

New Town Public School District #1

“Home of the Eagles”



2023-2024

Certified Teacher Handbook

New Town Public School District #1
P.O. Box 700
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NEW TOWN SCHOOL DISTRICT MISSION AND VISION

MISSION STATEMENT

The mission of the New Town School District #1 is to create an environment which develops, nurtures, and reinforces the success of students, as well as all people served by the district, through the shared involvement of home, community and school. Our purpose is to develop and provide quality curriculum to prepare students to think, reason and thrive in a diverse society.

VISION STATEMENT

New Town School District #1 envisions schools where teachers learn together and students experience success through authentic, real-life learning activities, focusing on an appreciation of the diversity of society and an ever-changing world, thereby creating the greatest opportunities possible for students.

SCHOOL IMPROVEMENT GOALS

*Students will improve reading/language arts skills.
Students will improve mathematics skills.*

RESPECT

Recognizing, accepting, and properly honoring the values of yourself, others, and everything around you.

STUDENTS AND LEARNING

WE BELIEVE

*A positive, supportive, and challenging environment is necessary to maximize student learning.
All students have worth and should be treated equally with dignity and respect.
Each student has the right and the responsibility to an education that teaches both academic skills and applied life skills.
That all students can learn and that students learn at different rates.
That a student's education should include problem solving skills that will help the student solve personal and social problems as well as academic problems.
That attendance is important for students to have a positive self-image.
Students are the center for all curriculum decisions and that their voice is important in decisions that impact their learning.
That all students should demonstrate an understanding, appreciation, and respect for the history and contributions of their own culture as well as other cultures within their communities, state, and society.*

TEACHERS AND TEACHING

WE BELIEVE

*That teaching is an important profession.
All teachers have worth and should be treated equally with dignity and respect.
That it is important for teachers to get along with the students and the community.
That all teachers should demonstrate an understanding, appreciation, and respect for the cultures within their classrooms, their communities, the state, and society.
That it is important for teachers to be good role models.
Teachers should treat students with respect and recognize the individual differences of all students.
That the instruction teachers provide should help prepare students for life.
That teachers have a commitment to help motivate students and to help students achieve at least one feeling of success daily.
Teachers believe that all students can learn and maintain high expectations for student achievement with the understanding that not all students learn at the same rate.*

SCHOOL DISTRICT

WE BELIEVE

*That all people have worth and should be treated equally with dignity and respect.
The district will provide safe and healthy facilities and conditions.
That the district will provide a child-centered curriculum that is sensitive to the cultures represented in the school community, state, and society.
That policy will be developed with input from the community.
That policy includes curriculum decisions and discipline.
The district maintains a high standard for the selection and retention of personnel.
That a positive school climate is necessary for providing maximum learning and resources will be provided to ensure that a positive school climate exists.
That collaborative planning includes community, administration, teachers, students, and paraprofessional staff is important in maintaining open and honest communications among all parties in the educational setting.*

ASBESTOS STATEMENT

The New Town Public School District (NTPS) complied with the U.S. Environmental Protection Agency (EPA) Asbestos Hazard Emergency Response Act (AHERA), in the fall of 1988 by performing asbestos inspections for all school buildings. These findings and the results of our three-year re-inspections, performed by Trio Environmental Services from Fargo, ND. The documentation of our last six-month monitoring is on file for the Edwin Loe Elementary School in the Principal's Office, and for the High School and Middle School in the Superintendent's office. The report can be viewed upon request during normal working hours with an appointment. The designated Asbestos Program contact person is Marc Bluestone, Superintendent.

As of July 15, 2010, the elementary school is asbestos free. As of July 1, 2014, the high school and middle school is asbestos free.

DRUG-FREE WORKPLACE

The New Town School District intends to maintain a drug-free workplace. The unlawful manufacture, distribution, dispensing, possession or use of a controlled substance is prohibited in any building or on any property belonging to the New Town Public School District or at any school-related activity.

Disciplinary sanctions will be imposed on any employee violating this policy, up to and including termination of employment. The Employee Assistance Plan may be utilized if the violation is possession or use. Other violations will result in more immediate action, which may include discharge, notification of the federal agencies from which funds are received, and notification of proper authorities for prosecution.

Employees are required to notify the Superintendent of any criminal drug statute conviction for a violation occurring in the workplace no later than 5 days after such conviction. The Superintendent will notify any federal agency indicated above of any conviction resulting from a violation occurring in the workplace. This policy shall be distributed to each employee and to each new employee at the time of employment. Agreement to this policy shall become a condition of employment. The Superintendent shall maintain documentation of employee receipt of this information.

The New Town Public School District will review this policy and its implementation annually to ensure that disciplinary sanctions are consistently applied, to assess the effectiveness of the program for the prevention of alcohol and other drug use/abuse, and to determine whether the learning environment is safe, drug free, and conducive to learning. Minutes of the school board meeting at which this review takes place shall document the review.

NOTIFICATION OF NONDISCRIMINATION POLICY

YOU ARE HEREBY NOTIFIED that New Town School District No. 1 does not discriminate on the basis of race, color, national origin, sex, or handicap in the educational programs or activities which it operates, and that it is required by Title VI, Title IX, and Section 504 of the Vocational Rehabilitation Act of the Department of Health, Education, and Welfare regulations not to discriminate in such manner. This requirement not to discriminate extends to educational activities and programs, as well as to employment therein.

YOU ARE FURTHER NOTIFIED those inquiries concerning the application of Title VI, Title IX, and Section 504 may be referred to Lori Olson of the New Town Public School District No. 1 to comply with and carry out its responsibilities under Title VI, Title IX, and Section 504, including any investigation of complaints alleging noncompliance. The office address and telephone number of our coordinator are as follows: P.O. Box 700, New Town, North Dakota: (701/627-3718).

HARASSMENT/SEXUAL HARASSMENT

Harassment of any type has no place in the school setting. The New Town Public School District will endeavor to maintain a learning and working environment that is free of harassment. The school board expects administrators and supervisors to make it clear to students and staff that harassment in the school building, on the school grounds, or at school-sponsored functions will not be tolerated and will be grounds for disciplinary action up to and including suspension or expulsion of students and termination of employment for employees.

Harassment may include but is not limited to sexual harassment, racial harassment or harassment because of physical condition or disability, appearance, or sexual orientation. It may include but is not limited to hostile, demeaning or intimidating behavior or conversation.

Incidents involving initiations, hazing, intimidation and/or related activities which are likely to cause bodily danger, physical harm or personal degradation or disgrace resulting in physical or mental harm to students are prohibited.

A learning and working environment that is free from sexual harassment will be maintained in the New Town Public School District. It will be a violation of policy for any member of the district staff to harass another staff member or student, or for students to harass employees or other students, through conduct or communication of a sexual nature as defined by this policy, whether *quid pro quo* or as creation of a hostile environment. Further, this District will not tolerate the harassment of any staff member or student by any third party. This prohibition shall be in effect in any building belonging to or used by the New Town Public School District or on the grounds of any such building or on any property or in any vehicle belonging to or used by the New Town Public School District or at any school-related activity.

Any person who believes he or she has been the victim of sexual harassment by any employee or student of the school district, or any third person with knowledge or belief of conduct which may constitute sexual harassment, should report the alleged acts immediately to any teacher, counselor, or administrator or directly to the school board president. The person receiving the complaint shall refer it to Lori Olson, the District Title IX

Coordinator, for investigation. Filing of a complaint or otherwise reporting sexual harassment will not reflect upon the individuals' status or affect future employment, work assignments, or grades.

Administrators and supervisors will make it clear to their staff and students that sexual harassment is prohibited by board policy and is grounds for disciplinary action. Administrators will use staff meetings and in-service sessions and student assemblies to inform employees and students of their rights and remedies under the law.

A substantiated charge against a district staff member will be subject to disciplinary action, which may include discharge. A substantiated charge against a student in the school district will subject that student to disciplinary action which may include suspension or expulsion, consistent with student disciplinary policies.

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal, written, or physical conduct or communication of a sexual nature when:

1. submission to such conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining employment, or of obtaining education, advancement or grade,
2. submission to or rejection of such conduct or communication by an individual is used as a factor in decisions affecting such individual's employment or education or,
3. such conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's employment or education or creating an intimidating, hostile, or offensive employment or education environment.

Sexual harassment, as defined above, may include, but is not limited to:

1. Sexual or "dirty" jokes
2. Sexual advances
3. Pressure for sexual favors
4. Unwelcome touching, such as patting, pinching, or constant brushing against another's body
5. Displaying or distributing of sexually explicit drawings, pictures, and written materials
6. Graffiti of a sexual nature
7. Sexual gestures
8. Touching oneself or talking about one's sexual activity in front of others
9. Spreading rumors about or rating other students as to sexual activity or performance
10. Remarks as to a person's sexual orientation.

The right to confidentiality, both complainant and of the accused will be respected consistent with the school district's legal obligations and with the necessity to investigate allegations of harassment and to take disciplinary action when this conduct has occurred. Any person making a knowingly false accusations regarding sexual harassment will likewise be subject to disciplinary action up to and including discharge for employees or suspension/expulsion for students.

SEX EQUITY/HARASSMENT & TITLE VI (Race, Color, and National Origin) & 504 (Handicapped) GRIEVANCE PROCEDURES

Any person who believes himself or any specific class of individuals to be subjected to discrimination may by himself or by a representative file a complaint as outlined below. A complaint must be filed not later than 180 days from the date of the alleged discrimination, unless the time for filing is extended by the responsible official or his designee.

Complaint Procedure

Any student or employee of New Town Public School District No. 1 may file a complaint alleging discrimination in any of the programs or activities of the school district as follows:

1. An oral complaint may be filed with the Principal of the building in which the discrimination occurred, or
2. A formal written complaint may be filed with Lori Olson, who has been designated as the person responsible for coordinating efforts of the New Town Public School District No.1 comply with Title IX, VI, and Section 504, including the investigation of complaints alleging noncompliance. The office address and telephone number of our coordinator are as follows: P.O. Box 700, New Town, ND 58763 (701/627-3718).

Any person lodging an informal oral complaint has the right to file a formal written complaint within 60 days of filing the oral complaint. Further, a formal written complaint must be filed as outlined in #2 above, prior to the filing of an appeal as outlined below.

Formal Appeal Procedure

When a formal written complaint has been filed as outlined above, if an equitable resolution of that complaint has not been obtained within 30 days of the filing of said complaint, or if the allegations of the written complaint are rejected as unfounded, then the complainant shall have the right to file a formal written appeal, within 30 days after the final decision has been submitted in writing to the complainant.

Such an appeal should be made to the School Board of New Town Public School District No. 1 (or to the State Department of Public Instruction). Upon receipt of an appeal, a date shall be fixed for a hearing to be held not less than 20 days after the receipt of the appeal. Both the School Board and the complainant shall have the right to:

1. Be represented by council.
2. Introduce all relevant evidence.
3. Take direct testimony of any witnesses, given orally under oath or affirmation.
4. Cross examine witnesses on any matter material to the proceeding, without regard to the scope of his direct examination.
5. Have the proceeding transcribed by a court reporter, at the expense of the person requesting such transcript.

In addition to the above specified procedural rights, the provisions applicable to Title IV of the Civil Rights Act of 1964 as found at 45 CFR

Sections 80.6-80.11 and 45 CFR Part 81 are also made applicable to Formal Appeals under Title IX.

Note: Any student or employee of the New Town Public School District No. 1 shall also be entitled to submit any complaint of alleged discrimination directly to the Regional Office for Civil Rights of the United States Department of Health, Education, and Welfare by sending said complaint to: 111 NORTH CANAL STREET, SUITE 1053, CHICAGO, ILLINOIS 60606-7204 (312)886-8434.

PROFESSIONAL CODE OF ETHICS

Preamble

The National Education Association believes that the education profession consists of one education workforce serving the needs of all students and that the term 'educator' includes education support professionals.

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of the democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct.

The remedies specified by the NEA and/or its affiliates for the violation of any provision of this Code shall be exclusive and no such provision shall be enforceable in any form other than the one specifically designated by the NEA or its affiliates.

PRINCIPAL I

Commitment to the Student

The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator:

1. Shall not reasonably restrain the student from independent action in the pursuit of learning.
2. Shall not unreasonably deny the student's access to varying points of view.
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress.
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
5. Shall not intentionally expose the student to embarrassment or disparagement.
6. Shall not; on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background or sexual orientation, unfairly –
 - a. Exclude any student from participation in any program
 - b. Deny benefits to any student
 - c. Grant any advantage to any student
7. Shall not use professional relationships with students for private advantage.
8. Shall not disclose information about students obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.

