

MANDAREE SCHOOL DISTRICT #36
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TEACHER POLICY HANDBOOK

School Board Approved: September 19, 2024

Negotiated Agreement states:

“Policy Formation: The **Teacher Policy Handbook** will be formed with input from a committee consisting of one (1) School Board member, one (1) MEA member, one (1) Superintendent/Principal and one (1) Special Education Staff member with a majority vote of three (3) to recommend suggested amendments with final School Board Approval.”

This document will stand as approved until such time that teachers and/or School Board has suggested amendments.

1. MISSION AND VISION STATEMENTS

Mandaree School District

Vision Statement

Mandaree Warrior's students will become self-sufficient, culturally responsible, and contributing members of the global community.

Mission Statement

All students will become proficient life-long learners who are cultural resilient and prepared for the 21st century.

Bureau of Indian Education

Mission Statement

BIE's mission is to provide quality education opportunities from early childhood through life in accordance with a tribe's needs for cultural and economic well-being, in keeping with the wide diversity of Indian tribes and Alaska Native villages as distinct cultural and governmental entities. Further, the BIE is to manifest consideration of the whole person by taking into account the spiritual, mental, physical, and cultural aspects of the individual within his or her family and tribal or village context.

ATTENDANCE/GRADING PROCEDURE:

Teachers will keep accurate Attendance and Grade records through NASIS. Guidelines for grading and attendance are outlined in the Student Handbook. If a teacher sees irregularities in attendance or grading recording it is to be reported to the Superintendent. This could include a change to a student's present/absent status, unexcused to excused, etc. Classroom policies and practices of individual teachers cannot discriminate against pregnant students. Grades and assignments in NASIS are to be entered every week. This allows parents and students who view the Parent Portal to have a current and updated view of grades and assignments. Waiting until the day before Grade Reports are to be printed to enter a student has 470 points out of 500 is not acceptable.

Attendance/Bell Ringer assignments will be factored at 15% of the overall grade.

Bell Ringer absent procedure:

Grades 9-12

Bell Work: Bellwork is usually a short assignment at the beginning of class. Usually, students complete bell work as they get settled in to class. The idea of bell work is to allow your students to get focused and review material. Bellwork is 15% of the students' quarterly grade and is given daily. It is crucial that students attend school daily to make sure they receive all the points they can to be successful in the classroom. Mandaree Schools know there will be times when a student cannot complete the bellwork if absent.

The student will be given two school days to provide a note from the clinic that they were absent, a copy of a funeral notice, or documentation of why the student was missing to the principals of your child's school. If the student fails to provide documentation, the bellwork for that day will stand as a zero.

The administration will review the documentation and will communicate via email with the staff about exempting the student from the bellwork.

It is essential to make prior arrangements with the school as the best course option, but we know that life-changing events happen on short notice.

Bellwork does not apply to dual credit or AP coursework at Mandaree Schools.

Adopted: 08/22/2023

BUILDING EMERGENCY TEAM

The Superintendent will appoint at least four other members to the team, in order of who is in charge in the event that the Superintendent is unavailable or incapacitated. This information is communicated to teachers annually at the Back to School Workshop.

1. Administrator – Elementary Principal
2. Administrator – Title I Director
3. Administrator – Special Education Director
4. Facilities Manager
5. Transportation Manager

6. Business Manager

BULLYING DEFINITION

As used in NDCC 15.1-19-17 through 15.1-19-22:

1. "Bullying" means:

a. Conduct that occurs in a public school, on school district premises, in a district owned or leased school bus or school vehicle, or at any public school or school district sanctioned or sponsored activity or event and which:

- (1) Is so severe, pervasive, or objectively offensive that it substantially interferes with the student's educational opportunities;
- (2) Places the student in actual and reasonable fear of harm;
- (3) Places the student in actual and reasonable fear of damage to property of the student; or
- (4) Substantially disrupts the orderly operation of the public school; or

b. Conduct that is received by a student while the student is in a public school, on school district premises, in a district owned or leased school bus or school vehicle, or at any public school or school district sanctioned or sponsored activity or event and which:

- (1) Is so severe, pervasive, or objectively offensive that it substantially interferes with the student's educational opportunities;
- (2) Places the student in actual and reasonable fear of harm;
- (3) Places the student in actual and reasonable fear of damage to property of the student; or
- (4) Substantially disrupts the orderly operation of the public school.

2. "Conduct" includes the use of technology or other electronic media.

CELL PHONES

Teachers' cell phone use will be limited to educational purposes

CHILD PROTECTION

The law governing child protection services is NDCC 50-25.1 and the Indian Child Welfare Act.

Mandated Reporters

Professionals having knowledge of or reasonable cause to suspect that a child is abused or neglected, or has died as a result of abuse or neglect, must make a report of the circumstances.

Those professionals required to report are any:

- physician, nurse, dentist, optometrist, medical examiner, coroner, or any other medical professional;
- mental health professional; religious practitioner of the healing arts; school teacher or administrator, school counselor; any school employee; addiction counselor; social worker; day care center or any other child care worker;
- police or law enforcement officer; member of the clergy;

Any person having reasonable cause to suspect that a child is abused or neglected, or has died as a result of abuse or neglect, may report such circumstances

Investigation Process

- Analysis of the information in the report to determine what actions to take for an assessment
- Assessment of the concerns in the report to find the facts
- Decision about whether services are required for the protection and treatment of an abused or neglected child
- Referral to juvenile court for review if services are determined to be required
- Provision of protective services to the family such as parenting education, counseling, supporting services, foster care, etc.

Employee Incident Reports

Employee Incident Reports are filed when there is a report of discourteous conduct involving a student by an employee including:

- Using inappropriate language
- Making inappropriate comments of a non-sexual manner
- Calling names insulting or humiliating to a child
- Shouting, cursing
- Rude, boisterous play that adversely affects the production, discipline, or morale of a student
- Use of abusive, demeaning, degrading or insulting language
- Quarreling or inciting a quarrel
 - Any situation that is comparable in nature to the examples as identified above.

CIVILITY

The expectation is that all instructional staff will treat each other respectfully.

The following behaviors violate the rules of civility and should be avoided.

1. Treating others in a disrespectful or discourteous manner.
2. Exhibiting passive-aggressive behaviors and failing to take responsibility for one's own actions.

3. Using email or other communication tools to harass or to incite others to harass, violate rules, or act unprofessionally.
4. Engaging in tirades and temper tantrums including shouting and finger pointing.
5. Bullying others.
6. Disrupting meetings or displaying inappropriate behavior at meetings, including talking when someone has the floor.
7. Using profanity or abusive language directed toward coworkers.
8. Rumoring, gossiping about, or damaging a coworker's reputation.

COMMITTEE WORK

All teachers will serve on committees. Consideration will be made on committee assignments for newly hired teachers.

SCHOOLWIDE COMMITTEES

Chairpersons, please start scheduling meetings for your perspective committee using the calendar rotation. The time allowed each month is listed. Make sure your meeting agenda is posted a day or two before the meeting. Assign someone from your committee to take minutes and make sure any decisions go to the next Board meeting after the committee meeting for approval. Submit attendance when request for stipend is requested in December and May.

SCHOOLWIDE COMMITTEE COMPOSITION

Personnel is identified in DHBC

CONFIDENTIALITY – Reference School Board Policy DEBA: Confidentiality

- Faculty and staff are ambassadors of the school. They will have to be very careful when asked questions about the school situations. Since we live in a small community, community members may feel they have access to information regarding students and their activities. They may ask for details, insights, or opinions regarding certain student behaviors and activities. Teachers are to maintain confidentiality at all times and all places.
- Stress must be placed on why it is important not to share this information.
- Faculty and staff must prepare strategies to be used to deflect questions that would breach confidentiality.
- Practice the strategies developed – “I’m sorry, but school confidentiality policies do not allow me to talk about that. Please see administration for that information.”
- Find a way that is both comfortable and within confidentiality guidelines to defer answering.

COMMUNITY AND SCHOOL OUTREACH ACTIVITIES

Teachers shall participate in the following activities to strengthen student, parent, and community relationships. These are not compensated events.

Title I Picnic/Title I Spring Review

Fall Carnival

Holiday and Music Concerts

Talent Shows/Science Fair

Academic and Sports Awards Banquets

High School Graduation

EMERGENCY PROCEDURES:

The information in the Mandaree School Emergency Guidelines manual is provided for use in times of emergency. It is intended only as a GUIDELINE for staff to follow. Each emergency is different and some guidelines may not be appropriate for certain situations. We expect all staff to do their utmost to provide for the safety of students and use good judgment and common sense in handling emergency situations. Staff can and should use their professional judgement to protect themselves and the students in their care. The principals are responsible for FIRST ensuring the safety of staff and students. As soon as practical, the principals will notify superintendent.

The Superintendent will notify the Emergency Response Team. If required, the Superintendent will notify the School Board President. If the Superintendent is unavailable, then the Chain of Command will be followed.

ENFORCEMENT OF POLICY AND PROCEDURES

Failure to enforce existing District policy and procedures in the Teacher Handbook and Student Handbook will result in:

1. Verbal warning followed up with a written memo.
2. Written guidance to address the issue and will not be placed in the personnel file.
3. Written reprimand to be placed in the teachers' personnel file and an Improvement Plan will be implemented

FINGERPRINTS AND BACKGROUND CHECKS

4. Fingerprints and background checks are completed before hiring. Fingerprints and background checks are updated periodically. Employees must have clear background checks for employment

FIRE DRILLS:

1. See the Mandaree Emergency Manual for complete procedures. The Teacher Section is to be distributed at each Back to School Workshop at the beginning of each school year.
2. The first week of school, each teacher is to instruct their students in the procedure for fire drills and review procedures quarterly.
3. Emergency exit route is to be posted by each classroom door.
4. Teachers are to turn off lights, close the door, and take their student roster with them during fire drills.

FOUR DAY WEEK

Mandaree operates a four day week. If the Friday on the approved calendar has professional development or student enrichment, certified employees are not contractually obliged to work those days without compensation.

GUIDELINES FOR PROVIDING FOR SUBSTITUTE TEACHERS

Substitute Teacher Pay: A substitute teacher will be paid \$175 per day.

If a licensed teacher substitutes for the same teacher for ten (10) consecutive days, that teacher, beginning on the 11th day, shall be paid the amount specified, pro-rated, for their placement on the Salary Schedule of the Master Agreement.

SUBSTITUTE TEACHER PLANNING

In the event of your planned or unplanned absence it is crucial to leave adequate information for a substitute teacher to carry out your intentions for your classroom. Minimum information for the substitute teacher will include a class schedule with activities for at least 2 days.

HOME/SCHOOL COMMUNICATION

Teachers in grades K-2 will use Homework Folders as a means to maintain regular parent communication. At a minimum of 5 weekly parent contacts to different parents will be made and recorded in the Parent Communication folder and readily available for review along with the lesson plan binder. The log will record telephone calls, positive notes home, home visits, parent classroom visits, and/or scheduled parent meetings. Teachers have the responsibility to communicate with parents of students who are falling behind in completing homework assignments. Positive home-school communications provides a foundation for a relationship that will withstand the difficult and challenging conversations about discipline.

INSTRUCTIONAL PROGRAM

Student Engagement

Teachers will use differentiated instructional strategies with consideration for different learning styles and achievement ability to increase student engagement.

. Homework Guidelines for Teachers

- Classwork not completed during the school day is NOT “homework.”
- Assign homework on a regular basis
 - 9-12 Teachers will send homework one evening per week by collaborating with other content area teachers to determine a rotation.
 - K-8 Teachers will send homework one evening per week.
- Assignments may be on a daily basis or of a long-term type, such as a report
- Students are to understand clearly all homework assignments
- Homework may take the form of class, group, or individual assignments
- Group projects should not be assigned as homework, unless students can work on their individual parts independently
- Teachers should coordinate assignments, tests, and projects with other teachers, as appropriate, to avoid overburdening students.
- Assignments should be discussed, checked and when appropriate, corrected and returned to students
- Specific policies/practices of teachers are to be submitted to the principal and clearly communicated to students and parents.
- Homework will not be assigned during school vacation except for the completion of previously assigned long-term projects.

Student use of computers:

The use of non-instructional computer software/games is not an allowable use of the equipment. Teachers are to monitor student use of the computer. Refer to the Acceptable Use Policy for specific guidelines. As a school identified as a CSI school the amount of time a student is to be engaged with teacher-directed instruction then technology-based games that should be kept to a minimum. There is a distinct difference between software that is based on the curriculum that supports the content being presented and games for the sake of games even if they are “learning games.” Computer programs (ie IXL) shall not be used as a primary source of instruction.

Instructional Planning

The *Planbook* platform will be used for weekly lesson plans using North Dakota Standards. Administrators will use the *Planbook* platform to view weekly lesson plans. One Master Copy will be printed and maintained on the teacher’s desk.

Lesson Plans are to be completed before contract time on Thursday. All teachers are to do lesson plans for every class/subject they teach. This will allow for review, edits, and preparation of materials for the upcoming week before you leave on Friday. Lesson Plans are to include Unit Topic, Lesson Name, and page numbers for textbooks references. No copying and/or pasting from teacher manual or on-line version. Lesson plans are purposeful and well thought out. Failure to comply will result in an Improvement Plan to address instructional planning requirement.

Teacher Supervision and Evaluation

The District will use the eProve Effective Learning Environments Observation Tool for teacher supervision and evaluation.

Data Driven Decision Making

Data driven decision making is used to identify objectives to focus on student instruction and school improvement. Data Binders will include NDSA, MAP, DIBELS, and teacher assessments as appropriate for grade level. Professional Learning Community meetings (PLCs) are a regularly scheduled meeting. PLCs are a critical initiative within our Strategy Maps. They are held:

1 st Wednesday @ 4pm	Grades 9-12 PLC and Specials Teachers (Hidatsa)
3 rd Wednesday @ 4pm	Grades 6-8 PLC
4 th Wednesday @ 4pm	Grades K-5 PLC and Specials Teachers (Music/Phy Ed)

Failure to attend the Wednesday meeting will require the teacher to attend a prep period session on the Thursday following the meeting to review the content of the PLC.

Virtual Instruction

School Board Policy FDJ Virtual Learning Due to Weather/Other Conditions allows the District to transition to virtual format when deemed essential.

A District must use all School Calendar Snow Days before using a virtual day if it is weather related.

All teachers will submit their Google Classroom Codes by ~~September 5 of every school year~~ the last Monday in August. Teachers are to practice with students in how to access Google Classroom. Teachers will use Google Classroom daily to post assignments, homework, and instructional materials (reading material, etc.)

Google Classroom will be the method of communication with parents to access their child’s daily assignments and teacher announcements.

Movies/Videos in the classroom:

The use of instructional electronic media that support the objective of the lesson plan are appropriate. Infrequently videos/movies are shown for enjoyment. They must be rated age and grade appropriate and addressed in the weekly lesson plans. Administrative approval is needed prior to the inclusion of any movie into the lesson plans

MEA ASSOCIATION RIGHTS

Transacting Association Business: Duly authorized representatives of the Association or its affiliates will be permitted to transact official Association business on school property provided that this will not interfere with or interrupt normal school operations. The Superintendent will be informed prior, by written or verbal request, of the Association’s intent to conduct meetings or other events on school property.

Use of School Facilities and Equipment: The Association may be permitted to use school facilities and equipment when not otherwise in use. The Superintendent may charge the Association a reasonable cost of any materials and supplies incidental to such use and damages incurred during use. The use of school facilities and equipment is subject to Superintendent approval. The request will be made to the Superintendent prior to usage.

Notification of Board Meeting: Prior to the regular board meeting, the Association Representative will be provided with a copy of the agenda, minutes and other documents pertaining to the business of the meeting.

PERSONAL PROPERTY NOT ON SCHOOL INVENTORY

Teachers that bring personal property into the building that is not part of district inventory do so at their own risk. North Dakota Insurance Reserve does not cover personal property

POLICY FORMATION

The Teacher Handbook will be updated yearly, or more often as needed.

PREPARATION TIME

The quality of education in our school depends, in part, on the effectiveness of our teachers. Prepared teachers are effective teachers. Research shows that teacher planning time makes a significant difference in student learning.

Preparation time is time that staff has to use for a variety of tasks that cannot be taken care of during time that teachers are instructing students. Some, but not all of these tasks would be:

- ◆ Lesson planning.
- ◆ Preparing for classes.
- ◆ Returning contacts from parents or other staff.
- ◆ Working on paperwork that cannot be done during instructional time, including grading.
- ◆ Meeting with other staff to share instructional strategies and to design cross-curricular lesson plans and assessments.
- ◆ Professional development,
- ◆ Time with consultants and/or Title I Director/Instructional Coach discussing current instructional strategies.
- ◆ Meeting with administration to discuss classroom issues

Preparation time is not meant to be unassignable time, and it may be necessary for the principal (or superintendent) to require teachers to meet with students, parents, other teachers, or district staff during their preparation time.

Unacceptable use of preparation time includes but is not limited to leaving the school grounds to take care of personal business at the C Store; exercise. In the event that a teacher must leave the school building for personal reasons he or she must notify the front office.

Teacher Classroom Preparation Time

Classroom keys will be released to teachers no later than the first Monday in August of the following school year.

There will be compensated time for classroom preparation and year-end close out activities. The Superintendent will designate a 6-hour time period for teachers before the beginning of the school year for classroom preparation. This will be on one designated day only. Teachers cannot pick and choose a day of their choice (i.e.: I can't make it on ___ can I do it on _____).

The Superintendent will designate a 6-hour time period for classroom close out after the last day of school. This will be on one designated day only. Teachers cannot pick and choose a day of their choice.

Teachers will be compensated with the rate of \$25 an hour for no more than 6 hours on that specific day. Teachers will be required to use the time clock to sign in and out. Failure to do will result in no compensation. No exceptions.

