

ARLEE SCHOOL DISTRICT #8J

2019-2020

STAFF HANDBOOK

OUR MISSION:

To provide an Accessible, Responsive Learning Environment for Excellence for all students

TABLE OF CONTENTS

PURPOSE and AUTHORITY	4
SCHOOL PHILOSOPHY and MISSION STATEMENT.....	4
TEACHER JOB DESCRIPTION	5
<i>Qualifications</i>	5
<i>Reports to</i>	5
<i>Responsibilities</i>	5
ABSENCES (TEACHERS).....	6
ACTIVITY ACCOUNTS & MONIES COLLECTED	6
ATTENDANCE OF STUDENTS.....	6
<i>Records</i>	7
<i>Admit Slips</i>	7
BENEFITS	7
BOARD MEETINGS.....	7
CELL PHONES and COMMUNICATION DEVICES	8
CHAIN of AUTHORITY.....	8
CHILD ABUSE	8
CHURCH NIGHT.....	9
CIVIL RIGHTS of STUDENTS and EMPLOYEES	9
<i>Non-Discrimination Policy</i>	9
<i>Harassment or Intimidation</i>	9
<i>Consequences</i>	9
CLEANING OF CLASSROOM and OTHER INSTRUCTIONAL AREAS	9
COMPLAINTS and GRIEVANCES	10
COMPUTERS	10
CONFEDERATED SALISH and KOOTENAI TRIBES.....	11
<i>Tribal Education Department</i>	12
<i>Language Immersion</i>	12
CONFIDENTIALITY	12
DAILY ANNOUNCEMENTS.....	12
DANCES	12
DEATH and OTHER SIGNIFICANT EMOTIONAL EVENTS	13
DETENTION.....	13
DISCIPLINE.....	13
<i>Your Responsibilities</i>	13
<i>Developing Standards</i>	13
<i>Consistency</i>	13
DROPPING and ADDING CLASSES (High School only).....	14
DRUG and/or ALCOHOL USE or POSSESSION	14
<i>District Employees</i>	14
<i>Students</i>	14
EARLY RELEASES.....	14
EMERGENCIES.....	14
FIELD TRIPS and TRANSPORTATION REQUESTS	15
FIRE DRILL PROCEDURES	15
GOOD STANDING (Students).....	15
GRADING and RECORDS	15
HALL PASSES.....	16
HAZARDS.....	16
HEALTH INSURANCE (for Teachers).....	16
<i>Blue Cross Blue Shield</i>	16
<i>Flex (Cafeteria) Plan</i>	16
<i>COBRA Coverage</i>	16
<i>Family Medical Leave Act (FMLA)</i>	16
<i>Workers Compensation</i>	16
ILLNESS OR ACCIDENT (Students).....	17
INSURANCE (Students)	17
KEYS.....	17
LESSON and UNIT INSTRUCTIONAL PLANS	17
LOST BOOKS	17
MAINTENANCE REQUESTS	18
MAKE-UP WORK	18
MEDICATIONS at SCHOOL.....	18
<i>Younger Students</i>	18
<i>Older Students</i>	18
NEGOTIATED AGREEMENT	18

NOON DUTY	19
PAYROLL	19
PERMISSION TO USE FACILITIES OR EQUIPMENT	19
PERSONAL LEAVE	19
PRIVATE VEHICLE USE	19
PROFESSIONAL INSERVICE REQUIREMENT	20
PROGRESS REPORTS	20
PURCHASING PROCEDURES	20
<i>Purchase Order Requisition</i>	20
<i>Approval Requirement</i>	20
<i>Telephone Orders</i>	20
<i>Personal Responsibility</i>	20
RETIREMENT	21
<i>State Teachers' Retirement System Provisions</i>	21
<i>Retirement Pay Formula</i>	21
<i>Early Retirement Provisions in the Negotiated Agreement</i>	21
REDUCTION IN FORCE (RIF) & SENIORITY	21
SECURITY	21
SHOES ON GYM FLOOR	22
SPECIAL EDUCATION REFERRALS	22
STUDENT HANDBOOKS	22
STUDENT TEACHERS	22
SUBSTITUTES	23
SUICIDAL BEHAVIOR	23
SUPERVISION of STUDENTS (in general)	23
SUPERVISION of STUDENT MEETINGS & PRACTICES	23
TEACHERS' MEETINGS	23
TELEPHONES	24
TRAVEL PROCEDURES for OVERNIGHT or OUTSIDE MONTANA	24
VAN USE	25
WORK DAY	25
WORK ENVIRONMENT and CONDITIONS	26
CHANGES, ADDITIONS or DELETIONS	26
APPENDIX A: CURRENT SCHOOL YEAR INFORMATION	27
<i>Board of Trustees</i>	28
<i>Administration</i>	28
<i>Certified Faculty</i>	28
<i>Classified Staff</i>	29
<i>Daily Class Schedule</i>	30
<i>Academic Calendar</i>	30
<i>Student Holidays</i>	30
<i>Meals</i>	30
Prices	30
Charging	30
APPENDIX B: ADMINISTRATIVE PROCEDURES	32
<i>Activity Fund Deposits and Assignment of Fund Manager</i>	33
<i>Confidentiality</i>	33
<i>Extracurricular Activities and Philosophy</i>	33
<i>Make-up Work</i>	35
<i>Performance Activities Outside the School Day</i>	35
<i>Special Education Referral Process</i>	35
<i>Student Retention Process</i>	36
Elementary Students (Grades K-8)	37
High School Students (Grades 9-12)	37
<i>Use of School Van</i>	37
INSTRUCTIONAL MODEL	38

PURPOSE and AUTHORITY

The following handbook is meant to serve as a reference source for you while you are employed by Arlee School District. It may not answer every question which arises for you, but you are encouraged to consult it when questions arise. With the exception of the administrative procedures, this handbook, with any revisions, will reflect board policy each year. You are expected to comply with its provisions.

It is the expectation of the board of trustees that all staff members maintain the highest standards of ethical and personal behavior. Please remember, all staff, but especially teachers, are expected to be positive role models for all students.

SCHOOL PHILOSOPHY and MISSION STATEMENT

Arlee Schools #8J prides itself in its ongoing quest to provide the best possible education for its students. At Arlee, all resources operate to fulfill this goal. As a staff member, you are expected to do the following to assist in reaching that goal:

- Believe all students can learn and be successful.
- Provide every student with the opportunity, time and coaching necessary to be successful.
- Maintain high expectations for your students and yourself.
- Believe students are capable of making decisions for themselves and provide them the opportunity to develop this capability.
- Maintain a warm and caring, but orderly classroom environment.
- Demonstrate flexibility, enthusiasm, and imagination.
- Make yourself accessible to students outside the classroom during the school day.
- Tailor your teaching to individual needs.
- Make sure students understand how their learning today will benefit them now and in the future.
- Seek to discover new and better approaches to instruction.
- Insure you have a strong grasp of your assigned subject area(s)
- Ensure students are comfortable interacting with you.
- Ensure you are a positive model for students to emulate.
- Respect the worth and dignity of all students, regardless of their cultural, racial, or socio-economic background and
- Build every student's pride and confidence in himself/herself.
- Treat students fairly and equitably.
- Provide students with positive learning experiences and keep them productively on task.
- Contribute positive ideas and solutions to improve educational opportunities.
- Help build and maintain a safe and healthy environment for all.

MISSION:

To provide an **A**ccessible, **R**esponsible, **L**earning **E**nvironment of **E**xcellence for all students.

BENEFITS

In addition to your salary, the district provides several benefits: workers compensation insurance, social security, health insurance, unemployment and teachers' retirement. The costs of these benefits to the school district are in excess of 25% of your gross salary. All of these benefits, except health insurance and the flex-account, are required and set by law. Inadvertent errors in salaries or benefits may occasionally occur. It is your responsibility to cross check your salary with the negotiated salary schedule to insure correctness. Salary errors noted by employees must be brought to the attention of the district within the current school year or the individual will forfeit his/her rights to redress. The District may in like manner find errors which will be brought to the attention of the employee for reconciliation.

BOARD MEETINGS

The regular monthly meetings of the School Board are usually held on the second Tuesday of each month. If an employee would like to address the trustees on any matter, he/she must notify the superintendent or district clerk at least 48 hours in advance of the meeting (board members prefer five (5) days). At board meetings, because of every individual's right of privacy, no complaints may be made about an individual without proper notification of that individual. During the meetings, discussions about individuals may only be made in open session if that individual agrees; otherwise any discussion must be held in closed session. If more than one individual is involved ALL persons must agree to have discussion in open session, otherwise the discussion must be held in closed session. Written minutes are the only official record of the meeting (after they are approved by the trustees). From time to time, you may be requested to explain or discuss your instructional program or provide other information to the trustees to keep them informed about the programs within the school. You are encouraged to come to the board meetings to describe instructional programs you feel are particularly effective or to praise the accomplishments of your students.

CELL PHONES and COMMUNICATION DEVICES

Employees are strongly discouraged from using their personal cell phone during the school days. When necessary, employees may use their personal cell phones and similar communication devices only during non-instructional time. In no event shall an employee's use of a cell phone interfere with the employee's job obligations and responsibilities. If such use is determined to have interfered with an employee's obligations and responsibilities, the employee may be disciplined in accordance with the terms of the collective bargaining agreement and Board policies. Refer to Policy 5630 (Employees Use of Cellular Phones and Other Electronic Devices).

CHAIN of AUTHORITY

The purpose of discussing the idea of chain of authority in this handbook is to help you to understand that the board expects you to work with your principal if you have a suggestion or concern. If you and the principal need additional help, then you should both go to the superintendent. If the superintendent is not able to help you, then the matter will be placed on an agenda for consideration by the entire board of trustees.

CHILD ABUSE

Reporting Procedure: Reporting is the most critical step in obtaining help for both the child and the parent. Under Montana law, if any school staff member has reasonable cause to suspect that a child is being abused or neglected, it remains that individual's obligation to insure that the situation is reported. Reporting your concerns to the principal does not satisfy the reporting requirement. Where there is a conflict between state law and a school's reporting procedures, state law prevails. Under Montana

statutes, those individuals who are required to report and who fail to do so, may be held civilly liable for damages to the injured child. Failure to report is also a misdemeanor, which could involve up to one year in jail and an unlimited fine.

Reporting Information: School personnel shall report any suspected child abuse case promptly by phone to one of the local Family Service's offices. The telephone numbers are: Montana Centralized Intake System: 1-866-820-5437, Lake County Sheriff's office 883-7279, Tribal Social Services 1-800-823-8228, Tribal Police 675-4700. The report required under 41-3-201(5), MCA shall contain:

1. The names and addresses of the child and his or her parent(s) or guardian(s) responsible for his or her care;
2. To the extent known, the child's age, the nature and extent of the child's injuries, including any evidence of previous injuries, child's date of birth, names of other siblings, address and telephone numbers;
3. Any other information that the maker of the report believes might be helpful in establishing the cause of the injuries or showing the willful neglect and the identify of the person or persons responsible; and
4. The basis which led the person reporting to believe that the child has suffered injury or injuries or willful neglect.
5. The caller may be asked to clarify that the child involved is a Native American Child.

ACTIVITY FREE NIGHT

Normally, there should be no scheduling of school activities on Wednesday evenings. (NOTE: "evening" is to be considered as beginning at 6:00 p.m.) This allows the students to participate in the youth activity program of his/her choice.

CIVIL RIGHTS of STUDENTS and EMPLOYEES

Non-Discrimination Policy: It is the policy of the school district that no employee shall discriminate against any student or other employee on the basis of sex, race, marital status, national origin, or handicapping condition. For students this includes programs, facilities, textbooks, curriculum, counseling, library services, discipline, and extracurricular activities, (for teachers this also includes the negotiated agreement). (Policies 3200, 3210 and 5010) Specifically, on the basis of the above factors, you may not:

1. be treated or treat others differently in aid, benefit, or service;
2. be subject to or subject others to different conditions or requirements;
3. be denied or deny services extended to others;
4. be subjected to or subject others to different rules or sanctions.

Harassment or Intimidation: In addition, under the Administrative Rules of Montana (ARM) 24.9.1003 Treatment of Students... (3) No student or school employee shall be subject to intimidation or harassment by any other student or employee on school-owned property or at any school sponsored activity. This includes sexual harassment and child abuse.

