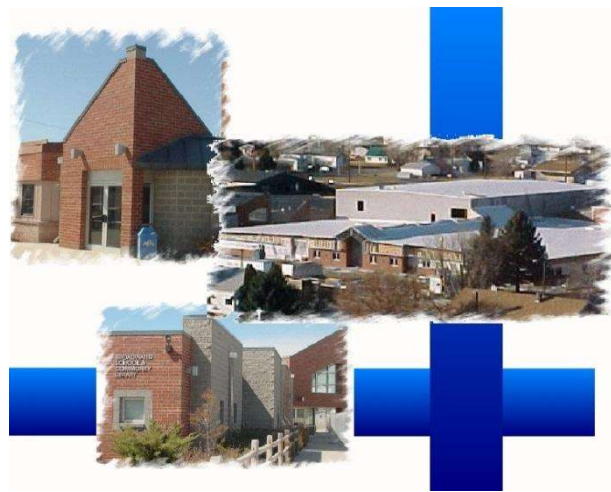


# Townsend K-12 School District #1 2023-2024 FACULTY HANDBOOK



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# FORWARD

THIS HANDBOOK HAS BEEN COMPILED IN AN EFFORT TO BETTER ACQUAINT THE TEACHING STAFF WITH THE OPERATION OF TOWNSEND SCHOOLS. IT PROVIDES INFORMATION REGARDING THE OPERATION OF TOWNSEND SCHOOLS. IT PROVIDES INFORMATION ON MANY POLICIES AND SHOULD BE USED AS A REFERENCE WHEN QUESTIONS ARISE. IT IS IMPOSSIBLE, HOWEVER, FOR A PUBLICATION TO ANSWER EVERY QUESTION AND ANTICIPATE ALL SITUATIONS. PLEASE CONSULT ADMINISTRATION WHEN YOU HAVE QUESTIONS ABOUT ITEMS OR IF AN ITEM WAS NOT COVERED IN THIS PUBLICATION.

AT THE HEART OF ANY SCHOOL SYSTEM IS A QUALITY STAFF. TOWNSEND SCHOOLS IS PROUD OF STAFF MEMBERS AND THEIR DEDICATION AND PROFESSIONALISM. THE SCHOOL BOARD AND ADMINISTRATION ARE COMMITTED TO WORKING WITH STAFF TO DEVELOP A STRONG, EFFECTIVE STAFF DEVELOPMENT PROGRAM. SUCH A PROGRAM HELPS EACH STAFF MEMBER TO REALIZE HIS/HER FULL PROFESSIONAL POTENTIAL. AS A RESULT, OUR SCHOOL, OUR PROGRAMS AND OUR STUDENTS WILL BE THE BEST THEY CAN BE!

## TOWNSEND ADMINISTRATION

OUR MISSION IS TO PROVIDE A COMPREHENSIVE EDUCATION IN A SAFE, COMFORTABLE LEARNING ENVIRONMENT WHERE ALL STUDENTS ARE CHALLENGED TO ACHIEVE THEIR INDIVIDUAL FULL POTENTIAL. THE RESULTS OF OUR WORK ARE INDIVIDUALS WHO ARE COMPETENT, EDUCATED AND CONFIDENT, WHO RESPECT THEMSELVES AND OTHERS, AND WHO HAVE A LIFE-LONG DESIRE TO LEARN.

THE CORE PURPOSE OF TOWNSEND SCHOOL DISTRICT IS TO PROVIDE AN ENVIRONMENT THAT PROMOTES COMPREHENSIVE EDUCATION, ALLOWS STUDENTS TO REACH THEIR FULL POTENTIAL AND PREPARE STUDENTS FOR THE FUTURE.

## CORE VALUES ....

### SERVICE/COMMUNITY-ORIENTED

- RESPECT SOCIALLY CONSCIENCE

### EXCELLENCE AND CONTINUOUS IMPROVEMENT IN LEARNING

- COMPREHENSIVE EDUCATION
- CONTINUOUS IMPROVEMENT
- LIFE-LONG LEARNING
- ACHIEVEMENT
- EXCELLENCE IN TEACHING
- DIGITAL LITERACY
- OPENING MINDS (SPARKING CURIOSITY)

### ENVIRONMENTALLY CONCERNED

### EFFICIENT

- EXCELLENT STEWARDS OF RESOURCES

### SAFE, POSITIVE ENVIRONMENT

## **EQUAL EMPLOYMENT OPPORTUNITY**

The School District will provide equal employment opportunities to all persons regardless of race, creed, religion, color, or national origin or because of age, physical or mental disability, marital status, or sex when the reasonable demands of the position do not require an age, physical or mental disability, marital status, or sex distinction.