PROFESSIONAL COMPENSATION

Pay Period: There will be 24 or 26 pay periods each year for employees. Before the first payroll you **MUST** contact the Business Office and complete a form to select the payroll option you want. The system will default to 24 pay periods when there is no request for 26 pay periods. After the first payroll there will be no changes to the payroll schedule.

Payroll Deductions: Deductions will be made for the following items: Teacher federal withholding tax, state withholding tax, social security tax, and rent from teachers living in teachers' quarters. Deductions will be based upon the appropriate mandates of law. National Education Association and North Dakota Education Association dues will also be deducted for members who submit written, signed authorization to the Board. NOTE: Teachers update your W-4 annually.

Graduate Credit Hours Compensation: State licensed teachers with a minimum of a Bachelor's degree will petition the Board to be moved across the lanes of the salary schedule for each eight (8) semester hours of graduate level work completed with a "B" grade or a "Satisfactory" in the case of S-U courses. No continuing education units (CEU's) will be credited for lane changes. To receive the

lane increase for the current school year, the credits must be verified by an official college transcript submitted to the Board for approval by November 01.

Restricted Licensed Teachers: All restricted licensed teachers who do not have a minimum of a bachelor degree, will be required to enroll in a recognized accredited institution of higher education, and begin professional education, and will be required to complete course objectives leading to a standard teacher's license. After acquiring a BS/BA degree, they may petition the School Board, upon submission of an official college transcript by Nov. 1., to be paid according to their placement on the salary schedule. This does not apply to current teachers with a restricted license.

Suppose you change your lane for the next school year based on your educational experience. In that case, it is strongly recommended that as a professional, send a non-binding letter of intent to the superintendent by the last Monday in March so that the school district can prepare and budget adequately for certified salaries and benefits.

Coaching Pay: Extra-curricular pay shall be contracted out with specific criteria by the Mandaree School Board.

BENEFITS

Health, Dental and Vision Insurance: The School Board agrees to provide full single health insurance which includes dental and vision group coverage for all licensed teachers employed in the district. Additional coverage for dependents is the sole responsibility of each employee. The group insurance plan shall be selected by the Board.

An insurance sub-committee will be formed in September of each school year comprised of the Teacher Handbook Committee with additional team members identified as the Business Manager, an administrator, a classroom teacher, an hourly employee, and an additional school board member for the purpose of evaluating insurance needs and solutions. The sub-committee will present the group's findings to the School Board at the December School Board meeting.

Life and Disability Insurance: The School Board agrees to provide term life insurance to all licensed teachers employed in the district in the amount of \$20,000. The coverage shall include a double indemnity feature and short-term disability coverage.

TFFR: Each teacher's contribution to Teacher's Fund for Retirement shall be tax deferred as provided by HB 1095, adopted by the 1983 Legislature, in accordance with salary reduction Model 1 of the Teacher Fund for Retirement.

PROFESSIONAL GROWTH AND DEVELOPMENT

Professional In-service: The School Board agrees to provide six (6) in-service workshops during the day at Mandaree School or at other designated locations. Content of the six (6) days workshops will be planned with teacher input. Professional Development is critical for building staff capacity and is a professional responsibility. The only acceptable excuse is emergency medical care. A Medical Excuse issued by a medical professional is required when a teacher is absent from a scheduled professional development day. These days are not for general medical appointments.

Any leave taken on a professional development day will be subject to leave without pay request and will be charged the teacher's daily rate. This fee for leave without pay may be waived by the superintendent for emergencies or legitimate requests. Leave without pay request for additional days for vacation will not be approved.

Professional Development

1. Out of District Professional Development Requested by a Teacher:
 - a. Teacher requests and recommendations will go to the building level principal for approval. Any request submitted must be related to the grade or content level of the teacher making the request. All necessary arrangements will be the responsibility of the requesting teacher. A Professional Development Request Form will be submitted to the building principal for processing.
 - b. Compensation: A teacher attending out of district professional development training that occurs during the contracted school year will receive Professional Development Leave. All other associated costs of the professional development (registration, lodging, meals, and mileage) will be the responsibility of the teacher.
 - c. Reimbursement: The following provisions will apply in order for the teacher to receive reimbursement:
 - i. Requested on a Substitute and Extra Duty Pay Form when the teacher returns from the professional development activity.
 - ii. Submitted with proof of attendance (receipt for registration, transcript if credit was received, etc.)
 - iii. Flat rate of \$300.
 - iv. One request per twelve-month period July 1 through June 30
2. Professional Arrangements: A teacher approved for out of district professional development training must make all applicable arrangements for coverage of their professional duties including: the substitute teacher, coverage of extra duty assignments such as playground duty, etc.

Return to the Profession: A teacher approved for out of district professional development training will identify how he/she will share with the Mandaree professional community on their return.

1. Out of District Professional Development Sponsored/Initiated by the District: Any professional development opportunities initiated by the district will be funded through professional development funds and will cover registration, lodging, meals, and mileage. If this professional development occurs beyond the contracted day, the teacher will be compensated at the workshop rate of \$25 per hour agreed to in Section 19. Professional Development Beyond Contractual Obligations.

It is agreed that any other professional development is at teacher discretion and cost.

College Credit for Required Professional Development Days

For the required 6 days of professional development the Superintendent will seek to have it recognized as one (1) college credit with a collaborating college/university. Teachers may elect to apply for the credit. Teachers will be responsible for the cost of the credit.

PROFESSIONAL DEVELOPMENT BEYOND CONTRACTUAL OBLIGATIONS

Any required time beyond the teacher contract will be paid at a flat rate of \$25 per hour. This is usually not required in terms of attendance.

REPORTS TO PARENTS

Parent/Teacher Conferences: Parent Teacher Conferences will be held from 4:00 pm until 8:00 pm. Conferences will be held four (4) times a year at the mid-term of each of the 9-week periods. Two days (16 hours) of compensatory time is included in the School Calendar.

Whenever there is a significant drop in student performance, parents will be notified. Commendation slips are also encouraged to be sent to the parents which includes mail, phone, email, and text.

SCHOOL CALENDAR

Each year the school calendar will be established by the calendar committee with teacher input and approved by the School Board prior to the end of the current academic school year.

SMOKING AND MAINTENANCE OF SAFE AND DRUG FREE SCHOOLS AND COMMUNITY

Smoking is permitted in designated areas only. Smokers are expected to keep the area clear of trash and cigarette butts. Smoking will be kept out of view of children.

SPECIAL EDUCATION ACCOMMODATIONS AND MODIFICATIONS

All students on active Individual Education Plans (IEP) require accommodations and modifications. Special Education Case Managers will review the accommodation and modifications with classroom teachers at the beginning of the school year for returning students and as soon as possible for transfer students. Classroom teachers will verify review of the accommodations and modifications with a signature sheet. Classroom teachers must implement the accommodations and modifications as required by law. Consultation between the special education case manager and regular classroom teacher will occur throughout the school year. Quarterly discussions will be conducted to keep teachers informed.

SUPERVISION OF STUDENTS:

Practice “friendly supervision” through positive interaction with students while on duty. Keep moving. Do not post yourself in one place.

Definition of Supervision – Safe and Civil Schools

Supervision is the alert, proactive ability of an adult to circulate within a group of students, interacting in a positive and constructive way, scanning for potential problems, diffusing problems before they arise, and motivating students to do their best and monitor their own behavior.

Classroom Supervision

Students are to be supervised at all times. If you have an emergency situation contact the front office and someone will cover your class. Keep classroom doors locked when not occupied. Unauthorized telephone calls originate where no supervision is present. It is against Bureau safety regulations to wedge doors open with door stoppers.

Bus/Lobby Duty:

When assigned to morning bus duty report at 7:40am. When all buses have arrived monitor the hallway area until the warning bell.

Elementary teachers are to escort their class to the bus loading zone and remain with them until buses are loaded at the end of the day.

High School Hallways or Outside: When assigned to morning hall, lobby, or outside duty you are on duty from 7:40am until the warning bell.

Cafeteria Duty: When assigned to the cafeteria in the morning remain in the cafeteria until the warning bell rings. At meal time monitor students to be sure they clean up their eating area, dispose of any milk they don't drink, discard any trash in the trash can, and put plates and silverware in the right place. When disposable plates are used monitor students to be sure they stack them in an orderly fashion. When students are clear of the cafeteria, assist with supervision in the lobby or high school hallway.

Elementary Hallway

When assigned to the elementary hallway in the morning keep students moving to breakfast, playground, and/or the gym when appropriate. Watch for students whose teacher may have playground duty they may need extra supervision.

Afternoon Bus Duty

Elementary teachers are required to escort students to the bus zone and stay in the bus loading zone until all of their students are on the bus or have left the bus loading zone. Do not allow any students to run out to the buses until it has come to a complete stop.

Playground Duty

When assigned to playground duty in the morning report by 7:40am, students report early and need adequate supervision. Active supervision from a vantage point that allows line of sight observation to the entire playground this will assist with identifying trouble spots. Two supervisors will be assigned to the playground, supervision will be provided from different areas of the playground to provide maximum coverage. Report any safety issues that could contribute to student injury. If any staff has a planned absence he/she will make arrangements for replacement for any duty stations he/she may have for that day. Students will be permitted to leave the playground to go to the restroom during recess. Playground supervisors will radio the office when students are sent inside to use the restroom during recess.

Assemblies

Assemblies are held during the year to provide added experience for students. All teachers will attend all assemblies, sit with students, and assist in eliminating any unnecessary and discourteous behavior.

TEACHER CONDITIONS OF EMPLOYMENT

Conditions: Teacher is contracted to work for a term of 1050 instructional hours not to exceed 1080 instructional hours, 48 hours of professional development, 16 hours of parent teacher conferences and 20 minutes of duty in the classroom either before school or after school ends. The contract will not exceed 186 days. Teachers are not required to work on non-contract Fridays. Should the Mandaree School District return to a five day week, the teacher handbook will reflect that and may be modified as needed.

Notification of Assignments: In order to have time to prepare course work and obtain materials, all teachers currently employed in the system will be given written notice as soon as possible, e.g. tentative schedules, tentative staff assignment lists, etc., of the courses and/or grades they will teach in their licensed fields of education in the best interests of students. Any other assignments will be handled by the Superintendent to reach an equitable solution.

Lunch Periods: All licensed teachers will have a duty-free lunch unless students are required to eat in their classroom due to social distancing, shelter in place, or other emergency protocol.

School Events:

To encourage teacher attendance and support of student activities, teachers will be admitted free of charge to all school events. The superintendent will provide a schedule of all activities to which each teacher is mandated to serve for at least two activities as a monitor.

TEACHER DRESS CODE

Professional dress and grooming appropriate to grade level and/or content area with casual wear on the last working day of the school week. No tattered or torn clothing, no spandex or sweat pants. Casual dress (jeans) is permitted the last week of school.

TRANSPORTATION OF STUDENTS

Teachers are not to transport students in their private vehicle for any reason. A Vehicle Request should be made through the Transportation Department for a vehicle. Any accidents or injuries that occur in a privately owned vehicle become the sole responsibility of the teacher. Notify the Superintendent of any deviation to transportation procedures.

WORKING EFFECTIVELY WITH PARAPROFESSIONALS

Always keep in mind the main goal: helping the students to achieve their goals. To do this the teacher and paraprofessional must effectively work together and clearly understand each other's roles and responsibilities. The teacher must know and consider the district/school parameters for the classroom responsibilities of each type of paraprofessional assigned to their classroom. Their responsibilities may be limited to routine tasks that may/may not include direct instruction.

Take time to get acquainted with your paraprofessional. Expressing a personal interest in him/her will convey a feeling that they is more than just a minor part of classroom instruction. Avoid intimate questions, but do inquire about such things as general interests, work experiences, hobbies, etc. This knowledge may also help in planning specific activities that the paraprofessional will do with the students.

Although you want the paraprofessional to feel as though they are a valued part of the instructional team, it is essential to convey the message that the teacher is the director of the classroom. It is the teacher who will delegate responsibilities and make the final decisions. The paraprofessional must understand that all variations in policy and procedures must be reviewed and approved by the teacher. When necessary be assertive, but not aggressive or confrontational.

If the paraprofessional is new to the building, orient him/her to the building by providing a personal tour. Introduce him/her to the school personnel with whom he/she will need to interact. Note the location and procedure to procure essential materials. Outline building goals, as well as your own teaching philosophy and classroom management system. Thoroughly explain your system of record keeping and their role in this process.

Since clear communication is essential to teamwork, it is important to maintain an effective system of communication between you and your paraprofessional. Plan to meet frequently. Schedule weekly meetings to review large topics and talk on a daily basis to update information. When you discuss the paraprofessional's daily assignments, remember to explain to the paraprofessional what they are to do. They must also be kept current on such things as schedule changes, new materials, changes in teaching strategies, behavior management plans, assessment procedures, etc. They should know the individual goals for each student and specific instructional modifications that need to be made to help the students reach these goals.

The teacher should have specific student goals in mind before explaining plans to the paraprofessional. Each duty should be thoroughly detailed, so they know exactly what needs to be done. There should be no question as to the limits of their responsibilities for any given situation. They also need to know how to interact with parents they may encounter when with the students.

If the paraprofessional feels that they are a contributing member of the team, they will have a vested interest in team's objectives. Whenever possible, give the paraprofessional choices to make them feel as part of the decision making process. Brainstorm with the paraprofessional on classroom problems, share articles and handouts, and ask for their suggestions on modifications for certain activities. Give the paraprofessional a chance to express any concerns or issues. This helps to validate the importance of their contribution to the classroom. These conversations should be conducted privately, so that confidential information is not revealed to students and other staff members.

As paraprofessionals often work with small groups of students, they have an opportunity to gain unique insight into individual student abilities and needs. Their interactions with the students may extend past the classroom to include settings such as the playground, lunchroom, gym, bus, etc. The paraprofessional's feedback can give the teacher a more complete picture of the students and their social interactions. This may help in planning instruction and behavior management strategies.

Build a working relationship with your paraprofessional – make them feel that they are part of the team by asking for ideas, building plans together, etc. Be positive and encouraging in conveying tasks and responsibilities. Prioritize your list of things for the paraprofessional to do, so that they will know what's most important to accomplish. If there's a problem, ask why? Were the directions clear, were there other interfering circumstances?

Give your paraprofessional work space and supplies. Set up a desk for him/her with standard supplies, such as paper, pens, pencils, markers, stapler, etc. Give him/her the tools to stay organized by supplying folders, stackable trays, etc. Display your paraprofessional's name in the hallway under your name. Little things like this help to say, "You're important."

Remember that the paraprofessional may not have had much training prior to being assigned to your classroom. On-the-job-training is an integral part of working with a paraprofessional. Give clear directions and model your expectations for him/her. Don't assume that they know exactly what you want. Be patient and recognize their efforts. Offer suggestions when they experience difficulty and praise them when they do a good job.

HELP DESK

Frequently Asked Questions (FAQ)

1. How do we order supplies, curriculum, and decorations for our classrooms
2. All things NASIS:
 - a. Training
 - b. Grading
 - c. Report Cards
 - d. Attendance
3. What are the events that staff are expected to participate in and what are the expectations?
 - a. Open House
 - b. Title I Activities (Literacy Nights, Annual Picnic, Tutoring, etc.)
 - c. Carnival/Fall Festival
 - d. Holiday Concerts, Talent Shows, and Other Student Spotlight Events)
 - e. Basketball supervision
 - f. Advisors
 - g. Regularly Scheduled Meetings
4. Lesson Plans and Unit Plans
5. Data binder
6. Professional Library and Standard Operating Procedures
7. Regular Updates for Teachers
8. Other Things
 - a. Bell Work
 - b. Posting procedure/ rules/ objectives in classroom
 - c. Getting an e-mail account
 - d. Work Orders
 - e. Computer issues/ technology issues
 - f. ID badge for car and window hanger for cars
 - g. Behavior Referrals
 - h. Hall passes/ sign out sheets/ etc'
 - i. Sick/Personal Leave Process
 - j. Notification of future events to staff
 - k. Duty schedules
 - l. Instructional teams
 - m. Late Start Procedures
 - n. Snow Days

1. How do we order supplies, curriculum, and decorations for our classrooms, etc? Is there a budget amount?

In the “District Standard Operating Procedures” there is a guide on how to complete a Purchase Requisition. Teachers receive \$250 per year. However, if you have a special project or activity that will require “stuff” submit a Purchase Requisition.

In all instances start with a quick conversation with your principal or the superintendent about what you need. Maybe there is a close by resource already in the building.

Procedures for ordering

1. There are catalogs in the front office.
2. Purchase Requisitions are found in the files by the front office door.

3. Complete the Requisition with all required information. Be sure the vendor information has contact information phone and fax numbers.
4. Submit the Purchase Requisition to the Superintendent's mail box.
5. Superintendent codes the purchase and submits to the Business Office.
6. The Business Office processes the Requisition and produces a Purchase Order for the Superintendent's signature. Once signed the order will be placed by the Business Office.
7. If you have an immediate need and want to go to Wal-Mart etc. and purchase it and get reimbursed you MUST have prior approval. If you spend out of pocket money without taking that step you will not be reimbursed.