Students or employees, who believe they may have been harassed or intimidated or treated differently because of sex, race, etc., should:

1. Do not ignore it because it tends to get worse.
2. If you feel comfortable doing so, tell the person to stop. If not, report immediately.
3. If it does not stop, keep a record of events or instances of harassment that happen.
4. Report it to the principal or another administrator.
5. If the harassing continues after step # 4, tell the principal or other administrator. You may be asked to file a written complaint. Complaint forms are in the school office.
6. See Arlee School Board Policy 3226- Hazing/Harassment /Intimidation/Bullying/Menacing.

Consequences to the Perpetrator: After an investigation has proven the charges, the perpetrator will be given a confidential hearing. If appropriate, he/she may be given the opportunity of stopping all offensive behaviors. If a contract for appropriate behavior is signed and followed, no further disciplinary action may be taken. If the contract is broken, the student or employee shall be subject to disciplinary action including suspension, expulsion, or job dismissal.

COMMUNITY

Our community supports our schools. It does this both by the taxes community members pay, whether federal or state, and by its interest and involvement directly in our schools. Each year one or more trustees are elected and community members attend various activities put on at the school. Regardless, the schools depend heavily upon our community.

Confederated Salish & Kootenai Tribes: The Arlee community is located on the reservation of the Confederated Salish and Kootenai Tribes. As a result, the community has a responsibility to the Tribes to meet special needs of Indian children. The school faculty must take into account and promote the unique cultural characteristics of these community members. Arlee Schools have a wonderful advantage accorded to only a few other schools in Montana or in the U.S.

Community Use of Facilities: One small way the district can show our appreciation to members of the Arlee community is by making our facilities available whenever possible. At the same time we have an obligation to protect equipment and the facilities for all patrons of the community. Whenever any person or organization wants to use equipment or a part of the school facilities, the equipment or facility may be checked out. They may do so in accordance with District Policy (4330F-FACILITIES USE AGREEMENT).

COMPLAINTS AND GRIEVANCES

If you have a complaint, the Board expects you to attempt to resolve it at the lowest level, usually with your Principal. Most routine problems will be able to be resolved by working with the Principal. However, for certified staff, if you believe that the terms of the negotiated agreement have been violated, you have protections under the negotiated agreement and you should discuss your concerns with your union representative. You have the right under the labor agreement to file a grievance. Please read the negotiated agreement for more information on this matter.

There is also a specific complaint procedure in District Policy, (1700 – UNIFORM COMPLAINT PROCEDURE). A copy of District policies is on file in each school library, the District Administration Building, and on the District's internet site under Departments, School Board, Policies. If parents/guardians desire to lodge a complaint against a staff member, they may get a copy of this policy from each school secretary. Parents/guardians who have a complaint are expected to work to resolve their concern first with the staff member directly.

COMPUTERS

Staff members are provided with a computer for their educational professional duties. You are encouraged to use this tool to improve the quality of your instruction. The school is networked and the ability to send information between staff has been increased. Please use the system to enhance your effectiveness and to help your students achieve the District's instructional goals. If you don't know how to use a program or have a problem with your computer which requires attention, please contact your building principal. Students and staff are not to play games on District computers.

Policy 5450 Employee Electronic Mail and On-Line Service Usage

Electronic mail ("e-mail") is an electronic message that is transmitted between two (2) or more computers or electronic terminals, whether or not the message is converted to hard-copy format after receipt, and whether or not the message is viewed upon transmission or stored for later retrieval. E-mail includes all electronic messages that are transmitted through a local, regional, or global computer network. is defined as a communications tool whereby electronic messages are prepared, sent, and retrieved on personal computers.

Because of the unique nature of e-mail/Internet, and because of the District's desire to protect its interest with regard to its electronic records, the following rules have been established to address e-mail/Internet usage by all employees:

The District e-mail and Internet systems are owned by the District and are intended to be used for educational purposes only. While occasional personal use is allowed, employees should have no expectation of privacy when using the electronic mail or Internet systems for any purpose.

Users of District e-mail and Internet systems are responsible for their appropriate use. All illegal and improper uses of the e-mail and Internet system, including but not limited to extreme network etiquette violations including mail that degrades or demeans other individuals, pornography, obscenity, harassment, solicitation, gambling, and violating copyright or intellectual property rights, are prohibited. Abuse of the e-mail or Internet systems through excessive personal use, or use in violation of the law or District policies, will result in disciplinary action, up to and including termination of employment.

All e-mail/Internet records are considered District records and should be transmitted only to individuals who have a need to receive them. If the sender of an e-mail or Internet message does not intend for the e-mail or Internet message to be forwarded, the sender should clearly mark the message "Do Not Forward."

In order to keep District e-mail and Internet systems secure, users may not leave the terminal "signed on" when unattended and may not leave their password available in an obvious place near the terminal or share their password with anyone except the system administrator. The District reserves the right to bypass individual passwords at any time and to monitor the use of such systems by employees.

Additionally, District records and e-mail/Internet records are subject to disclosure to law enforcement or government officials or to other third parties through subpoena or other process. Consequently, the District retains the right to access stored records in cases where there is reasonable cause to expect wrongdoing or misuse of the system and to review, store, and disclose all information sent over the District e-mail systems for any legally permissible reason, including but not limited to determining whether the information is a public record, whether it contains information discoverable in litigation, and to access District information in the employee's absence. Employee e-mail/Internet messages may not necessarily reflect the views of the District.

Except as provided herein, District employees are prohibited from accessing another employee's e-mail without the expressed consent of the employee. All District employees should be aware that e-mail messages can be retrieved, even if they have been deleted, and that statements made in e-mail communications can form the basis of various legal claims against the individual author or the District.

E-mail sent or received by the District or the District's employees may be considered a public record subject to public disclosure or inspection. All District e-mail and Internet communications may be monitored.

An individual User Release form must be filed with the District.

CONFIDENTIALITY

Confidentiality is a critical component of your professionalism. Students may disclose information about themselves or their families which is highly sensitive. Do not discuss information about students which will break confidentiality. Guidelines you are expected to follow are shown below:

- Discuss information only with persons, who are authorized to know it, (basically this means other appropriate school employees only).
- Discuss information only with persons who have a need to know the information. (This means only with staff who have a need to know about that student to carry out their professional duties and responsibilities).
- Discuss information in a secure location where it cannot be overheard.

Please see the administrative procedure in Appendix B on confidentiality for more information.

DEATH and OTHER SIGNIFICANT EMOTIONAL EVENTS

A sudden and unforeseen death in the school population, whether it is a student or school employee, can be very traumatic. Our goal will be to get the school back to normal as soon as possible, while respecting the rights of the family (ies) involved and being sensitive to their needs. The school's response to a tragedy or significant emotional event seeks to accomplish several goals. Included are the following:

- Efforts should be directed toward individual and collective grief resolution.
- Attention should be given to reducing the risk of additional traumatic loss (e.g., suicide, retaliation for a murder, etc.)
- High priority should be given by school staff to rebuilding a sense of community following a disaster.
- The school should resume normal activities as soon as possible after the disaster, while maintaining an appropriate follow-up program which reduces potential risks to students and staff.

An automated phone messaging system will be used to notify you of a tragedy or other emergencies. A staff meeting will be held as soon as possible, likely before the start of the next day's classes. The building principals, the superintendent, the counselors, and the school health official will meet as soon as possible to plan follow up actions. One person will be appointed as the sole media spokesperson, usually a principal or the superintendent.

DRUG or ALCOHOL USE or POSSESSION

District Employees: It is the responsibility of the faculty and other staff to set the highest examples of behavior. The inappropriate or illegal use of drugs or alcohol is discussed in District Policy 5226. Please refer to that policy.

Tobacco Free: The campuses of the Arlee School District #8J are smoke-free and tobacco free. As a result, smoking or tobacco use on campus is not permitted. Employees or students who disregard this will be liable for disciplinary action.

EMERGENCIES

Emergencies may occur at any time. For that reason, you must be prepared to assist your students to travel to a safe and secure location in an appropriate manner. In the event of a crisis, please follow the directions in the Emergency Procedure Manual, aka Lockdown Procedures.

If the school must be closed for any emergency, such as weather or road conditions, you will be notified through the automated phone messaging system. If you change your telephone number please notify the school. The closure information will also be broadcast over local radio stations. (KYSS, 94.9FM; KLCY, 930AM; KUFM, 89.1FM; KERR, 750AM; KQ92, 92.3FM)

EMPLOYEE DISCIPLINE PROCEDURE:

In general, the steps in employee discipline procedure are: An employee will first receive a verbal reprimand; if the infraction occurs again the employee will receive a written reprimand; the third occurrence will incur a written reprimand with unpaid leave; and the fourth occurrence will be addressed with a recommendation for termination. However, the superintendent or the Board may choose to repeat any step(s) or jump to a higher step depending on the situation. An employee has the right to appeal the disciplinary action to the next higher level of authority up to and including the School Board.

In Arlee School District #8J employees are expected to follow the direction and/or requests of their immediate supervisor. Failure to follow the directions and/or requests of a person in authority may be considered as insubordination. The employee's refusal to perform an assignment by may be an oral rejection or simply non-compliance with a legitimate directive or request. If an employee is not sure what is expected, he/she should ask questions to clarify the situation before choosing not to comply. In general, to prevent a charge of insubordination from being brought, an employee should **fulfill the request and resolve any conflict later**. However, if an employee believes the request will result in personal injury or injury to others, clearly state the concern to the person giving the directions. If an employee chooses not to comply, the burden of proving he/she could not or should not have complied falls on the employee. Final termination can only be done by a majority vote of the Trustees at a legal meeting of the School Board.

EVALUATION

Employees are to be evaluated on the effectiveness of their job performances as defined in job descriptions. Certified staff are evaluated based on the procedures established in the CBA. Classified staff are evaluated on a regular basis by their immediate supervisors. All new employees, or current employees working in new positions, will be evaluated at the end of the six-month probationary period. The District will develop the evaluation tools for all staff.

HAZARDS

One of the most important responsibilities each of us has, as district employees, is to look for and eliminate safety hazards. If you see anything which you believe might be a hazard, please take the time to report it to your principal and also write up a maintenance request.

HEALTH

The goal of the District is to have healthy, satisfied employees who are ready, willing and able to perform their assigned duties and responsibilities in support of educating the youth of Arlee. A priority for the District is the health, welfare and safety for all staff, students and clients.

Accident or Injury: There is only one way to do any job - **THE SAFE WAY!** However, occasionally accidents or injuries may happen. If an employee is injured while working for the District, the injury should be reported to the supervisor immediately to complete the proper forms. Medical attention, if needed, will be pursued to insure workers' compensation insurance benefits. **Again, if an employee is injured while working for the School District, the injury should be reported to the supervisor immediately and the employee will fill out the worker's compensation form with the District Clerk or Assistant Clerk.** Failure to report an injury may result in a loss of benefits.

Illness: If an employee is too sick to come to work, it is his/her responsibility to notify the supervisor/designee as soon as possible. This will enable the supervisor/designee the opportunity to find the most suitable substitute. Medical leave under state law is available and possibly unpaid Family Medical Leave as provided under federal law. Long-term medical conditions are special situations where the employee and his/her doctor are expected to keep the District informed. If an employee is returning to work after a long illness, a statement of fitness for work signed by the doctor will be required before the employee starts working again. Employees absent for five or more consecutive days due to illness will be required to provide documentation from their health provider as to why they were unable to attend work.

Alcohol and/or Drugs: Our goal in this district is to have a safe work environment for all students and employees. Individuals who work under the influence of alcohol or drugs detract from that goal and put other persons at risk. The possession or use of illegal drugs/alcohol or the abuse of prescription drugs will be considered as grounds for termination of employment with the District per Policy 5226.

Tobacco Free: The campuses of the Arlee School District #8J are smoke-free and tobacco free, per Policy 8225. As a result, **smoking or tobacco use on campus is not permitted.** Employees who disregard this will be liable for disciplinary action.

Health Examination: Should the District or its designee determine a health examination is needed by an employee, the employee agrees as a condition of his/her employment to submit to such examination, so long as the District bears the cost of the examination and any transportation or related expenses. Should the employee decline to have the examination, such refusal shall be a de facto resignation. Employees in safety sensitive positions are required to submit to pre-employment and random drug testing.

KEYS/BADGES

Keys/badges are checked out to you to allow you to work at the school when you would like. However, you are responsible for your keys/badges and for securing your classroom/area and the building if you leave after regular school hours. Please make sure all your classroom/area windows are closed and locked

before you leave. You may check your keys in at the end of the year or keep them over the summer. **A Medeco Key Contract will need to be on file at the Business Office for each set of keys that are checked out to you.** Please see the section on SECURITY.