The following have been designated to coordinate compliance with these legal requirements, including Title VI, Title VII, Title IX, and other civil rights or discrimination issues, the Americans with Disabilities Act, and Section 504 of the Rehabilitation Act of 1973, and may be contacted at the Townsend office for additional information and/or compliance issues:

Christina Hartmann – Homelessness

Susie Hedalen – Foster Care

Sheri Heavrin – Title IX -Sexual Harassment

## **ACCOMMODATING INDIVIDUALS WITH DISABILITIES**

Individuals with disabilities shall be provided opportunity to participate in all school-sponsored services, programs, or activities on a basis equal to those without disabilities and will not be subject to illegal discrimination. An individual with a disability should notify the Superintendent or building principal if they have a disability which will require special assistance or services and what services are required.

## **GENERAL**

1. Teachers must be thoroughly familiar with this handbook, the student handbooks and the master agreement. Teachers are responsible for the guidelines, policies and procedures therein.
2. Faculty meetings will be scheduled on a regular basis. Special meetings will be held as needed. All instructional staff shall attend these meetings unless other prior arrangements have been made with administration.
3. The basic workday, (Student Instruction Days, as scheduled by the District Calendar), for all full-time teachers is from 7:45 a.m. until 4:15 p.m. The basic workday, on staff meeting days, will be 7:30 a.m. until 4:00p.m. Staff meetings will be held at 7:30 a.m. on days determined by the building administrator. All full-time teachers are expected to be in or near their respective classrooms or work areas by 7:45 a.m. and be there at least 10 minutes after the students depart at the end of the day, unless assigned a specific duty or prior arrangements have been made with an administrator. Teacher can leave without penalty for medical appointments or out of town school-related activities at 3:50 p.m. with no sick leave or

personal leave deductions if they are not responsible for student supervision. Staff members must notify and get approval from the appropriate building administrator before leaving the campus at 3:50 p.m.

A quarter day will consist of two (2) hours and 15 minutes. A half (1/2 ) day is returning by the end of lunch or leaving at lunch.

4. If you are not able to make it to school, be sure to inform Alison Ferreira and your principal as soon as possible (preferably before 7 AM) in order to allow sufficient time to arrange for a substitute. Providing sufficient notice to allow a substitute to be called will help enable others to also respond to their other day-to-day responsibilities.
5. All certified personnel must have valid Montana teaching licensure and register it with the Broadwater County Superintendent. If the license is not registered within 60 days of the first day of service at Townsend Schools, state law mandates that pay must be withheld until the certificate has been properly registered.
6. List of students, their addresses and phone numbers, are not to be given to any individual or outside agency for any reason without clearing it with administration first. The Family Educational Rights and Privacy Act (FERPA) and District Policy 3600 must be followed regarding student information.
7. Staff members must check with an administrator in order to leave school during the school day except during a duty-free lunch period. Buildings may have a check-out board or ask that you notify the building secretary (if designated by the building principal) prior to leaving the building.
8. Teachers and paraprofessionals must be acceptably dressed for the school setting. Blue jeans are not considered to be appropriate classroom attire unless it is a designated day for a specific purpose. Faculty including coaches and teachers traveling with students to and from activity/athletic events need to set the example for students and dress up for the event.
9. For specific information regarding salaries, paydays, compensation for additional credits earned (steps/lanes), etc., please check the master agreement.
10. Do not LOAN school keys or building fobs to students or others! It is your responsibility to keep your keys in your care. Do not block open doors or leave school keys where they can be picked up by others. If a staff member loses a fob that has been checked out, notify administration immediately so that it can be deactivated. New cores (new locks) have been installed in the elementary, middle school, and 60's wing of the high school. Staff may be held responsible for rekeying a section of the building in the event of a lost key. It is vitally important that staff members safeguard their keys and help the district maintain the safety and security of the campus – including the equipment and resources housed in the building.
11. If you have a scheduled activity outside the building, please secure permission from the building principal. In the event of an emergency or a need to contact the teacher or students, the office needs to know where to locate the individuals.
12. ALL buildings and all areas of the campus are designated “weapon free” and “tobacco free.”