PRINCIPAL II

Commitment to the Profession

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions that attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation to the profession, the educator-

1. Shall not in an application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.
2. Shall not misrepresent his/her professional qualifications.
3. Shall not assist any entry into the profession of a person known to be unqualified in respect to character.
4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.
5. Shall not assist a non-educator in the unauthorized practice of teaching.
6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
7. Shall not knowingly make false or malicious statements about a colleague.
8. Shall not accept any gratuity, gift, or favor that might or appear to influence professional decisions or action.

Adopted by the NEA 1975 Representative Assembly

EMPLOYEE SPEECH POLICY

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 may 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 may 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.

TEACHER TARDIES & EARLY EXITS

Tardiness and early exit are not tolerated by the New Town School District since it negatively impacts our school and staff. Teachers' contracted time begins at 8:10 a.m. and ends at 4:10 p.m. Because arriving late or leaving early is technically breaking contract, and emergency situations can arise, the following conditions will apply toward a late arrival or early exit.

New Town School District defines teachers as tardy if they arrive in their classroom after 8:10 in the morning of a school day, after the final bell for each class, after their designated report time for school events, or if they leave before their contracted time ends. Being tardy will result in documentation of the event via a leave slip, and possibly docked pay for the time missing (where all time is accumulated minute-for-minute until one hour is reached). Teachers may use their personal leave to atone for their tardiness. If a teacher has no remaining personal leave, the teacher must take Leave without Pay (LWOP).

Tardy teachers will contact their immediate supervisor prior to their report-time, or early exit. Regardless of reason, teachers must complete a leave slip for the missed time. The leave slip documents the amount of time missed as well as the reason. If missed time exceeds fifteen minutes, then the teacher is considered absent instead of tardy. The Teacher Absentee policy then applies.

Additionally, any teacher who accrues three tardies in one calendar month will have a letter placed in his or her file to document the event. One letter is recorded for every three tardies during one calendar month. A teacher who establishes a pattern of tardiness (e.g. two tardies in consecutive months) will also have a letter placed in his or her file.

ABSENTEEISM/ATTENDANCE

The learning that takes place in the classroom is negatively impacted by teacher absenteeism. Teacher attendance reflects work ethic. Teachers must understand that the very ethics they are trying to teach in their classrooms are called into question when they miss a lot of school. Current research states that for every absence that a teacher has, the students lose two days of instruction and curriculum.

The statement, "We cannot teach someone who is not here", is one that is not taken lightly at the New Town Public Schools. Our goal is to educate students to the best of our ability and attendance is inextricably linked to that goal. By teaching students their responsibility for good attendance, we are preparing them for success in future employment and post-secondary education. With this in mind, we must operate under the following guidelines:

1. Teachers are expected to teach something each day which will be generally perceived by the students to be of value. "Free" time is an oxymoron in the classroom and should not be there. If, on very rare occasions, there is some wait time, use it judiciously. It must be guided time. Not being involved in learning is not a reward, nor should it ever be presented as such. If a class is not worthwhile, the student who is present is being deprived of his right to an education, whether or not the student sees it in that light. "Worthwhile" is defined in the professional opinions of the teacher and principal.

2. The student misses an opportunity to take part in learning when they are absent. Emphasis should be placed on the importance of attendance. If one must be absent, they need to do makeup/ICU work. If students miss more than the 20 days per semester, they cannot perform at optimum levels even when all appropriate makeup is done. A student who misses more than 20 days per semester should not have A's. (In a case of hospitalization there might be an exception, but they can be only granted by the principal.)

3. Makeup work should be assigned for all absences according to the student handbook.

4. Parents, teachers, social workers, and administration share some responsibility for attendance. However, at the secondary level, it is primarily the responsibility of the student and should be treated so. Teacher contact with the parent is appropriate and advised. It may, at the discretion of the principal, be requested.

5. An incomplete is the responsibility of the student. The teacher need only to discuss and make certain the student has the assignment and due date. Incompletes should be finished within ten days of the end of the semester. Incompletes will change into the grade earned at that time. If more time is necessary, confer with the principal.

6. Credit can be given only when the teacher is certain all material for the course has been covered and all the students have been exposed to that material.

7. Attendance is a crucial factor in your classroom. Your teacher records are legal records so be sure to document absences and makeup very carefully. It is possible that your documents may be used by other agencies. Make them clear and consistent.

8. Be familiar with school policy on attendance as described in the Student Handbook. Attendance must be recorded in a timely fashion as dictated by building level.

Teachers need to take attendance the first 10 minutes in the morning at the middle school and high school and for all classes that meet on a period basis. Students are counted absent after 10 minutes tardy.

Teachers need to take attendance in the first 30 minutes at the elementary school. The elementary school day is divided into halves. Elementary teachers count a tardy before 10:30 am for the first half and by 1:15 pm for the second half.

ACCEPTABLE USE POLICY

Please read this acceptable use policy ("policy", "AUP") carefully before using any NTPS owned technology tools (desktops, laptops, iPads, etc.). Services and equipment provided by us may only be used for lawful purposes. You agree to comply with all applicable laws, rules, and regulations in connection with your use of the services. Any material or conduct that in our judgment violates this policy in any manner may result in suspension or termination of the services or removal of user's account with or without notice.

Prohibited use

You may not use the services to publish content or engage in activity that is illegal under applicable law, that is harmful to others, or that would subject us to liability, including, without limitation, in connection with any of the following, each of which is prohibited under this AUP:

- Phishing or engaging in identity theft
- Distributing computer viruses, worms, Trojan horses, or other malicious code
- Distributing pornography or adult related content or offering any escort services
- Promoting or facilitating violence or terrorist activities
- Infringing the intellectual property or other proprietary rights of others

Enforcement

Your services may be suspended or terminated with or without notice upon any violation of this policy. Any violations may result in the immediate suspension or termination of your account.

Reporting violations

To report a violation of this policy, please contact your building administrator.

ACCIDENTS

All accidents resulting in injury that occur on school property or during school activities must be reported to the building principal at once.

Forms are to be filled out by the witnessing teacher or supervisor and will be kept in the principal's office. The teacher involved should make the contact informing the student's guardian of the accident unless it is of a serious nature in which case the principal will notify the guardian.

ASSEMBLIES

In consensus with staff and administration, assemblies are kept at a minimum. However, when we do have one, the following will apply.

All students are expected to attend assemblies. Teachers will escort and sit with their classes during all assemblies. The teachers are responsible for the conduct of their respective groups during the assemblies. Teachers with free periods are expected to assist in hallway control and student movement to and from the gymnasium. All staff are expected to attend assemblies and assist with supervision of all students. You can't supervise from the gym doors, the lounge, or your classroom, you must be present.

MATERIALS

Movies or videos shown in your classroom must have educational value and must be pertinent to course content. Approval to show any media during class time must be approved by the building level principal.

BOOKS

District provided resource books must stay in the classroom. Teachers will check out textbooks to students and maintain a record of which books each student received. Be able to verify two book checks through the year, mid-semester is suggested.

RECORDING TEXTBOOK AND EXTRACURRICULAR EQUIPMENT NUMBERS

Before students come in count all texts and record numbers. If there is a number missing, you will not know at the end of the year if the book was stolen, or if it was not there in the first place. Students who forget books often pick up a second and do not report that. Record any borrowed materials or books. Math teachers, this is particularly important for students borrowing calculators. NEVER loan out second books or equipment if the first has not been returned.

During the first week of classes, record the book and equipment numbers beside the names of the students receiving them. Periodically (at least once a semester) check and collect books being used by the wrong persons. If books are found lying around, collect them and place them in the teacher's lounge where they can be picked up and returned. At the end of the school year, you are to turn in a list of all missing material and the replacement cost of these items to the principal.

BUILDING LEVEL SUPPORT TEAM

Building Level Support Team meetings are general education support systems for assisting teachers and principals to create educational adaptations in the classroom for all students having trouble in school. Request forms are kept in the main office. Teachers who have academic or behavioral concerns that interfere with a student's achievements must make a referral to the Building Level Support Team with the necessary documentation. The BLST forms are available for teachers online.

BULLETINS

It is the teacher's responsibility, at all schools, to check their school email often for upcoming events and announcements.

BULLYING

The information below and the forms to report bullying must be explained to all students early in the school year.

What Can Teachers Do to Reduce Future Occurrences of Bullying?

The following tips are adapted from *Dropout Prevention Field book: Best Practices from the Field* and *152 Ways to Keep Students in School: Effective, Easy-to-Implement Tips for Teachers*, by Franklin Schargel.

1. **Discuss Bullying:** Give students the opportunity to discuss bullying. Have the class come up with rules against bullying and involve them in determining that bullying behavior is unacceptable. Provide classroom activities and discussion opportunities related to bullying and violence, including the harm they cause and strategies to reduce their incidence.
2. **Teach Cooperation:** Teach cooperation by assigning projects that require collaboration. Such cooperation teaches students how to compromise and how to assert without demanding. Take care when grouping participants and monitor the treatment of and by participants in each group.
3. **Develop a Plan:** Develop a classroom action plan to ensure that students know what to do when they observe a bully-victim confrontation.
4. **Take Immediate Action:** Take immediate action when bullying is observed. All teachers and school staff must let students know they care and will not allow anyone to be mistreated. By taking immediate action and dealing directly with the bully, adults support both the victim and the witnesses.
5. **Encourage the use of the StopIt App**—this app is available to all students in K-12 to anonymously report bullying or other activities.
6. **Confront in Private:** Confront bullies in private. Challenging bullies in front of their peers may actually enhance their status and lead to further aggression.
7. **Involve Parents:** Notify parents of both victims and bullies when a confrontation occurs. Listen receptively to parents who report bullying and investigate reported circumstances so appropriate school action may be taken.
8. **Document** the bullying incident on the district approved bullying report form. Include all pertinent details so that proper and effective investigation can take place.

For more ideas on how to combat bullying and cyberbullying in your classroom, check out these useful links:

[National Education Association \(NEA\) – Bully Free It Starts With Me Stop Bullying Now!](#)

[American Federation of Teachers \(AFT\) – See a Bully. Stop a Bully: Make a Difference](#)

[National Association of School Psychologists \(NASP\) – Bullying Resources](#)

[PACER'S National Bullying Prevention Center](#)

BUSSING (out of town events)

Discuss with the athletic director and/or administration the need for a bus and driver. Fill out the "Activity Trip" form far enough in advance to allow ample time for arrangements to be made.

Bus Supervision:

All adults on the bus are responsible for managing behavior and cleaning the bus.

1. Clean the bus after you return from your activity and report any malfunctions to the main office immediately. It is suggested that, when possible, you have the bus stop before you get into town and pass garbage bags around. Make sure everything is picked up before you proceed to town.
2. No glass bottles are to be allowed on the bus as this is a safety hazard.
3. Maintain control of your group. Keep the noise down. Drivers need to hear the vehicle and outside sounds. It is your responsibility to control your students, not the bus driver's.
4. **During the winter months, students must have adequate clothing before boarding the bus.**
5. Everyone riding to an activity on the bus must return on the bus unless prior arrangements have been made with the coach or teacher and cleared with the administration.
6. A written consent must be given to the supervisor even if a parent talks to you at the event.
7. Do not allow students to drive to or from an activity.
8. Do not ever make students wait outside for rides home after the buses return. Be certain each student has a ride and that they are on the way home before you leave.
9. People who consistently turn in a filthy bus will be denied future use of the bus.

CLASSROOM MANAGEMENT

Administrative Beliefs about Classroom Management

1. Effective classroom management is a key component of effective instruction, regardless of grade level, subject, pedagogy, or curriculum.
2. 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.
3. 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.
4. Intervention is never a one-size-fits-all or canned process. Experimentation and manipulation of classroom management variables, coupled with coaching feedback and the Monitor > Review > Revise cycle, give interventions their strength and effectiveness.
5. 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. interacting respectfully with one another and with the teacher.
6. Administrators must make clear what they expect to see when visiting classrooms and what support they will provide to help teachers meet those expectations (for example, coaching).
7. Adoption of a school-wide or district-wide model for classroom management creates a common language that connects professional development, procedures, and problem solving among teachers, coaches, and administrative staff.
8. Belittlement of students has no place in any teacher's repertoire.
9. Administrators should provide clear feedback to teachers on what they see when visiting classrooms, optimally maintaining a 3:1 ratio of positive comments to corrective feedback.
10. As many highly skilled and respected staff members as possible should be designated as classroom management coaches. In most cases, these will be instructional coaches who are assisting with classroom management as part of their efforts to assist teachers in implementing effective instructional practices. Ideally, their role should be non-evaluative and their work with teachers confidential.
11. When observations or data collection reveal that a teacher needs to improve essential classroom management outcomes, the teacher should be made aware of the options for help available in the school and encouraged to seek assistance from a coach.
12. Teachers and administration should work within a systematized framework to ensure that reliable data is collected within and across classrooms, and they should be well equipped with a "toolkit" of assessment aids and interventions—classroom ecology checklists, teacher interview questions, observation and feedback forms, data collection instruments, and charts and graphs for interpreting data. Teachers and administration should know how to communicate effectively, what to look for when observing classrooms, and how to provide meaningful ongoing support and follow-up.