LEAVE

There are various types of leave available to employees. Some are mandated by law (holidays, sick leave, Family Medical Leave Act [FMLA], jury duty, military leave, and vacation). Others are provided voluntarily by the District, (personal and emergency/bereavement leave) and/or through a collective bargaining agreement. Each type is discussed below. Before a known absence or upon returning from an unexpected one, submit the leave request in iVisions Employee Self Service Web Portal, using your assigned login, for approval of any leave type to be used for the days that were missed.

Holidays: Certified staff work according to the school calendar adopted by the Board. Classified staff members work according to the schedules prepared by supervisors. Holidays are days for which employees are paid by the School District, but during which they do NOT work. Employees of this District do not work on the following holidays, unless an emergency situation exists. (Example: malfunctioning boiler...engineer required on duty.) Should an employee be called in on a holiday that lands on a weekend they will be paid for the hours worked that day, if the hours are less than four they will be compensated up to four hours of holiday leave on the designated day of observed for the holiday. Employees are only entitled to holiday pay if they are under contract during the time of the holiday.

- [1] **New Year's Day** (January 1)
- [2] **Martin Luther King Day** (third Monday in January)
- [4] **Memorial Day** (last Monday in May)
- [5] **Independence Day** (July 4)
- [6] **Labor Day** (first Monday in September)
- [7] **Thanksgiving Day** (fourth Thursday in November)
- [8] **Christmas Day** (December 25th)
- [9] **State and national election days when** school building is used as a polling place and school activities would interfere with the election process at the polling place. When these holidays fall on Saturday or Sunday, the preceding Friday or the succeeding Monday shall not be a school holiday.

Sick or Medical Leave: Sick leave is a privilege accorded to employees under either the collective bargaining agreement or state law. Protect this benefit; do not abuse sick leave.

Vacation Leave (also referred to as Annual Leave): Only classified staff members are eligible for vacation leave. The rate of vacation or annual leave is set by Montana law. The number of days is based upon the number of years an employee has worked for a state governmental agency. The lowest amount is 15 work days for the first ten years of employment. The maximum is 24 work days for those employees who have worked 20 or more years. This rate is based upon a full work year of 2,080 hours. If an employee works fewer hours, his/her vacation leave will be prorated. Montana law states, "However, employees are not entitled to any vacation leave with pay until they have been continuously employed for a period of 6 calendar months." [2-18-611, & -612, MCA.] Vacations are granted while school is in session only with the approval of the employee's supervisor. Vacation leave may be used as sick leave only with the permission of the employer. [2-18-615, MCA.] The maximum accumulation of vacation leave is set by law and is limited to two times the number of days earned annually. This statute also provides for payment of unused leave. [2-18-617, MCA.]

Jury Duty, Military Leave, and Leave for Persons Holding Public Office: Leave to perform civic responsibilities is non-chargeable to other types of leave.

[1] Jury duty or being called as a witness will be considered as “other duties as assigned”. Unless an employee takes annual leave during the time of service, he/she is required to pay the School District any fees earned, not including travel or food allowances paid by the court. [2-18-619, MCA.]

[2] Under Montana law, active duty service with the military will be considered as service with the School District. Under federal law an employee has certain rights under the Soldiers and Sailors Relief Act. Should this category apply, the employee shall notify the superintendent immediately and be ready to supply a copy of his/her official orders. [2-18-614, MCA.]

[3] Montana law states, “Employers of employees elected or appointed to a public office in the city, county or state shall grant such employees leaves of absence, not to exceed 180 days per year, while they are performing public service.” Other information, rights and benefits are contained in the law. [2-18-620, MCA.]

Personal Leave: Certified staff members are provided leave pursuant to the terms of the current CBA. Classified staff members are entitled to up to two days of paid leave per year for personal reasons. The granting of this leave is contingent only on being able to find a substitute, if required. This leave may not be accumulated, and will not be paid out if not used.

Emergency/Bereavement Leave: Certified staff members are provided leave pursuant to the terms of the current CBA. Leave for classified staff members will be granted for emergencies or bereavement for up to five days per year. This leave will be deducted from the employee’s available medical leave.

Leave Requests: For all leaves of absence whether paid or unpaid, classified employees are required to submit the leave request through the iVisions Employee Self Service Web Portal. Vacation leave must have the supervisor’s approval and be submitted to the superintendent **prior** to the leave being taken. Those employees who work only when school is in session will generally be asked to wait and take their leave when school is out, if possible.

PAY/COMPENSATION

The Board of Trustees sets the wages and compensation for all employees. The District strives to be fair and non-discriminatory in its dealings with its employees.

Amount of Pay: Compensation for certified staff members is set by the terms of the current CBA or individual contracts. Compensation is set by a classified salary schedules which provide increases based upon longevity and in certain positions, formal college courses (instructional aides and secretaries.) The Board of Trustees adopts the salary scale annually for all classified employees. Typically raises provided to the negotiated base salary are used as the basis of wage increases for the classified staff. However, there may be occasions when this tradition will not be followed. The salary scale does not constitute a contract between the Board and the classified employees. The Board reserves the right to make additions, reductions, or other changes which, in its judgment, are necessary to meet the needs of the District. If an increase in an employee’s salary is not determined by the above method, then the deviation in salary shall be determined on the recommendation of the employee’s immediate supervisor with the concurrence of the superintendent. The Board makes the final decision.

[1] **Minimum Wage:** Arlee School District #8J guarantees payment at or above the federal minimum wage standard where it applies.

- [2] **Equal Pay Standard:** Arlee School District #8J believes in and strives to meet the equal pay provision of the Fair Labor Standards Act.
- [3] **Overtime:** Employees will be authorized overtime pay only when sufficient justification exists. The employee must request and get prior approval from his/her immediate supervisor FOR any overtime work performed.
- [4] **Substitutes:** Substitute janitors, para-professionals and secretaries who are not permanent employees of the District will receive \$9.00 an hour.
- [5] **Temporary Summer Help:** Paid on classified salary scale (level %).

Payroll Date: Employees are paid once each month based upon work performed from the 1st of the month through the last day of the month. Classified employees of the District are normally paid on the 10th of the following month. Time cards will be completed monthly by all classified employees to determine the number of work hours for which they must be paid. Time cards must be signed by the employee, the employee's immediate supervisor, and turned into the Clerk's office on the next work day after the final working day in the completed pay period.

Voluntary Deductions: Arlee School District #8J will deduct from employees' paychecks amounts authorized by legal action or by voluntary request. The following are examples of voluntary deductions: TSAs, (tax sheltered annuities), checking and saving account designations, insurance premiums, etc. Court-ordered payments may include child support payments, student loan payments, payment of court-ordered judgments, etc.

"Comp Time": Compensatory time is not authorized for classified employees of the School District.

"Flex Time": Flex time is an authorized rearrangement of an employee's regular work schedule for the District's or employee's benefit. The schedule may be adjusted by the employee's immediate supervisor, but the supervisor must inform the superintendent as soon as possible.

"Over Time": All over-time will have prior approval from an employee's immediate supervisor; any unauthorized over-time may result in disciplinary action up to and including termination.

PERMISSION to USE FACILITIES or EQUIPMENT

Facilities and equipment are expressly reserved for the instruction of the youth residing in the Arlee School District and must be available for that purpose whenever needed. However, the facilities are a resource for the community as well. Should an individual or organization want to use property belonging to Arlee School District, they must apply to do so in accordance with District Policy 4330F – FACILITIES USE AGREEMENT.

A **Certificate of Insurance** may be required before permission may be granted to use school facilities. A staff member who allows unauthorized use will be liable for disciplinary action. Forms to request the use of school facilities are available from the school secretaries or District Clerk.

PURCHASING PROCEDURES

All purchases made by district personnel must be approved. Therefore, if you need to purchase instructional materials, including in town purchase, the following procedure will be followed:

Purchase Order Requisition: Complete the purchase order requisition on-line through the CSA program with the following information:

- a. Item description and order number
- b. Name and address of company
- c. Cost per item and quantity
- d. Total cost of order
- e. If it is a new vendor, the complete address and the telephone number. Complete the line item budget code with the purchase order.
- f. Submit to the building principal.
- g. P.O. requests which are not filled out correctly may be returned.

Approval Requirement: When the principal approves the requisition, it is then forwarded to the Superintendent for approval. Once approved by the Superintendent the requisition is electronically forwarded to the clerk. The clerk will order the requested materials for you and include the proper purchase order number.

Telephone Orders: In cases of emergency, phone orders will be allowed, but only if the proper authorization has been given and the purchase has been authorized by the building principal and superintendent. **Do not** make phone orders **without** the proper purchase order number.

Personal Responsibility: Please note, all purchasing must be done on school district purchase orders and have proper approval before the purchase or obligation is made. Any purchase or obligation made without the use of a purchase order and proper authorization may become the financial responsibility of the person making the purchase or obligating the monies. **Purchase orders requisitions must be signed and dated by the employee with approval by their supervisor.**

RETIREMENT

Any individual employed in a teaching or educational services capacity position for at least 210 hours (during the fiscal year) are required by law to participate in the Montana Teachers Retirement System (usually referred to as "TRS"). You, as an employee, and the school district make matching contributions each month. Classified employees participate in the Public Employees' Retirement System. Matching contributions are also provided by the District.

SECURITY

EVERYONE, INDIVIDUALLY AND COLLECTIVELY, IS RESPONSIBLE FOR SCHOOL

SECURITY! Anytime you use the building outside of regular hours you must insure your classroom and any doors are secure when you leave AND you must insure the security alarm is appropriately set. You may get the security code and employee badge from the District's Business Office. **Do not give your security code or employee badge to anyone else.** When leaving after hours, you are expected to insure that windows are closed and locked; all equipment and lights are off in your classroom and in the hallways. If you are supervising an after-school activity you must insure that all students have left, that the school building is secure before leaving, and if appropriate, gates are closed and locked. School keys, security codes, and badges may **NOT** be loaned or given to any student or any person who is not employed by the Arlee School District. Any violation of security will result in disciplinary action/s and the employee being responsible for the cost to re-key locks or reset the security system.

You are responsible for the behavior and actions of anyone you bring into the school. It is your responsibility to make sure they are aware of any and all pertinent district rules and requirements. Such individuals must be directly supervised by you at all times while they are here.

SHOES ON GYM FLOOR

To insure the gym floors are kept in the optimum condition for extracurricular activities, **EVERYONE IS ASKED TO STAY OFF THE FLOOR UNLESS IT IS ABSOLUTELY NECESSARY**. If you are using the gym for an authorized activity, you and your students may **ONLY** go on the floor if you have clean, appropriate shoes. If you or your students don't have clean appropriate footwear, neither you nor your students will be allowed to participate. Please do not allow students to go on the floor when wearing only socks. With only socks on, the gym floor is too slippery and students run a serious risk that they may slip, fall, and injure themselves or someone else.

SPECIAL EDUCATION REFERRALS

You or any staff member may refer a student for evaluation and possible special education services. However, before a child is placed in special education, interventions must be tried by you and other regular education personnel to see if the student can be successful in the regular education program. Arlee Schools uses a pre-referral process to expedite referrals to special education. A "special education referral" is a process; all steps in the process must be documented. Referral forms are available from your school secretary. It is expected that you will have contacted the parent/guardian of the child before he/she is referred. The completed referral form must be given to your principal. Written **Parental/Guardian Permission** must be obtained before any assessment is begun.

The principal usually assigns a teacher, (usually the resource room teacher), to oversee and schedule the rest of the referral process. The special education assessment is done by the psychologist and when complete, an Evaluation Review meeting will be held to discuss the results and determine whether or not the student is eligible for services and to specify the handicapping condition. If the student is eligible, then an **Individualized Education Plan (IEP)** will be developed which specifies the long and short term objectives for that student. IEPs are usually reviewed and updated each year; however, they may be changed anytime a changed need is identified. Changes in the IEP may only be done through the collective work of the IEP team at an officially called meeting. The ultimate goal of the special education program is to help the student achieve the highest level of functioning of which he/she is capable within the least restrictive environment.

An IEP is a legal document. The provisions and requirements spelled out therein, are legally binding on you. For example, if it says you must modify assignments or adjust tests, you must do so. Please see the administrative procedures in Appendix B, on confidentiality and special education.

STUDENT HANDBOOKS

All staff is expected to become knowledgeable of and enforce all requirements, rules, and policies contained in Student Handbooks. All students are expected to follow the student handbook rules which are adopted by the Board of Trustees as District Policy each year.

TELEPHONE

Each teacher has a telephone available in their classroom. The telephone has been placed there with the expectation that you will be in regular contact with the parents of your students. Please call when you

have positive comments and praise as well as when problems arise. Frequent contact is likely to go a long way toward building positive rapport between you and parents and preventing misunderstandings.

