. These can be sent to Richard Wright to be placed in the monthly newsletter and to the *Litchville Bulletin*. You should also send photos to administrative assistant, Melissa Marshall so she can place them on the school website. Everyone likes to see and hear what is happening at the school.

## Attendance

Taking accurate and timely attendance must be done consistently. Taking attendance, the first class of the day is essential as this allows you and the office to be aware of missing students. Due to our rural nature and students driving to school it is important to know that they have arrived safely and if absent the office can check on their status. High school teachers must take roll call at the beginning of each period.

## Classroom Management, Procedures and Routines

**It's all in how you start.** The most important time of the year that will determine the success (or failure) of students is the first week of school. An effective classroom teacher is also a good classroom manager. Classroom management includes all things including organization of students, space, time, and materials so students can learn. A well-managed classroom includes: students actively engaged, clear student expectations, little wasted time or confusion, and a work-oriented classroom that is relaxed and pleasant. One key to classroom management is **organization**, being unprepared is a formula for a challenging and unproductive learning environment.

Although you may be excited to begin teaching your subject matter it is more important to establish clear procedures for regular activities that will occur throughout the year. Students need to know exactly what they are to do from the time they enter your room until they are dismissed. They should understand procedures such as how to sharpen pencils, get a tissue, hand in papers,

walk in the hallway, etc. All procedures should be discussed and demonstrated the first week so students develop a clear understanding of how things are to be done. If done incorrectly explain to the student(s) why it was incorrect and remind them how it needs to be done. **Once students understand and demonstrate procedures properly they will become routine.** The extra time used to establish procedures the first week of school will allow classroom time to be used more efficiently for the remainder of the year.

### **Discipline**

**Each teacher is responsible for the discipline of his/her students in the classroom.** Clearly communicate classroom rules/expectations as well as school rules during the first week of school. Revisit these rules often throughout the school year. Be sure that students know, understand, and appreciate exactly what behavior is expected of them in all school situations. Remember we are to teach, model, and practice desired behaviors. By doing this, we are promoting a *preventative, proactive environment* rather than a “*reactive*” environment. (i.e., classroom, hall, lines, lunchroom, extra-curricular activities, etc.) Teachers are to contact parents if a major issue occurred or a smaller issue occurs several times.

**POST A COPY OF CLASS RULES/EXPECTATIONS** in plain view in your classroom. Also send home a copy of your rules with each student on the first day of school (and with each new student who enters your classroom thereafter). **DOCUMENT-DOCUMENT-DOCUMENT ALL DISCIPLINARY MEASURES TAKEN IN THE CLASSROOM!**

No student should be in the hall during class time without possessing a pass or having a written note from a teacher. Use hall passes sparingly. **A STUDENT CANNOT LEARN IF HE/SHE IS NOT IN THE CLASSROOM.**

**SEVERE** disciplinary problems that disrupt learning or which do not lend themselves to be handled by the classroom teacher should be referred immediately to the building administrator. The principal will deal with the disciplinary problem according to school board policy.

*If a student needs to be removed from the classroom please contact the office immediately.*

### **Classroom Supervision**

Teachers are charged with supervision of students placed in their charge for the entire period they are assigned. Remain in the classroom while supervising students. If an emergency arises, notify the office and someone will cover for you. Students are to be supervised at all times.

### **Hallway Supervision**

There are numerous times during the school day when students are in hallway such as going to lunch, the restroom, or transitioning between classes. It is everyone's responsibility to monitor

the hallways to both correct inappropriate behavior and praise proper behavior. Your presence can prevent most inappropriate behavior.

### **Meet and Greet Students**

Teachers should to make an effort to meet and greet students as they enter your classrooms. This will allow you to connect with students at the start of class as well as get a general idea how individual students are doing physically and mentally. Short visits with students along with a smile can set a positive tone beginning the class period.

### **Teacher Apparel**

Effective teachers dress appropriately as a professional educator to model success. It is common sense that you will be treated as you dress. By dressing professionally, you create four effects: respect, credibility, acceptance, and authority. How you dress each day makes a statement about your attitude about your job and is seen by your students.

Teachers are not allowed to wear jeans except on Fridays or the day before a vacation time. The superintendent may allow for wearing of jeans on special occasions, extreme cold, or when discussed prior to an activity. A notice will be sent out when jeans will be allowed.

### **Student Apparel**

Our policy book dictates that students wear appropriate clothing. If a student is wearing a shirt, hat, or etcetera with inappropriate messages, ask the student to remove it. If, however, removal or covering of such items severely impact the school day a teacher should use judgment keeping in mind that student learning is always the goal. If a student is wearing clothing of the nature which the teacher feels is inappropriate due to the clothing being too revealing, the teacher should only make comment if the student is of the same sex as the teacher. If the student is of the opposite sex, the teacher should communicate the problem to an administrator or counselor of the same sex as the student who will then communicate the problem to the student.

### **Lesson Plans**

Lesson plans for the next week should be completed by Friday prior to the week. Copies of plans may be requested by the administration or be available upon request. They should include standards, objectives and methods to be used, not just page numbers. Leave your lesson plans on your desk each evening in case a substitute teacher is needed.

### **Student Grades**

Teachers are to keep student grades updated and student assignments and tests scored in a timely manner. Parents should be contacted with students that are struggling/failing academically to

discuss reasons for the academic struggles. Keep a log of your communications with parents. A parent should never be surprised by a poor or failing grade at the end of a quarter.

### **Evaluations**

Montpelier School utilizes the Marshall Model for the evaluation of teachers. Teachers in their first three years will be formally evaluated twice per year with the first completed by December 15 and the second completed by March 15. Teachers who have completed three or more years of employment shall have at least one formal evaluation.

The Marshall Model includes 8 to 10 short visits by the administrator to observe teaching in the classroom. When observations are completed the administrator and teacher will meet to review the administrator's findings. Both strengths and areas of need will be discussed. A portion of a teacher's evaluation will be based upon the student growth and achievement based on North Dakota State Assessments, NWEA and other measures.

### **Duties**

Teachers will be assigned duties and are expected to fulfill those duties. If you are unable to complete the duties make arrangements with another teacher to cover the duties.

### **Fire Drills/Emergency Drills**

Fire drills will be held regularly. Your exit plan from your room should be posted by your door and discussed the first day of school. Remember to close all windows, shut off all lights, and bring an attendance sheet to account for all students once safety area is reached.

Emergency drills including tornado, "stay put" and lockdown drills will be done during the year. A tornado drill requires you to move your students to the designated safe area. "Stay put" requires teachers to shut classroom doors and keep all students in classroom until the "all clear" announcement is made. Continue teaching as normal. A lockdown requires all doors to be locked and students moved to safe area within the classroom. Students should sit on the floor and be quiet. Do not go back to normal activity until the proper phrase is announced. In all situations remain calm and reassure students that all will be alright. See "stay put" and lockdown guideline for details.

### **Special Education**

Teachers are expected to be flexible when scheduling students with IEPs. Remember that any accommodations written into an IEP must be implemented as **required by the law**.

If you have a student a student that you feel may be in need of special education services please contact the special education instructor.

### **Substitute Teachers**

All teachers need to have a substitute teacher folder available that is easy to find. The folder should include the following: 1) seating chart 2) class roster 3) class schedule, including special education student times 4) list of specific rules 5) location of special items 6) duty days and times 7) special events, if any 8) location of teacher materials 9) fire/emergency guidelines 10) where to find district crisis plan.

Also have emergency materials for students to work on when an unplanned teacher absence occurs.