13. Hall passes or check in/out written procedures for students must be used. A teacher must not release a student to work in another class without a pass signed by the teacher. There are no exceptions. Students are not to work in a technology lab without supervision. A teacher is responsible for the whereabouts of each student assigned to his/her class.
14. Assemblies are held periodically during the school year in order to provide additional experiences for students. All teachers are expected to attend the assemblies. The students appreciate staff participation and it helps with supervision of the students. K-8 teachers will sit with their classes to maximize supervision of the students. High School staff members are expected to be in the area of the students as well as take the necessary steps if a problem arises. Students in grades 9-12 are not expected to sit together as a class when they go to an assembly unless asked by administration.
15. Daily Bulletins are provided for middle school and high school staff. Let the office know by 7:45 in the morning (or the prior day) if you want an item put in the announcements. All bulletin items need to be approved by an administrator.
16. There is a weekly newsletter for the elementary school. Let the office know by 8:30 a.m. on Tuesdays if you want an item put in Cecelia's Notes. All bulletin items must be approved by an administrator.
17. The agenda for the Townsend Board of Trustees is developed the week prior to the board packet distribution which occurs on Wednesday mornings prior to a Tuesday night board meeting.
18. Staff emails will be sent periodically to inform staff regarding building and/or district information and activities/events. Staff email should be checked at least twice per day.
19. Communication works best when it is a two-way process. If staff members have questions, need additional information or clarification, seek out the information. It is helpful for everyone when rumors are addressed with accurate information. It takes everyone within the organization to make good communication a priority for students, staff, parents, and the community.
20. All news items for release to the media shall be cleared with an administrator. The superintendent's office must be informed as well. Information that is posted on building bulletin boards must be "cleared" by an administrator. All written communications with the public – parents/guardians, must be approved by a building administrator. Notices posted in the buildings must have an administrator's initials.
21. Students who are ill are to be sent to the office. The office staff will assist the student and determine if arrangements need to be made for the student to go home.
22. Please get administrative approval for long distance phone calls. Monitor student use of district phones.
23. Teachers are assigned a staff mailbox. Students are not allowed to go to these mailboxes. Please check your mailbox during the school day – especially before going home at the end of the day.

24. High School – Rosters and/or seating charts for all classes are to be given to the building principal by the end of the first full week of school and by the end of the first week of the 2<sup>nd</sup> semester. They should be kept current and updated within Infinite Campus during the school year.
25. Elementary – K-8 teachers are asked to keep a current daily schedule posted in their classrooms.
26. Policies on classroom parties for elementary classes will be determined when necessary. No parties in grades 9-12 classes will be hosted unless there is authorization from the building principal. High school classes shall not have pop/juice/sports drinks in the labs/classrooms/shops without administrative approval.
27. The use of movies or videos must be approved by the principal in advance.
28. Staff members may be assigned additional duties and responsibilities by the building principal and/or superintendent (i.e., building and/or district committees.)
29. The district will work to contain committee meetings to the work day, right after school or pre-arranged times.
30. Administration will give consideration to duty free lunch on an annual basis – based on written input provided by staff. Staff members who volunteer to supervise students will be allowed a “duty free” meal in the school cafeteria.

## **PURCHASES**

1. All supplies need to be ordered by a requisition and a purchase order unless there is prior superintendent approval. Receipts must be turned in at the district office promptly. There is a procedure for collecting and receipting money within the district. If there are questions, please talk with the district clerk for clarification. This procedure will be explained in more detail by building principals during orientation times. “On approval items” must be approved through a requisition. Staff members are not to charge items on a “P” (procurement) card without prior approval and without purchasing procedures being followed.
2. Teachers and students are not authorized to purchase anything in the name of the school district unless it is cleared with an administrator BEFORE the fact! Once purchases are made, receipts must be submitted to the district clerk as soon as possible. Financial timelines such as regular board meetings (2<sup>nd</sup> Tuesday of every month) are where warrants/claims are approved.
3. Daily teaching supplies may be obtained as needed from the offices.
4. Each spring, teachers will be asked to complete requisitions for materials, equipment and supplies for the coming year. During the year, requisitions are processed as needs arise and within the budget for the school year.

# BUILDING & CLASSROOM CARE

Teachers are directly responsible for the inventory and care of equipment in their rooms. However, school equipment is for the use of the entire district and the educational programs offered. If a staff member needs to utilize equipment assigned to another teacher, he/she should ask to use it and make arrangements for the care and return of the equipment.