You may make long distance telephone calls that are district business. When making long distance calls, please use your assigned pin code (personal identification number). Check with the district clerk for your pin. This pin must be kept confidential and secured from students. Normally, each month you will receive a printout of long distance telephone calls made with your personal code. Please check it over, initial it, and return it to the district clerk. If you make a personal long distance call, you are required to use a calling card or call collect. Unauthorized use of a pin number may result in you being responsible for the bill.

VAN USE

The van is for school business only. You must have a copy of current insurance coverage and driver's license on file at the Business Office. If you require the use of a van, contact the transportation supervisor. **Seat belts must be worn anytime the van is in motion.** District employees are prohibited from using cell phones or other electronic communication devices while driving or otherwise operating District-owned motor vehicles, or while driving or otherwise operating personally-owned vehicles when transporting students on school-sponsored activities (Policy 5630). You are responsible for any and all tickets cited to you or the vehicle while you have it checked out to you. You are responsible for damage and the cleanliness of the van while it is checked out to you. Please see the administrative procedure in Appendix B.

WORK DAY

The normal work day for teachers and other certified staff will be from 7:30 AM until 4:15 PM. Classified work days are set by the terms of the individual contracts and supervisors.

WORK ENVIRONMENT CONDITIONS

Each school, classroom and work area in Arlee Schools develops its own climate. Many factors affect the atmosphere in the school. As employees, we bring with us our histories and experiences. We help shape the climate and environment around us. Each one of us individually needs to work to create and maintain a positive environment in which to work. Supervisors have a greater responsibility in helping shape and maintain a positive, constructive school, classroom and work area.

All employees must treat all students, patrons and fellow workers with respect and fairness at all times. We must remember that any offensive actions and words will cause defensive responses. Each one of us must strive to build trust between our self and our students, parents, co-workers, and community members. Everyone must be truthful and honest with self and others. Conflict will arise in any workplace. Arlee Schools wish to maintain our friendly, positive school environment. Each one of us must do our part to make this happen.

CHANGES, ADDITIONS or DELETIONS

From time to time there may be changes, additions to, and/or deletions from this handbook. It is each employee's responsibility to post or mark any changes provided. Employees are asked to please take time to make sure their handbooks are current.

TEACHERS

TEACHER JOB DESCRIPTION

Qualifications: Holds current Montana teaching certification with necessary endorsements as appropriate for assigned position.

Reports to: Building Principal or other supervisor as designated by the Board or Superintendent.

Responsibilities:

- Develops appropriate written instructional objectives and organizes daily instruction based upon those objectives.
- Plans an effective program of study which provides for individual differences and promotes student motivation.
- Employs instructional methods and materials most appropriate for assigned students and for meeting stated objectives.
- Demonstrates awareness of current trends in education and applies them when appropriate.
- Arranges for appropriate instructional materials to support lesson objectives and arranges the physical layout of classroom to support instructional activities.
- Becomes familiar with available pupil personnel data for each assigned student and uses that data for the benefit of the student; maintains confidentiality of such information.
- Establishes a classroom atmosphere which encourages all students to participate and respect each other's ideas, opinions and cultural backgrounds.
- Establishes effective and appropriate student evaluation procedures and maintains performance and attendance records.
- Communicates with parents/guardians of students concerning the educational and behavioral programs of their child and discusses any concerns at conferences.
- Cooperates with other staff members and parents to resolve instructional, curricular and behavioral concerns.
- Assumes responsibility for supervision of students in classrooms and other areas, such as hallways, playgrounds, etc.
- Adheres to school policies and procedures established by the School Board and administration.
- Implements suggestions and ideas for improving classroom instruction, duty assignments and staff relations.
- Assists the administration in developing, implementing, constructively evaluating and improving school goals, curricula, policies and procedures.
- Participates in training and in service activities, as appropriate.

- Dresses appropriately for assigned position and instructional activities.
- Uses correct oral and written English when communicating with students and parents/guardians.
- Demonstrates self-control, displays enthusiasm about work, maintains a sense of humor, and exhibits positive and constructive professional attitude.
- Demonstrates genuine interest, concern and respect for students through the employment of techniques for developing positive self esteem.
- Performs other duties which may be within the scope of his/her employment and certification as may be assigned by his/her supervisor under the authority of the Board of Trustees.

ABSENCES

When you are ill and need to be absent from work, contact the building principal or secretary no later than 7:00 AM to make sure a substitute can be hired to cover your instructional responsibilities in a timely fashion. (406) 726-3216

Elementary Extensions: 2200 or 2201

Junior High School Extension: 2404

High School Extensions: 2301 or 2300

Reasons for absence are covered in the Collective Bargaining Agreement with the District. All leave requests must be entered into the iVisions Employee Self Service Web Portal, using your assigned login, for approval and adequate and appropriate lesson plans must be provided for the substitute. Please also insure all duties, such as recess or lunch hall duty, are noted and the substitute knows what he/she is expected to do. Please also see SUBSTITUTES in this handbook.

A list of all the available substitute teachers is on file in the office. If you know you will be absent, please contact the office so you can find out which substitute teacher has been assigned to cover your class then you can discuss the planned lessons and activities. Before a known absence or upon returning from an unexpected one, enter your request in the Employee Self Service Web Portal for the days you were gone.

ACTIVITY ACCOUNTS and MONIES COLLECTED

All monies received for fund raisers must be deposited with the building secretary who will deposit them into an activity account. An administrative procedure has been developed which covers activity funds and the procedures associated with them. Failing to comply with those procedures, may result in you being held responsible for any amount which is lost, stolen or misplaced. All activities or clubs which receive and expend cash must have an account approved by the school board. A staff member will be assigned responsibility for overseeing that fund. Requests for cash boxes during fund raising should be received by the school secretary in sufficient time to get the cash box ready, usually at least two (2) days in advance of the activity. Proceeds must be counted and receipted-in as soon as possible after the event, but at least within five days, (one work week), of the event.

ATTENDANCE of STUDENTS

The enrollment of students is the basis for our school district "earning" state funding to operate our schools. For that reason, it is absolutely essential you take care in checking and reporting attendance. In addition, the school is liable for the whereabouts of students during the entire school day. Should a student leave school without permission, the district and you personally could be held liable if the child were injured. For that reason, you are required to report any missing student to the office. Normally, this

is done through the use of the attendance slips. All students who are absent from class are to be marked on the attendance slips and those slips delivered to the office or posted outside your classroom door. In grades 7-12, roll will be taken each period, and in grades K-6 within 15 minutes of the start of morning classes. Lunch counts are usually written down with the attendance. When a student is absent:

1. The school secretary will attempt to notify the parents/guardians by telephone. Contact may be made by the home/school coordinator.
2. When a student returns to school following an absence, he/she is required to submit a written excuse, unless a parent/guardian has been contacted.
3. Information supplied by a parent/guardian will be used to determine whether the absence will be considered excused or un-excused.

Records: High school teachers are required to keep an accurate record of each pupil's attendance. Should there be confusion over the presence of a student; teachers' records will be used to make the final determination. The system of record keeping must be clear and concise so that any person who must refer to the record later may interpret it accurately. The date/s must be clearly shown to insure certainty. High school students, who have excessive absences, may not meet the qualifications for earning credit for a course.

Admit Slips: When a student returns from an absence in grades 7-12, he/she will bring an admit slip around to each assigned teacher. If a student does not offer one to you, ask for it. You are required to sign each admit slip in the period slot for your class. If the absence is excused, you should give the student information about any missed assignments or tests. He/she has two days for each day absent to make up and hand in missed assignments and/or take tests. It is important to everyone: students, parents/guardians, teachers, and activity sponsors, to recognize that absence from class has an effect on classroom performance. Students are held accountable for their attendance, especially in grades 7-12 and are therefore encouraged to maintain a balance between participation in activities and academic preparation. Please see the administrative procedure in Appendix B on make up work.

CLEANING of CLASSROOM and OTHER INSTRUCTIONAL AREAS

The cleaning of buildings is done by assigned custodial staff, but is a team effort. A specific custodian is assigned to each area and is expected to thoroughly clean each area. However, it is expected that teachers and other staff assigned to particular rooms or areas prepare the area(s) for cleaning. This means ensuring trash and other items are picked up and put into an appropriate place. If you would like information on a chalk or white board saved, please mark it and tell the assigned custodian to about your desire to save that information.

Biannually or upon request, the school secretary will put a cleaning evaluation form in certain staff mailboxes. Please fill out and return this evaluation to the secretary. These forms will be used to provide feedback to each custodian.

At the beginning of the school year, classrooms will be in a thoroughly clean condition. If teachers allow students to put stickers or other items on desks or lockers, they are required to be removed at the end of the school year. At that time, you are required to get your classroom ready for the extensive summer

cleaning. You are not asked to do the actual cleaning; however, your responsibilities are on the end of the year checkout form.

CONFEDERATED SALISH and KOOTENAI TRIBES

Arlee School District is one of nine school districts on the Confederated Salish and Kootenai Tribes' (CSKT) reservation. It is the expectation of the school board, the community members of Arlee and the members of the Tribe that you will instill in all students a knowledge and respect for the culture and language of the CSKT. You are expected to model a positive attitude toward ALL children and their parents/guardians and to work to build a positive, constructive understanding between all Indians and non-Indians. To achieve that expectation, you may be asked to participate in courses or sessions during the school year at the school district's expense. Newly hired teachers will be encouraged to attend classes to improve their effectiveness in teaching Indian students and comply with Indian Education for All.

The Tribal Education Department (TED): has many resources available to assist our instructional efforts. The Director and employees of the Tribal Education Department can be reached at the tribal complex in Pablo (406-675-2700). The Salish Kootenai College (SKC) also has a tremendous amount of material to assist your instruction. At the beginning of each year TED sponsors a PIR day in Pablo to focus on the commonalities among the various reservation schools. Attendance at this PIR Activity is required.

Language Immersion: The CSKT is currently striving to rebuild their language through Language Immersion Classes for pre-school to 8th Grade children. Our challenge during the next several years is to get ready for these students by insuring our instructional programs will meet those children's needs.

DAILY ANNOUNCEMENTS

Daily announcements will be written up by the school secretary each day at the beginning of second period (approximately 9:30 A.M.). They may also be posted on the bulletin board in the hall as appropriate as well as on the internet. **Please have any announcements in the office no later than 8:00 A.M. of the day you would like it to run.** Staff members must sign all announcements being submitted to the secretary for the daily announcements.

DANCES

Normally, dances are allowed only for students in grades 7-12. They must be scheduled and approved at least one week before the event. A dance request form must be submitted which includes the chaperones, decorating and clean-up groups before the principal may approve the dance.

DETENTION

Students guilty of minor violations may be assigned detention. Teachers assigning the detention are to notify the student of the detention and the reason for it. In the junior high and high school, students must report to the detention room. In the elementary school, detention may be served in the teacher's classroom, major referrals to be served in the office. Repeat offenses or failure to report for detention as assigned may result in the assignment of more than one day's detention or a major discipline referral.

DISCIPLINE

Your Responsibilities: One of your key responsibilities is to insure your students conduct themselves appropriately at all times they are assigned to you. Students, particularly in the primary elementary

grades, need to be taught how to behave appropriately. Just as with any other skill you should establish expectations, model the desired behavior, give them a chance to practice the behavior, and then hold them responsible for meeting the established standards. You are expected to contact parents or guardians if concerns arise about a student's conduct. In the elementary grades the "Tools for Tomorrow" program is being implemented to accomplish the above. All staff, but especially teachers and principals, have a crucial role in the success of this program.

Developing Standards: As a member of the faculty, you have the opportunity to help develop the conduct standards for students. Discussion between faculty members may occur concerning what the standards should be.

Consistency: When the final standard is presented to the students and their parents, **you and every other staff member are required to support those standards** - even if you do not fully agree with them. A failure to enforce behavioral standards is a violation of your responsibilities and may result in disciplinary action(s) as determined by the supervisor.

DROPPING and ADDING CLASSES (High School only)

Students may drop or add a class for the first week of each semester; after that, only a counselor or principal may drop a student from a class. Teachers may request that a student drop a class if it is in the student's best interest.

DRUG or ALCOHOL USE - STUDENTS: If you believe a student possesses or is using illegal substances, contact your principal. Also refer to the student handbook section regarding "controlled substances". The procedure below will be used to assist the student, if possible, but does not shield the student from possible legal penalties.