2. All things NASIS:

- a. Initial training with lots of help during the year. This is scheduled at the New Teacher Workshop and after school for targeted training.
- b. Grading: When an assignment is given, identify a due date when a "0" will be entered unless the assignment is graded. Do not leave the score blank because NASIS will not factor it in giving a false sense of where the student is academically. Once the due date has come and gone be sure you enter the "0" this will give an accurate percentage and encourage students to complete assignments. Update the score as assignments are submitted.
- c. Report Cards—remember that we only do them a few times a year so staff may have questions each time for the first year.
 - i. We have 4 Parent/Teacher Conferences at mid-point each quarter. Progress Reports are run by the teacher the day before or the day of Conferences. What is not picked up is mailed the next morning.
 - ii. They are scheduled 4 times per year for 4 hours each time equaling 16 hours. There are 2 compensated days (16 hours) in the School Calendar. If you are absent a full day on PTC days you must submit a leave slip for 12 hours. If you miss only PTC's you will submit a leave slip for 4 hours. You will be off for the full 2 days identified in the School Calendar.
 - iii. After the end of the quarter, Report Cards are generated and mailed.
 - iv. See the "How to Finalize Grades" guide
- d. Attendance—what time is it due, how do we handle tardies, what notations do teachers use?
 - i. Teachers need to keep a hard copy register for cross-checking attendance. This back-up is used to synchronize attendance marks.
 - ii. Grades K-8: Take attendance as soon as possible in the morning. Students who are late stop by the office to get a Tardy Slip. Update your attendance with "Tardy" marks as quickly as you can because the Attendance Officer generates an Absence Report and starts calling parents. The Auto-Dialer also starts calling parents. Students who are marked "Absent" and come in late and if the "A" is not changed to "Tardy" parents get called and they get a little irate and/or concerned. If they sent their student to school and they are being reported absent that is cause for concern.
 - iii. Grades K-8: Take attendance again by 12:45pm for afternoon attendance.
 - iv. Grade 9-12: Take attendance within 5-7 minutes of the start of class. Students who arrive up to ## minutes late are marked Tardy. If they are ## minutes or more late then the mark remains "Absent." You can make a notation that the student was "x" number of minutes late and were marked absent.
 - v. In the event attendance gets away from you, you can edit after school. You cannot edit previous day's records.
 - vi. Attendance Rosters are distributed from the Records Clerk to synchronize records. Make changes if needed and return to Records Clerk.

3. What are the events that staff are expected to participate in and what are the expectations?

Time: School Board Policy DHBC: Instructional Staff Extra Duty states that teacher can be assigned duties over and above their regular teaching responsibilities. This will include but not be limited to supervision of students, school related organizations that do not make major demands on teacher time. Duties that make major demands are to be compensated. School Board regulation DHBC – BR outlines the positions identified by the school board as those that make major demands on teacher time.

- a. **Open House**—what is the expectation?

- i. Have your classroom expectations, procedures, contact information, etc. ready for visiting parents. Prepare at a minimum a sign in sheet to gather parent information (phone, address, email, etc). This is a great time to forge that initial relationship with parents. This is not a compensated event. It is parent and student outreach.
- b. **Title I Activities:** Parent Engagement – Tutoring – Annual Picnic --Literacy Nights
 - i. Parent Engagement activities are required by Title I and is a CSI Driver. While you are not expected to work every one of them you will are required to work 2 Family Engagement Nights. Time spent at these activities are compensated at the rate identified in the Teacher Handbook. Complete the “Extra Duty” Form to document your participation.
 - ii. Tutoring or Other Academic Endeavors: Time spent beyond 4pm tutoring students is compensated at the rate identified in the Teacher Handbook.
 - iii. The Annual Picnic is a Title I requirement. Annually we must have an open meeting to share the goals, objectives, an activities funded by Title I. We have a meal for parents. It is picnic style and the teachers serve the meal. This tradition serves as a great link to the parents, students, and community. Teachers are not compensated for this event.
- c. **Carnival/Fall Festival**—what is it? How is it run? What are some ideas for booths? Why?
 - i. This is the major fund raising opportunity for your classroom field trips and a fun activity for the kids. Teachers will sign up for booths (ring toss, cake walk, fishing pond, basketball throw, or any other game or activity). Have a class meeting to get your students to identify the activity and possibly donate the items for your booth. Students love to work towards a goal if you have a field trip or other activity planned for the end of the year. Parents will donate the items if you ask so there is time for them to pick them up. Identify student workers, maybe identify “work shifts” so students can work the booth and still have time to play at the other booths that are set up. If you need supplies or small inexpensive prizes, candies, or other supplies you can submit a Purchase Requisition. Allow time for ordering and shipping. This is not a compensated event. It is parent and student outreach.
- d. **Holiday Concerts, Talent Shows, Awards Night and Other Student Spotlight Events**
 - i. Teachers attend to support and assist with the supervision of students. This is a wonderful time to meet parents and share positive comments with students. Teachers are not compensated for these events. It is parent and student outreach.
- e. **Basketball supervision**—what is the expectation? What time (how much time before a game)?
 - i. Teachers sign up for 2 games. There are generally 1-2 teachers providing general supervision and crowd control, 1 teacher who sells/takes tickets, and one department head who is there for additional support. The teacher who is selling/taking tickets should show by at least 60 minutes before the game begins. The window is closed at the start of 3rd quarter of the last game. The ticket taker turns the cash box into to administrator in charge. Because they came early they are free to leave at that time. The teachers on general supervision stay until the end of the game and stay 30 minutes after the game to see that patrons are clearing the building. The Athletic Director and Department Head stay until the building is empty.
 - ii. Basketball Supervision Guidelines
 1. All teachers must sign up for at least two games. If you do not select a game then one will be assigned to you. If you sign up for more than one required you will be compensated at \$25 per game.
 2. Administrators will report at least 1 hour prior to game time.
 3. Ticket taker reports at least 1 hour prior to game time to set up and start taking admission fees. The ticket taker shuts down at the beginning of 3rd quarter, counts the cash box, and gives it to the Administrator on duty. Ticket taker is then free to leave.
 4. Administrators post at high traffic areas.
 5. Administrators stay after the game until the building is clear.
 6. Teacher Supervision reports at least 30 minutes prior to game time. Post at high traffic areas. Stay after the game to clear the area for at least 30 minutes after the game.
 7. If a teacher cannot cover their supervision they are to find their own replacement. They are to notify the Administrator assigned for the game of the change. The Administrator documents the teacher switch in a memo to the teacher and the Superintendent.

8. If an Administrator cannot cover their supervision they are to find their own replacement. They are to notify the Superintendent of the change. The Superintendent will document the Administrator switch in a memo to the Administrator.

****Sitting in the bleachers and watching the game is not game supervision.****

- f. **High School Advisors**—what is the expectation? How do students choose officers? What are the fundraising opportunities and why do we need to raise funds? When do we meet? Where do we meet? How often should we meet?
 - i. For grades 9-12 advisors will be solicited on a volunteer basis by the 9-12 Principal. If there are no “volunteers” it will become necessary to assign the duty. These advisors are compensated (\$\$\$\$). At a time designated by the principal class meetings are held to elect officers that are reported to the principal. Officers are elected from students who are “true” members of the class (a 3rd year high school student that is still classified as a Freshman cannot be elected to office). A list will be generated and made available to teachers. There are times throughout the year that activities are based on “class.” Examples would be the 9th grade booth at the Fall Carnival, a door decorating contest for Red Ribbon Week, etc. Prior to the event you will meet with your group to plan. All funds raised with any activity is submitted to the Business Office for deposit in the class account. Funds are rolled over and follow the class through graduation. The 11th grade account is generally used to sponsor the prom. Upon graduation any funds remaining revert to the General Fund as per School Board Policy.
 - g. 8th Grade Advisor, the advisor will be compensated at 3% based on BA/BS teacher base pay due to class meetings, graduation setup and planning their 8th grade field trip. The advisor will set up officers for the class to help facilitate activities to fundraise for their trip or other activities.
 - h. Yearbook Advisors, The advisor will be compensated at 2% based on BA/BS teacher base pay to take photos at activities and events throughout the year and will take photos and information for the yearbook. The advisor will help setup the yearbook and will show a proof for administrative approval before the yearbook is published.
 - i. All certified employees will make themselves present during the start of the day with the Flag or Victory song between 750AM to 810AM from their classroom and head to the main hallway near the entrance of the school .. During this event, please remain silent as a respect and reverence for this tribal activity.
 - j. **Regularly scheduled meetings.** What are all of these and how do I know if I should attend any of these? These are in the Weekly Update.

4. How do we complete and organize our Lesson Plans and Unit Plans?

The *Planbook* platform will be used for weekly lesson plans using North Dakota Standards. Administrators will use the *Planbook* platform to view weekly lesson plans. One Master Copy will be printed and maintained on the teacher’s desk. Lesson Plans are to be completed before you leave Lesson Plans are to be completed before you leave on Wednesday. All teachers are to do lesson plans for every class/subject they teach. This will allow for review, edits, and preparation of materials for the upcoming week before you leave on Friday. Lesson Plans are to include Unit Topic, Lesson Name, I Can Statements, Formative Assessment, Active Student Engagement, Standards to be addressed, Bell Ringer/Attendance Points activity, and page numbers for textbooks references. No copying and pasting from teacher manual or on-line version. Lesson plans are purposeful and well thought out. Failure to comply will result in an Improvement Plan to address instructional planning requirement.

5. What is a data binder? How do I use it for classroom instruction? How do I keep it up-to-date? Roll-up data sheet?

Data Driven Decision Making: Instructional decisions are based on data. Remember however, that students are more than data points. Every student has a story that contributes to an understanding of the scores.

The data binder has student test data from any standardize test we administer (NWEA-Measures of Academic Progress (MAP), Dynamic Indicators of Basic Early Literacy Skills (DIBELS), North Dakota State Assessment (NDSA), etc) and curriculum based testing that is included in the reading and/or math series. Data Driven Decision Making is critical to ensure that the instruction is meeting the identified student achievement gaps. Teachers meet with the Instructional Coach/Principal/Superintendent as needed to cover data.

On occasion the Bureau of Indian Education (BIE) requires administrators to conduct Data Roll-Up Meetings to demonstrate that data is being used to guide instruction.

6. What is in the Professional Library and Standard Operating Procedures manual?

The Professional Library includes books that support the current District initiatives. They are to be accounted for at the end of the school year during final checkout. Many times routine questions can be addressed by flipping through the Standard Operating Procedures binder.

7. Teacher Updates with policy, contracts, etc. With everything that new teachers have to know, anything not right in front of them gets put away and forgotten about. How can we bring up reminders and quick-trainings on a regular basis?

These things need to be brought up in Building Level staff meetings and other opportunities when we meet as a group. Some things can be brought forward as they come up in the “Weekly Update.”

8. Other things

a. Bell Work: This is a short, manageable assignment that is ready for students the minute they walk into the classroom. It provides structure for students and minimizes student movement because they know they have “to get to work.”

b. Posting procedure/ rules/ objectives in classroom: The Classroom Management Plan required of every teacher calls for the teacher to develop solid procedures/rules/objectives to post and share with students to provide organization and purpose to their classroom. Effective classroom management is a key component of effective instruction, regardless of grade level, subject, pedagogy, or curriculum. Managing a classroom is part art and part science, conceptually simple enough to reduce to a handful of critical variables, yet so intricate and complex that it is a lifelong learning task. Even the best and most experienced teachers must continually refine their classroom management plans. The goal of effective classroom management is not creating “perfect” children, but providing the perfect environment for enhancing their growth, using research-based strategies that guide students toward increasingly responsible and motivated behavior. The hallmark of a well-managed classroom is one in which students are (a) meeting the teacher’s procedural and behavioral expectations, (b) academically engaged in meaningful learning tasks, and (c) integrating respectfully with one another and with the teacher. The only absolute rule is that all people should be treated with dignity and respect. Belittlement of students has no place in any teacher’s repertoire.

c. Getting an e-mail account: You will need to complete Security Awareness Test for the BIE in order to have access to technology. ~~The EduTech account is set up by the Technology Department.~~

d. Work Orders: How to write up a maintenance issue with housing or within classroom/ school: Work Orders are located in the front office. A Work Order is needed to trigger action by custodians and maintenance. While it may seem easy to just ask for what you need the BIE requires that the school enter Work Orders in MAXIMO. MAXIMO generates the District’s Operation and Maintenance funding, so Work Orders are critical.

e. Who to go to for computer issues/ technology issues: IT Director/~~Database Administrator~~ and Tier I Tech Support. Complete a Technology Request when help is needed.

f. Why and how to get ID badge for car and window hanger for cars: See the Front Desk for hang tags. We do have a mandate from BIE to have “controlled access” of the building. This is for the safety and security of students and employees. During school hours all entry into the building is to take place through the south entrance. Another requirement is that students who park in the south parking lot are required to have on file in the front office their insurance and drivers license.

g. Behavior Referrals: What kinds of issues fit in student write ups/ discipline issues/ write up forms how to fill out: Behavior Referrals are completed in NASIS. Teachers enter the details in the Behavior tab. If it involves 2 or more students be sure you do not include both student names on referrals so that disclosures are not made. Be precise and clear about the behavior and impact on learning. Don’t state “messing around” rather “the student was throwing pencils and wandering around the classroom and tapping other students.” Be sure you contact parents and include them in the discussion to address student behavior.

h. Hall passes/ sign out sheets/ etc.: Students are not to be in the hallway during class time without a pass. A teacher can have a classroom pass designed and use that or simply write the pass on a piece of paper with the students name, date, and destination.

Sick/Personal Leave Process: What to do when going on leave/ or out of building: If you have a planned absence notify your direct supervisor and complete a Leave Slip. Leave instructions, seating chart, attendance lists, and all information needed for the Substitute Teacher to ensure smooth operations in your absence. If you must be absent due to unplanned circumstances due to illness or other emergency you are to contact your direct supervisor as soon as practicable so that plans for coverage can be completed. In this instance it is beneficial when teachers always have on hand their Lesson Plans for the week completed as required every leave on Wednesday. All teachers are to do lesson plans for every class/subject they teach. This will allow for review, edits, and preparation of materials for the upcoming week before you leave on Friday. Lesson Plans are to include Unit Topic, Lesson Name, I Can Statements, Formative Assessment, Active Student Engagement, Standards to be addressed, Bell Ringer/Attendance Points activity, and page numbers for textbooks references. No copying and pasting from teacher manual or on-line version. Lesson plans are purposeful and well thought out. Failure to comply will result in an Improvement Plan to address instructional planning requirement.

It is also beneficial when teachers have their Substitute Folder full of alternate activities to keep students busy in the event of their absence. The Substitute Folder is required by the Teacher Handbook. There are times when extreme illness or catastrophic health events require extended leave which may exhaust your leave allocation. When that occurs other certified employees *may* donate leave but that would only be at their discretion. Non-certified employees *may not* donate leave to certified employees.

- a. Please be mindful of the Policy DDBA: Vacations that states a teacher cannot use vacation leave the first three weeks or the last three weeks of the school year; cannot use personal leave if two other teachers have already requested and are approved for leave; and vacation/personal leave cannot be granted for a workday immediately following a school vacation, holiday, or district travel.
- i. **Notification of future events to staff:** Activities and Events are posted in the Morning Report and the Weekly Update. It is imperative that teachers READ these for the latest information.
- j. **Duty schedules:** Developed by the administrators and subject to change
- k. **Instructional teams:** Configured by administrators and can change as the need arises.
- l. **Late Start Procedures:**
 - a. Transportation Manager does the ride about to determine if road conditions are Ok for bus transportation.
 - b. Transportation Manager contacts the Superintendent or designee to communicate 10am Late Start or School Cancellation.
 - c. Superintendent launches NASIS all call system. Be sure your contact information is correct and up to date
 - d. If a 10am Late Start is called essential personnel will report.
 - i. Front Office reports at 8am
 - ii. Facilities and custodial personnel report as directed by the Facilities Manager for snow removal.
 - e. Other hourly employees report at 9am for student supervision in all areas. One hour of administration leave will be granted to those hourly employees who report for work on 10am Late Start day.
 - f. Teachers report at 9:45am for 10am Late Start.
 - g. If school is cancelled essential personnel will report.
 - i. Facilities and custodial personnel will report as directed by the Facilities Manager for snow removal.
- m. **Snow Days** – Snow Days are required to be identified in the School Calendar. IF no school is cancelled for any reason THEN it becomes a NO SCHOOL DAY. Snow days are to be considered WORK DAYS. Do not make plans that cannot be changed. Leave will not be granted.

Classroom Management and Discipline Plan

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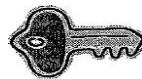
MANDAREE WARRIORS
Guidelines for Success



Are:

Respectful
Responsible
Own their behavior and are
Willing and ready to learn

Foundation Skill



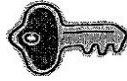
To Success

Supervision and Staff Responsibilities

Supervision is the alert, proactive ability of an adult to circulate within a group of students, interacting in a positive and constructive way, scanning for potential problems, diffusing problems before they arise, and motivating students to do their best and monitor their own behavior.

Safe and Civil Schools

Foundation Skill



To Success

The Big Picture of What Really Works--STOIC

Three levels need to be addressed as part of any school's on-going efforts in positive behavior support: school-wide discipline, classroom management, and individualized interventions for the most challenging students. Effective positive behavioral and interventions support (PBIS) is truly not rocket science. Research has consistently shown that teachers and staff can influence (but not control) student behavior by applying five basic variables identified as essential in promoting appropriate student behavior. The acronym STOIC summarizes the five research-validated variables that teachers and staff can manipulate when creating and maintaining responsible behavioral outcomes (i.e., academic engagement, highly respectful interactions and students following adult expectations):

1. Structuring/organizing all classroom and school settings for success by identifying what student behavior should look like and sound like. .
2. Teaching students how to behave responsibly in all settings by providing explicit lessons on behavioral expectations. Don't assume the students already know! Also review the expectations after breaks and whenever necessary.
3. Observing student behavior (i.e., "inspect what you expect" by scanning and monitoring) and collect and analyze behavior data (e.g., tracking misbehavior, tracking positive behavior, identifying your ratios of positive interactions, assessing how your common area policies are working, etc.).
4. Interacting positively by delivering frequent non-contingent attention, positive feedback and intermittent celebrations in order to establish and maintain a positive relationship with all students.
5. Correcting irresponsible behavior fluently: calmly, briefly, consistently, immediately and respectfully by the adult who observes it in that setting.

STOIC: Someone respected and admired for patience and endurance in the face of adversity.