1. Students are not permitted to sit on heat registers or windowsills. Classroom teachers are responsible for establishing and maintaining the classroom.
2. Teachers are expected to make sure students do not write on desks, walls and/or other surfaces. Please be aware of the materials and equipment assigned to your classroom. Prevention of damage and theft starts with staff observance and teaching to the expectations of use within the classroom.
3. All staff members share the responsibility for the care of all school property, whether it is assigned to you or not. If you see some disregard for property, it is your duty to stop the behavior and/or report it to the office. The halls, restrooms, buildings and grounds are the collective responsibility of Townsend School District staff.
4. For grades K-12, a record of textbooks checked out will be kept by all teachers which should include the name of the student, year assigned, number of the textbook, and the condition of the text. Students will be required to pay for the replacement of the textbook and unusual wear and tear. Please stamp and number the textbooks, if this has not been so already.
5. Teachers are required to take a complete and accurate inventory of their respective rooms in the fall and in the spring. Check with the building principal if you have questions regarding inventory procedures.
6. Equipment and/or supplies must not be removed from the school without administrative approval.
7. Teachers needing maintenance work done in their respective areas should complete a work request form which can be found on the district website, building offices or staff lounge.
8. Teachers needing technology services should complete a technology request form which can be found on the district website.
9. Electronic devices such as iPads and laptops need to be secured. Technology assets left out without supervision can lead to theft of the items. Procedures for the classroom need to be established and maintained in order to keep devices safe and secure. Teaching students to properly care for the devices is also a necessity. iPads and/or laptops checked out to teachers are the responsibility of the teacher. Normal "wear and tear" is expected, but care should be taken to maintain the device in a satisfactory working condition.
10. The district utilizes a Managed Print Services. There are centralized printers accessible by staff computers. Managed Print Services (leasing) has been found to reduce costs and minimize the need to purchase expensive equipment. Staff members are encouraged to utilize copiers and printers for district use only. However, if a machine is used for personal use copies, fees are as follows: black and white copies are \$.10/side (.05 per side with your own paper). Color printer copies are \$.25 each (single sided). Staff members should utilize color printing on an "as needed" basis for instructional purposes only.



# USE OF THE BUILDING

1. Student activities after school hours must be cleared with an administrator. A master calendar will be maintained in the high school office and posted on the website.
2. Students must be under the direct supervision of a teacher or other designated and appropriate chaperone. If a teacher lets a student in the building after hours, the teacher is responsible for the student as well as securing the area after use.
3. Teachers need to make sure that all doors are locked (i.e., locking of classroom doors) at the end of the day. Teachers should clear activities with the administrator so that the keyless entry system on the main entrances can be programmed to be open for scheduled activities.
4. Buildings and school property may not be used for personal profit unless such use is part of an on-going community education program.
5. With the increasing use of the facilities for a variety of purposes, maintaining a clean building is a difficult challenge. All activities and meetings should end by 9 p.m. and all students as well as adults out of the building by 9:15 p.m. Exceptions to this should be cleared through the superintendent's office.
6. Classroom teachers are expected to help maintain a clean organized building. Items such as whiteboards, computers and teacher workspaces should be regularly sanitized by the teacher and/or students.

## DUTY

### High School

1. The principal will assign and explain duty assignments. Duty responsibilities will be explained by the principal.
2. All teachers are expected to supervise students in the hallways. Proximity to teaching spaces during class changes helps provide positive student supervision and supports a healthy school climate.
3. Active supervision helps encourage student responsibility and reduce opportunities for students to make inappropriate choices.

### Elementary & Middle School

1. The building principal will explain duty assignments and the responsibilities involved.
2. Teachers who have students who are to stay in for recess due to illness, weather or discipline, will handle their own in-room duty unless he/she is on recess duty – arrangements must be made to supervise all students who are left in the classroom or building during recess.
3. During the first few weeks of school staff members should accompany our students to physical education during class when the elementary physical education teacher reviews playground safety procedures. After the Christmas Break, each teacher is expected to conduct review sessions regarding playground expectations on a periodic basis.

4. Classroom teachers will keep the necessary Report Form data and make sure students stay in the designated recesses and make referrals to playground school when necessary.
5. Teachers are expected to pick up their students at the appropriate door from specialists and/or from recess and lunch. Students should walk single file on the right side of the hallway and under the supervision of the classroom teacher.
6. Middle School teachers are expected to supervise the hallways near their classrooms during class changes which will help provide positive student supervision and support for a healthy school climate.