Classroom Management and Correlation to Student Achievement

In the realm of educational research, effective classroom management is tied to student success with a confidence approaching absolute, the kind of certainty usually reserved for scientific "theories" like evolution or black holes. Given that student disruptive behavior cuts into time teachers might spend teaching and students might spend learning then it behooves us to pay attention to the research and attend to building classroom management skills for teachers.

Good instruction and effective classroom management are often viewed as two entirely separate entities when, in fact, without good instruction, you are making classroom management much more difficult.

Classroom Walk-Through

The administrative goal is to visit all classrooms as frequently as possible. They will drop in unannounced with no specific agenda and will be looking at quality of instruction and classroom management. Plan to carry on as if they are not in the room. Let your students know in advance that when they (or any other visitor) visit the classroom, they should simply stay focused on the lesson or task.

The following is a list of classroom management variables they will be looking at.

1. *Student behavior.* Are students . . .
 - Actively engaged in the lesson?
 - Behaving respectfully toward one another and toward you?

- Complying with your posted expectations?
- 2. *Students' connection with instruction.* They will be looking at . . .
 - Opportunities to respond (OTR).
 - Percentage of correct academic responses (PCRs).
 - Other instructional variables that have been a focus of staff development.
- 3. *Teacher behavior.* Are you . . .
 - Actively observing (circulating and scanning)?
 - Using praise effectively (at least a 3:1 ratio of positive to negative interactions)?
 - Correcting misbehavior fluently (calmly, consistently, briefly, and immediately)?

They will obviously not be able to observe all these things at each visit, but they will attempt to notice several strengths and one or two areas to suggest possible improvement. If at any point you disagree with feedback they provide, please discuss it with us—the walk-throughs are mainly a way for them to create a dialogue about how best to approach and implement effective classroom management practices.

Elementary School
Getting Along Together (GAT)

All elementary school teachers have been trained in the Success for All program entitled Getting Along Together or GAT. Getting Along Together is a social skill building and problem-solving curriculum. At the elementary school level, the teachers will be required to teach two lessons a week that set the stage for children to work in cooperative groups as well as solve conflicts with their peers. These lessons are further supported through the yearlong structures of Class Council meetings.

The students are encouraged to follow the Eagle Code:

- E – Empathy
Understand and share the feelings of others.
- A – Attitude
Be positive.
Don't give up.
- G – Gratitude
Show appreciation.
Say thank you.
Be kind.
- L – Leadership
Lead positively.
Do the right thing.
- E – Encouraging
Be supportive.
Give hope to others.

New Town Public School Procedures

1). Getting Done with Work Early Procedure

- a. All teachers within the middle/high school will adopt the following for their policy when students have completed an assignment early in their classroom
- b. The student is to work on any ICU work that they HAVE WITH THEM for that teacher.
- c. The student is to work on any ICU work that they HAVE WITH THEM for any other teacher.
 - ◆ The student is to select a book either of their own or from the teacher's personal library and read quietly.
 - ◆ The student may also work on an educational activity that is approved by the teacher.
 - ◆ THE STUDENT SHOULD NOT BE LEAVING THE CLASSROOM FOR ANY REASON WHATSOEVER.

2.) Profanity Procedure

- a. All teachers within the middle/high school will adopt the following procedure to help deal with profanity.
 - ◆ When a student uses an inappropriate term, the teacher will respond to the student with the phrase, "language please".
 - ◆ Ideally the student will respond by apologizing and restating what they meant to say in appropriate language "
 - ◆ Complete SWIS referral write-up and keep student in class if it is not a major classroom disruption. If needed call office for an escort.

The teacher will develop the following procedures for their individual classroom.

3.) Start of Class Routine

- a. Includes how students will enter the classroom, greetings, acceptable behavior, etc.

4.) Posting of a Daily or Class Agenda AND Objective Statement

- a. Agenda will allow students to know what is scheduled for the day and help with transitions from one activity to another
- b. Objective Statement will summarize what the students will gain out class that day. Most of these objective statements should be student friendly terms of the standards being linked to that class period.

5.) An Opening Assignment

- a. All class periods will have a bell work activity to immediately engage the students in an academic activity (start class on time)

- b. This activity is generally not graded but used to recall information from previous lessons or practice current material
- 6.) Dismissing the Class (the bell doesn't dismiss the class the classroom teacher does)
 - a. Each class will have a procedure for dismissing the students whether it be to other locations within the school, for the end of the day, or for the end of a class period.
 - b. Students will walk when leaving classroom and in the hallway.
- 7.) Procedure for turning in assignments
 - a. Plan and teach a specific procedure for turning in assignments during class.
 - b. Separate bin/folder/box for students to turn in ICU/late work.
- 8.) Getting Students' Attention
 - a. Each individual teacher will have an established procedure for gaining the students' attention within their class
- 9.) New Student Orientation (this is in addition to the orientation done by admin)
 - a. Each individual teacher will have a procedure established to welcome new students into their class without interrupting the flow of the classroom.
 - b. The required pieces of this procedure include but are not limited to the establishment of
 - 1. A new student greeter and back-up to take the student through the information and provide a possibility of an individual to guide them around the school
 - 2. A new student folder/video/digital format including but not limited to
 - Classroom rules and procedures
 - Required supplies
 - Required parent/guardian permission slips
 - List of emergency Codes and Procedures
- 10.) Substitute Teacher "Sub Tub" or Sub Binder
 - a. Printed roster for each class to take attendance and classroom management.
 - b. Clear instructions for the day's lessons; pre-printed materials, and extra review work for when done. Included answer keys for any assignments/student work.
 - c. EMERGENCY Lesson Plan to be used ONLY IF a teacher is not able to prepare the regular day's lesson in detail for a substitute. These lessons must be academic in nature and should be specific and within the capabilities of the substitute teacher. (e.g. content specific video and questions; content magazine subscription to read with questions)
- 11.) First Day/Week of School Script
 - a. Follow the established calendar/lessons of when and where students will learn certain expectations/activities the first month of school and throughout the year.
 - b. There will be a heavy emphasis placed on the teaching of procedures within the classroom.
- 12.) Virtual/Distance Learning Procedure
 - a. Establish and teach student expectations for virtual learning in the event distant learning will occur. Student communication including text, speech, gif, should be positive and appropriate for the virtual classroom.
 - b. Student expectation plan should address, attendance, mute unless speaking, appropriate use of chat section, spamming class message boards.
 - c. Follow the student acceptable use policy.

CHILD ABUSE AND NEGLECT

North Dakota State Law and Tribal Law mandates that schoolteachers and administrators having knowledge of, or reasonable cause to suspect that a child coming before him/her in their official or professional capacity is abused and/or neglected shall report the circumstances to tribal/state authorities. Report all suspected abuse and/or neglect to 1-833-958-3500.

As employees, we are all mandated reporters. It is the responsibility of the employee that suspects abuse and/or neglect to file the 960 immediately.

CHILDREN OF SCHOOL EMPLOYEES

Arrangements must be made for school age children of school employees so that the children are not in the hall before or after school. All school rules pertaining to student's behavior must be applied to all students. Do not send or take your children into the staff lounge. No children are allowed in the lounge.

Please remember that as a teacher/staff member in our school district with your own children under the supervision of fellow colleagues, it is your responsibility to maintain a civil relationship. Teachers/staff that abuse this relationship will be held accountable by building administrators

If you need to discuss something about your child, please set up an appointment with your child's teacher before going to their room.

CLASS MONEY

All money that a class acquires through donations or other means should be kept in the business office. An accounting of the money needs to be kept by the teacher/advisor. Class advisors need to deposit their funds with the central office weekly so that an accurate accounting can be made, and bills charged to the school can be paid. Advisors are not to keep concession money at home unless it is for a game from the previous night. If you keep money in your possession and it is lost or stolen it becomes your responsibility to replace.

CLASS PARTIES

Three class parties are scheduled: Halloween, Christmas and Valentine's Day. Parties for other occasions or reasons are not allowed without consultation with the principal. Party plans are to be turned in to the principal's office at least three days before the party.

All parties will begin at 2:00 pm to allow for a movie to run in its entirety. Specials teachers scheduled during this time period will provide supervision for the students in the student's homeroom. Parents need to be notified about ALL classroom parties. The note needs to include the following information:

- Time and date of party
- Treats, snack, drinks, etc. that child needs to bring to school
- Titles of any video or movie that the class will watch.
- Allowing students to call home or to call parents/guardians at work to bring treats for parties is discouraged. Parties for other occasions or reasons are not allowed without notification of the principal.
- Specials teachers and special education teachers are not allowed to hold parties for any reason.

CLASSROOM CARE/CLEANLINESS AND SUPPLIES

CDC School Guide: How to Clean and Disinfect Schools to Help Slow the Spread of Flu

The goal is to prepare, not panic and to operate from facts and not fear. These basic prevention guidelines from Public Health officials across the nation are posted throughout the school and reinforced by teachers:

- Wash your hands often with soap and water for at least 20 seconds. If soap and water are not available, use an alcohol-based hand sanitizer.
- Avoid touching your eyes, nose, and mouth with unwashed hands.
- Avoid close contact with people who are sick.
- Cover your mouth and nose with a tissue or utilize your elbow when you cough or sneeze. Dispose of tissue and wash your hands again.
- and disinfect frequently touched objects and surfaces; and
- Most importantly, if your or your child has symptoms of the flu or any serious infection or virus, please utilize your best judgement to determine if your child should stay home or consult a physician to avoid exposing others.
- Reported illnesses have ranged from mild symptoms to severe illness and death for confirmed COVID-19 cases. Symptoms may appear 2-14 days after exposure and may include: fever, cough, loss of smell or taste, tiredness, and shortness of breath.

Each teacher is responsible for the general appearance of their room. Care must be taken to ensure that:

- All pencils, paper, etc., are picked up by the students at the end of each period and at the end of the day.
- Remind students that everything should be taken off the desks at the end of the school day if applicable.
- All chairs should be neatly stacked or otherwise put away neatly at the end of the school day if applicable.
- The rooms are to be left in a neat and orderly fashion when leaving the room at the end of the school day.
- Custodial staff is responsible for floors, all cleaning requiring equipment, waste baskets and repair. The remaining cleanliness tasks are up to the teacher.
- All waste and excessive materials should be picked up from the floor.
- Teachers will close all windows when leaving the room at the end of the school day. Shades should also be pulled.
- When leaving the building at the end of the day, or when working in the evening, make sure the outside door is locked. Double check alarm system if you are the last one to leave the building and set the alarm. Do not let the door just slam shut, check for obstructions and make sure it is locked.
- Please use discretion about taping materials to walls, dry erase boards, lights, and woodwork. Remove all tape when materials are taken down. Do not leave up for long periods of time.
- Report any deficiency in operation of equipment to the office.
- Students should be cautioned about writing, drawing, or marking on the desks or walls. Any damage done to the desktops will have to be corrected or paid for by the student unless due to normal wear. Desks must be cleaned and washed periodically inside and out by the students.
- Anything above reasonable wear and tear will be the responsibility of the teacher. Damage must be reported to the building level principal and appropriate actions will be assigned.
- Any changes or modifications to the classroom must be approved by the building level principal prior to anything being done.

GRAFFITI

Graffiti, stickers, pen, pencil, carving, or any other forms of defacement on walls, furniture, books, or equipment, is the personal responsibility of everyone in the building. If it is anything you can clean, erase, or otherwise reasonably deal with, do it immediately. Document and get rid of it. If you know who did it, have that student remove it. Do not assume the janitor will see it and "it's his job". If it is a matter for the janitor, report it to the Principal who will have it removed. This requires constant monitoring from everyone. Graffiti is like a fungus - it grows and attracts others. Check desktops daily and books frequently. Students who are caught doing this type of damage will be required to remove it and documentation for discipline referral will be completed.

SUPPLIES

Don't over consume and use wisely. Shut off lights when not needed, etc. Personal and professional responsibility includes conservation of resources and funds and includes monitoring the use of energy and supplies. Be conservative. Take only what you need and make sure to inform the office staff when taking supplies not designated specifically to you. We do not have an endless supply of materials so be considerate in your use.

REQUISITION OF SUPPLIES AND MATERIALS

Requests for supplies and materials are to be made through the office. ALL purchases require a purchase order and principal's signature. Turn book or workbook shortages into the office. Check with the other rooms in the same grade to see if they have extra books before you turn in a shortage.