- Concerned individual refers student to counselor or administration;
- Counselor distributes behavior report forms to student's teachers;
- Teachers fill out the forms confidentially, return them to counselor;
- Counselor collects all information on the student and schedules a meeting with student's parents/guardians, teacher(s), principal and any other appropriate persons (these individuals will be drug/alcohol team);
- Drug/Alcohol team studies the information and makes recommendations, which may range from no action to expulsion; the student may be referred to in-school resources, if available, for further evaluation;
- The school drug/alcohol team, in coordination with any other agencies, may write a plan of action for education, counseling, treatment, or follow-up, as appropriate, (also consult information on Section 504).

EARLY RELEASES

While some of these will be used for faculty in-service, on the others, the faculty is free to leave as soon as they are done with responsibility of supervising students. Occasionally there may be other days when classes will be dismissed early. These will be scheduled by the principals with the approval of the superintendent.

FIELD TRIPS and TRANSPORTATION REQUESTS

Should you want to take your students on a field trip, please get a field trip request form from your school secretary, fill it out and return it to your principal. This should be done **at least one week** in advance of the desired trip. After the principal approves it, it will be forwarded to the transportation supervisor to set up the transportation. When completing the field trip request form, please indicate the objectives of the field trip, how this field trip coordinates with the curriculum, and the date and times of departure and return. Field trips should have permission slips signed by parent/guardian before students make the outing, and where applicable, students should have advanced makeup forms completed. Unless there are unusual circumstances, field trips should be completed during regular school hours. If there is a need for an unusual schedule, please discuss the situation with your principal. The Activities Director, (usually the high school principal), will coordinate activities with the transportation director who will schedule buses for field trips and athletic travel. If lunches are required, the request for lunches must be given to the head chef one week prior to the activity.

Overnight trips must be authorized by the superintendent and out-of-state travel requests must be approved by the School Board. Please contact the superintendent to have your request placed on the school board meeting agenda, if it is an out-of-state trip. The Board meets the second Tuesday of each month. Requests for authorization must be made in advance of the regularly scheduled Board meeting, before the desired out-of-state trip date. All overnight trip requests must be submitted at least 48 hours in advance.

FIRE DRILL PROCEDURES

You are expected to be thoroughly familiar with the primary and alternate evacuation routes for your classroom(s) and inform your students of that route periodically. When an alarm sounds, have the students leave in an orderly manner reminding them of the route to follow and where to assemble outside.

Close your windows, turn off lights and close the classroom door, but do NOT lock it. Take your roll book and assemble the students at the designated spot, (at least 50 feet away from the building), and take roll of the class. Report missing students to secretary or building principal ASAP. A map of evacuation routes is available from the school office and a copy must be posted by the door of the classroom.

GOOD STANDING (Students)

Students must be in good standing prior to participating in any graduation exercise. "In good standing" means all books, equipment and other items belonging to the school have been returned in good condition; money owed to the school has been paid in full; the student demonstrates satisfactory behavior and citizenship. (20-5-201, MCA)

GRADING and RECORDS

Your grading records are important and can be used in a court of law for proof of attendance and a record of completed work. Therefore, it is your responsibility to insure that the records are accurate and secure. You are required to compile and maintain sufficient data in your records to substantiate report card grades for your students. Please give your grading records to the school secretary at the end of the school year. Because kindergarten students are learning emergent tool skills, records will be highly subjective. No rigid grade system or distribution is established, but all staff members in grades 4-12 are to use the five-letter marking system of A, B, C, D, and F. You may use + or - for motivation. Grades will be available to parents at mid-term and at quarter's end. In grades K-3, grading will be defined by grade level philosophy and midterm grades may not necessarily be sent out.

HALL PASSES

You should issue a student a hall pass anytime he/she is out of your classroom. The following are acceptable reasons:

1. To use the restroom;
2. To work in the school library (If the library is full, student must return to class);
3. To work under the supervision of another teacher (The student must have a pass from that teacher.)
4. Other appropriate school related reasons deemed necessary and appropriate by you.

HEALTH INSURANCE (for Teachers)

Blue Cross Blue Shield: The school district contributes each month for health insurance for all eligible employees. The district's current contribution is \$725.00 per month for a full-time employee. However, should you decide to decline this benefit, you may not receive payment of the cash value of the district's benefit contribution. During the year if your status changes, please contact the assistant clerk in the Business Office for your options.

Flex (Cafeteria) Plan: Employees also have the opportunity to participate in a "cafeteria plan" to set aside a portion of pre-tax wages to pay for certain medical or child care costs. The benefit to the employee is that you lower your taxable income; therefore, you pay less in taxes on your earnings for the year.

COBRA: Should an employee resign or otherwise leave the School District, the opportunity exists to maintain insurance coverage through the provisions of a federal mandate commonly called "COBRA." Basically, this program allows continuance of health insurance coverage, but with no contribution by the District. More information about this program is available by contacting the District office.

Family Medical Leave Act (FMLA): Federal law provides the opportunity for unpaid leave for employees for certain medical circumstances. It assures the employee's job will be protected with the School District. District Policy (5328-5328P) provides more details.

Worker's Compensation Insurance: While you are working for the district, you are covered by workers' compensation insurance. If you injure yourself while working, it is your responsibility to notify the school secretary or principal of the injury as soon as you practically can. If you do not do so, benefits for which you might otherwise be eligible, may be denied.

ILLNESS or ACCIDENT (Students)

In case of illness, if the student is able, send him/her to the office. If the school health officer is available, she/he will check the student over. The student's parents/guardians will be contacted. If there is another adult to supervise your class, we recommend you bring the student to the office yourself, or send the student with a dependable student. If you are not sure whether or not the student should be moved, get help immediately by sending another student to the office. **Stay with your class.**

In cases of accidents when a student is injured, first determine if the student can and/or should be moved. **IF THERE IS ANY DOUBT, DO NOT MOVE THE STUDENT.** After that, the procedure is the same as for illness - be sure to notify the student's parents or guardian. You must complete an accident report form

available in the office from the school secretary. If the accident occurs after regular school hours, e.g., at an athletic practice session, be certain that the student's parents/guardians are contacted.

Should a student become seriously ill or injured while under your supervision at an out-of-town event, seek proper medical assistance. School officials in other towns are frequently ready and willing to help. Permission to treat should be taken on the trip by the employee supervising the trip. In short, be careful, use common sense, do not panic, use your head, and seek assistance as necessary.

INSURANCE (Students)

The district does have limited accident insurance if a child should be injured in class or at recess.

HOWEVER, there is no accident coverage for injuries in physical education classes or for students participating in extracurricular activities. At the beginning of the school year applications for insurance coverage from a private firm are available at the school offices. It is the belief of the district that insurance is primarily the responsibility of the student's parents or guardians. Please see section on HAZARDS.

KEYS

Keys are checked out to you to allow you to work at the school when you would like. However, you are responsible for your keys and for securing your classroom and the building if you leave after regular school hours. Please also make sure all your classroom windows are closed and locked when you leave. You may check your keys in at the end of the year or keep them over the summer. **A Medeco Key Contract will need to be on file at the Business Office for each set of keys that are checked out to you.** Please see the section on SECURITY.

LESSON and UNIT INSTRUCTIONAL PLANS

You are expected to be thoroughly prepared to teach all lessons. Each principal will determine whether written lesson plans will be required to be turned in on a weekly basis. A substitute file is kept in the office for each teacher and it is that teacher's responsibility to provide the information for that file.

Anytime you are unable to be present for work, you must supply adequate and appropriate lesson plans for the time you are gone. You may want to make up special lesson plans for times when you might get sick during the school day and keep them with the substitute folder. If you know you will be gone, for example to attend a workshop, prepare a more detailed plan for the substitute teacher.

LOST BOOKS

When a book is lost, the student must pay for it to get a new/replacement book. (This includes consumable texts used which are used in some primary grades.) Upon paying for the book, the student will be given a receipt from the school secretary. Do not issue a replacement unless the student presents this receipt to you. If the lost book is found, a refund payment will be made to the student. The student should keep the second book issued to him/her for the remainder of the year. At the end of the year, all textbooks must be accounted for.

MAINTENANCE REQUESTS

If you become aware of a need for maintenance in your classroom or on instructional equipment, please get a maintenance request form from the school secretary and when it is filled out completely, give it to the building principal. Maintenance will be completed based on the following priorities: safety items have the highest priority; items which have a major impact on instruction have the next highest priority and everything else will be repaired based upon the order in which it was received. If parts have to be

ordered or outside repair service has to be arranged, repairs may be delayed. However, if the request is not resolved within a reasonable length of time, please contact the building principal.

MAKE-UP WORK

In general, students **with an excused absence** will have two days for each day they were absent to make up and hand-in missed assignments to you. The admit slip will show whether the absence was excused. Please see the administrative procedure in Appendix B on student make-up work for additional information.

MEDICATIONS at SCHOOL

Pupils occasionally need to take medications during the school day. Due to district liability, the following information must be provided from an authorized health care provider: (1) name of medication; (2) recommended amount and frequency of dosage; (3) possible serious side effects; and (4) name of prescribing health care professional and his/her telephone number.

Younger Students: For younger or less mature students, the medication and above information should be given to the secretary or school health officer and kept on file in the school office. Office personnel or the school health officer will administer medications to elementary students so you can concentrate on your duties. There are exceptions made regarding administering auto injectable epinephrine, please refer to District Policy 3416 – Administering Medicines to Students.

Older Students: Older, more mature students are capable of taking their own prescription drugs and may bring a single daily dose with them. However, the above information must still be on file with the office. NOTE: Aspirin/Tylenol may not be dispensed by school personnel unless a permission to administer medication is on file for the student and the parent has provided the medication.

NEGOTIATED AGREEMENT

The Arlee School District Board of Trustees and the Arlee Federation of Teachers have negotiated a Collective Bargaining agreement (sometimes referred to as the "CBA" or "master agreement"). While reference is made to this agreement in this handbook, information contained herein is not complete. It is strongly suggested you read the entire agreement. Copies are available in the district office from the district clerk and on the district's website under Staff, AFT Union, Documents.

NOON DUTY

In the high school, noon duty supervisors should coordinate their locations to monitor student movement while on campus. In the elementary and junior high, you are required to be at your assigned playground at the time your duty begins. Due to district liability, if you are not at your assigned duty station, you must have a substitute. Failure to meet your assigned supervisory responsibilities may result in disciplinary action(s) as your supervisor determines.

PAYROLL

Certified staff's pay is usually prepared and distributed on the 10th of each month. At the end of the school year, all certified final checks will be printed, not electronically deposited, and released after you have completed your check out. You have the option to get your pay in ten or twelve installments. If you select the twelve month option, the summer paychecks are printed and given to you at the end of the school year, after your final checkout is complete.

At the beginning of the year you will complete a W-4 form and other paperwork on which you will declare how many exemptions you desire and any other payroll deductions. If you have changes during the school year, please submit the change through the iVisions Employee Self Service Web Portal or get in touch with the assistant clerk in the District Office.

PERMISSION TO USE FACILITIES OR EQUIPMENT

Facilities and equipment are expressly reserved for the instruction of the youth residing in the Arlee School District and must be available for that purpose whenever needed. However, the facilities are a resource for the community as well. Should an individual or organization want to use property belonging to Arlee School District, they must apply to do so in accordance with District Policy 4330, – FACILITIES USE AGREEMENT.

A **Certificate of Insurance** may be required before permission may be granted to use school facilities. A staff member who allows unauthorized use will be liable for disciplinary action. Forms to request the use of school facilities are available from the school secretaries or district clerk.

PERSONAL LEAVE

Personal leave is provided under the terms of the contract, but is limited when adjacent to school vacations. Please check your negotiated agreement for specific limitations and guidelines. At this time up to six (6) personal days [five (5) annual personal days plus one (1) carryover personal day from the previous year] are available. To use personal leave, a leave request must be submitted in the Employee Self Service Web Portal for approval before this leave is taken.

PRIVATE VEHICLE USE

Usually, the district will provide a van for transportation to accomplish district business. When a van is not available, consideration may be given to allow you to use your own private vehicle and be reimbursed by the district. Our insurance company requires that anyone using their vehicle for district business have certain amounts of personal and property liability insurance coverage. **Without such coverage, no reimbursement payment will be authorized.** You will also need to have a copy of your current license and insurance information on file at the Business Office.