### **General Supervision Responsibilities**

1. All staff members are responsible for teaching behavior expectations and supervision of students. We have a duty to care for our students. Staff members need to report to duties on time and maintain active supervision of the students.
2. Supervise and accompany students during passing times and while students are at their lockers. Provide on-going training the first few weeks of school and repeat as necessary.
3. Walk students to and from the outside doors for all recesses and activities.
4. All student supervisors need to circulate around the area assigned. Active supervision enables staff to provide “teachable moments,” and address inappropriate behavior as well as recognize students who are making good choices.
5. Supervisors who are visible and interact positively with students enhance the positive learning environment and foster a positive school climate.
6. All personnel need to observe activities on the equipment and remind students of the behavioral expectations.
7. When a student violates a rule, supervisors will consistently follow the consequences as outlined in school handbooks.
8. Remember that mutual respect is evident when teachers respect students and students respect teachers.
9. Negligence is the most common charge made against school personnel. Negligent conduct is that in which a reasonable and prudent teacher would not engage and which results in serious injury. A key element in proximate cause is whether an injury to any student was foreseeable. In order to help avoid a charge of negligence the following guidelines must be addressed: 1) arrive on time to your duty, 2) be aware of dangerous circumstances and situations, take action, 3) teach and enforce safety rules and regulations, 4) position yourself so that you can observe the area you are supervising, 5) do not leave students unattended in or outside the building, and 6) stop any potentially dangerous activity as soon as it starts.

# PARENT & COMMUNITY INVOLVEMENT

Townsend School District collaborates with parents and guardians to promote the mutual goal of student achievement. To ensure parents are aware of their rights and the opportunity to engage with the School District, specific policies and procedures are available on the School District's website and are available to be printed upon request. Please consult the following policies to learn more about methods to be an active part of your student's education:

- Uniform Grievance Procedure – Policy 1700
- Student and Family Privacy Rights – Policy 2132
- Parent/Family Engagement and Involvement in Education – Policy 2158
- Student Health Instruction – Policy 2335
- School Activities and Clubs – Policy 3233, Policy 3510, Policy 3550
- Student Health – Policy 3410
- Student Immunization – Policy 3413
- Student Records and Confidentiality – Policy 3600

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

Parental involvement is a priority in order for students to experience success in school. Staff members are expected to do the following:

1. Communicate with parents when there is a problem developing – prevention should be the goal. If there is a problem of a serious or chronic nature with a student, work with parents to find a solution.
2. Communicate with parents regarding student progress. Create opportunities where parents can have positive interactions with the school. Timely communication is vital in order to build relationships of trust. Successful partnerships are built with on-going communication.
3. Encourage parents or other community members to visit your classroom, activities, practices or programs. Parents who are involved in their child's education have increased academic achievement.
4. Stress the positive things that students do when talking about school, but be ready to share ways to help them improve in diplomatic ways.
5. Be cognizant of "time and place" when discussing students with parents.
6. Avoid negative comments about the school, district or staff in front of others. Making negative comments in front of students, colleagues and the community does not assist the district in building positive relationships with others. It is unprofessional and what gets around may not be a fair interpretation of what was actually said or occurred. Concerns and complaints should be handled at the lowest level possible (i.e., student or parent to teacher,

teacher to teacher, staff member to staff member, teacher to administrator, and so on.) Use of the uniform complaint procedure in board policy or the collective bargaining agreement and/or master agreement should be utilized to share concerns or complaints with the goal to address the concern or complaint in a timely professional manner.

**Parent-Teacher Conferences** are scheduled periodically throughout the school year. They provide an excellent opportunity for improving parental involvement and community relationships. Let parents know what your class is doing, what your goals are, what you know is good about Townsend Schools and how they can be involved. Be enthusiastic. Be your own best advocate! Townsend Schools has excellent teachers and parents too. Communicate with parents often beyond the parent-teacher conferences. Thinking about what we want as parents and grandparents, helps ground us to what parents need and want regarding their child's school experience.

Guidelines for Parent-Teacher Conferences:

1. Plan to give and receive information. Be a good listener.
2. Ensure privacy.
3. Make necessary notes following the conference (if needed.)
4. Base your report on student progress.
5. Be able to discuss questions regarding your lessons, homework, expectations and the curriculum.
6. Do not get drawn into a discussion regarding colleagues.
7. If a conference is taking a considerable amount of time, arrange another time to follow up.
8. If a parent has a "gripe," hear it and assist them in getting the matter resolved including referring it to a higher level. Diffusing concerns at the lowest level possible helps things to move forward.
9. If a situation is reported to you that you were unaware of, let them know that you will report it and do so. Follow up to be sure that the matter was addressed.
10. There is something nice to be said about each and every student.
11. Conversations are like report cards – there are many interpretations.
12. Let the principal know if a problem or a concern develops. If the principal can be of assistance, please let him/her know.
13. It is unprofessional to discuss the progress or problems of another student with anyone other than the student, his/her parents or guardians, or other school personnel who are in the "need to know" group. Privacy and confidentiality is a fair expectation for students and parents.
14. Don't hesitate to schedule a conference anytime one is needed.