DO NOT BUY AND CHARGE TO THE SCHOOL

All purchases must be pre-approved by the principal. Most of the ordering is done in the spring and summer. It is anticipated that most of the teachers here last spring have already requested any special materials. If you find need for special materials or supplies during the year, keep a list of these things so you will have it ready when we ask for your requests in the spring. Please check with the office if you are looking for special supplies or materials. We have a good supply of almost anything somewhere in the building and we will surely try to help you get what you may need. Items made by school personnel during working hours and made with school materials belong to the school and are not the property of the individual.

COPY MACHINE PROTOCOL

Copy machines are for all employees to share. Don't wait till the last minute to make your copies, especially Monday morning. If the copy machine breaks down inform the secretary so she can call for repairs. Please leave the repair work for the expert. Be considerate and fill the machine with paper, limit your color usage, and don't make excessive copies.

Copyright and Fair Use General Guidelines

On January 1, 1978, the first major revision since 1909 of the United States copyright law went into effect. In general, the new law makes the term of copyright the life of the author plus 50 years and lays out standards for deciding when use of a copyrighted work is "fair." The law also applies to photocopying and to video copying cable T.V. and public broadcasting. **Students may use portions of lawfully acquired copyrighted works in their academic multimedia projects, with proper credit and citations. They may retain them in personal portfolios as examples of their academic work.**

Students and teachers must include on the opening screen of their programs and on any printed materials that their presentation has been prepared under fair use exemption of the U.S. Copyright Law and are restricted from further use. Educators may claim fair use for their own productions providing these productions are:

- For face-to-face curriculum-based instruction
- Demonstrations of how to create multimedia productions
- Presented at conference (but you may not share copies of the actual production)
- For remote instruction if the distribution signal is limited
- Kept for only 2 years

Fair use ends when the multimedia creator loses control of his product's use, such as when it is accessed by others over the Internet. Educators or students need not write for permission if their presentation falls within the specific multimedia fair use guidelines; however, "educators and students are advised to note that if there is a possibility that their own educational multimedia project incorporating copyrighted works under fair use could later result in broader dissemination, whether or not as commercial product, it is strongly recommended that they take steps to obtain permissions during the development process for all copyrighted portions rather than waiting until after completion of the project.

Single copying for teachers:

1. A single copy may be made of any of the following by or for a teacher at his or her individual request for his or her scholarly research or use in teaching or preparation to teach a class.
2. A chapter from a book
3. An article from a periodical or newspaper
4. A short story, short essay, or short poem, whether or not from a collective work.
5. A chart, graph, diagram, drawing, cartoon, or picture from a book, periodical or newspaper.

Multiple copies for classroom use:

1. Multiple copies (not to exceed in any event more than one copy per pupil in a course) may be made by or for the teacher giving the course for classroom use or discussion, provided that:
2. The copying meets the test of brevity and spontaneity as defined.
3. The copying meets the cumulative effect test as defined.
4. Each copy includes a notice of copyright.

Notwithstanding any of the guidelines stated previously, the following shall be prohibited:

1. Copying shall not be used to create or to replace or substitute for anthologies, compilations, or collective works. Such replacement or substitution may occur whether copies of various work or excerpts there from are accumulated or reproduced and used separately.
2. There shall be no copying of or from works intended to be "consumable" in the course of study or of teaching. These include workbooks, exercises, and standardized tests and test booklets and answer sheets and like consumable material.
3. Copying shall not substitute for the purchase of books, publishers' reprints, or periodicals.
4. No charge will be made to student beyond actual cost of photocopying.

Fair Use Guidelines for Multimedia

Text

- Up to 10% of a copyrighted work of 1000 words, whichever is less
- Poems
 - Entire poem if less than 250 words
 - 250 words or less if longer poem
 - No more than 5 poems (or excerpts) of different poets, from an anthology
 - 3 poems (or excerpts) per poet

Motion Media

- Up to 10% of a copyrighted work or 3 minutes, whichever is less
- Clip cannot be altered in any way

Illustrations

- A photograph or illustration may be used in its entirety
- No more than 5 images of an artist's or photographer's work
- When using a collection, no more than 10% or no more than 15 images, whichever is less

Music

- Up to 10% of a copyrighted musical composition, but no more than 30 seconds
- Up to 10% of a body of sound recording, but no more than 30 seconds
- Any alterations cannot change the basic melody or the fundamental character of the work

Internet

- Internet resources often combine both copyrighted and public domain sites; therefore, care should be used in downloading any sites for use in multimedia presentations
- Until further clarification, educators and students are advised to write for permission to use Internet resources and to be mindful of the copyright ramifications of including embedded additional links to that particular site

Numerical Data Sets

- Up to 10% or 2500 fields or cell entries, whichever is less, from a copyrighted database or data table
- A field entry is defined as a specific item of information (e.g. Name, Social Security Number) in a record of a database file
- A cell entry is defined as the intersection where a row and a column meet on a spreadsheet

Copyright and Distribution Limitations

- Do not post multimedia projects claiming fair use exemption on an unsecured website
- No more than 2 copies of the original production may be made
- Only 1 may be placed on reserve for others to use for instructional purposes
- An additional copy may be made for preservation purposes, but may be used or copied only to replace a used copy that has been lost, damaged, or stolen
- If more than one person has created the multimedia presentation, each principal creator may retain only one copy

Alteration Limitations

- Multimedia selections falling within the above guidelines may be altered to illustrate a specific technique or to support a specific instructional objective
- Notation of the alteration should be documented within the presentation itself

Multimedia Presentation Citations

- Educators and students must credit sources, giving full bibliographic information when available
- Educators and students must display the copyright notice and copyright ownership information if this is shown in the original source
- Copyright information for images may be shown in a separate bibliographic section unless the presentation is being used for distance learning. In this case, the information must be incorporated within the image itself.

Permission Requirements

- For multimedia projects used for non-educational or commercial purposes
- For duplication or distribution of multimedia projects beyond limitations outlined above.

CUMULATIVE FOLDERS

The cumulative folders will be kept in the office vaults. Teachers may review the cumulative folder at any time. Teachers are responsible for the security of the checked-out folder. Checked out cumulative folders must not leave the office under any circumstances. All special education folders will be kept in the student's cumulative folder. Each person who reviews a child's special education folder must sign the Review Statement on each folder.

CURRICULUM

New Town Schools follows all standards & benchmarks as outlined through the North Dakota Department of Public Instruction. Lesson plans must be aligned with meeting those benchmarks. Standards and benchmarks for course content should be displayed in your classroom in a manner that is easily understood by parents and students. Lesson plans must identify standards and benchmark being addressed. Curriculum as developed by New Town Schools for specific subject areas and/or courses will also be followed. The North Dakota Indian Studies curriculum will be used in every classroom in the district. Lesson plans must be submitted in Planbook weekly to the building principal.

CLASS ADVISORS AND COACHES

Each high school class has one to two advisors. Advisors are consulted yearly in case a change is requested or advisable. All advisors and coaches' training rules/student contracts must be submitted and cleared by the administration before implementation. Coaches must provide a list of players in their individual sport or activity to each building principal. They must also inform each office of scheduled events and time of departure/arrival. Coaches and/or advisors who do not follow policy will be dismissed immediately.

CLASSROOM SUPERVISION

Teachers are to be in assigned classrooms whenever students are present, whether actual class is in session or not. If you must leave your class for any reason, arrange to have another employee cover for you. Do not leave your class unattended. We have a legal and professional responsibility to provide supervision at all times. Remember active supervision includes continual scanning of all students at all times. High school teachers are not to allow students to leave their class or check out of school because they are "caught up". This includes all credit recovery and Odysseyware classes just as any other classroom. Teachers must plan for student instruction from bell to bell every day.

COMMITMENT TO INSTRUCTIONAL GOALS

Research has identified that the most important factor affecting student achievement is the teacher. The teacher must maximize: "Time on Task", take the "fluff" out of the day, make sure every activity has a purpose that is attached to a standard, and students are engaged in learning with no down time. This district does not support a "crayon curriculum" – this is identified as unlimited coloring sheets with no particular purpose.

CLASS TIME

Class time is the single most important responsibility you have. Your contract is an agreement that you can and will teach students. You have an obligation to teach. Students have a right to learn. Not teaching is not a teacher option or a student reward. The key is in your planning. At the end of the class period, it is expected that you will have a wrap-up, review, preview of tomorrow, last word on homework, etc. to finish the period. Visiting and waiting for the bell to ring should be very rare. If students are consistently finishing work 5 minutes or more before the bell rings, there is a problem with your planning. Students are not to be dismissed early.

CONFIDENTIALITY

Issues related to students are considered confidential such as eligibility, grades and personal information. Always be professional in relation to students and refer to FERPA. There are legal liabilities regarding student confidentiality. FERPA is:

- Federal Law
- Protects student information from disclosure without written consent of the parent/guardian or student if they are of age
- Protected records include but are not limited:
 - Citizenship
 - Disciplinary records
 - Ethnicity
 - Gender
 - GPA
 - SSN/student ID
 - Grades/exam scores
 - test scores
 - Progress reports

Violations can result in withholding of federal funds and prosecution

From "Desk book Encyclopedia of American School Law," Oakstone, Legal & Business Publishing, 2001:

"The extent to which school employees may exercise freedom of speech depends on whether the subject matter concerns the public interest. In *Pickering v. Board of Education* the U.S. Supreme Court announced that an employee may not be disciplined for speaking as a citizen upon matters of public concern unless the employee's interest in such speech is outweighed by a reasonable belief on the part of the school district that **the speech would disrupt the school, undermine school authority, or destroy close working relationships**. The content, form, and context of a given statement determine whether an employee's speech addresses a matter of public concern."

DATA DRIVEN DECISION MAKING

Teachers have data rich resources with which to guide their instructional decisions. NTPS believes in and mandates the use of data for the continual growth of student achievement. Teachers are required to utilize data available to them to assist in lesson plan development and assessment practices. This data includes but is not limited to: Kindergarten Readiness Test, North Dakota State Assessment (NDSA), Measures of Academic Progress (MAP), ACT Aspire, and classroom assessments. MAP/NWEA assessment will be completed in the fall and spring and teachers will make the necessary accommodations needed for students to test during the scheduled testing window at Edwin Loe Elementary School. MAP/NWEA testing is the responsibility of the Technology Coordinator or other administrative designee. MAP/NWEA determines a cut score that best matched the score that is equivalent to the minimum proficiency score on the state test. The minimum RIT score for proficiency is aligned with 50% probability of passing. Scale Alignment Studies typically produce 80-90% predictive accuracy rates. The middle school uses ACT Aspire, NDSA, ACHIEVE 3000, ALEKS, and curricular assessments. The high school uses the ASVAB, WORKKEYS, ACT Aspire, NDSA, and the ACT. Therefore, teachers will work cooperatively with administrators to ensure the best efforts of all the students tested and use the subsequent data accordingly. Teachers who are

assigned to administer testing must ensure that they are doing so effectively and with fidelity. Training will be provided to staff to ensure that proper testing procedures are followed.

DISCIPLINARY PROCEDURES (See Student Handbook and Discipline Matrix)

Teachers are required to contact parents and discuss all minor disciplinary (SWIS) referrals. All minor infractions within the classroom are to be dealt with by the classroom teacher. Any major infractions will be sent to the office and be dealt with by administration personnel. The dialogue between teacher and parent is crucial to addressing challenging student behavior. Parents are to be kept fully informed about SWIS and discipline given to their child. Contact your building principal if you need assistance in contacting parents.

Restorative Justice

Some behaviors may require restorative practices for remediation and restorations, *whenever possible*.

- A. Restorative Justice (RJ) is a powerful approach to discipline that focuses on repairing harm through inclusive processes that engage all stakeholders. Implemented well, RJ shifts the focus of discipline from punishment to learning and from the individual to the community.
- B. Restorative Justice empowers students to resolve conflicts either mediated by teachers/admin, or on their own and in small groups. Essentially, the idea is to bring students together in peer-mediated small groups to talk, ask questions, and air their grievances.
- C. The school district's intent is to avoid the possibility of OSS. This will be attempted by the utilization of the Restorative Justice approach whenever possible.
- D. In addition to Restorative Justice practices, when possible, the school district will offer an alternative to OSS and ISS by referring students to our behavioral team. The behavioral team will provide access to counseling and support services and resources to assist students in overcoming obstacles to learning and address behavioral needs. The behavioral team members from each school will meet monthly in order to review SWIS data to evaluate the validity of the program. (Also, please see social and emotional section)

DISMISSAL AT END OF SCHOOL DAY

Do not dismiss your students before dismissal time. If you have bus duty, dismiss your students as you go out or whatever arrangement you find workable. Do not let students dismiss themselves. Kindergarten through 6th grade students must be escorted and watched as they board the bus they are assigned to ride. When students are dismissed, they should not loiter in the halls, stand in other rooms, and jam up doorways, etc. All students should be walked to building exits by the classroom teacher or the para-educator. Middle and high school staff should be present during dismissal times.