Safe and Civil Schools

Foundation Skill



To Success

Foundations Delivers STOIC for School-Wide Behavior

Whenever student behavior is not responsible and motivated, do something differently—REVISE! When developing or revising school-wide policies and procedures, staff must work together to develop and implement a plan that manipulates the five STOIC variables from a school-wide perspective:

1. Structure/organize all school settings for success. For example:
 - Physical arrangements (e.g., traffic flow in halls and stairs during passing periods or at dismissal)
 - Scheduling issues (e.g., lunch schedule, length of passing periods, etc.)
 - Routines and procedures (e.g., how are tardies and absences are handled, school-wide incentives, etc.)
 - Expectations for students (i.e., clarify how student behavior should look and sound in all settings outside classroom)
 - Expectations for staff (i.e., identify how all staff can teach, monitor, reinforce and correct student expectations).
2. Teach students how to behave responsibly in all settings.
 - Deliver lessons on student expectations in common areas as well as key school routines and policies (e.g., hallway behavior, dress code, tardy policy, etc.).
 - Teach explicit lessons on essential behaviors such as respect, bullying prevention, school pride and school safety.
 - Review expectations before or after major breaks and reteach lessons when student behavior regresses.
3. Observe student behavior (supervise!).

- Need to inspect what we expect. Without monitoring, even responsible adults will push the limits. ■ In the common areas (e.g., hallways, cafeteria, restrooms, dismissal, etc.), this involves designing supervision to insure that:
 - A sufficient number of staff members are present.
 - Friendly, respectful staff behavior is modeled.
 - The staff members are coordinating with and supporting each other.
 - Students receive consistent information from all supervisors on what is acceptable and not acceptable.
4. Interact positively with students. This involves three different skills.
- All staff interacts in a welcoming manner with every student by providing non-contingent attention.
 - Deliver greetings, use students' names, get to know students, etc.
 - Show an interest in students—ask, listen, converse.
 - Provide age appropriate, non-embarrassing positive feedback when students demonstrate appropriate behaviors, including school-wide incentive programs to recognize appropriate student behavior.
 - Strive to have at least a 3:1 ratio of positive interactions with every student outside of the classroom.
5. Correct inappropriate behavior fluently.
- Develop an action plan that allows all staff members to go on "automatic pilot" when delivering a corrective consequence.
 - Pre-determine mild consequences that can be delivered by any staff member when specific misbehaviors are observed.
 - The delivery consequences must be fluent: calmly, consistently, briefly, immediately and respectfully.

School wide Classroom Management and Discipline Plan

Assumptions and Values Related to the Process and Plan

Effective school-wide and classroom discipline/ management plans must include clearly defined positive expectations (i.e. catching a student doing something right"), positive outcomes for students who follow the expectations, and clearly defined consequences for those students who do not follow the expectations.

In order for the plan to be successful, the staff must write and administer their individual classroom management plans that align directly with the school-wide plan (i.e. positive expectations, positive outcomes and consequences). A classroom teacher may exceed the expectations as outlined in the school-wide plan, but must adhere the tenets of the school-wide plan.

Teachers believe that communications, specific feedback and support of their classroom plans are necessary for successful implementation. Administrative approval and feedback are recommended.

Classroom management is best handled at the classroom level. If a referral is made, then it is up to the administration to take next steps and communicate to the teacher the action taken. A teacher must remember that once they make a referral to administration, it is in the hands of administrators as to next steps.. ..the teacher has given up their authority to discipline and must support the administrators next steps.

Data must be gathered by the administration on a consistent basis for infractions. This will support, in data form, whether the school-wide plan is successful (ex. tracking #'s of referrals and if they are decreasing; tracking the severity of the disciplinary actions (i.e. less fights, etc.); if some teachers are referring inappropriately and too frequently; etc. The data needs to be shared with staff, individually and collectively, as appropriate.

The only "automatic referral" to administration must be related to the safety of students (ex. student fights, etc); otherwise the staff member must demonstrate that they have followed their own steps in dealing with behavioral issues as outlined in their classroom discipline/management plans.

Whether it is an administrator who is disciplining a students or a teacher, part of every conversation with a student needs to talk about what he/she needs to do differently the next time — that is the teaching and learning portion of discipline!

Ensure that grades are not the only form of feedback to students and parents.

Positive parent contacts need to be part of the ongoing plan for a successful school-wide discipline/management program.

Guiding Principles

- Every person deserves to be respected.
- Every person deserves to be safe, to feel safe, and to be free from danger.
- Students attend school to learn academics, behavioral skills, social skills and learning is enhanced in a physically and emotionally safe environment.
- Learning is enhanced by the establishment of academic and behavioral expectations.

School-Wide Student Behavioral Expectations

- Students May Use Cell Phones/Electronics Only for Educational Purposes and/or for The Last Three Minutes of a Class Period As Determined by the Classroom Teacher
 - For Educational Purposes Means "As Directed by the Teacher" and in the Teacher's Classroom Discipline/Management Plan
- Students Will Engage in "The Work" As Outlined by Their Teachers
 - All Students Need to Do "The Work" But It Must Be Appropriate To The Student's Ability Level
- Students Will Use Appropriate Language at All Times While On the School Premises or at School Sponsored Events
 - All Times Means In The Classroom, Lunchroom, Hallways, School-Sponsored Events, etc.
 - Appropriate Language Means No Swearing, No Racial Slurs, No Talking Back To Adults, Verbal Bullying, etc.
- Students Will Keep Their Hands and Feet To Themselves
 - That means a student may not harm another student or adult physically in any way.

RULES AND EXPECTATIONS SUPPORTING THE ORDERLY OPERATION OF THE SCHOOL AND THE EDUCATIONAL PROCESS

Rules and expectations are designed to meet the following goals:

1. Maintain an orderly school operation.
2. Maintain optimal learning opportunities for students. School facilities and classrooms must be free of behaviors that interfere with teaching and learning.
3. Help students develop skills and behaviors necessary for healthy social interaction, both present and future.
4. Help students learn how their decisions affect the quality of their lives and the lives of others.
5. Help students develop responsibility and character.

Core Beliefs that Guide Enforcement of School Rules and Expectations

Guidelines and Code of Ethics for Discipline

We believe that all children are different, and all actions and reaction are very personal in nature. Effective discipline involves a few overriding tenets rather than a long list of specific rules. Situations are dealt with as they arise, with the focus on enabling the child to grow and learn from his or her actions.

Students may engage in any behavior that does not jeopardize the safety or learning of themselves or others. Unkind words or actions will not be tolerated.

Each student is a unique individual with unique personal, social, and educational needs. As a result, every disciplinary situation becomes unique in nature. Consequences for misbehavior provide the best learning value when matched to the unique student and the unique situation. The odds for children learning from their mistakes increase dramatically when children see a reasonable connection between their behavior and the resulting consequences.

Our school staff dedicates itself to following a set of core beliefs that provide a guide for dealing with student discipline. These core beliefs guide our attempts to individualize disciplinary procedures and to help students see reasonable connections between their behavior and the resulting consequences.

Since these core beliefs provide the guiding light for our professional decisions, the staff encourages parents to bring concerns and questions to us in the event we operate in ways that appear to be inconsistent with these core beliefs.

Core Beliefs for Our School

1. Every attempt will be made to maintain the dignity and self-respect of the student and the teacher. The following teacher behaviors are counterproductive and do not support the dignity of the students: yelling, "in-your-face" interactions, expectation of immediate student compliance.
2. Students will be guided and expected to solve their problems, or the ones they create, without creating problems for anyone else.
3. Students will be given opportunities to make decisions and live with the consequences, by they good or bad.
4. Misbehavior will be handled with natural or logical consequences instead of punishment, whenever possible.
5. Misbehavior will be viewed as an opportunity for individual problem solving and adopting new behaviors.
6. Students can request a "due process hearing" whenever consequences appear to be unfair. New decisions will only be rendered if new information is presented involving the incident.
7. School personnel will handle school problems. Criminal activity will be referred to the proper authorities.

Individual Classroom Rules and Interventions

1. Treat me, as your teacher, with the same respect with which I treat you.
2. Your actions may not cause a problem for anyone else.
3. If you cause a problem, you will be asked to solve it.
4. If you cannot solve the problem or choose not to, I will do something. What I do will depend upon the situation and the person involved.

Classroom Procedures and Expectations.

All teachers will develop and post Classroom Procedures and Expectations as part of their overall Classroom Management Plan. Teachers must submit a copy of their plan to their building principal.

Beginning of the school year review of expectations will vary dependent on grade level.

Kindergarten will use 3 days establishing expectations and review those expectations on a daily basis until students have the orderly flow of kindergarten. Content instruction will begin on day 4 for kindergarten.

1st and 2nd grade will use 2 days getting student mindset on classroom expectations. Content instruction will begin on day 3.

3rd grade – 8th grade will use 1 day getting student mindset on classroom expectations with frequent review. Content instruction will begin on day 2.

Grades 9-12 will also use 1 day getting student mindset on classroom expectations with frequent review. Content instruction will begin on day 2.

As long as Mandaree School has the CSI designation content area instruction is critical and needs to start as soon as possible.

TIERED BEHAVIOR AND INTERVENTIONS

It is not possible to list every possible Tier 1, 2, 3 behaviors. If you are unclear where a behavior belongs you can discuss it with your building administrator. Tier 3 behaviors are the only behaviors that require an automatic administrative Behavior Referral with no teacher intervention.

There are a multitude of teacher interventions that can be used to address Tier 1 and Tier 2 behaviors. Teachers need to be adept in all of the options listed and know when each can be used effectively.

From the
“CHAMPS and Classroom Procedures and Corrections Safe and Civil
Schools Behavior Intervention Resource Book”

- Gentle verbal reprimand
- Verbal correction
- Proximity correction
- Review classroom rules
- Classroom time out spot with a timer and a problem/solution page
- "the look"
- Redirect
- Give choices
- Movement of seats
- Class meeting
- Role-play
- Model and reinforce correct behavior
- Make student aware of the behavior
- Teach/re-teach expectations in particular setting
- Practice appropriate behaviors
- Tally system for inappropriate behaviors
- Social skills training

- Loss of recess or privilege's (teacher responsibility to provide supervision and to practice desired behavior and provide social skills training for appropriate behaviors) Classroom incentive program

Classroom Behavior Plan

- Remember 3:1 ratio of positive interactions to negative interactions
- Missed recess
- Classroom detention
- Communication notebook (daily or weekly)
- Tally system for inappropriate behaviors
- Loss of privilege
- Bullying Protocol
- Referral to law enforcement
- Referral to social services
-

Out-of-School Suspension — with a plan for what parents will do with the student while he/she is suspended. Plan needs to be documented and signed by the student and parent(s). A re-entry plan is also recommended

Pre-Expulsion Hearing with Final Behavior Plan Expulsion

TEACHER COMMUNICATION TOOLS

Daily Behavior Charts- every teacher will provide an overall classroom behavior report to the building principal

Phone calls

E-mail

Text Messaging

Classroom Newsletter

Student Planners

Class meetings

Written notes

Classroom Behavior Improvement Plan Classroom Behavior

Contract

ADMINISTRATIVE COMMUNICATION TOOLS

Office referrals

ISS Referral

Phone calls

Letters home

DATA TO BE GATHERED TO DETERMINE EFFECTIVENESS OF THE PLAN

Teachers will retain copies of forms and shared with parent during conferences

Copies of Classroom Behavior Plans that have been share with parent during conferences Communication notebooks (if applicable)

Parent Contact Forms

Daily Behavior Charts

Weekly Behavior Charts

Behavior Referrals

Tier 3 behaviors are those behaviors that require a behavior referral and must be addressed by an administrator and include but are not limited to:

Excessive repetition of Tier 2 behaviors
General, actual fighting (reciprocal hitting, purposefully inflicting bodily harm, hair pulling)
Controlled substance use or possession
Possession of tobacco, smoking, or chewing
Battery of staff or pupil
Assault on staff or pupil
Harassment (bullying)
Sexual harassment (non-verbal, verbal, or written)
Weapon (toy or real)
Gang activity
Threats (to kill staff, student or self, blow up the school, etc)
Insubordination/open defiance, usually accompanied by outbursts or language.
Refusal to go to the office.
Leaving the building or campus.
Physical, verbal, written or electronic threats
Compromising school safety:
Major theft
Truancy
Excessive absenteeism
Repeated Use of Inappropriate Language On School Premises
Repeated Refusal to Complete "The Work"
Repeated Refusal To Stop Use Electronic Devices Unless Otherwise Outlined in the Expectations Disrespect To School Personnel
(Ex. swearing, yelling, bodily harm, etc)

Administrative actions for Tier 3 behaviors include but are not limited to:

Consequences Need to Be Reasonable and, When Possible, Align With The Severity of the Infraction.

Review of harassment policy and sexual harassment training
Administrative and student conference
Time out in the office
Written processing of actions
In-School Suspension (ISS) — with a plan for what the student must do while in suspension and signed by the student (ex. Schoolwork, write a plan for what they will do differently next time, etc.)
Discuss student and behavior at RTI meeting
Behavior Plan
Loss of privileges
Restitution — school service in a contract form that is signed by the student and parent (ex. Clean the lunchroom, pick-up trash on school grounds, assist a custodian, stay after school or come early in the day to complete the task)
Community Service — in a contract form that a student, parent, community member signs.

Tier 1 Behaviors and Interventions

Incident Referral Generated ONLY if Suggested Interventions are not successful in changing the behavior. Include in the Behavior Referral the Interventions used that did not change the behavior.

BEHAVIOR	LOOKS/SOUNDS LIKE	SUGGESTED TEACHER INTERVENTIONS
Negative response that is out of character for a student	Not working, sighing, mumbling under breath	Move closer to student, visit one-on one w/ student, repeat directions, ignore
Argumentative	"I am doing my work." Wanting to negotiate request.	Remind student of classroom expectation, visit one-on-one, change seats, keep after class, call parents
Not bringing materials	Lacking paper, pencil, agenda, class book, etc.	Conference with student, offer supplies, loss of participation points
Student passively refuses to comply (do work/take notes)	Out of seat, digging in backpack/purse, writing, erasing, writing repeatedly	Move closer to student, verbal reminder, remind of CHAMPS, respond consistently, loss of participation points, keep after class
Wearing ear buds	Ear buds in ear (s)	Visit one-on-one with student, point to ear buds & gesture to put them away, take ear buds and/or device (return @ end of class)
Dropping books on floor	Sound of books hitting floor, dropping books in the middle of lecture/directions	Verbal reminder, visit one-on-one with student, re-visit ARROW expectation
Off task	Engaged in activity not class related, talking, head down, out of seat, not following CHAMPS	Teach students how to stay on task, CHAMPS, pre-correct students right before they usually become off task, 3: 1 positive interactions, respond consistently to student behavior
Head on desk	Head down, snoring, drooling, not responding to name being called	Move closer to student, visit one-on one with student, tap desk to refocus, wake them up, encouragement, talk in hall to discover what's going on, instruct them to stand if they can't remain awake
Talking out of turn	Shouting out, talking over and/or interrupting others	Verbal correction, CHAMPS, positive reinforcement
Out of seat	Wandering room, standing up	Verbal correction, CHAMPS, positive reinforcement
Horseplay	"playful" misbehavior, non-safety issue	CHAMPS, verbal correction, visit in hall one-on-one, change seats
Teasing	Mutual and not meant to harm, 1 st offense, no victim	Verbal correction, CHAMPS, change seats, keep after class

Tier 1 Behaviors and Interventions

Corrected Immediately by Adult		Parent Contact is Recommended
Minor Dress Code	Sagging, bandanas, hats, metal chains, sunglasses	Verbal reminder, point out dress code in Student Handbook, visit one on-one in the hall
Disrespect/Rudeness	Arguing with the teacher, refusing a request, raised voice, rolling eyes, sarcastic remarks, negative tone, smacking lips	Verbal correction, visit one-on-one in hall, CHAMPS, review class expectation, revisit ARROW.
Public Displays of Affection	kissing, students sitting on one another's lap, lingering hugs, standing & leaning together against the wall/locker, inappropriate hand Placement	Verbal correction, re-direct or replacement behavior offered, point out expectation in Student Handbook, review "Catch & Release"
Inappropriate/Foul Language	Not in anger, not directed, not appropriate to school setting, vulgar or slang, no victim or target, not intended to disrupt	Verbal correction, visit one-on-one in hall, CHAMPS, keep after class
Disruptive Behavior	Tapping, pestering, rudeness, noises, throwing things	Verbal reminder, CHAMPS, visit one-on-one, keep after class, redirect, replacement behavior offered
Littering	Throwing waste on floor/school lawn, leaving lunch remains on hallway floor	Verbal reminder, review expectations
Cheating 1	Copying someone else's homework or daily work, sharing answers on homework when not expressly allowed, intentionally allowing another student to duplicate work	Student will receive a 0 for the assignment; will re-do the assignment and receive 1/2 credit
Phone	Texting, surfing internet, playing a game, head down looking in lap for long periods of time	Move closer to student, review expectations
Wandering the halls	Student is seen on multiple times with the no pass, taking the long way to get to destination	Ask to check pass, escort the student (or ask another staff member) to desired destination.
Tardy to class	Student comes to class late	Verbal reminder, visit one-on-one to see if there is an issue that needs to be referred

Mandaree School
Tier 2 Behaviors and Interventions

Corrected Immediately by Adult

Parent contact is needed.

Incident Referral Generated ONLY if Suggested Interventions are not successful in changing the behavior. Include in the Behavior Referral the Interventions used that did not change the behavior.