# SAFETY INFORMATION

As outlined in Policy 8301, the Board recognizes that safety and health standards should be incorporated into all aspects of the operation of the District. Rules for safety and prevention of accidents shall be posted in compliance with the Montana Safety Culture Act and the Montana Safety Act. Injuries and accidents shall be reported to the District office.

The Board has identified local hazards which may exist within the boundaries of the District include but are not limited to fire, natural disasters, intruders, weapons, and man-made disasters. The Board shall adopt a school safety plan or emergency operations plan for such hazards relating to school buildings and facilities, communications systems, and school grounds with the input from the local community and that addresses coordination with the county or regional interdisciplinary child information and school safety team provided for in Policy 4410. The plan shall be reviewed annually.

1. If a class uses equipment, materials or engages in activities which have the potential of being dangerous, safety practices must be discussed and specifically taught. ANY STUDENT FAILING TO HEED SUCH DIRECTION MUST NOT BE ALLOWED TO PARTICIPATE IN THE ACTIVITY.
2. When safety directions are given, ensure student understanding. Consider the age, experience and abilities of the students.
3. Appropriate warning signs should be posted in shops, labs and other potentially dangerous areas.
4. Teachers must not leave students unsupervised. In case of emergency, let another teacher or administrator know so that there is an adult to step in. Do not leave PE or shop classes operating equipment on their own.
5. Accidents except very minor ones need to be reported to the office. An accident report needs to be filed with administration. First aid kits are available in each office.
6. Remember that we are not doctors. When in doubt, the student should be checked out by a parent or medical professional. It is better to be overcautious than not report.
7. Teachers must notify administration when they notice a hazard that could pose a threat to student and/or staff safety.
8. Fire drills: Staff members are responsible for informing classes of fire drill procedures. Impress upon students that fire drills are to be treated as serious business. Be sure to discuss the proper exit routes and evacuation options the first day of class. Be sure to cover unusual locations such as bathrooms, assemblies, recesses, and/or lunchtime. Montana law requires at least nine emergency drills per year. They must be conducted at various times of day throughout the school year. An evacuation map must be posted in each room of the building.
9. In addition, schools such as Townsend have been identified as being in an earthquake zone. Earthquake drills must be conducted also. Procedures for these drills will be explained by the principals at a staff meeting at the beginning of the school year.
10. The district will also conduct drills such as an intruder alert, canine search, and/or evacuation drills as appropriate. Procedures for these drills/exercises will be addressed by building and/or district administration at the beginning of the school year.

# CRISIS INTERVENTION PLAN

1. In order to provide guidelines for dealing with a crisis or trauma directly affecting the staff and students of the Townsend School District, the following procedures have been established:
  - A. In the event of a student or staff members death, notification shall occur as follows:
    - Notify the superintendent
    - Notify the building principal (initiate emergency phone list or if it occurs during the school day, notify staff by email and/or the phone message system)
    - Notify members of the Crisis Planning Team and schedule a meeting at the earliest possible time. The team will consist of school administrators, counselors, school psychologist, a representative from the county health department, and if possible and appropriate, a representative from the local ministerial association.
    - A meeting of the faculty and support staff will be convened and staff will be provided with initial information. The “stages of mourning” and district intervention procedures will be explained and reviewed.
    - The superintendent and building principal will prepare all necessary public statements.
  2. Intervention Plan
    - A. The plan should include the following:
      - How to inform students
      - How much time to allow for students to process
      - Suggested methods of processing
      - Whether or not outside assistance is required
      - Release procedures for students needing assistance
      - How to handle long term follow-up
    - B. Arrangements will be made for individual and group meeting areas for students or staff.
    - C. Any student leaving school grounds must be released through the principal’s office.
    - D. A list of resources for students and faculty including names of outside counselors, reading materials, etc. will be made available.
    - E. A faculty meeting will be held at the end of the day to review the day and make necessary plans for the next day.
    - F. Parents/guardians of students experiencing problems will be notified. The counseling staff will hold follow-up sessions with those students.
    - G. Students and staff will be allowed to attend memorial/funeral services.
3. Specific Staff Guidelines include the following:
  - A. Stand in hallways between classes to help students and remain aware of student behavior.
  - B. Report absences immediately.
  - C. Don’t try to judge whether or not a student is truly affected by the tragedy. Assume that everyone is affected in some way. Be supportive, not judgmental.
  - D. Send any students needing or requesting counseling services to the counselor’s office as soon as possible. If you believe it is necessary, use a “buddy” system with students who are particularly upset and need to move about the building.