DUTY SCHEDULE & RESPONSIBILITIES

Duty schedules will be prepared for bus duty, morning hall duty and before school playground duty. All teachers are required to serve supervision duty; schedules will be prepared on rotating basis. Teachers may be assigned bus duty and noon recess duty if needed. Recess duty schedules will be set up by the teachers involved in the specific activity, except for lunch recess duty which is set up by the administration. The schedules should be prepared on a rotating basis. All the teachers are expected to be at the duty station when they are assigned for duty. If you cannot be present for a duty, please find a replacement to cover for you. Please remember the importance of this supervision time and do not use this time to gather in a huddle to communicate with your colleagues.

MORNING HALL DUTY

- Starts at 8:10 am
- Watch outside doors and actively supervise students
- Do not post yourself in one spot
- Supervise the students as they come in and out from the outdoors

ELEMENTARY PLAYGROUND SUPERVISION

- Help students
- ****School supervisors should follow playground rules**
- Unruly students will be separated from their peers.
- Send students in at end of recess

BUS DUTY/AFTER SCHOOL SUPERVISION

- Must stand on the bus drive sidewalk
- Must stop students from running
- Help students with problems
- Stay on duty until all buses leave
- Students must stay on the bus they are put on, unless someone from the main office calls the bus driver with a different plan.
- At least one supervisor should have a communication device.

GAME DUTY

Teachers shall assist with ticket sales and hall supervision at three events. They will receive one free season pass and \$30 per event. In order to be paid teachers must submit ~~requisition~~ claim forms to the business office for the hours served. **REMEMBER THIS IS A GOOD TIME TO BUILD RELATIONSHIPS WITH STUDENTS.**

1. Ticket Duty

- Be there at notified time.
- Sell and take tickets until middle of varsity game
- Students are to be admitted free with activity ticket (a list will be at the ticket booth).
- Participants of school events admitted free.

- Students working on concessions admitted free.
2. Door Supervision
- Be there at notified time.
 - Control traffic across the end of gym.
 - Watch back door so students do not come in.
 - Maintain order on stage.
 - Supervision applies to ALL students. Report any problems to the administrator on duty.

ELIGIBILITY

Students who do not meet criteria are not eligible to participate in extracurricular activities for the entire subsequent week (Wednesday to Wednesday). The eligibility list is compiled by the principal from the teacher's gradebook on PowerSchool. Eligibility is run every Wednesday after 5:00 pm. Teachers must maintain current records to include all students who are failing at that time. Grades are calculated from the beginning of the quarter or semester, not just the preceding week's grade.

When a student is placed on the ineligible list, they may not be taken off. "I will have it in tomorrow." is not acceptable. This student is ineligible and should be listed as such.

Any student who exceeds seven (7) absences in any class will be considered as failing that class. This will go towards eligibility.

Notify your students of which classes they are failing and make sure they are aware of the eligibility rules governing New Town School District and the North Dakota High School Activities Association. It is the responsibility of coaches to check the eligibility list to make sure participants are eligible. Adherence to state rules on ineligibility is mandatory. There are NO exceptions. Eligibility is determined by the total grade. Refer to the Extracurricular or Coaches, Advisors, and Athletics Handbook for more information.

EVALUATION AND SUPERVISION (15-47-27 NDCC p.248)

Evaluation is a complex process that is designed to promote an increasingly effective educational system for both staff and students. Classroom observation is part of the evaluation, but only one part. Teachers that have been in the system more than 3 years will be evaluated at least once during the year (prior to March 15). All teachers will be evaluated at least twice (the first time being before December 15 and the second evaluation completed before March 15) on the Danielson Model and Frontline. Observations become part of the evaluation and will be kept on file. Formal and informal observations will be made.

The administration will make unannounced visits to classrooms periodically. Please do not stop teaching. They will observe and leave as quietly as possible. In addition to teaching performance, teachers are evaluated on adherence to the standards/benchmarks/curriculum, district expectations as delineated in handbooks, policy manuals, use of district-wide programs such as: Planbook (lesson planning program), ICU, PowerSchool, and the ND State Department of Public Instruction. Teachers are responsible for all information contained in this District Manual. Participation in the school improvement plan, that the Department of Public Instruction requires of all public-school districts, is mandatory, and becomes part of the evaluation. Everyone is expected to be actively involved.

If a teacher is not meeting the expectations of the administration, this teacher will be placed on an improvement plan. An improvement plan form will be given to the teacher in question as well as relevant administration. Involved parties will sign the document unless the teacher refuses to sign which will be documented on the same form. The forms will indicate a scheduled plan to improve the teacher's professional actions. The teacher improvement plan form is attached at the end of this document. All meetings between administration and the teacher in question will be documented and forwarded to all involved parties. These will be kept on file in the personnel files.

FACULTY MEETINGS

Teacher meetings will be held each week. All teachers are required to attend and be on time. Any deviation from this requires prior approval from the principal. Notices of any special meetings will be given as early as possible. Teachers are expected to attend all meetings as announced. Building faculty meetings will be held every Monday at a time determined by the administration. If a teacher cannot attend the staff meeting, they are still responsible for the information that was communicated during the meeting. This is a professional responsibility.

FIELD/ACTIVITY TRIPS

Field/activity trips must have a purpose and/or lesson plan. All trips must be approved by the administration one week before the trip. Overnight trips must be approved by the superintendent on week prior to the event. **Elementary and middle school students who are participating in an overnight trip will have a curfew of 9:30 p.m. to be in their rooms and at 10:30 p.m. "lights out."** If possible, each room of students should contain one adult. Students must always be aware of where their chaperones are located. Students must never be left unsupervised.

FIELD/ACTIVITY TRIP NOTIFICATION

Permission slips for any trip must be sent, signed and returned prior to the scheduled trip. We want the parents to know the "good" things we are doing and also that their child will be out of the building in case they need to get the student because of an emergency. Having the parent sign the slip every time is no deterrent for suit under the law. If negligence occurs, teachers are still responsible no matter what the parent has signed. The permission slips must be sent home in a timely manner. Slips sent home the day of or the day before a trip often cause confusion and may be interpreted as disorganization on the teacher's part.

All high school class advisors must have any school trips approved by administration ahead of time, must have permission slips signed by parents and kept at the school, must have all funds run through the business office for accountability purposes. Students must be eligible to participate on these trips. Criteria for attendance of students and chaperones must be approved by the administration ahead of time. An administrator may also choose to chaperone the trip.

FIRE DRILLS/TORNADO DRILLS

According to North Dakota Century Code, fire drills will be held a minimum of 4 times a year.. A map must be posted in each room detailing exit routes and procedures. Teachers should inform all students of procedures for that particular room each semester. Take the drills seriously. Get all students out quickly and stay with your group until the building can be entered.

During a fire drill, or in the event of a fire, students are to follow the directions of staff members and evacuate the building in a quiet and orderly manner. Appropriate evacuation routes are posted in each classroom or student activity area and are to be strictly followed. Routes and evacuation procedures will be reviewed by each classroom teacher. If a class is on the playground during a fire drill, the teachers supervising the outside activity will line the students up and move them to the appropriate area.

During a tornado drill, or in the event of a tornado, students are to follow the directions of staff members. Take your emergency kit with you whenever you exit the classroom. Make sure that your emergency flow chart and safety manual are readily available and reviewed regularly.

FLAG SONG

The Flag Song will be played on the first day of each week throughout the school year. Students and staff will show proper etiquette during the song.

FUNDRAISING

Donations from the tribal business council may not be sought for individuals or groups on behalf of the school district without the express written permission from the superintendent. That includes student council, class, athletic and any other activity group.

GRADUATE LEVEL CLASSES

All graduate work must have the approval of the administration for salary schedule advancement. On-line credits and advanced degree programs must be from an accredited institution and the program checked by the North Dakota Education and Standards and Practices Board. Proof of payment and an official grade must be submitted to the principal.

GRADES

Grades should be a positive experience for a student. They should be used to stimulate good performance rather than to punish. Just as excellent grades should be reserved for excellent performance, failing grades should be reserved for those who have failed totally. NEVER change a grade unless you know you are in error and only after consultation with the principal. DO NOT change a grade because a student or parent demands it. Refer such cases to the principal.

Whereas it is not possible to be completely objective when determining grades (and we should never depend completely on numbers to do so), we must be able to give clear and logical reasons for every grade we give. Your grading policy is independent of others and must be stated very clearly on your class syllabus. Never assume students know how you will grade. Never assume that students know at any given time what their grade is to date. Please figure cumulative grades weekly and let your students know what their grades are. Be sure no student can ever legitimately claim "I don't know what my grade is". Every student must have semester grades recorded on report cards. If your course is a full year, we still need semesters because those are the only grades that appear on the permanent record card.

CORRECTING OF WORK AND ASSIGNMENTS

It is expected that teachers will correct all work assigned to students in a timely manner. **Gradebooks must be updated on a weekly basis at a minimum.** Students must turn in all work that they wish to be reflected on that particular week's eligibility list by 4:00 PM on Tuesday. It is the teacher's responsibility to grade all assignments turned in by Tuesday at 4:00 PM within 24 hours. Teachers will be held accountable by administration if they have shown an inability to follow this policy.

The main point is that teachers correct or check the work, so the student knows what was right and what was wrong with any assignment. If the work is important enough to assign, it is important enough to take time to get it corrected so the student can discover when and where they made errors. Remember effective instruction includes high quality feedback which is immediate, specific, growth oriented, has cause and effect, and preserves dignity. In order to correlate with the ICU policy teachers must submit a minimum of one assessed grade per week for each class period and a maximum of five assessed grades per week. If a student does not do his or her work the teacher will enter a 1 for the grade on Power School. This will show parents and students that an assignment was not turned in and that they will still have the ability to complete it for credit. (See "The Power of ICU" for further information).

GRADE BOOK

The teacher's grade book on PowerSchool is the official record of grades, attendance, and records of materials checked out by students. The grade book is a legal document belonging to the school. Your computer is your responsibility. Do not let students use your laptop. Never leave your grade book open where it can be seen by someone else. Timely recording of student grades is mandated. Parents are checking grades on a continuing basis so be sure that you keep them current. Remember, public viewing or announcing students' grades publicly violates confidentiality.

GRIEVANCE

Teachers who are filing a grievance must use the form attached in the appendix. All grievances need to be turned into their immediate supervisor. 3

GYMNASIUM, LOCKER, AND WEIGHT ROOMS

The gymnasium, locker, and weight rooms shall be locked at all times except when under the direct supervision of a teacher. Only coaches and gym teachers can open the related equipment storage areas and issue the contents for use. If the administration finds the weight room being used at any time by students without direct supervision, the room may be closed permanently except for class. Teachers are expected to put away the free weights and wipe down the benches used.

Common surfaces will be disinfected on a regular basis. Custodial staff will be extra diligent in classroom cleaning with increased sanitizing and disinfecting. Teachers will take actions to assist facilities/custodial staff in sanitizing and disinfecting hard surfaces with disinfectant wipes, bleach water, or other solutions in their classroom (desks, keyboards, door handles, all common surfaces, etc.). Throughout the summer, the entire building will be sanitized and cleaned by professionals.

Unauthorized usage of any of these facilities or use by unsupervised students may result in a letter of reprimand to the teacher responsible for those students at that time.

Anyone using the weight room or gym needs to respect the equipment and the environment. This means that when using the sound system, the music being played must not contain vulgar or inappropriate language. Improper use of this equipment will result in denial of using the equipment in the future.

HOMEWORK

Homework assignments extend learning outside the classroom and show parents what the child is studying and gives responsibility for learning to the child. Assignments are given as an assessment tool and/or practice within classroom subjects and must be worthwhile for the student's academic achievement. Students are responsible for completing assignments. All assignments that teachers assign will correlate with the respective standards. Teachers must be aware of the amount that they are issuing and show that it is benefiting the students' learning. Strong, quality assignments are to provide the students an appropriate amount of practice. "Busy work" is not to be promoted as part of New Town Public School District.

KEY CARDS/KEYS

Teachers are issued keycards/keys for the building and rooms as needed for their work. Under no circumstances should you give your keycard/keys to someone else. Do not allow students to use your keycard/keys. Do not send them to open your classroom or anything else. Never allow someone else to use your outside door keycard/keys. They were issued to you as a professional person whom we feel has a need for them and you should keep possession of them at all times. Be careful about leaving keycard/keys in the door where they can be picked up by someone. Room doors are to be locked when you leave the building. This is to make it harder for anyone who should break in the building. Keys are not to be duplicated for any reason. If you lose your keys or keycard, notify the principal immediately. Those losing keys or keycards will be asked to bear the cost of a new key or the cost of re-keying the building. The cost to replace the keycard issued to you is your responsibility.