BEHAVIOR	LOOKS/SOUNDS	SUGGESTED TEACHER INTERVENTIONS
Repeated Level 1 behavior	Ignoring a teacher request while continuing to display unwanted behavior.	Give student a choice of two acceptable corrections, call parent with notice of problem and next step when problem persists.
Student stands up and says, "I'm not doing this work".	Student stands during class. Student speaks out of turn, raises voice, perhaps throwing a tantrum by dropping objects on the floor.	Remain calm. Restate request with a calm voice. If student still refuses, ask student to step in hall; visit with student to find out what is going on. If this is a frequent occurrence, set up a behavior contract with the student. If the student doesn't change their tone in the hall, give him/her the option between returning to class or going to their administrator.
Throws material at someone or across room	Items are seen flying through the air. Thrown with intent to harm or in an aggressive manner, to distract class. You hear someone ask for a student to stop throwing items. A student approaches a teacher about items being thrown during class.	Teacher picks up items to ensure the safety of students and conferences with student. Restate classroom policy, re-visit ARROW expectations. Contact parent about incident and discuss setting up a behavior contract.
Student routinely uses inappropriate language during class time. Though not directed toward staff or students, student disrupts the learning process.	Use racial, stereotypical, or culturally insensitive words. Talk about inappropriate things and/or make sexual comments. Use sensitive words in an insulting or joking manner, "gay", "fag", etc.	Verbal warning. Hallway discussion. Remove/isolate student. Call or email parent. Contact counselor or administrator.

Mandaree School
Tier 2 Behaviors and Interventions

Corrected Immediately by Adult

Parent contact is needed.

Incident Referral Generated ONLY if Suggested Interventions are not successful in changing the behavior. Include in the Behavior Referral the Interventions used that did not change the behavior.

BEHAVIOR	LOOKS/SOUNDS LIKE	SUGGESTED INTERVENTIONS
Physical Contact/Safety: arising from horseplay	Aggressive behavior, student safety a concern, student-to-student physical contact made, property damage	Verbal reminder, remind students of ARROW expectations, change seats if needed, call or email parent about behaviors.
Walks out of classroom	Student leaves academic area without permission	Ask student to please have a seat, conference in hall, make call to administrator about AWOL student, refer to BIP if applicable, call or email parent about situation.
Cheating 2	Cheating on daily work/homework—2nd offense. Cheating on test or major assignment	Student will receive 0 on the assignment with no opportunity to retake the assignment. Parent will be contacted, and administration will be notified.
Wandering Halls	Repeatedly seen in the halls during instruction time	Ask to check student's pass, escort back to class (or get another staff member to),gather student's name so that you can make parent contact, either by phone or email, discuss consequences for repeated behavior
Chronic tardiness	Tardy incidents are accumulating and it is repeated multiple times	Parent contact; have a discussion with the student to help them see the impact their tardy behavior impacts the entire class

Tier 3 Behaviors

Incident Referral Generated

Requires Administrative Action

BEHAVIOR	LOOKS/SOUNDS LIKE
Repeated repetition of Tier 1 and 2 behaviors	Behavior is repeated so often that classroom disruption is occurring; submit your documentation that shows the actions the teacher has taken to correct the behavior
General Fighting	Aggressive, obvious victim/suspect(s), student-to-student physical contact made, injury occurs
Profanity/vulgar Language	Directed at another student, spoken in anger or derogatory tone, causes a disruption, cursing at a staff member
Threatening Speech	Obvious victim/suspect(s), spoken in anger or derogatory tone, causes a disruption, directed at a staff member
Physical Contact/Safety: arising from horseplay	Aggressive misbehavior that has been taken to another Tier (mood changes), student safety a concern, obvious victim/suspect(s) physical contact made, property damage
Bullying	Purposeful behavior that intends to cause harm or distress; is repeated over time; occurs in a relationship where there is an imbalance of power; includes cyber bullying which is sending or posting harmful text or images using the internet or other digital media sources
Harassment	Verbal or physical behavior that puts another person down or shows hostility toward another person and group of persons based on their race, color, religion, gender, national origin, age, sexual orientation or disability
Sexual Harassment	Unwanted and unwelcome sexual behavior which interferes with your right to get an education or to participate in school activities; may result from words or conduct of a sexual nature that offend, stigmatize, demean, frighten or threaten because of gender; may cause the target to feel uncomfortable, embarrassed or threatened; can happen once or many times
Acting to Incite-Verbal Escalation to Fight	Any language whose intent is to instigate a conflict with an individual or group. Can also be participating in a group whose purpose is to instigate or continue a conflict.
Major Disruption to Room	Intentional behavior which hinders students' learning and teacher's ability to maintain classroom control.
Gang-Like Behavior	Graffiti, complex hand gestures or signs and multi-step handshakes, bandanas, tagging, referring to sets, folks, etc., an activity deemed by administration as an related.
Refusing to leave the classroom	Student remains in area and refuses to comply with request to go to academy.
Cheating 3	Repeat offense
Cheating 4	
Gross Behavior	Extortion, gambling, exploding of fireworks, causing a false fire alarm, carrying or using weapons, drugs, or alcoholic beverages

ADMINISTRATOR DISCIPLINE MATRIX

Infraction Class	First Offense	Second Offense	Third Offense or More
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<p><u>CLASS 1</u> REPEATED Tier 1, and 2 Behavior and Includes: nuisance objects, inappropriate behavior, disrespectful behavior causing a classroom disturbance, dress violations, minor horseplay, teasing/name calling, cutting class, cafeteria misbehavior, public displays of affection, driving without permission, minor technology misuse (as determined by the Acceptable Use Policy), unauthorized school facility access</p>	<p>(1) Verbal 1 warning and/or (2) Help the student correct the problem (3) Loss of privilege, or (4) ISS (amount of time will vary from 1 hour to all day) (5) Any action deemed necessary by administrator to address the behavior</p>	<p>(1) Verbal warning and/or (2) Help the student correct the problem (3) Loss of privilege, or (4) ISS (amount of time will vary from 1 hour to all day) Inform the parent(s)</p>	<p>Work with parent(s) to correct the problem as needed. If it is determined that progress is not being made, move to Class 2 responses on the fourth offense.</p>
<p><u>CLASS 2</u> Includes: disregard for rules/insubordination, verbal threats, cheating, plagiarism, hazing/bullying, profanity, obscenity, obscene gestures, harassment, tobacco use/possession, setting up fights, theft of minor property, minor vandalism, aggressive pushing, destructive/excessive horseplay, cutting detention, falsifying school records.</p>	<p>Apologies, Restitution, Relationship repair and/or (1) Loss of privileges, and/or (2) ISS for 1 to 5 hours (3) Any action deemed necessary by administrator to address the behavior Inform parent(s)</p>	<p>Apologies, Restitution, Relationship repair and/or Relationship repair and (1) Loss of privileges, and/or (2) Suspension from school for 1 to 3 days Inform parent(s) The administration may use its own judgment in determining what they deem appropriate consequences.</p>	<p>Work with parent(s) to correct the problem as needed. If it is determined that progress is not being made, move to Class 3 responses on the fourth offense.</p>
<p><u>CLASS 3</u> Includes: physical threats, fighting, blatant insubordination, setting a false fire alarm, fraudulent reporting of theft loss of school property, theft or destruction of felony rated property, major vandalism, disruption of school sexual harassment, major technology misuse (as determined by the Acceptable Use Policy).</p>	<p>(1) Loss of privileges, and (2) Suspension from school for 3 to 4 days (3) Restore property and pay expenses Inform parent(s) The administration may use its own judgment in determining what they deem appropriate consequences.</p>	<p>(1) Suspension from school for 5 to 10 days (2) Restore property and pay expenses Inform parent(s) The administration may use its own judgment in determining what they deem appropriate consequences.</p>	<p>(1) Suspension from school for 10 days. (2) Write letter to school board and/or superintendent recommending expulsion (3) Restore property & pay expenses Inform parent(s) The administration may use its own judgment in determining what they deem appropriate consequences.</p>

Infraction Class	First Offense	Second Offense	Third Offense or More
<p>Severe: Includes: Possession or use of alcohol, drugs, knife blades under 3” in length, or other weapons on campus or at school functions. Smell, behavior, and physical possession of drugs or alcohol will determine reasonable suspicion. Schools do not need drug tests or Breathalyzer tests to suspend. Evidence relating to reasonable suspension of probable use or possession must be reported immediately and investigated in a timely manner.</p>	<p>Suspension from school for 3 to 10 days for possession or consumption of drugs, alcohol, or knife under 3” blade.</p> <p>Parent support required for shortened suspension</p> <p>Expulsion from OSS for 10 days for distribution of drugs or alcohol pending an expulsion hearing</p> <p>Inform Parents: The administration may use its own judgment in determining what they deem appropriate consequences.</p>	<p>Suspension from school for 5 to 10 days for possession or consumption of drugs, alcohol, or knife under 3” blade.</p> <p>Inform Parents: The administration may use its own judgment in determining what they deem appropriate consequences.</p>	<p>Suspension from school for 10 days for possession or consumption of drugs, alcohol, or knife under 3” blade pending an expulsion hearing</p> <p>Inform Parents: The administration may use its own judgment in determining what they deem appropriate consequences.</p>
<p>School Safety Violations</p> <p>Includes Acts of reasonable suspicion of intent to endanger or threaten the lives and health of others with weapons, possession of a knife blade over 3” in length and/or bomb threats</p>	<p>Suspension from school for 10 days pending an expulsion hearing.</p>		

The suspension mentioned in the matrix is In School Suspension or Out of School Suspension. When suspensions are not specified in the matrix the school principal will determine which suspension is appropriate on an individual basis. If any offense does not clearly apply to a specific infraction the principal will determine the appropriate infraction class for the offense. If any laws are violated by students while in school, on school property, or at a school function appropriate law enforcement officials will be notified.

FORMS

Additional forms can be found in
the Safe and Civil Schools
Behavior books .

Date:

Name:

1. What did you do?

2. How did your actions disrupt your learning or the learning of others?

3. List four other things you could have done.

- 1 _____
- 2 _____
- 3 _____
- 4 _____

4. What will you do next time?

Think About It! Fix-It Plan

Date:

Name:

1. What did you do?

2. How did your actions disrupt your learning or the learning of others?

3. List four other things you could have done.

1

2

3

4

4. What will you do next time?

Mandaree School

In-School Suspension Form

Administrator Only:

Student: _____ Grade: _____ Date: _____

Teacher(s) to contact for work: _____

Date incident occurred: _____

In-school suspension assigned for date: _____

Time: _____

ISS Teacher:

Work/Assignments completed: _____

Student completed assigned ISS on: _____ Time: _____

Form completed on: _____

Administrator Signature

ISS Teacher Signature

Student Improvement Plan

Name:

Grade:

Date:

Behavior in need of improvement:

Expectation	Consequence for Failure to Comply

Student signature

Date

Parent signature

Date

Principal signature

Date

This Improvement Plan will be reviewed on: _____

Mandaree School

In-School Suspension Form

Administrator Only:

Student: _____ Grade: _____ Date: _____

Teacher(s) to contact for work: _____

Date incident occurred: _____

In-school suspension assigned for date: _____

Time: _____

ISS Teacher:

Work/Assignments completed: _____

Student completed assigned ISS on: _____ Time: _____

Form completed on: _____

Administrator Signature

ISS Teacher Signature

Other information to share:

Name:

Grade:

Date:

Behavior in need of improvement:

Expectation	Consequence for Failure to Comply

Student signature

Date

Parent signature

Date

Principal signature

Date

This Improvement Plan will be reviewed:

Out-of-School Suspension Re-Entry Plan

Name: _____

Grade: _____

Date: _____

Student was suspended for:

The following are expectations for continued attendance in school:

Expectation	Consequence for Failure to Comply

Student signature

Date

Parent signature

Date

Principal signature

Date

This Improvement Plan will be reviewed: _____

Follow-up actions:

Out-of-School Suspension Re-Entry Plan

Name: _____

Grade: _____

Date: _____

Student was suspended for:

The following are expectations for continued attendance in school:

Expectation	Consequence for Failure to Comply

Student signature

Date

Parent signature

Date

Principal signature

Date

This Improvement Plan will be reviewed: _____

The following are expectations for continued attendance in school:

Follow-up actions:

Action Plan for Behavior

Student:

Expectation	Outcome	Consequence for Failure to Com ly
Student is expected to report to class on time. Student will be in attendance at school. Student will follow all district rules and expectations.	Student will be successful.	Parent conference will be needed. 7 tardies equal one day of unexcused absence. Student will receive no credit in class' or more unexcused absences. School district policy for will be followed which can include juvenile services as an unruly child And/or expulsion from school. School district policy for excessive Absences will be followed which includes referral to referred to juvenile services.

Three Affiliated Tribes Tribal Code has the following definition of an "Unruly Child" means a child who:

- a. Is habitually and without justification truant from school.
- b. Is habitually disobedient of the reasonable and his parent, guardian, or other custodian, and is ungovernable, or who is willfully in a situation to the health, safety, or morals of himself or others:
- c. Has committed an offense applicable only to a child
- d. Has committed a noncriminal traffic offense without ever having been issues an operator's license or permit if one was required; and
- e. In any of the forgoing instances is in need of treatment or rehabilitation.

NORTH DAKOTA CENTURY CODE

15.1-19-09. Students - Suspension and expulsion - Rules.

A student, including one enrolled in an alternative education program, may be expelled from school for **insubordination, habitual indolence, or disorderly conduct**, provided the expulsion does not last beyond the termination of the current school year.

Habitual indolence = laziness, lethargy, idleness, inactivity, making no effort

Student signature

Date

Parent signature

Date

Pre-Expulsion Hearing Action Plan for Behavior

Student:

Expectation	Outcome	Consequence for Failure to Com I
<p>Student is expected to report to class on time.</p> <p>Student will be in attendance at school.</p> <p>Student will follow all district rules and expectations.</p>	<p>Student will be successful.</p>	<p>Parent conference will be needed.</p> <p>7 tardies equal one day of unexcused absence.</p> <p>Student will receive no credit in classes that exceed 10 or more unexcused absences.</p> <p>School district policy for repeated disciplinary referrals will be followed which can include referral to juvenile services as an unruly child and/or expulsion from school.</p> <p>School district policy for excessive absences will be followed which includes referral to juvenile services.</p>

Three Affiliated Tribes Tribal Code has the following definition of an "unruly child." "Unruly Child" means a child who:

- a. Is habitually and without justification truant from school.
- b. Is habitually disobedient of the reasonable and lawful command of his parent, guardian, or other custodian, and is ungovernable, or who is willfully in a situation dangerous or injurious to the health, safety, or morals of himself or others:
- c. Has committed an offense applicable only to a child: or
- d. Has committed a noncriminal traffic offense without ever having been issues an operator's license or permit if one was required; and
- e. In any of the forgoing instances is in need of treatment or rehabilitation.

NORTH DAKOTA CENTURY CODE

15.1-19-09. Students - Suspension and expulsion - Rules.

A student, including one enrolled in an alternative education program, may be expelled from school for **insubordination, habitual indolence, or disorderly conduct** provided the expulsion does not last beyond the termination of the current school year.

Habitual indolence = laziness, lethargy, idleness, inactivity, making no effort

Student signature

Date

Parent signature

Date

Principal signature

Date

SCHOOLWIDE PROCEDURES FOR:

After School Tutoring
Bathroom Use
Buses and School Vehicles
Hallways
High School Passing Time
Lunch Room Use
Playground
***THESE ARE TO BE TAUGHT
AND PRACTICED
BY ALL CLASSROOM TEACHERS AND
STUDENTS.***

Procedures for After-School Tutoring

Part 1: All students be respectful, responsible and safe after school

Part 2: Expectations for student behavior:

1. Voice Level= 1 Whisper in hallways

2. Pace= 1 Walking in hallways

3. Move quietly from your classroom to the tutoring classroom

4. Stay to the right

5. Keep hands, feet, and objects to yourself

- a. Don't touch other students
- b. Don't touch the walls
- c. Don't jump to hit the door frames or ceiling tiles
- d. Don't kick, trip, or step on untied shoelaces
- e. Don't throw things

3. Give descriptive positive feedback when students behave appropriately 10. Consistently correct misbehavior from student-to-student 11. Respond unemotionally and avoid power struggles
12. Use a calm, quiet, and respectful tone and a supportive stance when correcting.
13. Avoid publicly embarrassing and humiliating students
14. Use an instructional approach when correcting misbehavior—i.e., stating the rule for the student, or having the student state the rule, or having the student demonstrate the correct behaviors
15. Use various mild consequences for different misbehaviors (e.g., time owed, positive practice, stand by me for 10,

Procedures for Lunch Room use

Part 2: Expectations for student behavior:

Part 1: All students have a safe, responsible, and respectful meal.

1. Voice Level= 2 Conversation
2. Politely wait in line to be served
 - a. No cutting
 - b. No pushing
 - c. Stay in line
 - d. No cursing
3. Listen to lunch personnel
4. Use good table manners
 - a. Chew with your mouth closed
 - b. Don't talk with food in your mouth
 - c. Use small bites
 - d. Eat from your own plate or tray—no sharing or taking from other students
 - e. Eat a healthy meal
 - f. Sit up straight facing the table
 - g. Sit on bench with feet on floor
 - h. Clean up after yourself
 - i. Dump the leftovers off your trays into the garbage and then stack your trays neatly ii. Dump extra milk in the bucket before putting the carton in the garbage iii. Make sure the table and floor in your area is free of food
5. When done eating and clearing tray, return to your class table and wait for teacher to line up your class for recess
6. No second helpings
7. Choose one (1) milk
8. Always walk
9. Use utensils appropriately
10. Use both hands to carry your tray

Part 3: Supervision & Staff Responsibilities

Classroom teachers:

1. Teach Lunchroom Procedures
 - a. Beginning of the school year
 - b. After every extended weekend and holiday
 - c. After any negative "Lunchroom behavior" was observed
2. Stay consistent in enforcing expected lunchroom behavior
3. Make sure your students are in the LUNCH LINE on time!
 - a. Allow students who are behaving in the classroom to line up first
 - b. Walk with all of your students—don't let some go to lunch early and don't delay some students
4. Wait for all of your students to go through the line before the teacher
5. Make sure your students sit at your assigned table(s)
6. AFTER clearing their trays have students return to the class table(s)
7. Know expected student behaviors
8. Respond to all misbehavior
9. Give descriptive positive feedback when students behave appropriately
10. Consistently correct misbehavior from student-to-student using appropriate level of consequence
11. Respond unemotionally and avoid power struggles
12. Use a calm, quiet, and respectful tone and a supportive stance when correcting.
13. Avoid publicly embarrassing and humiliating students
14. Use an instructional approach when correcting misbehavior—i.e., stating the rule for the student, or having the student state the rule, or having the student demonstrate the correct behaviors
15. Use various mild consequences for different misbehaviors (e.g., time owed, positive practice, stand by me for 10, etc.)