PROFESSIONAL IN-SERVICE REQUIREMENT

Every teacher is required by state regulations to complete 18 hours of professional training each year. Most individuals do this with the tribal in-service at the beginning of the year (6 hours) and the two teacher convention days in October (6 hours each). If you want to use other classes or in-service to meet this requirement, check with your principal. MCA 20-1-304

PROGRESS REPORTS

You are encouraged to send a progress report to a student's parents/guardians at any time a decline in performance is noted, or to inform them of an outstanding achievement by their child. It is expected that you will contact the parents/guardians by telephone to discuss the situation either before you send the progress report or afterwards to discuss the situation more fully. However, if a student is in danger of receiving a failing quarter grade, his/her parents/guardians must receive at least one written progress report. A midterm grade report can fulfill this requirement.

REDUCTION IN FORCE (RIF) & SENIORITY

Under Montana law, procedures exist for a reduction in the size of the teaching force of a school district. Statutes 20-4-204 and 20-4-206 have specific protections and procedures which limit and guide the district should it be necessary. In addition, our negotiated agreement specifies the order in which individual teachers will be reduced from the district staff. This ranking is known as seniority. Each year a seniority list is prepared by the assistant clerk and provided to the AFT union.

STUDENT TEACHERS

Arlee School District cooperates with colleges and universities by providing an opportunity for undergraduate students entering the field of teaching to do their student teaching. It is the custom of the school to limit the assignment of student teachers so that no teacher will have more than one student teacher during a school semester. If you would like to have a student teacher, please contact your principal. The principals, with the permission of the superintendent, assign the student teachers for their building(s).

NOTE: Supervising teachers must have had three years of successful teaching experience prior to being assigned student teachers.

SUBSTITUTES

The goal of the district in hiring a substitute teacher is to have the instructional program continue as smoothly as possible with the least impact on student learning. The role of a substitute teacher is difficult under most circumstances. It is absolutely essential that the best possible lesson plans are provided to a substitute teacher, or at least ones which are adequate and appropriate. **If you feel ill or there is an emergency, please contact your principal or secretary as soon as possible, but at least by 7:00 AM.** If you get sick during the school day, please contact the school office. All substitutes are arranged by the office secretary or principal. If the principal or secretary is not available, please contact the superintendent or another principal. If time permits, you may be asked to contact the substitute to give them more detailed information about your lessons, activities, or the location of instructional materials, (books, worksheets, equipment, etc). A failure to provide adequate and appropriate lesson plans or to notify one of the designated persons in a timely manner to arrange for a substitute, will result in disciplinary action(s). Please also see ABSENCES in this handbook.

SUICIDAL BEHAVIOR

If you notice a student demonstrating behavior that you believe may be suicidal, notify the school counselor, or student health officer, or school psychologist, or school resource officer, and/or your building principal immediately. Should the principal be unavailable, contact the building counselor. In addition to the contacts within the district, the district will also contact outside authorities in compliance with Montana Law. The appropriate personnel will meet with the student in an attempt to establish the seriousness of the behavior. Usually, every effort will be made to contact parents/guardians. However, a decision NOT to notify the student's parents/guardians may be made, if the counselors, principals, and superintendent deem such notification is not in the best interest of the student. This is likely to be done only with the advice from a social service agency. (Verify all proceedings with the building principal and superintendent).

SUPERVISION of STUDENTS (in general)

You are responsible to supervise students directly assigned to you. This means in your classroom and anytime you are assigned supervisory duty, such as playgrounds, hallways, etc. **A failure to properly supervise your students creates a potential major liability for the school district and possibly for you personally, as well.** In addition, you are expected to stop any inappropriate behavior by students

regardless of their grade level and regardless of whether they are directly assigned to you. Do not leave students unsupervised in the classroom. Please see the section on DISCIPLINE in this handbook.

SUPERVISION OF STUDENT MEETINGS and PRACTICES

All faculty members are to be governed by the following guidelines when supervising student activities:

1. Insist on promptness. Set a meeting time, and then carry out your business as rapidly and efficiently as possible.
2. If the meeting or practice is in the evening or on a weekend, the faculty member should arrive approximately ten or fifteen minutes BEFORE the students are expected.
3. Require courteous conduct at all times.
4. Do not allow non-participating students to enter. Bring your group inside - then, if it is convenient, have the custodians lock the doors.
5. Students are never to be allowed in the school building unless they are properly supervised. The term "school building", as used here, applies to all school buildings or to any other building where a regularly scheduled school activity is in progress. Custodians are **NOT** supervisors.
6. It must be understood when a meeting or practice is scheduled, you should be the first to arrive and the last to leave. Only extraordinary circumstances should warrant a change in this policy.
7. You have the responsibility for seeing that all lights are out and that all rooms are properly locked. Notify the custodial staff so the outside doors and gates can be locked.

TEACHERS'/STAFF MEETINGS

You are expected to attend and participate appropriately in all staff meetings for your building. Usually the **high school meetings will be held every other Monday and junior high every other Thursday. Elementary faculty meetings will be held every other Tuesday. Adjustments will be made for monthly meetings to discuss specific concerns.** The principal will notify you of the date and time. Should you want to discuss something during a meeting, you are requested to please contact your principal a day in advance. (**NOTE:** Concerns which only affect you personally should be discussed privately with your principal to resolve them quickly and at the lowest level. Bringing it to a staff meeting tends to waste other staff members' time.)

TRAVEL PROCEDURES FOR OVERNIGHT OR OUTSIDE MONTANA

Information about Field Trip requests is found under that topic in this handbook. Overnight trips must be approved by the superintendent and out-of-state travel requests must be approved by the school board. If you have an instructional need to travel out of Montana, please contact the superintendent to have your request placed on the next school board meeting agenda. That request must be provided at least 48 hours before the meeting. **NOTE:** The school board usually only meets once each month.

1. Notify principal and obtain his/her permission, then secure a transportation request form from the office, fill it out, and return it to the building principal. The request form must be submitted at least one week in advance of the trip so a driver and other arrangements can be made.
2. Any overnight or out-of-state trips must have permission slips signed by a parent/guardian before students may travel, and where applicable, students should have advanced makeup forms completed. **Be sure to have medical permission forms and to take the permission slips with you.**

3. Purchase order(s) for lodging and meal expenses needs to be obtained before departure and turned in when you get back.
4. When a personal vehicle will be used to transport students, the following items must be considered before departure:
 - a. Vehicle's mechanical condition
 - b. Insurance & Drivers License carried by the owner and/or driver and on file at the Business Office
 - c. Seating capacity of the vehicle
 - d. Road conditions

NOTE: District vehicles must be used if possible. Private vehicles may be used only if specifically approved by the superintendent or designee. (Please also see the section entitled, PRIVATE VEHICLE USE.) If a private vehicle is used without proper authorization, the owner or driver may not receive mileage reimbursement and may be personally financially liable for any accidental damage or injuries. **NO student may drive the vehicle. Seat belts must be worn by all riders anytime the vehicle is in motion.**

5. If a school bus is used, the chaperon(s) is/are responsible for enforcing the following rules and guidelines listed below:
 - a. When the bus is moving, students are to remain seated;
 - b. All waste material is to be disposed of properly;
 - c. Keep the noise level reasonable, below that which disturbs the driver;
 - d. Count heads after loading to make sure you have all students;
 - e. Check on student behavior periodically;
 - f. Do not isolate yourself in a seat in front of the bus
 - g. Be sure the bus is clean before leaving it
6. Chaperons must know the whereabouts of all students at all times. Students are never permitted to "run the streets" during "off" hours.
7. A reasonable curfew is to be set for an overnight trip and bed checks must be made.
8. If lodging is required, extreme care should be taken to prevent any form of abuse to motel facilities. **Check the condition of all rooms before signing out of the motel.**
9. Immediately following your return, you and the chaperon are expected to contact the principal with a detailed report of any irregularities or problems.
10. If an emergency should arise on a trip, contact the principal as soon as possible. If the building principal cannot be reached, contact the athletic director or superintendent.

APPENDIX A

CURRENT YEAR INFORMATION

CURRENT SCHOOL YEAR INFORMATION 2019-2020

Mailing address: Arlee Joint School District #8, 72220 Fyant, Arlee, MT 59821
 School Telephone: (406) 726-3216 Fax: High School (406) 726-3940
 Elementary/JH (888) 315-4651
 District Office (888) 360-8531

Board of Trustees

Kris Gardner, Chairperson
 Lisa Koetter, Vice Chairman
 Brian BigSam, Trustee
 Wendy Forgey, Trustee
 Lindsey O'Neill, Trustee

Daily Class Schedule*

	<u>High School</u>	<u>Jr. High (A Day)</u>	<u>Jr. High (B Day)</u>	<u>High School & Jr High</u>	
Warning Bell	7:52	7:52	7:52		
First Period	7:55 to 8:50	7:55 to 8:58	7:55 to 8:52	Fifth Period	12:55 to 1:50
Second Period	8:53 to 9:48	9:01 to 10:04	8:56 to 9:52	Sixth Period	1:53 to 2:48
Advisory	9:51 to 10:21	10:04 to 10:14		Seventh Period	2:51 to 3:46
Crew			9:55 to 10:15		
Third Period	10:24 to 11:19	10:14 to 11:17	10:18 to 11:15		
Fourth Period	11:22 to 12:17	11:20 to 12:23	11:18 to 12:15		
Lunch	12:20 to 12:52	12:22 to 12:52	12:15 to 12:56	Bus Leaves	3:55

Academic Calendar

	<u>Beginning Date</u>	<u>Ending Date</u>
First Grading Period	August 26	November 1
Second Grading Period	November 4	January 16
Third Grading Period	January 20	March 19
Fourth Grading Period	April 1	May 28

Senior Graduation May 24
 Eighth Grade Graduation May 27

Student Holidays

August 21 & 22 Teacher Orientation & In-service
 September 2 Labor Day
 September 16 Tribal In-service Day
 October 17 & 18 Educational Conferences
 November 7 Parent Teacher Conferences (*starting after school is released for the day*)
 November 27 & 28 Thanksgiving Break
 Dec 23 - Jan 3 Christmas Break
 February 17 Presidents' Day
 April 8 & 9 Spring Break
 April 2 Parent Teacher Conferences (*starting after school is released for the day*)
 May 25 Memorial Day

Meals

Arlee Joint School District #8 is participating in a Universal Lunch and School Breakfast Program for the 2019-20 school year. Children attending Arlee Public Schools, breakfast and lunch will be available to them at no charge. All enrolled school students may participate in the breakfast and lunch program at no charge to them.

Full Prices

Reduced Prices

Breakfast	Adult \$2.00	Student (All) \$1.35	Student (All) \$0.30
Lunch	Adult \$3.50	Student (K-6) \$1.60	Student (All) \$0.35
		Student (7-12) \$2.10	

APPENDIX B

ADMINISTRATIVE PROCEDURES

Activity Fund Deposits & Assignment of Fund Manager

Activity Fund Deposits:

Monies collected/earned through fund raising activities must be handled in a timely fashion and a receipt given to the person making the deposit. **The monies shall be handed in for accounting as soon as possible, but in no case later than one week after it is earned.** Desirable accounting practices would be to have at least two individuals count money as it is turned in and a third person count the money again when the receipt is issued. However, at a minimum, monies will be counted by two people, (the person giving and the person receiving the money), before it is receipted.

When a receipt is written, it will, at a minimum, have the following information:

1. The name of the organization and account to whom the money is to be credited;
2. The name of the individual making the deposit;
3. The verified amount of the deposit;
4. The date of the deposit; and
5. The name of the individual receiving the deposit.
6. A description of the activity which generated the money, (pop machine, bake sale, raffle, gate receipt, etc.)

The receipts for all deposits shall be kept by the person who is responsible for the activity fund wherein the money is deposited. At the end of each event/fundraiser, a profit/loss sheet will be completed and turned into the district office.

Assignment of Fund Manager

The appropriate principal will assign each activity fund manager by giving the individual a letter assigning that fund. The letter will state the date when the responsibility is assigned. A copy of this administrative procedure will be provided with the letter. The individual will acknowledge receipt of the assignment letter by signing a copy and that copy will be given to the District Clerk for school records.

Confidentiality

Confidentiality is a matter of supreme importance to students, parents and staff in the district. Unless an individual can be assured that information about him/her will be shared only with persons who have the authorization AND a need to know, that individual is not as likely to share as openly or perhaps, not at all. In some situations this could have tragic results. Therefore, staff should share information only with persons who are authorized, (basically other members of the staff or the parents of the child) AND **any individuals with whom you share must have a need to know the information.** When sharing information about students with other individuals, please insure you are in an appropriate area in which your comments cannot be overheard. A violation of confidentiality may result in disciplinary action and if continued in contradiction with this procedure could lead to a recommendation for dismissal. If there is a question of whether or not to share information, please contact the principal or superintendent to discuss the situation, before the information is disclosed. Disclosure of information which directly affects the health and/or safety of the individual or other individuals is authorized, but still must be given only to those individuals with a need to know, i.e., are directly involved or will be providing necessary assistance. Under Montana law, any instance of child actual or suspected child abuse or neglect must be reported to the principal or superintendent, (41-3-201, MCA).