KITCHEN EQUIPMENT AND SUPPLIES

No equipment or supplies are to be taken from the kitchen without the permission of the head cook. If equipment is used for a school party - after getting the proper permission - it must be washed and put away before leaving school for the day. Every effort should be made to have things planned out so that you do not have to get anything from the kitchen at the last minute. Students are not to be sent to the kitchen to get things on their own. Supplies are not available from the kitchen. Supplies needed for a field trip or activity must be requested using the food request form with the principal's approval. This form should be submitted three to five days in advance of the activity.

LUNCHROOM

Each teacher will receive a thirty-minute duty-free lunch. Please do not bring or send your class early to the lunchroom. Follow the dismissal schedule for lunch. Once teachers drop off their students at the lunchroom, they become the responsibility of the lunchroom supervision staff.

LUNCHROOM-ELEMENTARY

Lunchroom supervisors will supervise the students seated at their assigned tables. Students waiting in line are expected to maintain order and a degree of quietness shall be maintained. Each room will be assigned a table in the lunchroom. No food is to be taken from the lunchroom.

MAIL

Check your mailbox daily. Many announcements or important papers are put in your mailbox during the day and some may require your immediate attention. You have a mailbox provided for you in the outer office. You are responsible for all announcements left in your box. Having your personal mail sent to the school is unethical and the school is not responsible for lost mail.

MEAL TICKETS

Adult breakfast tickets are \$2.50 and lunch tickets are \$4.50. An adult twenty meal lunch ticket is \$90.00. One carton of milk is allotted per meal; each additional carton is \$.25. Tickets are to be purchased before the meal is received. If you are charging a meal, you must get a charge ticket from the office.

MONEY AND VALUABLES

Please be careful about leaving money in your room. Money is very hard to track down if stolen. The best advice on this is do not put money or your purse in your desk or closet unless locked. We have a vault in the office where money can be left for the day or short period of time. Please check with the office.

MUSIC AND PHYSICAL EDUCATION INSTRUCTION

Each teacher is responsible for the supervision of the class while going to and from specials. The classroom teacher is to take the class there and supervise the return of the class to the classroom. The specials teachers will keep the class for the full time scheduled unless arrangements have been made with the classroom teacher ahead of time. Classroom teachers and special teachers are expected to take an interest in activities involving their students and help whenever possible in these activities and/or programs. Students out for recess are not to be in or near the designated Phy. Ed. area.

Students cannot be deprived of music or physical education class as a regular method of discipline. Prior arrangements should be made ahead of time if a student needs to miss a class. A student should not be kept in the classroom and sent late to music or physical education. Music and physical education classes are as much a part of our curriculum as any other subject.

PARENT COMMUNICATION

Parents are your first line of defense when it comes to dealing with student concerns. Communicate with parents early and often for both praise and encouragement, or when students are experiencing difficulty. Home visits are certainly supported and encouraged. It is the expectation that parents should never be uninformed regarding their child's progress.

PERSONAL APPEARANCE-DRESS CODE

In life a person is judged on how well dressed they appear. The same holds true for teachers. It is expected that all teachers groom and dress modestly and professionally. **Shorts may not be worn during the regular school year by any staff.** However, on special occasions, administration may approve shorts being worn (i.e. professional development days, special events, and/or field trips). If shorts are approved to be worn, they are no shorter than one inch above the knee. There will be designated jeans weeks in which money collected may be used for charitable purposes. Please, do not wear tattered and torn jeans as they are not professional. Jeans will be allowed on non-student contact days such as professional development days, field trips, and special events at no charge. Teachers are role models for the students and should dress accordingly.

Dressing for success allows teachers to gain the respect needed to set a positive example for their students. Imagine the image you are sending to your students if you fail to follow the dress code policy that has been established in the district. Many times, students adamantly oppose their dress code policy for various reasons. An important point to remember is that children are very good at modeling the behavior they observe in adults.

PHYSICAL RESTRAINT

All staff are trained in and expected to use non-violent intervention or CPI when dealing with a potentially aggressive student. An administrator must be notified immediately prior to, if possible, any physical restraint used for the following reasons:

- To protect another person from personal attack or imminent threat thereof.
- To remove an unruly pupil from class or from one part of the building to another.
- To protect the child from doing harm to himself or to others.

PLAGIARISM/ACADEMIC DISHONESTY

Every year, students will be taught about plagiarism and academic dishonesty in classes. At New Town Public School, we believe that students learn best by doing their own reading, writing, test taking, projects, research, and assignments. Accordingly, it is imperative at New Town Public School that we educate students and make our rules regarding academic dishonesty perfectly clear. In plain and simple terms, academic dishonesty is cheating. Cheating, including plagiarism, is the act of taking someone else's work and presenting it as your own, as well as the provision of unauthorized assistance to another student including paying someone else to complete any assignment, test, project, etc. that is graded. A student's intent or lack thereof to cheat and/or commit plagiarism is not a defense to a claim of cheating and/or plagiarism. The consequences of cheating and plagiarism include: 1) write up by the instructor and reported to the administration; 2) communication to parents; 3) the student will receive a zero (0) on the assignment involved and will not be allowed an opportunity to make-up the assignment. All teachers will be required to teach their students about academic dishonesty before any papers or work is due. For more information, see the attached parent/student signature page.

PASSES – MIDDLE SCHOOL/HIGH SCHOOL

Passes are a privilege and are issued at the discretion of the teacher. Teachers are not obligated to approve a pass. Notice of loss of pass privileges will be placed in the morning bulletin so that all teachers are aware of the loss. Teachers will call the office for an escort if a bathroom emergency

occurs, and the student does not have a pass. Students found out of the classroom without a pass will result in the teacher being addressed by the principal.

POWER OF ICU

The Power of ICU program was implemented to reduce the number of students that fail classes. Any student placed on the ICU list due to missing assignments will be highly encouraged to attend after school, noon ICU, and when available—Saturday Academy opportunities. This is a joint effort of the district and the parents to work together for the success of all students.

All assignments are expected to be completed with quality. Quality is defined as C quality or better. Any graded assignment not completed with quality will be added to the list until the assignment is completed with quality. Students are encouraged to strive for excellence to get the highest grade possible (i.e., A). Students will only have to retake portions of test assessed by the standard in which they were not proficient. Reteaching will occur prior to the re-assessment. College-prep and dual credit classes (Problems of Democracy, Pre-Calculus, Composition, Calculus) will only allow one retake per class.

Retakes will be limited for students in grades 9-12 based on grade level. Students in the 9th grade will only be allowed 3 retakes, 10th grade will only be allowed 2 retakes, and 11th and 12th grade will only be allowed 1 retake. Teachers will state this in their syllabus, so parents and students are aware of the retake policy and procedure for each course.

ICU Lists: Each teacher will report to the students on a weekly basis of assignments a student has neglected to complete and their current grade. Every adult in the building will have access to the ICU list and serve as a “lifeguard” to make sure the student knows when and where help is available. This help consists of noon, after school, and Saturday Academy tutoring so the student has every opportunity to complete their work in a timely manner. Students and parents need to understand that the ICU list is not a punishment, but rather a “to do list” of missing assignments that need to be completed for student success. Teachers are responsible to keep their ICU lists updated and current. In addition, attachments will be made available, if possible, for student use.

ICU List Access

When a student is placed on the ICU list, parents/guardians will receive an email and a text message notifying them of the missing assignment and the name of the teacher for which the assignment is due. Parents/guardians then have the option of contacting the instructor for more information. In addition, all students in grades 7-12 have their own login to access their ICU list of missing assignments and attachments of the missing material when possible.

Seniors will not be allowed to participate in the graduation ceremonies if they are on ICU at the end of the school year. All assignments must be completed by 4:00 pm the Thursday prior to graduation to allow instructors ample time to grade the missing assignments.

1. For grades 3 - 8, the ICU list will roll over until the end of summer school. Any uncompleted assignments at the end of summer school will be archived by the administration.
2. For grades 9-12. All assignments will be archived immediately after the last day of school.

ICU TUTORING EXPECTATIONS

Noon ICU Attendance

1. Students needs to be signed in no later than 5 minutes after 4th hour dismisses.
2. Students must turn in their cell phones when they sign in. If a student is caught using a cell phone, no hours will be awarded.
3. Students must be working on assignments listed on ICU, or homework that needs to be completed. If not, no hours will be awarded.
4. If a student does not have anything listed on ICU, or have homework to complete, they must be reading. If not, no hours will be awarded.
5. No student will be allowed to leave noon ICU other than to the restroom. Student will then have 3 minutes to return. If not, no hours will be awarded. Only one student will be checked out to the restroom at a time.
6. Students will not be allowed to leave noon ICU until the lunch period ends.

After School ICU Attendance

1. Students must turn in their cell phones when they sign in. If a student is caught using a cell phone, no hours will be awarded.
2. Students must be working on assignments listed on ICU, or homework that needs to be completed. If not, no hours will be awarded.
3. If a student does not have anything listed on ICU, or have homework to complete, they must be reading. If not, no hours will be awarded.
4. If a student needs to leave ICU for any reason, they must sign out with the tutor. When the student returns, they must sign back in with the tutor. If the student is gone for more than 10 minutes, no credit for hours will be given.

Saturday and Academy Attendance

1. Students must turn in their cell phones when they sign in. If a student is caught using a cell phone, no hours will be awarded.
2. Students must be working on assignments listed on ICU, or homework that needs to be completed. If not, no hours will be awarded.
3. If a student does not have anything listed on ICU, or have homework to complete, they must be reading. If not, no hours will be awarded.
4. Students get 30 minutes for lunch. If the student is not back within 30 minutes, the student is signed out from ICU at the time they left for lunch.

PREP 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 times 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 communication 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
- Mentor students
- Updating ICU Lists

Preparation time is not meant to be unassigned time, and it may be necessary, on an irregular basis, for the principal 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 going downtown to shop, buy gas, pick up mail, exercise, etc.

PROFESSIONAL FILES

Two separate files are maintained for each faculty member and are open for personal and public inspection in accordance with state law and applicable guidelines. A permanent file will be maintained in the Business Office and a supervisory file will be kept in the principal’s office. These files will be combined in the Business Office when a teacher terminates employment. The following are the contents of each:

Permanent File	Supervisory File
Placement File Teacher	Evaluations
Leave Analysis Disciplinary	Notes
Contract Papers	MISO3
Payroll Credits	and workshop hours
Superintendent Originated Materials	Letters of Commendation
Transcripts Letters	of Reprimand

RECESS-ELEMENTARY

Students will go outside for recess whenever the weather and their health permit. All excuses requesting children to stay indoors because of medical reasons (doctor’s note) will be honored. Teachers will check with the child’s parents or the principal if a child seems to have an undue number of requests. Students who stay inside during recess must be provided with work or a quiet activity with supervision. All teachers are responsible for their students while the students line up to come in at the end of recess and noon periods. Please meet your students outside the door to ensure that they enter the building quietly, and with clean shoes. Lunch recess supervisors will bring the students to the classroom after the lunch recess. Teachers must be in their classrooms waiting for their class. Extra recesses that are not part of our school day schedule must be approved by the principal. All grade level recesses are supervised on a rotation basis by those teachers. You are responsible to ensure proper supervision for your grade level recess. You must wear a safety vest and bring your cell phone.

RETENTION (Grades K - 6)

The decision for promotion or retention of a student in grades 3 to 6 will be the responsibility of the educational personnel serving the student. Students in grades K – 2 will need to have passed the K-2 entrance exam. All decisions to retain students in their present grade level will be based on the principle, “What is best for the student”? The school has the final authority for determining promotion or retention.

The following timeline and format will be followed:

STUDENT RETENTION PROCEDURES

Student _____ Date _____
Teacher _____

1. Has the student been through the BLST Process? Yes/ No _____ Date _____
2. Was the student referred for Special Education Evaluation? Yes/ No _____ Date _____
3. Evaluation completed by special ed. personal as referred by BLST. Yes/ No _____ Date _____
4. For grades 1-6 The Light’s Retention Scale (LRS) was completed on: _____

The student was identified as:

- _____ Excellent retention candidate
- _____ Good retention candidate
- _____ Fair retention candidate
- _____ Marginal retention candidate
- _____ Poor retention candidate
- _____ Identified as no retention recommended

5. Parent notified of contemplated retention.

Date _____ Method used to contact parent: _____

6. Review meetings held with the principal at least every two weeks during the contemplated retention. Teacher is to bring documentation of interventions used and how the student is progressing.