Procedures for Playground

Part 2: Expectations for student behavior:

Part 1: All students be respectful, responsible and safe in the hallways

Voice Level in Line = 0 Silent, no talking

1. Pace= 1 Walking (while crossing the parking lot and lining up)
2. Use proper language—no swearing
3. Share and respect recess equipment
 - a. When you bring a ball, jump rope, or chalk outside bring it back in
4. Model Sportsmanship
5. Bullying behavior, such as name calling, fighting, or harassing, is not allowed on the playground or in the school building.
6. No spitting
7. Line up when asked. Walk quietly into the school building and return to your classroom.
8. Dress appropriately for weather
9. Remain on the playground unless you have permission from the teacher or adult on duty
10. Do not play "King Of the Hill"
11. No horseplay or roughhousing
12. Grades K through 3 stay within the fenced area
13. Swings:
 - a. Stay behind other students on the swings—don't run in front of them—even in play
 - b. Do not bail out of the swings .
 - c. Do not connect legs or feet while swinging
 - d. Only one student per swing
14. Slide
 - a. One person on the slide at a time
 - b. Use the steps to get to the top of the slide—do not climb up the slide
15. Monkey Bars
 - a. Wait your turn
 - b. Do not climb or stand on top of the Monkey Bars
16. The Spinning Wheel
 - a. One person at a time
 - b. When others are waiting in line, spin for a loud count to thirty

17. Do not throw snowballs, sand, wood chips, dirt, rocks, etc.
18. 4th, 5th, and 6th grade students walk to the basketball courts—do not run.
19. Play in your assigned area only

Part 3: Supervision & Staff Responsibilities

Classroom teachers:

20. Teach Playground Procedures
 - a. Beginning of the school year
 - b. After every extended weekend and holiday
 - c. After any negative "playground behavior" was observed

21. Stay consistent in enforcing expected playground behavior

Staff responsible for supervising

1. Know expected student behaviors
2. Respond to all misbehavior
 3. Give descriptive positive feedback when students behave appropriately
4. Consistently correct misbehavior from student-to-student using appropriate level of consequence
5. Respond unemotionally and avoid power struggles
23. Use a calm, quiet, and respectful tone and a supportive stance when correcting.
24. Avoid publicly embarrassing and humiliating students
25. Use an instructional approach when correcting misbehavior—i.e., stating the rule for the student, or having the student state the rule, or having the student demonstrate the correct behaviors
26. Use various mild consequences for different misbehaviors (e.g., time owed, positive practice, stand by me for 10, etc.)

ASBESTOS HAZARD EMERGENCY RESPONSE ACT
(AHERA)
YEARLY NOTIFICATION FORM

Dear Parents, Teachers, Building Occupants, and Employee Organizations:

In the past, asbestos was used extensively in building materials because of its insulating, sound absorbing, and fire retarding capabilities. Virtually any building constructed before the late 1970s contained some asbestos. Intact and undisturbed asbestos materials generally do not pose a health risk. Asbestos materials, however, can become hazardous when, due to damage or deterioration over time, they release fibers. If the fibers are inhaled, they can lead to health problems, such as cancer and asbestosis.

In 1986, Congress passed the Asbestos Hazard Emergency Response Act (AHERA), which requires schools to be inspected to identify any asbestos containing building materials. Suspected asbestos-containing building materials are located, Sampled and rated according to condition and potential hazard. Every three• years, Mandaree Public School District has conducted a re-inspection to determine whether the condition of the known or assumed asbestos containing building materials (ACBM) has changed and to make recommendations on managing or removing the ACBM. At the last re-inspection conducted on August 26, 2010, all materials listed in the Management plan as asbestos containing (or assumed to be asbestos-containing) were inspected and found to be in good condition.

The law further requires an asbestos management plan to be in place by July 1989. Mandaree Public School District developed a plan, as required, which has been continually updated. The plan has several ongoing requirements: publish a notification on management plan availability and the status of asbestos activities; educate and train its employees about asbestos and how to deal with it; notify short-term or temporary workers on the locations of the asbestos containing building materials; post warning labels in routine maintenance areas where asbestos was previously identified or assumed; follow set plans and procedures designed to minimize the disturbance of asbestos containing building materials; and survey the condition of these materials every six months to assure that they remain in good condition.

The following buildings contain no asbestos-containing building materials; therefore, no operations and maintenance programs or future inspections are required: K-3 Elementary Wing. During the past year, asbestos containing building materials have been removed, encapsulated, or enclosed in the following buildings: Vocational Building, Building #225 (4-8 wing and high school wing). During the next year, we plan to conduct the following asbestos related activities at the following school buildings: maintain safe containment of asbestos containing building materials.

It is the intention of Mandaree Public School District to comply with all federal and state regulations controlling asbestos and to take whatever steps are necessary to ensure students and employees a healthy and safe environment in which to learn and work. You are welcome to review a copy of the asbestos management plan in school district administrative office or administrative office of the school during regular business hours. Facilities Manager is our designated asbestos program coordinator, and all inquiries regarding the **asbestos** and asbestos-related issues should be directed to Facilities Manager 701-759-3311 ext. 308.

REQUIRED

Descriptor Code: AAC

NONDISCRIMINATION AND ANTI-HARASSMENT POLICY

General Prohibitions

The Mandaree School 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.

It is a violation of this policy for any district student, parent, guardian; employee, or third party to discriminate or harass against another district student or employee, based on any status protected by law, if the conduct occurred within the context of an education program or activity, or if the conduct had a continuing effect in the educational setting of a program or activity occurring on or off school district property. — The District will not tolerate discrimination or harassment of a district student or employee by a third party. The District also prohibits aiding, abetting, inciting, compelling, or coercing discrimination or harassment; discriminating against or harassing any individual affiliated with another who is protected by this policy and/or law; knowingly making a false discrimination and/or harassment report; and retaliation against individuals who report and/or participate in a discrimination and/or harassment investigation, including instances when a complaint is not substantiated.

The District shall promptly investigate a discrimination, harassment, or retaliation complaint and act on findings as appropriate, which may include disciplinary measures such as termination of employment or expulsion in

accordance with board policy, law, and, when applicable, the negotiated agreement. Students and employees are expected to fully cooperate in the investigation process. The District will take steps to prevent recurrence of discrimination, harassment, or retaliation and remedy discriminatory effects on the complainant and others, if appropriate.

Definitions

- Complainant is the individual filing the complaint. If the complainant is not the victim of the alleged discrimination and/or harassment, the victim must be afforded the same rights as the complainant under this policy and regulation AAC-BR.
- Disability is defined in accordance with NDCC 14-02.4-02 (5).
- Discrimination means failure to treat an individual, equally due to protected status. Protected status is defined in applicable state (NDCC 14-02.4-02 (6)) and federal laws.
- Employee is defined in accordance with NDCC 14-02.4-02 (7).
- Harassment is a specific type of discrimination based on a protected status. It occurs under the following conditions:
 - a. For employees: When enduring the offensive conduct becomes a condition of continued employment, or the conduct is severe or pervasive enough to create a work environment that a reasonable individual would consider intimidating, hostile, or abusive
 - b. For students: When the conduct is sufficiently severe, persistent, or pervasive so as to limit the student's ability to participate in or benefit from the education program or to create a hostile or abusive education environment.
- Section 504 (Section 504 of the Rehabilitation Act of 1973, as amended, 29 U.S.C §794) is a federal law designed to protect the rights of individuals with disabilities in programs and activities that receive federal financial assistance from U.S. Department of Education.
- Sexual harassment is a form of harassment based on sex or gender identity. It is defined as unwelcome sexual advances, requests for sexual favors, and/or other verbal, written, or physical conduct or communication of a nature when:
 - a. It is quid pro quo, meaning submission to such conduct or communication is made a term or condition, either explicitly or implicitly, of the basis for employment decisions or educational decisions or benefits for students (e.g., receiving a grade).
 - b. It creates a hostile environment meaning unwelcome sexual conduct or communication that is sufficiently serious to deny or limit a student's ability to participate in or benefit from the school's program(s). For employees, a hostile environment is created when submission to unwelcome sexual conduct is made, either explicitly or implicitly, a term or condition of an individual's employment.
- Sexual harassment examples include:
 - c. Sexual or "dirty" jokes;
 - d. Sexual advances;
 - e. Pressure for sexual favors;
 - f. Unwelcome touching, such as patting, pinching, or constant brushing against another's body;
 - g. Displaying or distributing of sexually explicit drawings, pictures, and written materials;
 - h. Graffiti of a sexual nature;
 - i. Sexual gestures;
 - j. Touching oneself sexually or talking about one's sexual activity in front of others;
 - k. Spreading rumors about or rating other's sexual activity or performance;
 - l. Remarks about an individual's sexual orientation; and
 - m. Sexual violence, including rape, sexual battery, sexual abuse, and sexual coercion;
- Title II of the Americans with Disabilities Act extends the prohibition on discrimination established by Section 504 to all services, programs, and activities of State and local government entities. ● Title IX is a federal law that protects people from discrimination, based on sex, in education programs or activities that receive federal financial assistance.

Complaint Filing Procedure

The Board shall create an informal and formal discrimination and harassment complaint filing procedure in board regulations coded AAC-BR. The procedure provides for an impartial investigation free of conflicts and interest. Nothing in this policy or in the discrimination/harassment grievance procedure shell prevents an individual from pursuing redress through state and/or federal law.

Confidentiality

An individual wishing to file an anonymous discrimination and/or harassment complaint must be advised that confidentiality may limit the district's ability to fully respond to the complaint and the retaliation is prohibited. The appropriate grievance coordinator (Title IX, 504/Title II, or Nondiscrimination) shall perform a

confidentiality analysis to determine when a request for confidentiality cannot be honored due to safety reasons or the districts obligation to maintain a nondiscriminatory educational environment. The complainant must be notified in writing of the confidentiality analysis outcome. A harassment or discrimination investigation report is subject to the open records law after 60 days or when the investigation is complete (whichever comes first), with limited exceptions such as when the record is protected by FERPA.

Complaint Recipients

If any District employee receives a discrimination or harassment complaint, the employee shall forward it to the appropriate grievance coordinator. All District employees must receive training on their reporting duties.

Policy Training and Dissemination

The Board authorizes the Superintendent to develop discrimination and harassment awareness training for students and employees. In addition, the Superintendent shall display this policy and complementary grievance procedures in a prominent place in each district building and publish it in student and employee handbooks.

Grievance Coordinators

The Title IX Coordinator's responsibilities include overseeing the District's response to Title IX reports and complaints and identifying and addressing any patterns or systemic problems revealed by such reports and complaints. The Title IX Coordinator must have knowledge of the requirements of Title of the District's policies and procedures on sex discrimination, and of all complaints raising Title IX issues throughout the District. To accomplish this, the Title IX Coordinator must be informed of any report or complaint raising Title IX issues, even if the report or complaint was initially filed with another individual or office or if the investigation will be conducted by another individual or office. The Board designates Arden Boxer, Human Resource Director, as the Title IX Coordinator. She may be contacted at 1 Warrior Circle, Mandaree, ND 58757, arden.boxer@k12.nd.us, 701-759-3311, Ext. 105.

The 504/Title II Coordinator's responsibilities include overseeing the District's response to disability discrimination reports and complaints. The 504/Title II Coordinator must have knowledge of the requirements of Section 504 and Title II, of the District's policies and procedures on disability discrimination, and of all complaints raising Section 504/Title II issues, even if the report or complaint was initially filed with another individual or office or if the investigation will be conducted by another individual or office. The Board designates Arden Boxer, Human Resource Director, as the 504/Title II Coordinator. She may be contacted at: 1 Warrior Circle, Mandaree, ND 58757, arden.boxer@k12.nd.us, or 701-7593311, Ext.307.

The Nondiscrimination Coordinator's core responsibilities include overseeing the District's response to discrimination and harassment reports and complaints that do not include sex or disability, but instead the other projected statuses. The Board designates Arden Boxer, Human Resource Director, as the Nondiscrimination Coordinator. She may be contacted at: 1 Warrior Circle, Mandaree, ND 58757, arden.boxer@k12.nd.us, or 701-759-3311, Ext. 307.

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The Title 504/Title II, and Nondiscrimination Coordinators, and any other school official responsible for the investigation of discrimination complaints, shall receive training. This training must include (1) the definition of harassment, discrimination, and retaliation; (2) the handling of complaints under the Discrimination and Harassment Grievance Procedure (AAC-BR); and (3) the applicability of confidentiality requirements.

Complementing NDSBA Templates (may contain items not adopted by the Board)

- AAC-BR Discrimination and Harassment Grievance Procedures
- AAC-E, Filing a State or Federal Discrimination & Harassment Complaint
- AAC-E2, Discrimination and/or Harassment Complaint Confidentiality Assessment
- AAC-E3, Discrimination and/or Harassment Training Requirements for Students and Employees
- AAC-E4, Reasonable Accommodation Request Physician Form ● FGDB, Student Handbooks

End of Mandaree School District #36 Policy AAC._____Amended: 09/23/19

REQUIRED

Descriptor Code: AAC-BR

DISCRIMINATION AND HARASSMENT GRIEVANCE PROCEDURE

The following procedure is designed to resolve discrimination, harassment and retaliation complaints by and against students, parents, and third parties, as described in board policy, in a prompt and equitable manner. Board policy requires all students and staff to fully cooperate when asked to participate in a discrimination, harassment, or retaliation investigation.

The procedure contained in this regulation supersedes the district's policies regarding complaints about personnel and bullying.

Retaliation Prohibited

The district prohibits retaliation for an individual's participation in and/or initiation of a discrimination and/or harassment complaint investigation, including instances when a complaint is not substantiated. The consequences for violating this prohibition are delineated in the Nondiscrimination and Anti-Harassment Board Policy, coded AAC.

Complaint Filing Format and Deadlines

A complaint may be filed verbally or in writing and should be filed as soon as possible after the discrimination, harassment, retaliation allegedly occurred. Delays in filing a complaint may cause difficulties in the investigation.

With Whom Complaints May Be Filed

District employees are required to report any discrimination or harassment to the appropriate grievance coordinator (Title 504/Title II, or Nondiscrimination) when they knew (e.g., overheard students talking about an incident, saw discriminatory or harassing graffiti or vandalism on school property). Failure by a District employee to report under this regulation may result in disciplinary action.

Initiating Complaint Resolution Procedure

After receiving a discrimination and/or harassment complaint or gaining knowledge of potentially discriminatory and/or harassing conduct, the appropriate grievance coordinator shall contact the complainant, determine if an informal or formal investigation is appropriate, and determine if the complainant requests confidentiality. Requests for confidentiality must be handled in accordance with policy AAC.

Prohibition on Meeting with the Accused

At no time during the informal or formal resolution process shall the complainant be required to meet with the accused. If the appropriate grievance coordinator assigned to conduct or oversee the investigation is the accused, the Superintendent, or Board President (if the Superintendent is the accused) shall designate a different individual (which may be a third party) to carry out the accused's responsibilities associated with the Investigation.

Third-part Assistance

A school official responsible for conducting or overseeing discrimination and/or harassment investigations is authorized to receive assistance from the district's legal counsel throughout the process.

Investigation Timeframes

The informal resolution procedure must be completed within 30 days of a District employee reporting the complaint or incident to the appropriate grievance coordinator or a complainant or accused terminating the informal complaint procedure, unless the investigator documents reasons for delays and communicates these reasons to the complainant and accused.

The formal resolution procedure must be completed within 60 days of a District employee reporting the complaint or incident to the appropriate grievance coordinator or a complainant or accused terminating the informal complaint procedure, unless the investigator documents reasons for delays communicates these reasons with the complainant and accused. Acceptable reasons for delays include extended school breaks when witnesses are not available, and complex cases involving multiple witnesses.

Interim Measures

Pending the final outcome of an informal or formal resolution, the District shall institute interim measures to protect the complainant and inform him/her of support services available. Interim measure may include a district-enforced no contact order, schedule changes, academic modifications for the complainant, and/or school counseling for the complainant. These interim measures should have minimal impact on the complainant. If the accused is a student, interim measures should also take into consideration the accused student's educational rights.

Informal Resolution Procedure

This procedure may only be used when mutually agreed to by the complainant, the accused and the appropriate grievance coordinator. This procedure may not be used when the alleged discrimination and/or harassment may have constituted sexual violence or any other crime. The formal resolution procedure must be used whenever the informal procedure is not permitted.

During the informal resolution process, the investigator shall gather information necessary to understand and resolve the complaint. Based on this fact-gathering process, the investigator shall propose an informal resolution, which may include, requiring the accused to undergo training on discrimination and/or harassment, requiring all students and staff to undergo such training, instituting protection mechanisms for the complainant, and/or holding a formal meeting with the accused to review the nondiscrimination and anti-harassment policy and discuss the implications of violating it. Both the complainant and the accused must agree to the informal resolution before it can be instituted.

The appropriate grievance coordinator shall monitor the implementation and effectiveness of the informal resolution procedure and initiate the formal resolution procedure and initiate the formal resolution procedure if discrimination and/or harassment persists.

Both the complainant and the accused have the right to terminate the informal resolution procedure at any time to pursue a remedy under the formal resolution procedure.