Extracurricular Activities and Philosophy

Definition of Extracurricular Activity

For the purposes of this administrative procedure, an extracurricular activity is that activity (including sports) involving one or more students which is sponsored or supported using resources from the school district. An activity is considered to be sponsored by the school district if public funds are expended for the conduct of that activity such as the following situations:

- a. An individual to coach or supervisor is employed or formally approved by the school district, (as in the case of a volunteer);
- b. The school district provides significant facilities, equipment and supplies;
- c. The school district provides transportation for students.

Individuals or organizations may sponsor activities for students and may be required to rent facilities and/or provide certificates of insurance which will hold the district legally harmless in case of negligence.

Philosophy and Goals of Extracurricular Activities Program

The philosophy of the extracurricular programs is to provide an appropriate set of diverse experiences to interested students above and beyond the school instructional program. In support of this we recognize students are unique, that they mature at

different rates, have different interests and those interests will likely change as the students mature. It is the desire to have extracurricular activities available to as many students as can be accommodated by the resources of the district without regard to race, creed, or marital status. Some restrictions may be imposed based on gender, and/or age in line with the rules and regulations established by the Montana High School Association (MHSA) and Arlee School District policies.

At all levels it is the goal of the district to promote good sportsmanship, increase knowledge and/or skill, promote cooperation and teamwork, develop a positive attitude and conduct in all participants. Specifically in athletics the following guidelines apply:

The school district will attempt to provide extracurricular activities for students to the extent that its resources permit. We aspire to promote a love of the game/sport and a desire to compete, as appropriate. We believe participants should have fun when they participate.

Participation vs. Competition Emphasis

In grades K-5 the overriding emphasis shall be on insuring that **all** students participate; competition is minimized. As much as possible competition is restricted to within the school district.

In grades 6-8 the emphasis on participation continues, but with some **minor** emphasis on competition. There will not be any cutting of students who desire to play. Games will be scheduled with other schools, but the emphasis will be on participating well rather than winning. Teams will play approximately four (4) football games, and ten (10) basketball and volleyball games.

On the freshman team there will be an increasing emphasis on competition, but students who desire to participate will not be cut from the teams; however the participation in competitive situations will not be equal between players.

On the varsity and junior varsity teams cutting of less skilled players from the team may occur. Competition is of significant importance, but this should **NOT** be interpreted as "win-at-all-costs."

Other Procedures and Standards

High school game schedules will be set in accordance with MHSA rules and procedures.

Eligibility will be at least as strict as MHSA standards.

Participation: Students will be allowed to participate only with the permission of their parent(s)/guardian(s), in accordance with the following as applicable, other district policies, MHSA rules and regulations. For students who participate in more than one sport, coaches are urged to insure that participants attend all scheduled practices for each sport, watch for fatigue to reduce the likelihood of injury, and work and coordinate together so unreasonable pressure is not brought to bear on the athletes.

Minimum team size: Should the number of team members drop below the following limits the athletic director will show just cause why that sport season should continue:

Football = 15 Basketball = 8 Volleyball = 7 Wrestling = 5 Track = 8 Cross Country = 5

Selection of coaches and sponsors should be selected to obtain fully qualified individuals who will be excellent role models for the students. If possible all coaches and sponsors will be selected from the certified staff, however, as a minimum head coaches should be members of the faculty, (See District Policy 5120). If there are insufficient applicants, then community members may be used. The following guidelines for numbers of coaches/sponsors will be used in hiring:

AHS Football	16-35 players	=	3 coaches
JH Football	23+ players	=	2 coaches
AHS Basketball	Freshman Team 15+ players	=	2 coaches
	Jr Varsity Team 15+ players	=	2 coaches
	Varsity Team 15+ players	=	2 coaches
JH Basketball	15+ players	=	2 coaches
AHS Volleyball	Freshman Team 15+ players	=	2 coaches
	Jr Varsity Team 15+ players	=	2 coaches
	Varsity Team 15+ players	=	2 coaches
JH Volleyball	15+ players	=	2 coaches
AHS Track	11-32 players	=	3 coaches
	33-50 players	=	4 coaches
JH Track	11-32 players	=	3 coaches
AHS Wrestling	6-10 players	=	1 coach
	11-20 players	=	2 coaches

AHS Cross-Country	5-20 runners	=	1 coaches
	20+ runners	=	2 coaches

Make-up Work

Whenever a student has an excused absence in any class, he/she will have an opportunity to complete work missed for full credit. Specifically, when returning, the student will get information on missed or alternative assignment(s) from his/her teacher, and will complete and hand in the assignment(s). Usually, students will have two days to complete and hand in makeup assignments for each day they were absent to receive full credit for the makeup work. However, for extended absences or unusual circumstances, the teacher should confer with the principal and parents to determine alternative arrangements for makeup work and also to set an appropriate time limit for the completion of assignments for full credit. If such arrangements are made, they should be written out and a copy supplied to each person so everyone will have clear expectations.

If a student returns to school after an injury or a serious or prolonged illness, and if he/she is only able to participate in a limited manner, the teacher will make a reasonable accommodation for that student's temporary limitation(s). If adjustments are required for longer than a week, clarification and direction from a medical doctor may be required, so the teacher will know what activities are appropriate and can be allowed. Opportunity for makeup assignments will be provided, and if a medical doctor limits a student's participation, that student's grade will not be affected by such limitation(s).

Performance Activities Outside the School Day

Performance activities for students are included in various adopted curricula to enhance student confidence in their own abilities, provide realistic opportunities for them to practice skills and/or demonstrate knowledge, and to generate public support for the schools. In recognition of the importance of performance, efforts should be made to provide many opportunities to perform in those curricular areas.

District paid transportation for students participating in required instructional activities is required by Montana law; however, the school district does not usually have the resources to provide such transportation outside regular school hours. When required performances do occur outside the regular school hours, appropriate alternatives will be provided to those who are unable to participate. Optimally, those alternatives will include the opportunity to perform at another time during the school day.

If a family emergency or personal illness keeps a student from performing, the parents are expected to make a reasonable effort to contact the teacher. Absences will be determined as excused or unexcused in accordance with the attendance policies; an inability to provide transportation is considered a family emergency. If an absence is excused, an alternative assignment or opportunity to perform will be provided.

In grades K-6, when the student is required to participate in performances or other similar activities outside regular school hours, satisfactory completion of an alternative activity in lieu of the performance will allow the student to earn equivalent credit. The choice of an alternative activity is left to the teacher however, a description of the one chosen will be conveyed in written form to student and his/her parents. Routine homework is excluded from this requirement.

In elective classes for grades 7-12, where performances after school-hours are required, a student must agree to participate in such performances when he/she requests to take the class. Students will be informed in writing of the grading procedure and any performance requirements on the first day of class. Students may not remain enrolled in such performance-oriented classes unless they attend the mandatory performances and support the grading procedure.

Special Education Referral Process

The purpose behind the referral process is to determine whether a student who is experiencing difficulties in school is in need of services from special education personnel. If services are needed, then the least intrusive action which will allow the student to be successful must be determined and implemented. Our referral process accomplishes these tasks in the following manner.

When a difficulty is first noted, routine adjustments and interventions are attempted by the teacher(s). If such actions are unsuccessful in helping the student to be successful, a pre-referral form should be submitted to the principal to notify her/him of the concern(s). Notification and discussion with the parent is strongly encouraged. At this point the task is to figure out whether or not there are other interventions which could be made which would enable the student to be successful. To accomplish this task, a pre-referral team is assembled. That team is composed of the following positions: **parent, principal, classroom teacher(s)**, interventions specialist staff (Title 1, Reading Recovery, counselor, etc), psychologist, the student him/herself and any other appropriate person(s). This team gets together at a pre-referral meeting. **Boldfaced print shows required members of the teams.**

The principal assigns and discusses child with a team leader. That team leader could be any of the members of the team, but most likely should be one of the following: the classroom teacher or the psychologist. Since the psychologist develops the schedule of meetings, she/he would function well as that leader. When a pre-referral meeting is held, the specific purpose is to determine what interventions have been tried, how effective they were, and to plan other interventions. The individual responsible for implementing an intervention is responsible for documenting the results of that intervention.

The team makes plans to try the additional interventions. The interventions should be tried for 20-30 school days to provide an adequate length of time to work. A record of the results should be kept so the effects can be discussed by the team at a pre-referral progress meeting. If the student becomes successful using the interventions, then no further action is taken. The individual responsible for implementing an intervention is responsible for documenting the results of that intervention.

If the student is not successful, then the team may try additional interventions or may decide to refer the student for formal assessment during the referral stage. However, notification and discussion with the parent should already have occurred. The involvement of the parent in referring the child for assessment is a legal requirement, since it is the parent who must grant permission to evaluate. Permission to evaluate must be signed by the parent BEFORE any formal assessment is done. **A referral, E.R. and IEP teams are composed of the parent, the regular education teacher, the principal, the psychologist, the resource room teacher,** plus any other individuals who are deemed pertinent and appropriate to assist with the decision. At the time permission to evaluate is given, the parent must be provided with written explanation of their rights under IDEA and qualified special education personnel must insure the parent understands those rights and answer any questions which arise.

After the assessment is done, the Evaluation Review Team meets to discuss the assessment results and determine whether the child qualifies for special education services. If the child does not satisfy the necessary criteria for placement in special education, an educational accommodation plan will be developed in accordance with Section 504 criteria.

If the child does qualify for services, the team will identify the handicapping category (ies) for which the child qualifies, then an Individualized Education Plan will be developed which has appropriate goals and objectives. If possible, the student should be actively involved in developing the IEP. **The IEP for the student will be reviewed and updated at least annually, but may be done as often as needed. A complete re-assessment will be done as needed and/or every three years.**

Student Retention Process

We believe that parents/guardians and the school staff share the responsibility for helping every student to succeed in whatever grade or class he/she is assigned. However, it is also our belief that every child must have the necessary knowledge and skills before he or she is promoted to the next grade or class. Without this minimum level of performance, it is the responsibility of the parents and the school to work together to help the child and/or provide additional support until he/she has reached the minimum level. The following administrative procedures have been developed for a child who demonstrates an inability to meet the expected minimum academic performance standards.

Elementary Students (Grades K-8)

1. At the first conclusive indication that a child will not be able to meet the minimum performance expectations for the grade/class, that child's teacher will contact the parent and to explain his/her concerns. A conference will be scheduled to discuss the situation and possible additional support steps for the child at home and/or at school. These steps may include such interventions as finding a quiet place at home to study, adjusting the child's seating within the classroom, peer tutoring, referral to Title 1 programs, adjusting the length of assignments, etc. As interventions are tried, the teacher is asked to keep a record of the results.
2. If the interventions are not having the desired results, the teacher should discuss the situation with special education personnel to see if a referral for evaluation is appropriate. If appears that the child should be referred for special education services, the classroom will follow the approved special education referral process. At this point the school principal should be notified, regardless of whether or not the child is being referred for special education services.
3. By the end of the first semester of the current school year, (for grades 1-8, or the end of the third grading period for kindergarten), if interventions have still not helped the student to meet the minimum performance expectations sufficiently, an assistance team will be formed to develop a specific plan of remediation for that student. This team will include at a minimum, the regular classroom/homeroom teacher, other subject area teachers, the principal and at least one parent/guardian. The team will develop a written plan which identifies the following:
 - A. A record of the intervention steps which have been take to date and additional intervention steps which are anticipated to support the student;
 - B. Any formal evaluation or testing procedures which will be used to diagnose possible learning difficulties or suggest intervention strategies;

- C. A schedule of meetings to assess the progress of the student on a regular basis;
- D. The date during the last two weeks of the school year at which time it will be decided whether or not the child is to be retained.
- E. As the rest of the school year progresses, the assessment team will keep a written record of all interventions attempted and diagnostic procedures used.

4. During the last two weeks of the school year the assistance team will make a recommendation to the principal whether or not to retain the student. The recommendation of the assistance team is not the decision. The principal will make the student placement decision for the succeeding year.