- E. Demonstrate by your behavior that this is serious and that it affects you as well. Give support; let students talk about the situation; and remember not to make value judgments regarding individual students and their reactions.
- F. Inform students of the facts as you know them. Dispel rumors and discourage negative comments about the situation or person. Let students discuss the positive attributes of the individual.

## GRADING AND STUDENT PROGRESS REPORTING

1. The purpose and intent of any grading system is to report a pupil's progress to both the pupil himself and to his/her parents/guardians. Therefore, records of all daily work, quizzes, tests, and examinations shall be accurate and posted in a teacher's grade book and in Infinite Campus. **Grades shall be posted at least weekly and updated by Wednesdays at 11:00 A.M.**
2. You should use discretion, sound judgment and common sense in your grading practices. However, each nine-week period will be the weighted average of daily class work, participation, special projects, tests and quizzes or exams.
3. The student handbook has information regarding report cards, mid-quarter reporting, and course requirements. It is required that teachers in grades 6-12 develop a brief syllabus for each class that they teach (formats will be provided by the building principal.) A course syllabus shall be handed out during the first week of class as well as posted on curriculum maps and the website. The syllabus should include at least the following information: 1) goals and general objectives of the course; 2) text and supplemental materials to be used; 3) major projects and assignments expected (important timelines/dates); 4) grading procedures to be used; 5) teacher contact information.
4. If a student experiences academic difficulties during any nine (9) week period, the teacher shall notify the counselor, principal, and the parent/guardian. If necessary, a conference will be arranged. Academic achievement is a joint responsibility between school and home.

## LIBRARY

1. The library is a source of information for students, parents, community and the staff.
2. The library is a place of work too. Behavior of patrons, including students, should be appropriate to the setting.
3. If you have need of resources, please check with the head librarian.
4. Important information regarding library use is outlined in school handbooks.
5. Teach students proper library behaviors.

## **LESSON PLANNING**

Planning, organizing, and preparing for classes are absolute essentials for good teaching. These tasks go hand in hand in helping to maintain a positive school climate. A copy of your set of lesson plans for the coming week shall be submitted to the building office by 8:30 a.m. the first day of each week. Building administrators will outline the expectations for lesson plans. Lesson plans should include a brief description of the objectives of the lesson and the methods that will be used to instruct as well as assess the students. A brief description of daily assignments should also be included.

Townsend School staff members will complete curriculum maps for the courses they teach. Pupil Instruction Related (PIR) time will be provided. Courses will be aligned to the MCC Standards as well as Montana Content Standards for the course area.

## **HOMEWORK**

Homework is an extension of the classroom. It is a constructive tool in the teaching and learning process when it is geared to the needs and abilities of students. Homework must be planned and organized, and viewed as purposeful by the students. Providing students with timely feedback on their efforts is essential. Performance on homework can also inform instruction – guiding reteaching, extensions, and future lessons.

Wednesday night is family night for the Townsend community. All school activities must be ended and students out of the buildings by 6 pm. Homework may be assigned on Wednesday nights and tests may be scheduled for Thursdays.

Staff should be aware of major school activities and plan to avoid major tests and homework assignments at peak times. The principals will review these types of activity times with staff at staff meetings.

## **ACTIVITIES**

Teachers need to establish clear and reasonable limits of behavior before an activity begins so that the students will know what is expected of them. Teaching to expectations will provide positive guidelines for students to be successful.

Staff members are strongly encouraged to attend school activities. These events allow staff to see students in different settings and interact with the community. Students and the community appreciate our presence as well.

Extracurricular activities at Townsend have a rich tradition. It is recognized that such activities contribute to the total growth and development of youth. Each activity and/or coach is expected to develop and implement his/her activity program in a manner that will contribute to the participant's intellectual, physical, social and emotional development.



Desired student outcomes which may serve as a focus for our activities include the following:

1. Intellectual
  - a. Knowledge of how to care for one's body.
  - b. Ability to set realistic goals.
  - c. Understanding of the strategies employed to achieve success in the activity.
  - d. Ability to develop the proper "mindset" prior to entering a competitive situation
2. Physical
  - a. Ability to perform the individual skills which contribute to success in the activity.
  - b. Maintenance of physical condition (strength, endurance and coordination) in order to perform efficiently and effectively.
3. Social
  - a. Respect for others (coaches, team players, members of the opposing team and officials).
4. Emotional
  - a. Appreciation of a good performance and desire to achieve it.
  - b. Willingness to place team goals ahead of individual goals when appropriate.
  - c. Acceptance of responsibilities as a team member and representative of the school.
  - d. Acceptance of victory or defeat with poise.