Formal Resolution Procedure

This procedure must be used whenever the informal resolution procedure is not used.

Whenever alleged discrimination or harassment may have constituted a crime, the Superintendent should contact law enforcement and enter into a memorandum of understanding concerning sharing of evidence and coordination of the investigation. However, the District shall proceed with its investigation and this resolution procedure, regardless of the criminal investigation or outcome.

The fact-gathering portion of the investigation must be carried out or overseen by the appropriate grievance coordinators and must consist of interviews with the complainant, the accused, and any other who may have witnessed or otherwise have knowledge of the circumstances giving rise to the alleged complaint and may involve gathering and review of information relevant to the complaint. Both the complainant and accused will have equal opportunity to present evidence and name witnesses. Witnesses must be instructed not to discuss this matter with others.

The fact-gathering portion of the investigation must be completed as soon as practical.

Investigation Report:

After the fact-gathering process is complete, under the formal resolution procedure, the appropriate grievance coordinator shall complete a written report containing a determination of whether allegations were substantiated, whether the nondiscrimination and anti-harassment policy was violated, and recommendations for corrective action, if any. The appropriate grievance coordinator shall, assess if discrimination and/or harassment "more likely than not" occurred based on the following criteria:

1. Whether evidence suggests a pattern of conduct supportive or disproving the allegations of discrimination and/or harassment or discrimination; or harassment or discrimination.
2. Whether behavior meets the definition of discrimination, harassment, and/or sexual harassment, as defined in board policy;
3. Ages of the parties involved;
4. Relationship between the parties involved;
5. Severity of the conduct;
6. How often the conduct occurred, if applicable, and;
7. How the District resolved similar complaints, if any, in the past.

The investigation report must contain a monitoring plan to evaluate the effectiveness of the resolution and help prevent recurrence.

Disciplinary Action

Any disciplinary action must be carried out in accordance with board policy, law, and, when applicable, the negotiated agreement.

The appropriate grievance coordinator along with the building Principal shall determine if a recommendation for expulsion for an accused student should be made.

The appropriate grievance coordinator along with the District Superintendent shall determine if a recommendation for discharge for an accused employee should be made.

If this recommendation is made and a hearing is required, the hearing must be held in accordance with district policy and law.

Both the complainant and the accused shall have an equal right to attend the hearing, have a representative and parent (if student) present, present evidence, and question witnesses.

The complainant may choose to appoint a representative to participate in the hearing in his/her stead.

Notice of Outcome

Both the complainant and the accused must be provided written notice of the outcome of the complaint.

Nothing shall prevent the parties from seeking judicial redress through a court of competent jurisdiction or through any applicable state or federal complaint procedures.

Investigation Materials

Investigation material must be retained by the appropriate grievance coordinator (Title 504/Title II, or Nondiscrimination) for at least six years.

End of Mandaree School Board Reg. AAC-BR.....Amended: 09/23/19

Use of Leave Procedures

Every employee is essential when it comes to providing the best possible services to students. When an employee misses a shift someone less experienced with the day-to-day procedures tries to fill the position and something is always overlooked or does not get completed.

Research has found that for every day missed by a teacher is equal to two (2) days of lost instruction. This impact on student achievement cannot be overlooked.

Absences are unavoidable at times due to illness and appointments that can only be taken care of during the school day. We can minimize the impact on student services by making appointments at the end of the work day so it is only a half-day absent rather than a full day. We can schedule appointments and take care of business on nonstudent contact days such as the day after Thanksgiving, winter break, summer break, etc. When an employee does not report to work when schedule the following procedures will apply:

If an employee has a pre-planned absence, he/she will:

1. Submit a Leave Slip for prior approval to their immediate supervisor.
2. Make arrangement to assist with coverage of job duties when possible:
 - a. Teacher: Make arrangements for coverage of your playground or hall duty. Ensure that your "Substitute Teacher Plans" have all the resources needed for your substitute.
3. Supervisors are to notify the front desk secretary of any absent employees from their department.
4. Supervisors are to notify the Superintendent of any absent employees from their department.

If an employee has an un-planned absence, he/she will:

1. Call their immediate supervisor at least one hour prior to the start of the work day. Work day is defined as the employees' regular work schedule.
 - a. Due to the unreliable nature of cell phone service text messages WILL NOT be accepted as notification of an absence. You will be considered "No Call — No Show." If you cannot reach your immediate supervisor, you are to call the Superintendent or Elementary Principal. If your immediate supervisor is the Superintendent or Elementary Principal, you will need to ensure that your call is received by one of them.
 - b. Messages left on the main switchboard WILL NOT be accepted as notification of an absence.
 - c. Messages left with the secretaries WILL NOT be accepted as notification of an absence.
2. your supervisor of immediate concerns of the day. Such as: a report that must be completed, extra duties that need to be covered, etc.
3. Supervisors are to notify the front desk secretary of any absent employees from their department.
4. Supervisors are to notify the Superintendent of any absent employees from their department.
5. A Leave Slip will be completed by the immediate supervisor and put in the employee's mailbox.
6. The employee must sign and date the Leave Slip on the day he/she returns to work and indicate the type of leave to be taken.
7. Make sure you have enough leave to cover your absence.

If an employee has to leave the building/work station after the work day begins the employee will:

1. Notify their immediate supervisor
2. Supervisors are to notify the front desk secretary of any absent employees from their department.
3. Supervisors are to notify the Superintendent of any absent employees from their department.
4. A Leave Slip will be completed by the immediate supervisor and put in the employee's mailbox.
5. The employee must sign and date the Leave Slip on the day he/she returns to work and indicate the type of leave to be taken.

*** *In the event of an emergency, if you are supervising students you must not leave them unsupervised. Get assistance from the office, a neighboring classroom, or any other employee. If you are asked to provide supervision for students by another employee you are to supervise students until the office can be notified.***

DDA.

SICK LEAVE

Instructional Staff

The amount of sick leave for teachers is covered by the negotiated agreement. The negotiated agreement also addresses the amount of sick leave that teachers can carry over from one school year to the next. Administration may require teachers to provide valid medical certification if taking sick leave for more than two consecutive days.

Classified Staff

The amount of sick leave for classified (support) staff shall be approved by the Board and listed in the classified staff handbook. The handbook should also address the amount of sick leave that classified staff can carry over from one work year to the next. Administration may require classified staff to provide valid medical certification if taking sick leave for more than one consecutive work day.

Reasons for Sick Leave

Instructional and classified staff may only take sick leave for their own or immediate family member's injury, disability, or other personal medical reasons. Pregnancy disability shall be treated the same as any other disability for the purpose of sick leave and is subject to the limitations of this policy.

Requesting Sick Leave

Requests for sick leave must include the nature of the disability and must be submitted to the Business Manager within the pay period that the illness occurred. In addition to this requirement, the Superintendent may establish a notification protocol that employees will be required to follow in the event of illness or injury.

Long-Term Sick Leave

Leave for a serious health condition will be granted in accordance with district's FMLA policy.

General Provisions

Failure to comply with this policy and any regulations concerning sick leave may result in the department head denying a sick leave request.

While the negotiated agreement contains a provision for buying down sick leave, such leave will not be paid out to employees upon separation from district employment.

Emergency Leave Sell Back by Instructional Staff

Instructional staff will be allowed to sell back accumulated leave that has been carried over from a previous work year at any time. Current year sick leave is not eligible for sell back until the end of the school year.

Complementary Documents

- DDA-BR, Sick Leave Regulations
- DDA, Family & Medical Leave Act
- DDAA-BR, Family & Medical Leave Act Regulations
- DDAA-E, Family & Medical Leave Act Law

End of Mandaree School District #36 Policy DDA.....Adopted: 08/21/12
 Amended: May 22, 2020

RECOMMENDED

DDBA: VACATIONS

Classified Employees

All full-time employees working 8 hours per day on a 40 hours per week basis are entitled to vacation (annual) leave. This is credited on a basis of hours worked per pay period and continuous years of district service. Specific vacation accrual standards shall be approved by the Board and placed in the support staff handbook. Classified employees earn vacation leave from the date of employment but no vacation leave shall be taken until completion of 60 work days. At the end of the work year, classified employees may carry over a maximum of 160 hours to the next work year.

Instructional Staff

The amount of vacation (i.e., personal leave) is subject to the negotiated agreement for instructional staff. Unless administration grants an exception for good cause, instructional staff may not:

1. Use vacation leave for the first three weeks of the school year or the last three weeks of the school year;
2. Use vacation leave for the workday immediately following a school vacation, holiday, or district travel.

3. Take personal leave if two other teachers have requested and received approval to take vacation leave during that same period.

Unused personal leave must be used by the end of the contract year for instructional staff. It is not cumulative from year to year.

Requesting Leave

Instructional staff must submit a vacation request form to the Superintendent at least five days prior to the requested start date of the leave. Classified staff must submit a vacation request form to the Superintendent at least two days prior to the requested start date of the leave. Approval of a vacation leave request is at the sole discretion of the Superintendent.

Separation

Upon separation from district employment, any employee granted paid vacation time shall be entitled to prorated monetary reimbursement for unused vacation days for which they are eligible as required by law.

End of Mandaree School District #36 Policy DDBA.....Adopted: 02/21/12

DDBB: HOLIDAYS

All personnel will be paid for the holidays set by state law that fall within the time of their work year and that fall on a day(s) that they would otherwise be scheduled to work.

End of Mandaree School District #36 Policy DDBBAdopted: 02/21/12

DDBC: BEREAVEMENT LEAVE

Instructional Staff

The amount of bereavement leave is subject to the negotiated agreement for licensed staff.

Classified Staff

Bereavement leave without loss of pay, up to but not exceeding four days (32 hours) per work year, may be granted to classified staff. Classified staff may also be granted up to two days (16) hours if serving as a pallbearer in a funeral.

Reasons for Bereavement Leave

Instructional and classified staff may only take bereavement leave in the event of death in the immediate family. For the purpose of this policy, immediate family is defined as spouse, parents, spouse's parents, children, grandparents, grandchildren, brothers, sisters, brothers-in-law, sisters-in-law, or stepparents/children/siblings.

Other Provisions

Bereavement leave is not accumulative for instructional or classified staff.

Bereavement leave must be requested and approved in accordance with procedures established by the Superintendent in order to receive pay for such leave. Such procedures shall be detailed in employee handbooks.

Complementary Documents • DDBC-BR, Bereavement Leave Regulations

DDBD: MILITARY LEAVE

Military leave shall be granted pursuant to current state (NDCC 37-01-25 and NDCC 37-01-25. l) and federal law (38 U.S.C. 43). End of Mandaree School District #36 PolicyAdopted: 02/21/12

DDC: UNPAID LEAVE

Other than as specified in board policy or the negotiated agreement, no leaves shall be granted to instructional staff without specific approval of the Board. Such approval shall be at the sole discretion of the Board. Teaching staff on leave for any purpose remain subject the district's reduction-in-force policy. The Superintendent is authorized to grant unpaid leave to classified staff once other applicable leaves have been exhausted.

General provisions

A request by instructional and classified staff to take unpaid leave must be accompanied by an unpaid leave request form. Failure by the employee to submit this form within a reasonable time, as determined by administration, shall be deemed to be an unauthorized absence. The District will take disciplinary action against employees who take unauthorized absences.

Complementary Documents

- DKA, Reduction-in-Force Policy

End of Mandaree School District #36 Policy DDC.....Adopted: 03/13/12

DDCA: POLITICAL ACTIVITIES & LEAVE

The Board recognizes that employees have certain civic rights, including the right to vote, the right to be an active member of a political party of his/her choice, the right to campaign for candidates for election to public office, and the right to seek, campaign for, and serve in public office.

Political Leave

Political leave may be granted in accordance with board regulations. Any licensed employee who has been granted political leave shall be subject to district reduction-in-force policy the same as if the employee were not on leave.

Political Activities

School property and school time shall not be used for political purposes, nor shall any employee use on-duty hours to pursue political activities. Use of the school delivery systems for distributing campaign literature for or against any candidate is prohibited.

Employees will refrain from exploiting the privilege of their positions. Classroom teachers and administrators shall not exploit students in any way for political purposes. Employees shall observe state laws prohibiting political activities by public employees and shall not misrepresent their political views as those of the District.

Nothing in this policy shall prevent:

1. The discussion and study of politics and political issues, when such discussion and study are appropriate to classroom studies.
2. The conducting of student and employee organization elections and campaigning connected therewith.

Complementary Documents

- DDCA-BR, Political Leave Regulations ● GBA, Academic Freedom
- End of Mandaree School District #36 Policy DDCA.....Adopted: 02121112
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SUPPLEMENTARY

DE

STAFF CONDUCT

All staff members have a responsibility to make themselves familiar with, and abide by, the laws of the state as these affect their work, the policies of the Board, and the regulations designed to implement them.

Since the realization of district goals is dependent upon the professional behavior of all staff, the following specific responsibilities will be required:

1. To conduct oneself professionally whenever serving in his/her official capacity as a school district employee.
2. Faithfulness and promptness in attendance at work.
3. Support and enforcement of policies of the board and regulations of the school administration.
4. Diligence and honesty in submitting required reports/records/forms at the time specified.
5. Diligence in performing assigned duties.
6. Commitment to work in harmony with district staff to carry out assigned duties.
7. Willingness to follow the chain of command.
8. Care and protection of school property.
9. Concern and attention for their own and the school system's legal responsibility for the safety and welfare of students, including the need to ensure that students are under proper supervision at all times.
10. Licensed Staff

Licensed staff shall adhere to professional conduct standards developed by the Education Standards and Practices Board and, in the case of school administrators, the Administrator's Professional Practices Board.

End of Mandaree School District #36 Policy DE_____Adopted 06/10/14

SUPPLEMENTARY

DEAB

STAFF ATTENDANCE

Regular attendance is required of all employee's subject to applicable leave provisions and, for instructional staff, the negotiated agreement. Excessive absences or tardiness as defined in board, unauthorized leave, or unexcused absences may result in disciplinary action including termination of employment

End of Mandaree School District #36 Policy DEAB..Adopted:**04/10/12**

STAFF USE OF ELECTRONIC DEVICES

Definition of the purpose of this policy:

- An electronic device includes, but is not limited to, cell phones, pagers/beepers, laptops, and/or any other technology that transmits a signal.

Personal Electronic Devices

District employees are prohibited for using personal (i.e., employee owned) electronic devices while on duty. An exception to this prohibition exists when the employee is in attendance as an active member of a volunteer firefighting organization or a volunteer emergency medical service organization. The Superintendent may develop additional exceptions to this prohibition in administrative regulations.

District-Owned Electronic Devices

The above prohibition does not apply to authorized employee use of district-owned electronic devices. Employees have no expectation of privacy when using district-owned electronic devices and the District reserves the right to review any communication sent or received on district-owned electronic devices. 1 1. Employees shall agree to abide by the rules established under with policy and the acceptable use policy as a condition of using district-owned electronic devices.

General Prohibitions

Possession and/or use of any electronic device in an area where there is a reasonable expectation of privacy are strictly prohibited. Inappropriate use of any electronic devices by staff is subject to disciplinary action up to and including, but not limited to, revocation of the privileges granted in this policy, dismissal, and referral to law enforcement officials, as appropriate in accordance with law. Inappropriate use shall be determined by school administration and includes, but is not limited to, violations of the prohibitions established by this policy and by the acceptable use policy.

Use of Electronic Devices While Driving

All employees are prohibited from conducting district business through the use of electronic devices while driving. School bus/vehicle drivers are prohibited from operating a bus/vehicle while using an electronic device. These prohibitions do not apply to the use of cellular phones in the following instances:

1. During an emergency situation;
2. To call for assistance related to the mechanical problems or breakdown.

In such instances, the driver shall only use a cellular phone if the bus/vehicle is parked unless the nature of the emergency situation prohibits this.

The prohibitions under this section do not apply to use of a fleet management system or dispatching device.

Emergency Use

Staff members are encouraged to use any available communication device in the event of an emergency that threatens the safety of students, staff, or other individuals.

End of Mandaree School District #36 Policy DEAD.....Adopted: 6/10/14

DEBA

CONFIDENTIALITY

Any person working for or providing services to the District has a responsibility to protect the privacy of students and their parents. This responsibility applies to time spent at school as well as away from school. Questions from the general public concerning students or staff should be referred to an administrator.

Federal Requirements

District employees and service providers must follow confidentiality requirements under the Family Education Rights and Privacy Act (FERPA) and the Individuals with Disabilities Education Act (IDEA). Information considered harmful, an invasion of privacy, or that is personally identifiable information shall not be released without appropriate consent and then only by the Superintendent. Before disseminating directory information, employees and service providers shall consult with administration to ensure the information is directory information and that it does not contain information about students who have opted out of directory information dissemination.

Violations

Employees that violate this policy may be subject to disciplinary action up to and including termination of employment in accordance with district policy and law.

Complementary Documents

● **DI, Personnel Records**

- FGA, Student Education Records Access & Amendment Procedure
- FGA-E, Notice of Directory Informa04/1 9/1 1

EMPLOYEE SPEECH

For the purposes of this policy, speech includes statements made orally, in writing/print, electronically (e.g., online, through video, text message, etc.) and/or visual mediums (e.g., photographs, videos, etc.).

Speech Made as an Employee

Speech made as a school district employee is not constitutionally protected. The District requires that when staff are acting in their official capacity as school district employees, they shall use sound judgment when making statements pursuant to their official responsibilities and only to the extent that they possess accurate information. Speech made by staff in their official capacity as school district employees shall furthermore be in keeping with the district's mission statement.

Speech made pursuant to official district responsibilities that is knowingly false or inaccurate; made with reckless disregard for the truth; that violates the district's mission statement; that causes or leads to substantial disruption of the educational environment; poses a safety threat to district students, staff, or operations; violates district policies; or impedes on the school district's interest, including, but not limited to, delivery of public services, may be grounds for disciplinary action in accordance with law, district policy, and, if applicable, the negotiated agreement.