- A. If the parent disagrees with the placement decision he/she may appeal that decision to the superintendent.
- B. The superintendent will decide on the placement of the student not later than ten working days after the last day of school.
- C. If the parent still disagrees with the placement decision, he/she may appeal the decision to the Board of Trustees. The matter will be placed on the agenda of the next regular meeting of the school trustees.
- D. The decision of the School Trustees is final.

5. Generally the standards which will be used for considering whether or not the student is meeting the district's minimum performance expectations are as follows:

- A. In grades seven and eight, students may fail ("F" average for entire year) no more than one subject. In addition, students must maintain at least a 1.00 grade point average for the year. The above requirements include all core and elective classes.
- B. In grades four through six, students may earn no more than one failing grade in any core subject during the school year.
- C. In grades kindergarten through three, a student must demonstrate sufficiently successful academic performance to reasonably assure the teacher he/she will be successful in the next higher grade.

High School Students (Grades 9-12)

Students must achieve a passing grade in all classes to credit that class toward district graduation requirements. District graduation requirements are identified in the high school student handbook and District Policy #606.

Use of School Van

Use Requests: Individuals who have a need to use a district van will schedule to use the van with the transportation director. Individuals should request to use the van as far in advance as is feasible to reduce conflicts in scheduling. For the purposes of this procedure, the person to whom the van is signed out is referred to as the driver. Out of state operation will be approved in advance by the trustees or in emergency by the superintendent.

Driver Responsibilities

Operation: The person to whom the van is signed out is responsible for insuring compliance with all state laws, district policies and procedures. The driver is responsible for insuring that the registration and certificate of insurance are in the van before departing the district. No student will be allowed to operate a van except in emergency situations and only with the recommendation of the adult to whom the van is checked out and only with express approval of the superintendent or his designee. All individuals riding in the van will use their seat belt, including shoulder harness. It is the responsibility of the driver to operate the van in a manner which will insure all riders are safe at all times. The driver is responsible for insuring the cleanliness of the inside of the van after use.

Fueling and Credit Card: When the van is used the driver will refuel the van when the fuel remaining is less than one half of a tank. Whenever the van is fueled, the driver is responsible for the checking and signing that such items are in a satisfactory condition/status. All other routine maintenance items shall be followed, as well. (See routine maintenance checklist.) If the van is traveling out of local area, the driver is responsible for getting the district credit card from the district clerk. The district credit card is the sole responsibility of the driver and if lost or misused, the driver will be held fiscally liable for any costs or erroneous charges.

Emergencies: In case of an accident, the driver must insure that any injured riders receive appropriate medical care. Should the driver be unable to carry out this responsibility, any other rider should contact the superintendent or other district administrator for assistance and guidance. For insurance purposes, the driver shall get at least the following information from the other party(ies) involved in the accident: names, addresses, telephone numbers, names of other insurance companies, identification information of the investigating authority, general description of what happened, names and contact information of witness (if any). As soon as practical, the district will be notified of the accident and related circumstances.

If weather should become so dangerous that the trip cannot be safely continued, the driver will contact the superintendent or designee for permission to stay overnight or determine and discuss other alternatives. Should the van have mechanical problems or be damaged from an accident, the driver should contact the district office to determine and discuss appropriate alternatives.

Instructional Model

The purpose of this INSTRUCTIONAL MODEL is to ensure that both staff members and administrators are looking at instruction in the same manner. The model consists of four components:

- A. Planning
- B. Class Climate
- C. Class Management
- D. Instructional Management
- E. Glossary of Terms

A. PLANNING

Planning is the series of teacher discussions related to the preparation for effective, sequential delivery of the district curriculum. The plans address the appropriate levels of cognition and the efficient use of instructional time.

INDICATORS

1. The teacher's long and short term plans are clear, concise, up-to-date and relevant to the approved district curriculum.
2. The teacher's plans include sequential outcome based objectives.
3. The teacher's plans include a logical development and pacing of the lesson based upon prior student knowledge, skills, and abilities; and course/program proficiencies.
4. The teacher's plans include the use of a variety of strategies and materials for teacher and student activities.
5. The teacher's plans include activities which will provide feedback concerning students' mastery of lesson objective(s).
6. The teacher's plans provide for valid testing and evaluation procedures which are utilized regularly to determine student understanding of the curriculum presented.

B. CLASS CLIMATE

Class climate is the environment in which teachers make conscientious effort to promote student well-being and self-esteem, while maintaining a commitment to learning.

INDICATORS

1. An atmosphere is created whereby students feel comfortable and willing to respond in the classroom.
2. Communications between teacher and students are courteous and respectful.
3. The teacher acts as a facilitator encouraging and maintaining equitable active participation of all students in the learning activity.
4. The teacher encourages students to ask questions.
5. The teacher accepts student response in a positive manner and provides appropriate feedback.
6. The teacher speaks in an articulate manner using voice inflections to stimulate and encourage student interest.
7. The teacher projects enthusiasm.
8. The teacher makes a conscious effort to motivate students and encourage further inquiry.
9. The teacher encourages and supports students to work to their maximum potential and provides the opportunity to experience success.
10. The teacher provides an attractive, visual environment through the use of colorful displays and bulletin boards of student work.

C. CLASS MANAGEMENT

The teacher organizes the classroom to maximize time-on-task and utilizes a proactive management style.

INDICATORS

1. Expectations for student behavior have been established.
2. The teacher maintains appropriate student behavior.
3. The teacher has all necessary materials and equipment available.
4. The teacher maintains effective class routine.
5. The teacher gives direction in a clear and concise manner.
6. The teacher moves about the classroom to encourage student participation and provide individual assistance.
7. The teacher utilizes management techniques (eye contact, physical proximity and non-verbal cues) that avoid disruption of the instruction process.
8. The teacher coordinates student activities in an effective manner.

9. The teacher establishes and maintains a system of efficient record keeping.

D. INSTRUCTIONAL MANAGEMENT

Instructional management is the delivery of the planned lessons and activities.

INDICATORS

1. The teacher actively involves students in an introductory activity that focuses their attention on the objective(s) of the lesson.
2. The teacher communicates the lesson's objective(s) to the students.
3. The teacher's instruction reflects assessment of student's prior knowledge /skills.
4. The teacher teaches to the lesson's objective(s).
5. The teacher provides a logical sequence of lesson activities with smooth transitions from one activity to another.
6. The teacher establishes short-term checkpoints to monitor students' progress during the lesson and adjustments in instruction are made.
7. The teacher provides accurate and specific feedback to students.
8. The teacher provides adequate opportunities for student feedback.
9. The teacher uses lesson activities that keep students on task, resulting in effective use of class time.
10. The teacher demonstrates current knowledge of subject matter and instructional strategies.
11. The teacher uses a variety of materials that are directly related to program goals and objectives.
12. The teacher uses a variety of effective teaching techniques during the lesson that might include modeling, guided practice, and/or independent practice.
13. The teacher utilizes questions and/or activities that require a variety of levels of cognitive thinking.
14. The teacher allows sufficient wait time for students to respond to questions and/or ideas.
15. The teacher provides a closure activity to assess student learning.
16. The teacher assigns, when appropriate, relevant follow-up activities to be completed outside the classroom to reinforce the lesson objective(s).

E. Glossary of Terms

ADJUSTMENT

Adjustment occurs when the teacher makes changes in the teaching plan based upon feedback from the children.

AFFECTIVE

The term affective addresses the social and emotional needs of students.

CHECK FOR UNDERSTANDING

The teacher checks for understanding providing activities and/or asking questions to determine if students comprehend what was taught throughout the lesson.

CLASS CLIMATE

Class climate is the environment in which teachers make a conscientious effort to promote student well-being and self esteem while maintaining a commitment to learning. Good class climate is characterized by teacher behavior which exhibits an enthusiastic commitment toward a task, a success orientation, a high degree of active student participation, and a positive feeling.

CLOSURE

Closure is that activity in which students are actively involved in summarizing what was learned during the lesson. The activity must be directly related to the intended objective(s) and may occur during the lesson or at the end of a lesson.

COGNITIVE

The term cognitive addresses the intellectual and academic needs of students.

CONCEPT

A concept is a name or term which identifies an idea or group of things.

COOPERATIVE LEARNING

Teacher provides the opportunity for small groups of students (varying ability levels) to work together in order to accomplish an intended objective(s).

COVERT BEHAVIOR

Covert behavior is non-observable behavior which includes actions such as thinking about a concept and/or listening to an idea.

DEADTIME

Dead time in the classroom is that period of time when no learning is taking place; no responsibility is given to the students.

ENTHUSIASM

A teacher projects enthusiasm through observable measures to bring about effective teaching and better student focus. Examples of actions which indicate enthusiasm are vocal delivery, gestures, body movements, facial expressions, and word selection, positive acceptance of ideas and feelings, and overall energy level.

FEEDBACK

Specific information is provided to determine the accuracy of a response and may include as brief a response as "yes" (meaning the answer is correct) to a more elaborate response, including corrective action. This knowledge of results can influence motivation as well as amount of learning.

FEELING TONE

The teacher reacts to student response and/or behavior.

GUIDED PRACTICE

The teacher has the class perform a skill or solve a problem before going on to independent practice to ensure that students have learned and that skills will not be practiced incorrectly during an independent activity.

INDEPENDENT PRACTICE

Practice activities are designated for students to perform at their own pace without direct teacher instruction.

INSTRUCTIONAL MANAGEMENT

Instructional management is the development and delivery of instructional lessons or activities.

MASTERY

Mastery is remembering and retaining information. Conditions promoting mastery include meaningful material, modeling of information, use of multiple modalities, meaningful processing of information by the learner, and appropriate practice.

MODELING

Modeling is behavior designated to demonstrate a procedure through the use of chalkboard, overhead, role playing or charts.

MONITOR

The teacher supervises and assesses student understanding of information presented.

MOTIVATION

Motivation is a desire or enthusiasm to learn which is exhibited by students. Indicators of motivation may include student attention, focus, and participation.

OBJECTIVE

An objective is that goal which the teacher wants the student to learn, and the way in which the students will demonstrate that learning.

OVERT BEHAVIOR

The teacher observes behavior elicited from students to allow teacher to monitor learning as well as ensure students are actively involved.

PACING

Pacing is the extent to which the level of difficulty and the rate of the lesson is appropriate for the student's ability and interest.

PLANNING

Planning is teacher behavior related to the preparation for effective, sequential delivery of the district curriculum. The plans address the appropriate levels of cognition and the efficient use of instructional time.

PRE-TEST

A brief diagnostic survey is conducted to determine students' entering skill, before beginning a lesson or new unit.

POST-TEST

A brief diagnostic survey is conducted to determine students' achievement level at the end of a lesson or unit.

PROACTIVE PLANNING/MANAGEMENT

The teacher organizes the classroom to maximize time-on-task; this is based upon ability of the teacher to foresee any action which would take time away from instruction and to establish routines to minimize their impact on instructional time, as well as to prevent problems before they occur.

QUESTIONING TECHNIQUES

Effective questioning techniques including asking those questions which require all levels of cognitive thinking, e.g. knowledge, comprehension, application, analysis, synthesis and evaluation.

RELEVANCE

Relevance refers to teacher behavior or activity which is appropriate to the curriculum and the intended objective(s).

SET

Set is an introductory activity in which students are actively involved and required to review or utilize prior knowledge. Set generally includes a statement of the intended objective(s), demonstrates relevance to the students and provides motivation for learning.

SPONGE ACTIVITY

A sponge activity is a "warm-up" or "filler" activity which eliminates potentially wasted time, e.g. a practice exercise on a previously-learned activity or challenging thought or idea.

STRATEGIES OF LEAST INTERVENTION

The teacher responds to minor, off-task student behavior in a way that minimizes the interruption of the class and learning time; this helps to maintain a positive feeling tone in the class by eliminating frequent reminders. Strategies would include non-verbal cues such as walking around the room, thereby creating a physical presence of the authority figure. Student focus is increased.

STUDENT PARTICIPATION

Student participation occurs when students actively respond in activities congruent with learning. Student participation increases both rate and degree of learning, and includes both covert and overt behavior.

TASK ANALYSIS

Task analysis is the process of dividing an objective into small, incremental steps necessary to accomplish the objective(s).

TEACHING TO AN OBJECTIVE

Teaching to an objective is described as an essential element of instruction. The teacher's questions, explanations, activities, directions and responses to learner efforts all relate to accomplishing the objective.

TIME-ON-TASK

Time-on-task represents the time students are actively involved in the learning process.

TRANSITION

A transition is a change from one activity to another that may occur during or in between a lesson; it is characterized by a smooth move from one activity to another.

WAIT-TIME

Wait time is the amount of time given to a student to respond to a question or idea.