Date _____ Date _____ Date _____ Date _____
Date _____ Date _____ Date _____ Date _____

7. Regular contact is made with parent during the contemplated retention process.

Date _____ Method used to contact parent: _____
Date _____ Method used to contact parent: _____
Date _____ Method used to contact parent: _____
Date _____ Method used to contact parent: _____
Date _____ Method used to contact parent: _____

1. Contemplated retention letter sent to parents in April.

____ Yes Date _____

9. Principal/Teacher meeting held to discuss final recommendation in May ____ Yes Date _____

10. Conference with parents within last seven school days to discuss the final decision. _ ____ Yes _____ Date _____

Parents who do not respond to verbal and/or written communication regarding retention of their child will be notified of the final recommendation by certified letter at the end of the school year.

Progressing through the retention process is based on student progress. The classroom teacher may elect to suspend the process if the student begins to make progress even if it is not at the level of the rest of the class. Not all students progress at the same rate over time.

Final consideration for each student: It might be in their best interest to advance a grade level and recommend additional academic interventions if the student is progressing, even at a slower rate.

SCHOOL HOURS FOR TEACHERS

School hours for teachers will be 8:10 am -4:10pm Monday through Thursday. (On Fridays and days prior to holidays, teachers may leave as soon as the buses have left school grounds and the students have left the building.) Teachers are expected to be on duty and/or in their classroom. Coming in late is unprofessional and those who do so will be reprimanded. Professional development is scheduled every early out Wednesday; therefore, the expectation is that leave will not be requested during this time. It is expected that the district may require time commitments after 4:10 pm on occasion. Such time will be planned as often as possible. **Prep time is not personal time.** It is time to prepare. If you must leave the building, notify the building principal and the office. Remember the attendance and consistent instruction of the teacher is critical to student success.

LEAVE (Sick, Personal, Etc.)

Note the policy for sick leave as outlined in the New Town School District and New Town Education Association Agreement. If you are not able to work, you must notify the office or one of the following people: Jenell Bear at 701-421-9674 or 627-3718 for the elementary, Earl Kirkpatrick at 627-3660 or 701-421-2113 for the middle school and Garnet Asmundson at 651-247-6523 for the high school no later than 7:00 a.m. so - those arrangements may be made for a substitute. You can also email your supervisor, but keep in mind the email may not be received until the administrator gets to school that day. Have all necessary materials available for the substitute---plan book, teaching manuals, etc. in a substitute folder (suggested contents are located in the Appendix). If you must make a doctor's appointment during the school day, notify the office upon your scheduling the appointment so that prior planning can take place. Try to schedule appointments early or late in the day or on non-school- days when possible. This consideration is appreciated and eases the demand on substitute teachers. A request for leave form must be completed for any leave taken. **Any teacher who is believed to be taking excessive, unnecessary, or demonstrates a consistent pattern of leave will be subject to discipline as determined by the building principal.**

A pattern of a teacher consistently missing Mondays and Fridays may result in a discussion with the administration and may be subject to disciplinary action.

Any leave (leave without pay) requested beyond what is outlined in the Negotiated Agreement MUST be School Board approved. A teacher is in breach of contract when they exceed the contractual days granted. The School Board may or may not grant the request. In cases of an extreme number of absences due to sick leave, New Town School District reserves the right to request documentation from a medical professional.

SOCIAL AND EMOTIONAL LEARNING

Student SEL services individual and group counseling on a referral basis. Referrals can be initiated by student, parent, teacher, and other school staff. Referral forms are available per school. At the elementary school, students will have counseling or talking circles once a week. During these times, the classroom teacher is asked to attend the session with the students. This is to improve students and teacher connections and assist in the development of our school community.

SPECIAL PROGRAMS AND SERVICES

Services from intervention teachers and special education teachers including counseling are available to our students. Complete cooperation and respectful relationships between the classroom teacher and those providing these services is needed during the diagnostic period, planning period, and implementation of an IEP, or BLST plan in order to meet the needs of the students.

STUDENT/PARENT HANDBOOK

All teachers are required to read and are responsible for information and procedures outlined in the Student/Parent Handbook. Please turn in signed copies to your principal.

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. A “SUB TUB” or other means (i.e. folder, binder, etc.) will include at a minimum:

- Welcome Letter: To make the sub feel welcome and to let them know where important information and resources are kept.
- Class rules and expectations: Be specific about expectations and consequences.
- Schedule: Provide a master schedule that is comprehensive and includes all class transitions and lunch break – include your duty roster.
- Two days of planned activities: Have the materials copied and ready to use.
- List of reliable students and your “go to” staff members: Include a list of three or four students the substitute can rely on for assistance. Identify those staff members who know your routine well enough to give information.
- Student Names and Seating Chart: Keep chart updated
- List of Special Needs Students: List their schedule, their needs, and the personnel that these students might require.
- List of Challenging Students: Mention their typical misbehavior and how you deal with it. Inform the substitute of disciplinary procedures, such as whether to fill out a referral or send the student directly to the office.
- Lesson Plans: On your desk; advise when work is to be turned in and specifically where it is to be turned in.
- Spare Time Guidance: Advise your substitute on what activities are available if students finish their assignments early. Keep a stack of “extra challenge” activities available.
- Emergency information: Leave a building map, your school and classroom emergency exit procedures, and class lists in a prominent place. Be sure to mention in your Welcome Letter where the survival bucket is located.
- There are three forms in the Appendix. The “Substitute Teacher Instructions,” “The Seating Plan.” The “Substitute Feedback Form” will be completed by the Substitute Teacher and given to the principal at the end of the day.

SUPERVISION

You are expected to act as a supervisor anywhere in the building. If you are passing by, or are the only one there, and a problem comes up, handle it immediately. Records should be kept of all situations requiring discipline by recording them on the discipline referral form. Each teacher is responsible for the hallway area outside their classrooms and for the areas between their classroom and adjacent classrooms. If students are wandering in and out of your area, find out why. Ask to see passes and make notes on persistent occurrences. Your area of responsibility does not end at your doorway, whether it is open or closed. Take an active part in controlling hallway behavior. All teachers are required to be in the hallway between classes. Teachers with labs need to position themselves so they can see into the classroom and hall both. See classroom supervision section.

SCHEDULED ACTIVITIES

If you are supervising a scheduled activity involving students, the following procedures should be followed:

1. Be there early enough to make sure students have immediate proper supervision. Tell students where they are to meet and which door to use. Make certain that the door is open at the appropriate time and that no other door is used. Plan for what is needed to make the activity function smoothly. You are responsible for the behavior of your students no matter where they are in the building so keep them in the assigned area. If, for example, they are using the gym, they must not be allowed in the hallways or at the lockers.
2. Talk to the students about their responsibilities regarding swearing, dress and appearance, and respectful behavior. Remind students regarding theft, destruction of property and vandalism. Explain and supervise bus behavior. Be certain parents as well as students are aware of expectations.
3. Keep students in their designated areas, and don't allow unscheduled students to loiter in any area.
4. Explain the responsibility of being a good school representative, away and at home.
5. Clean up the area after you are finished with your activity (especially important when we are visitors). CHECK guest areas when we are visiting before you allow your team on the bus. Check your classroom as well before your kids leave. Leave clean locker rooms, classrooms, etc.
6. Make sure that all doors and windows are secured. Outside doors behind the gym and the north doors between the computer labs are especially important. NEVER assume the janitors or someone else will lock up behind you. LOCK DOORS.
7. Make sure that all of the students you are supervising are out of the building and that they have transportation home. In cold weather, provide transportation or wait with them until a ride arrives. DO NOT make students wait outside in the cold or rain for rides. This is to be strictly observed whether you are having an activity at the school or returning with the activity bus. In bad or cold weather, it is your responsibility to make sure that each of the students you are supervising makes it home. Use the phone to double check when that is appropriate.

The 7th and 8th grades are supervised more closely than the high school. They are not left alone between classes because of their rotation system. Middle school students are to remain in the middle school wing unless escorted and supervised by the teacher. Middle school students are to use the lavatories adjacent to their wing only. High school students are likewise restricted from being in the Middle school area at any time during the school day except if they have a scheduled class in this area. Both should be written up for being out of area when that is the case. There should be as little interaction between the two schools as possible under the very crowded conditions

SUNDAY ACTIVITIES

Sunday activities are frowned upon and will be scheduled only if completely unavoidable. You must notify the superintendent or principal before you use the building.

TELEPHONE/CELL PHONES/FAX MACHINE

There are telephones located throughout the school and lines that all phones share. Students will only be called to the phone during school hours in cases of emergency. Students may use the phone in the office at noon for necessary calls when they have permission from their teacher. Phone calls will be limited to school related matters or illness, and do not include matters such as plans for after school. Abuse of phone privileges may result in requiring administrative approval for all future calls.

Teachers are required to find out why students need to use the phone and determine if the call is necessary. Teachers are asked to discourage the use of the phone by the students except when necessary. In cases of emergency, such as storms, when buses have to be sent home early, student's use of the phone will be limited until after the lines have been cleared, and all buses have been contacted. Students will not be allowed to use the phone at times of this nature when the phone is needed for school calls until such a time as these have been completed. Elementary students are not to be excused from specials classes to use the phone.

Teachers and other school staff will not be called to the telephone during the class day unless it is an emergency call. A telephone is located in the lounge for staff use. Long distance calls must be made from the office. No personal long-distance calls will be charged to the school. The fax machine is for school use only.

Personal cell phones can be used to communicate with parents, but they are not to be used during class time for personal phone calls, texting, Facebook, social media, etc. Social usage of cell phones is unethical and will result in a written reprimand. Exceptions must be cleared by the principal.

New Town students in grades K-8 may not have cell phones or ear buds in classes for any reason. Cell phones must be turned into teacher designated receptacles at the beginning of their first-class period and can be picked up at the end of each day.

TOBACCO

All use of tobacco including e-cigarettes, vapes, chewing tobacco, cigarettes, and/or paraphernalia on school grounds is prohibited. Teachers who must smoke are required to do so off school grounds where they will not be observed by students.

USE OF BUILDING

No outside individuals or groups are to be brought into the building at any time unless the arrangement has been made ahead of time with the administration. This applies to any building of the New Town School District. You are responsible for the actions of anyone you bring into the building. You must stay with and supervise them while here. Any group of students using a room for any activity, either during school hours or after hours must be supervised by a responsible adult who is present at all times. No activities are to be scheduled after school on Wednesdays.

All extracurricular activities shall be scheduled through the principal, who shall have final approval and will maintain the school calendar accordingly. All gym activities must be scheduled through the Activities Office. They have the complete gym calendar for the year.

Before scheduling an activity, the supervisor must have made provisions for adequate chaperoning.

Teachers entering or leaving the school after hours are required to arm/disarm the building security system.

WORKING CONDITIONS

The description of duties, responsibilities and consequences pertaining to student behavior shall be defined and reduced to writing by the Superintendent and presented to all licensed New Town District personnel including administrators, supervisors, teachers, counselors, and others at the start of each school year.

In reference to working conditions of the current negotiated agreement. It is the primary responsibility of classroom teachers to manage their classrooms in an orderly manner. This includes discipline in the classroom. Minor infractions are to be handled by the classroom teacher. Major infractions are to be reported to the building principals. Building principals will handle major infractions.

Discipline referrals will be monitored by the building principals. The number of referrals by each building may be reported monthly to the New Town Board of Education. The number of referrals by individual staff members may be reported monthly to the New Town Board of Education.

Please refer to the student parent handbook for definitions of misbehavior and disciplinary procedures.

WORKING 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 them will convey a feeling that they are 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 paraprofessionals 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 them to the building by providing a personal tour. Introduce them to the school personnel with whom they 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 tell the paraprofessional what they are to do, rather than make a request. This will reinforce your authoritarian role and help to clarify expectations. The para must also be kept current on such things as schedule changes, new materials, changes in teaching strategies, behavior management plans, assessment procedures, etc. The para should know the individual goals for each student and specific instructional modifications that need to be made to help the students reach their goals.

The teacher should have specific student goals in mind before explaining plans to the paraprofessional. Each duty should be thoroughly detailed, so the para knows exactly what needs to be done. There should be no question as to the limits of the para's responsibilities for any given situation. The para also needs to know how to interact with parents that may be encountered when with the student.

If the paraprofessional feels that they are a contributing member of the team, they will have a vested interest in the 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 yourself why? Were the directions clear? Were there other interfering circumstances?

Give your paraprofessional their own space and supplies. Set up a desk for them with standard supplies, such as paper, pens, pencils, markers, stapler, etc. Give them the tools to stay organized by supplying folders, stackable trays, etc.

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 them. Don't assume that they know exactly what you want. Give the paraprofessional a copy of your lessons plans at the beginning of the week, so that they will have time to review them and be better able to ask clarifying questions throughout the week. Be patient and recognize their efforts. Offer suggestions when they have trouble and praise them when they do a good job.