Speech Made as a Private Citizen

When school district employees make statements as a private citizen about matters of public concern, the District may take disciplinary action if such statements substantially disrupt the educational environment. Prior to taking disciplinary action, the District should document the manner in which the speech at issue disrupted the educational environment and shall consult with legal counsel to determine if the speech is indeed a matter of public concern and meets the substantial disruption standard.

When school district employees make statements as a private citizen about matters that are not of public concern, the District may take disciplinary action for reasons such as, but not limited to, the speech substantially disrupts the educational environment; poses a safety threat to district students, staff, or operations; violates district policies on off-duty conduct; contains content unbecoming to a teacher; or impedes on the school district's interest, including, but not limited to, delivery of public services. Prior to taking disciplinary action, the District shall consult with legal counsel to determine if the speech is unprotected (i.e., does not address a matter of public concern).

Other Provisions

In addition to the requirements established by this policy, the District has a policy on confidentiality that governs on- and off-duty speech of district employees. The District also prohibits use of district owned or created material such as, but not limited to, the district's logo or copy trademark without first obtaining the permission of the Superintendent. Failure to obtain such permission may result in disciplinary action in accordance with the district's copyright policy.

DHBC: INSTRUCTIONAL STAFF EXTRA DUTY

Teachers will be expected to assume reasonable duties over and above their regular teaching responsibilities. These will include, but not be limited to, assisting with discipline and supervision within the building and on school grounds and advising school-related organizations and activities.

Activities and services that make minor demands on the teacher's time shall be part of each teacher's basic assignment. Administrators will strive to equalize such duties among teachers.

Extra responsibilities that make major demands on a teacher's time shall be rewarded with extra compensation. The Board shall approve any such positions and their compensation.

End of Mandaree School District #36 Policy DHBC.....Adopted: 11/26/12

RECOMMENDED

DGA

TEACHER GRIEVANCE PROCEDURE

The purpose of this policy is to provide a step-by-step procedure that guarantees the right of teachers to administrative "due process," to assure fairness and equity. No teacher or administrator shall discriminate against, coerce or interfere with any teacher, administrator, witness or representative, for his/her involvement in the presentation or adjudication of any grievance.

No action taken under this procedure shall in any way be construed as forfeiting the right to seek redress through the courts.

If any provision of this procedure is or shall at any time become contrary to law, then such provision shall not be applicable or performed or enforced, except to the extent permitted by law.

Definitions

- Grievance is an allegation by a teacher that s/he has been subject to a personal loss, injury, or inconvenience because of a violation, misinterpretation, or misapplication of a specific article, .. section, or paragraph of the negotiated agreement or teacher's individual contract.
- Day as used herein shall be considered a school day and the time limits set shall be considered a maximum.
- Administrator or supervisor named in this policy (e.g., Superintendent) assumes that his/her designate or deputy may serve in his/her place.

Time Limit

A grievance must be initiated within 30 days after the teacher knew or should have known the term or condition giving rise to the grievance existed. Failure to timely present the grievance in writing shall be deemed a waiver of the grievance.

Conditions

Failure of the teacher to meet any of the deadlines contained in this procedure shall terminate the grievance. Failure of a school supervisor/administrator to respond to the grievance within specified deadlines shall be deemed a denial of the grievance and shall allow the teacher to advance the grievance to the next step. .

Procedure

Meetings held under this procedure shall generally be conducted on non-school time at a place that will afford a fair and reasonable opportunity for all persons proper to be present.

Each step in this procedure is intended to give bona fide consideration to the grievance and is to be a separate review of the facts. Each official to whom the grievance is presented shall issue a decision.

1 . Informal Process: The Board encourages the resolution of grievances as near the point of origin as possible. Therefore, a teacher with a grievance . shall first discuss it with his/her immediate supervisor. However, should such informal process fail to satisfy the teacher, then a grievance may be processed as follows

2. Formal Process: A teacher may be represented and accompanied by a representative of his/her choosing at any step in this process. The teacher filing the grievance must be present at each step in this procedure.

a.The teacher who is filing the grievance shall prepare a written statement containing his/her name, address, and telephone number; school building, address, telephone number, and name of principal; the specific contract provision being grieved and why; and the requested remedy. The written grievance must be signed and dated by the grievant.

b. A teacher may present the written grievance to his/her immediate supervisor by the deadline contained in the "Time Limit" section of this procedure. The supervisor shall make every effort to resolve the grievance and shall, within ten (10) days of the filing of the grievance, render a written answer on the grievance.

c. If no agreement is reached or the time limit outlined above elapses without answer, the aggrieved teacher may present the written grievance to the Superintendent. This step must be initiated within four (4) days of the supervisor's written decision or within fourteen (14) days

of the filing of the grievance in the event the supervisor fails to provide a written answer. The Superintendent shall either refer the grievance to a designated representative or shall personally work with the aggrieved to seek an equitable solution within ten (10) days. A written response shall be made to the grievant within the same ten (10) days. If the grievance concerned a complaint about a licensed staff member, the superintendent's decision is final, subject to court review if the teacher files suit.

- d. If the grievance did not concern a complaint about a licensed staff member, the teacher may appeal the superintendent's decision to the Board. This step must be initiated within four (4) days of the superintendent's written decision or within fourteen (14) days of the filing of the grievance in the event the Superintendent fails to provide a written answer. The Board's decision is final, subject to court review if the teacher files suit.

End of Mandaree School District #36 Policy DGA Adopted: 11/08/11

RECOMMENDED

DKA

REDUCTION-IN-FORCE POLICY

The Board shall have the sole right to determine the necessity for and scope of a reduction in force for reasons including, but not limited to, lack of funds, uncertainty of funds, declining enrollment, or other reasons of necessity.

Criteria

The Superintendent shall recommend teacher(s) for reduction in force in accordance with the following criteria:

1. Attrition, including retirements and resignations.
2. When attrition is not sufficient to alleviate the necessity for reduction in force, the Board shall retain teachers with the greatest adaptability to meet present and future District staffing and educational needs, both curricular and extracurricular.
3. When teachers within the same area of licensure are deemed to be of equal adaptability, the Board shall retain the teacher with superior academic and professional preparation beyond minimum licensure requirements in his/her teaching field.
4. When teachers are deemed to be of equal adaptability and have equal academic and professional preparation within their teaching fields, the Board shall retain the teacher who has taught in the District for the greater period of time. This calculation shall be based on continuous years of service as a teacher in the Mandaree Public School District. Part-time continuous years of teaching shall be calculated on a pro-rated basis.

Notices & Hearing

If a decision is made to reduce the teaching staff, any teacher affected thereby shall be given such notice and hearing as may be required by law.

Recall Rights

Any teacher who is nonrenewal under the provisions of this policy may request and shall be given consideration for teaching vacancies for which said teacher is qualified and which occur within nine (9) months after receipt of written notice of the nonrenewal decision. It shall be the sole responsibility of said teacher to provide the District with a current address. Any teacher who is offered employment hereunder and fails to accept the same within fifteen (15) days after it is offered shall be deemed to have rejected said offer.

End of Mandaree School District #36 Policy DKA Adopted: 08/09/11

FGA: STUDENT EDUCATION RECORDS

The District shall comply with all required components of the Family Educational Rights and Privacy Act (FERPA) and the Individuals with Disabilities Education Act (IDEA) when maintaining, retaining, granting access to, disseminating, and disposing of student educational records. In addition, the District shall comply with all notification requirements required by these laws.

Access

The District shall grant access to student educational records to individuals authorized by law in accordance with law. When applicable, appropriate consent will be obtained to release records and the District will honor opt-out requests. The District shall comply with all recordkeeping requirements related to record access and disclosure as delineated in law.

School officials with a legitimate educational interest in a student's educational record shall be granted access to the portions of the record that they have a need to know. For the purpose of this policy, legitimate educational interest is defined as access that is needed in order for a school official to fulfill his/her professional responsibility. School official is defined as:

1. An individual employed by the District in an administrative, instructional, or support staff position;
2. School board members;
3. School resource officer(s);
4. A person or company contracted by the District to perform institutional services and/or functions, including, but not limited to, attorneys hired by the District and data storage and protection agencies;
5. A volunteer that performs institutional services and/or functions for the District;
6. A consultant hired to perform institutional services and/or functions for the District.
7. A threat assessment team (see Violent & Threatening Behavior policy for definition).

This list of school officials shall be included in the district's annual FERPA notification.

School officials will receive appropriate training and information on privacy to ensure records are not misused. The District shall put reasonable methods in place to ensure that school officials only obtain access to educational records or portions of educational records in which they have a legitimate educational interest.

Review and Amendments

The Board shall develop procedures for a parent/guardian/student to review and amend educational records. These procedures shall be delineated in board-approved regulations and shall be disseminated annually in accordance with law.

Record Dissemination

1. Other schools: When a student enrolls, intends to enroll, or has enrolled in another school, the District shall forward a copy of the student's educational record, including disciplinary records involving suspension and/or expulsion to the new school district without prior consent so long as disclosure is for enrollment or transfer purposes. The District shall retain the original student record.
2. Directory information: The Board defines directory information as a student's name; address; telephone number; institutional email address; enrollment; degrees and awards received; most recent previous school attended; height and weight for members of athletic teams; participation in officially recognized activities and sports as directory information. The District may release this information without a parent/guardian/authorized student's consent unless the parent/guardian/authorized student has requested to opt-out. Opt-out notices will be disseminated in accordance with law. The Board shall approve a list of entities to which directory information may be disseminated. This list shall include entities granted access to directory information under FERPA.
3. The: District may release the contents of a student's educational record for reasons permitted by law, such as, but not limited to, health and safety reasons after taking into account the totality of circumstances and determining an articulable and significant threat to the health and safety of the student or others exists.
4. De-identified information may be released upon request if the request meets conditions permitting release of such information under law.

Record Retention & Destruction

Permanent record is defined as a record containing a student's name, address, phone number, record of grades, years enrolled, courses attended, and grades completed.

All components of a student's educational record shall be retained for the duration required by state law after which only the permanent record will be retained; however, no record will be destroyed for which there is an outstanding request from a parent/student to review.

Special education records may be retained for a duration longer than required by law at the discretion of the special education director. Parents of special education students shall be notified and their consent shall be obtained before the non-permanent components of a special education student's educational record are destroyed.

VIDEO SURVEILLANCE & RECORDING IN SCHOOLS

1. Purpose & Scope of Use

The Mandaree Public School District uses electronic surveillance systems in order to help ensure that school premises and individuals on school premises are safe and secure. Any person entering a school facility, on school property, [or] at a school function. [or riding a school bus] is subject to being videotaped.

Cameras may be used for the following purposes:

- a. To protect the school premises from property damage;
- b. To deter property damage;
- c. To ensure the safety and security of individuals who are on the school premises;
- d. To monitor and deter criminal activity from occurring.

Camera may be used to monitor school staff for job performance purposes.

Cameras will have no audio capabilities and will be installed on a closed circuit network.

2. Camera Locations

- a. Subject to the provisions below cameras may be placed both in and outside school building(s). Areas chosen for surveillance should be where surveillance serves the purposes outlined in section one of this policy.
- b. All cameras must be unconcealed and clearly visible.
- c. All cameras shall not be placed in changing rooms, washrooms, and areas where students, staff, and others have a reasonable expectation of privacy.
- d. Cameras located internally shall not be directed to look through windows to areas outside the building, unless necessary to protect external assets.
- e. Cameras shall not be directed in adjacent, non-district buildings.

3. Notifications

a. Signs advising use of the presence of video surveillance practices will notify individuals of:

1. The area in which surveillance is conducted;
2. The purpose for the surveillance is conducted;
3. Hours during which surveillance may be conducted;
4. Who is responsible for conducting surveillance in the department; and
5. The contact person who can answer questions about the cameras, including an address or telephone number for contact purposes.

4 Use of Recorded Information

The Superintendent and designee(s) may only use recorded information for purposes as outlined in the policy or for purposes expressly stated under state and federal law.

5. Access to & Disclosure of Recorded Information

- a. Only the Superintendent or his or her designate shall have access to the electronic surveillance system while it is in operation.
- b. Video monitors will be placed in locations free from public viewing.
- c. The district shall comply with all applicable state and federal laws related to access, review, and release of video recordings that are part of the student's educational record under the Federal Educational Rights and Privacy Act.
- d. Recordings not subject to part "c" of this section will be released in accordance with state open record laws. Individuals requesting surveillance footage will be asked to complete a recorded information release form. The form should indicate the individual or organization that checked out the recorded information, if they choose to identify themselves, the date of occurrence, and when the recorded information will be returned after use.

6. Audits

The Superintendent or his/her designate shall be responsible for auditing use and security of surveillance cameras, including recorded information.

7. Retention & Disposal of Recordings

- a. All recorded information not in use shall be securely stored in a locked receptacle or area.
- b. Recorded information may never be sold, publically viewed, or distributed in any applicable laws.
- c. All recorded information used for the purposes of this policy shall be numbered and dated by camera site.
- d. All recorded information shall be retained and destroyed in accordance with applicable laws.

Non applicable Provision

This policy does not apply to covert or overt surveillance cameras being used by or on behalf of the District as a case specific investigation tool for law enforcement purposes where there is . statutory authority and/or the authority of a search warrant to conduct the surveillance.

HBCC: STUDENT FUNDRAISING

Curricular Fundraisers

Students or staff wishing to raise funds for curricular purposes shall submit such proposals to the Superintendent for approval. The Superintendent shall develop standards for approving and denying curricular fundraising proposals, which shall, at a minimum prohibit proposals that interfere with the instructional program, and prohibit sale of items inconsistent with the district's wellness policy.

Extracurricular Fundraisers

School-sponsored groups must request and receive permission from the building principal prior to initiating a fundraising campaign. The principal shall approve or deny the request based on the criteria established for curricular fundraisers.

Reporting

All proceeds from approved fundraising campaigns shall be deposited with and accounted for by the Business Manager and reported to the Board no later than 30 days after the fundraiser began.

End of Mandaree School District #36 Policy HBCC.....Adopted:04/10/12

**SCHOOLWIDE COMMITTEE ASSIGNMENTS
UPDATED ANNUALLY**

Dear Committee Chairpersons:

Schedule meetings for your perspective committee using the calendar rotation. The time allowed each month is listed. Make sure your meeting agenda is posted a day or two before the meeting. Assign someone from your committee to take minutes and make sure any decisions in need of School Board approval go to the next School Board meeting to be approved. Meeting minutes and sign in sheets are required to be attached to the Extra Duty form when submitted for payment. Missed meetings result in a \$50 deduction from the stipend rate.

Student Handbook/Attendance Committee- (4 hours/month, 10 months) Workshop Rate

School Year: _____/Employee Assigned

- 1. Superintendent, Chairperson _____
- 2. Administrator _____
- 3. Teacher – Elementary Level _____
- 4. Teacher – Secondary Level _____
- 5. Teacher – K-12 Support _____
- 6. Attendance Officer/Home Liaison _____
- Guest: TAT Education Rep _____

Curriculum Committee-(4 hours/month, 10 months) Workshop Rate

School Year: _____/Employee Assigned

- 1. Chairperson _____
- 2. Administrator _____
- 3. Teacher – Elementary Level _____
- 4. Teacher – Secondary Level _____

School Safety Committee-(2 hours/month, 10 months) Workshop Rate

School Year: _____/Employee Assigned

- 1. Superintendent, Chairperson _____
- 2. Administrator _____
- 3. SRO _____
- 4. Transportation Director _____
- 5. Facilities Manager _____

Housing Committee-(2 hours/month, 10 months) Workshop Rate

School Year: _____/Employee Assigned

- 1. Superintendent, Chairperson _____
- 2. Facilities Manager _____
- 3. Teacher _____
- 4. Teacher _____
- 5. Hourly Employee _____

Technology Committee-(2 hours/month, 10 months) Workshop Rate

School Year: _____/Employee Assigned

- 1. IT Director, Chairperson _____
- 2. Administrator _____
- 3. Administrator _____
- 4. Teacher _____
- 5. Teacher _____
- 6. Teacher _____

Wellness Committee-meets Quarterly (2 hours/4 times per year) Workshop Rate

School Year: _____/Employee Assigned

- 1. Superintendent Chairperson _____
- 2. Food Services Manager _____
- 3. Physical Education Teacher _____
- 4. Teacher – Elementary Level _____

5 Teacher – Secondary Level _____

School Improvement Team/Calendar-(Meet at least once/month, if not more) Stipend Dec/May
School Year: _____/Employee Assigned

1. Administrator, Chairperson _____
2. Administrator _____
3. Title I Director _____
4. Data Manager – Elementary Level _____
5. Data Manager – Secondary Level _____
6. Teacher – Elementary Level _____
7. Teacher – Secondary Level _____
8. Hourly Employee _____
9. Counselor _____

MTSS/RTI Committee-(Meet at least once/month, if not more) Stipend Dec/May
School Year: _____/Employee Assigned

1. Chairperson _____
2. Teacher _____
3. Teacher _____
4. Teacher _____

Social Committee-(2 hours/month, 10 months) Workshop Rate
School Year: _____/Employee Assigned

1. Chairperson _____
2. Teacher _____
3. Teacher _____

Gifted and Talented-(2 hours/month, 10 months) Workshop Rate
School Year: _____/Employee Assigned

1. Chairperson _____
2. Teacher _____
3. Teacher _____

Hiring Interview Committee

1. Superintendent
2. Department Head of the Position to be Interviewed
3. Human Resources

Teacher Handbook – Not compensated; Meets as needed

- Superintendent
- 1 MEA member
- 1 Special Education Staff Member
- 1 School Board Member *Required by Negotiated Agreement

I have received a copy of the Teacher Handbook and understand that I am responsible for the content.

Teacher Signature:

Signature

Date