Be honest, specific, and supportive in evaluating the performance of your paraprofessional. If you are involved in the formal evaluation, make sure that you have addressed criticisms and offered suggestions personally before giving a negative evaluation.

END OF THE SCHOOL YEAR CHECK-OUT AND FINAL SALARY PAYMENT (BALLOON PAYMENT)

Each teacher is expected to complete their contractual duties prior to receiving their final salary payment, which for most would be a balloon payment of the summer months rolled into one salary payment. Those expectations are included on an "End of Year Checklist". Each building principal will have a list of items that need to be accounted for such as: student grades, classroom cleanliness, classroom inventories, repair requests, technology and other fees, returned keys, a summer address and contact information for returning staff, and an accounting of curriculum and professional development materials. All items on the checklist must be initialed by the appropriate person before the principal will sign off on it and issue the final paycheck.

Appendix

New Town School District Kitchen Staff Food Request

Circle one:

Breakfast/

Lunch/

Snack/

Dinner

Items Needed:

Activity, Date, and Time Needed:

Signature of Requester: Date

:

Principal Approval: Date

:

Creating a Substitute Teacher Binder/Bucket

Possible items to include:

- 1. List of students in class (es):** Star students who could be trusted as helpers for the sub. The class roll can be printed through Power School.
- 2. Description of Class Routines:** Beginning of the day routines, how attendance is taken or collected, how students line up or when it is appropriate to let students go to the bathroom, hall pass information, where or how student work is collected, dismissal routines, copy machine information (where), and any code they may need to know.
- 3. Teacher's schedule:** Provide a class period schedule of each class taught and any extra duty assignments. Give directions so subs can locate any necessary rooms. Provide information as to what is expected during extra duty assignment.
- 4. Class Rules:** If students were provided with a handout at the beginning of the year, put this in the substitute folder.
- 5. Classroom Management Ideas:** In the packet include copies of the **Behavior Referral Form**. Inform substitute to complete the form and put on any disruptive student's desk stating that the form will be disposed of at the end of the class (or day) **if** the student's behavior improves.
- 6. Organization:** Provide places for subs to write in absences, discipline problems, and comments.
- 7. School Policies:** Include a copy of the student/parent handbook. This would provide information like the school discipline policy, lunchroom rules, playground rules, fire drills, other drills, early dismissal, tardy procedure, student computer and internet usage policies, and extra duty descriptions.
- 8. Emergency Lesson Plans:** Choose and print a grade level/subject area appropriate lesson plan for the substitute's folder.
- 9. Extra Time Fillers:** Select a few activities that can be used to fill in the time gaps.
- 10. Substitute teacher tips**

- * Keep a note pad and pencil by your home phone to answer early morning calls for substituting.
- * Pack a "Sub Bag" with items such as: pencils, pens, tape, dry erase markers, chalk, stickers, name tags, hall passes, band-aids, seating chart forms, teacher report forms, daily schedule forms, activity ideas, videos, small items to be used as rewards, and a whistle.
- * Leave home early enough to arrive at school at least 30 minutes before class.
- * Report to the principal or office secretary at the school.
- * Obtain any keys that might be necessary.
- * Find the locations of restrooms and the teacher lounge.
- * Ask the names of the teachers on both sides of your classroom. If possible, introduce yourself.

- * Put your name on the board of the classroom.
- * Locate the school evacuation map and classroom seating chart.
- * Read through the lesson plans left by the permanent teacher. However, always have your own set of lesson plans ready, in case the teacher did not leave any for you.
- * Locate the books, papers, and materials which will be needed throughout the day.
- * When the bell rings, stand in the doorway and greet the students as they enter the classroom.
- * Learn the students' names. Use name tags, name tents, etc.
- * Review the classroom rules or your personal guidelines with the students.
- * Have the students call you by your proper name. (Mr., Ms., Miss., Mrs., Dr.)
- * Carry out the lesson plans and assigned duties to the best of your ability. Fill extra time, enhance activities, or supplement lesson plan by using the materials in your Sub Bag as needed.
- * Expect interruptions such as fire drills, power outages, visits to classrooms, and assemblies.
- * At the end of the day, ask students to recall topics they have studied that day, remind them of homework, and to straighten and clean the area around their desks.
- * Organize, label, and grade student work as much as possible, unless the permanent teacher has requested you not to do so.
- * Leave a note for the permanent teacher stating which lessons were covered during the day, a summary of student behavior, and any other important information.
- * Make sure the room is at least as clean as you found it, close the windows, turn off lights and equipment, and lock the door.
- * Stop at the office to check-out with the secretary or principal.

Grievance Form

Employee Name _____ Date _____

Principal/Administrator: _____

Statement of Grievance:

Statement of the facts upon which the grievance is based, including dates:

The issues involved:

The contract provision involved:

The oral grievance was reported to the supervisor on: _____

The principal/administrator responded to the oral grievance on: _____

Signature of employee: _____

Activity/Field Trip Transportation Request

Teacher: _____ Date: _____

Activity: _____

Number of students: _____ Number of supervisors: _____

Date(s) of trip: _____

Destination: _____

Departure time: _____ Estimated time of arrival: _____

Starting time of activity: _____ Distance to activity: _____

Return departure time: _____ estimated time of return: _____

Transportation needed: _____

Educational Justification: _____

Announcement for daily bulletin:

Principal signature of approval: _____

Party Plans - Principal Approval

Teacher: _____ Grade: _____ Date: _____

Date of party: _____

Time of party: _____

Number of Students Participating: _____

Theme of party: _____

Students are responsible for bringing: _____

Teacher Signature: _____

Principal Signature: _____

New Town Public School District #1

TECHNOLOGY REQUEST / WORK ORDER

Date: _____

Name: _____

Department: _____

Work or Technology requested:

Work Order Notes:

Items needed to complete task:

Completed Date: _____

Signature of technician completing the request Date

Requestor's Signature upon completion: _____



Substitute Teacher

Thank You for teaching my class in my absence. Please take a moment to write a brief note summarizing your experience and what was accomplished.

Name _____ Date _____

Class Subbing _____ For _____

Absent Students _____

Helpful Students _____

Disruptive Students _____

The class was helpful: The _____ class worked well followed _____ rules

We accomplished:

We didn't get to:

What I liked best about today was:

I encountered the following difficulties and/or problems:

Next time, I would appreciate the following:

Was anything unclear about the lesson plans? Explain:

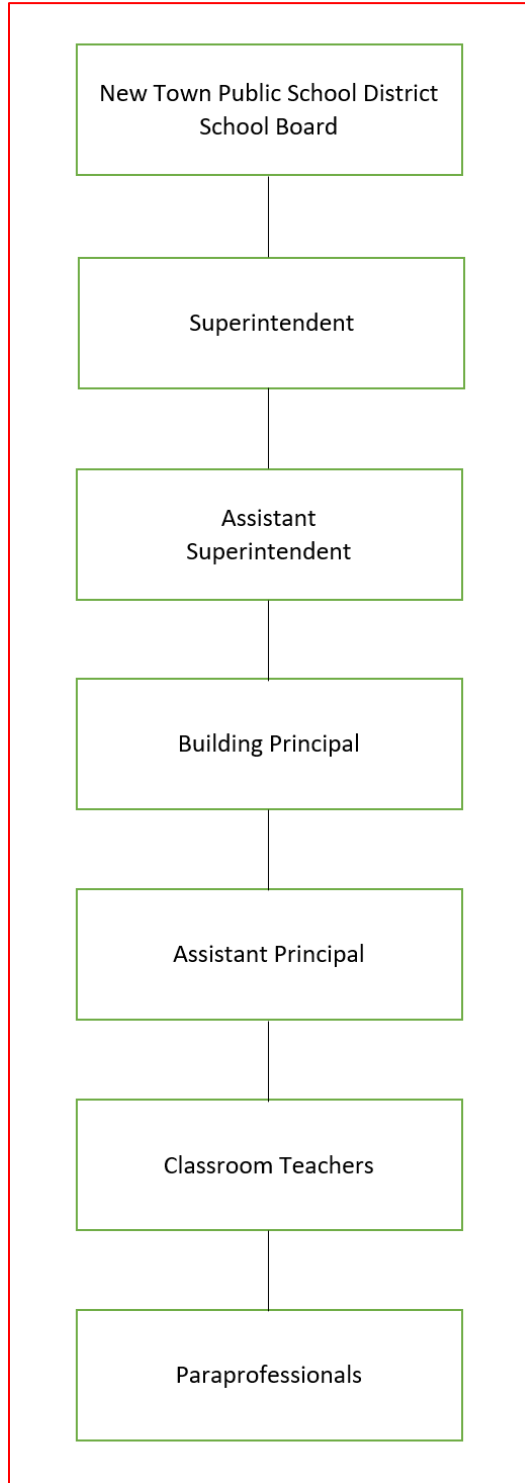
Did the students struggle with any concepts? Explain:

Did you have trouble locating any of the materials noted in the plans?

Did you have any problems with the students? If so, who and please explain:

Other comments or suggestions:

Chain of Command



New Town School District
Teacher Improvement Plan
2023– 2024 School Year

To: (Insert Teacher’s Name)
CC: (Insert Building Principal)
Marc Bluestone Sr.
From: (Insert Assistant Principal)
Date: (Insert Date Issued)
RE: Improvement Plan

(Insert Teacher’s Name):

The purpose of this plan is to provide goals and suggestions to help you improve in the identified areas of deficiency within your performance as an instructor with New Town Public Schools.

Identified Area of Deficiency

- **(Insert Area of Deficiency)**
- **(Insert Area of Deficiency)**
- **(Insert Area of Deficiency)**

I have formally and informally visited your classroom several times since the beginning of the school and have seen **(insert the issue area of concern)**.

(State the details of the issue of concern in this section)

.....
.....
.....
.....
.....

- Mr. /Mrs. **(Insert Name of Teacher)** will be required to.....
- Mr. /Mrs. **(Insert Name of Teacher)** will be required to.....
- Mr. /Mrs. **(Insert Name of Teacher)** will be required to/ must not.....
- Mr. /Mrs. **(Insert Name of Teacher)** will be required to/ must not.....

This plan of improvement will remain in effect for **(Insert #)** weeks, beginning **(Insert Date)** and ending **(Insert Date)**.

New Town School District
Teacher Improvement Plan
2023 – 2024 School Year

This is a plan of improvement that highlights your deficiencies as a professional educator. These are serious enough to admonish you and give notice of deficiencies in the areas listed above. Failure to correct these deficiencies will result in a recommendation for your suspension, demotion, non-renewal, or dismissal.

The plan of improvement was delivered in a meeting with **(Insert Teacher’s Name)** on **(Insert Date)**. They have until **(Insert Date)** to sign and **return a copy of the plan of improvement**.

The initial conference to go over this plan of improvement will be on **(Insert Date)**. We will have a review conference on **(Insert Date) @ (Insert Time)**, as well as **(Insert Date) @ (Insert Time)**. These conferences will be used to review and discuss the progress **(Insert Teacher’s Name)** has made towards the provisions listed within this letter of admonishment and plan of improvement.

Signatures:

(Insert New Town School District Representative’s Name) **(Insert Date)**

_____ **(Insert Date)**
(Insert Teacher’s Name)

I have read the information outlined in this letter of admonishment and plan of improvement. Although I may not agree with this assessment of my supervisor, I understand that if I do not make improvements in the areas of deficiency and follow the suggestions listed within this letter that I may be recommended for suspension, demotion, non-renewal, or dismissal.

Please only mark in the area below this line if necessary.

*The aforementioned teacher has refused to sign this document this **(Insert Date)**. This refusal to sign was witnessed by myself as well as one other witness.*

(Insert New Town School District Representative’s Name) **(Insert Date)**

_____ **(Insert Date)**
(Insert Witness’ Name)

New Town Public School Staff Acceptable Use Policy



I have read the New Town Public School District #1 Acceptable Use Policy. I understand and will abide by the stated Terms and Conditions of the policy. I agree to reimburse NTPS or any other technology tool user, system or network for any losses, costs or damages (including reasonable attorney fees) arising from my misconduct or breach of any provision of the Terms and Conditions of the policy.

Signature/

Date



New Town Public
School District

Please sign and return the following information to the school secretary.

I have received and read the 2023 – 2024 New Town Schools Teacher Handbook. I understand and accept its contents.

Name _____

Date _____

I have received, read, and understand the 2023 – 2042 New Town Schools Student/Parent Handbook.

Name _____

Date _____

____ I have signed and returned the Internet Acceptable Use Policy.
(Initial)

VERIFICATION SHEET
2023 – 2024

I, _____, verify and confirm that I have received and understand
the New Town Public School District’s Sexual Harassment and Drug Free Workplace Policies on

_____.

(Date)

_____ (Signature)