Roles and responsibilities for accomplishing the stated outcomes are as follows:

1. Principal/Activities Director
  - a. Exhibit interest, enthusiasm and support for student activities.
  - b. Monitor the conduct of students and adults at events.
  - c. Set expectations for student spectator conduct at contests.
  - d. Give recognition to students for their conduct.
  - e. Create enthusiasm for sportsmanship and building school spirit.
  - f. Greet the opposing team when they come to our school.
  - g. Encourage staff to model and discuss sportsmanship.
2. Coach
  - a. Set a good example for others to follow.
  - b. Allow the players to make as many decisions as possible.
  - c. Use the "bench."
  - d. Model responsible behavior when questioning an official's call. Once a decision is reaffirmed, accept it.
  - e. Enlist a spirit of friendliness to the opposing team and coach.
  - f. Use pep assemblies as an opportunity to reflect your value of good sportsmanship.
  - g. Make certain your players understand the rules of the game.
3. Staff
  - a. Set a good example for others to follow.
  - b. Acknowledge the team members, cheerleaders and student body for positive conduct at student activities. Assist in supervision of crowds.

All coaches are responsible for ensuring that the proper skills, techniques and safety requirements established for each sport are adhered to by all involved in the sport. These skills, techniques and safety requirements will be reviewed by the principal or activities director with each coach prior to the start of each season.

## DISCIPLINE

1. Discipline in the halls, school grounds, lunchroom, and any other area under the jurisdiction of the school is the responsibility of all teachers. If a student is making poor choices for his/her behavior at a school function, teachers are expected to take action. Under Montana Law we have a duty to care for the students. Attention paid to the “little stuff” can often prevent the “big stuff.” The management of student behavior is a challenge that educators must address on a day-to-day basis. Proactive steps are needed to teach our students better ways of responding before they engage in inappropriate behavior. There are children coming to school today without a clear understanding of how to appropriately behave in a school setting. Teaching to expected behaviors whether it be in a classroom, hallway, restroom assembly, ball game, or technology lab, is an important part of our jobs as educators. Teaching to behaviors that help our classrooms be positive learning places will help to enable all students to learn the rules and routines and increase time on-task.
2. Read school handbooks. Utilize the handbook as a reference guide throughout the year for you and the students. If you have questions regarding the information in the handbook, including policies, talk with your building administrator. Consistency throughout the school and district in regards to school and district rules, procedures and policies are essential.
3. Rules and routines help give students a feeling of security. “Firm, yet fair” rules and expectations are essential for a positive school culture. Demonstrate positive regard for students. State expectations in positive terms and provide recognition to students for behaving according to expectations.
4. Use of courteous and self-controlled language when talking with students is required. Profanity is not to be used. In order to foster an atmosphere of mutual respect, positive regards must be afforded to all students.
5. It is important to problem solve with the principal regarding discipline concerns before they become major. He/she will be willing to help and may have some background information or ideas to help with the student. This also allows the communication needed to solve a problem of mutual concern. Being proactive in regards to discipline will go a long way in helping students to make appropriate choices and increase learning. Assisting students, parents, teachers and other staff to approach difficult situations through problem-solving is more effective than just suppressing behavior.
6. We should hold high expectations for school behavior. When clear expectations are established and consequences (both positive and negative) are enforced, student behavior will significantly improve. In order to establish and maintain a positive school climate, staff teamwork is essential. Students know when staff is on the “same page” of the “same book.” If there are areas of concern, working together to create solutions, the concerns can be addressed.
7. Be ready to teach each day. Much of “good discipline” is being prepared. Know in advance

what your lesson goals and objectives are as well as the procedures you will use. Provide a challenge and means to achieve success. Expect quality work, yet respect each student's individual differences. Be flexible enough so that if some unforeseen circumstances happen, you will be able to handle the situation.

8. Teachers are to provide the school principal with a copy of their classroom rules and typical weekly schedule by the end of the first week of school. Please keep the principal apprised of any changes as the year progresses.
9. Discipline should be another way of showing students we care about them. They need to know that you will accept them even after they have "stumbled or fallen." A discipline system should not be about punishment, but rather opportunities to change their behavior.
10. Having a sense of humor can go a long way with students, colleagues and parents. Show that you have empathy and that you are tolerant of human weaknesses; admit your errors and move on to the next topic.
11. Staying in good health yourself is important to helping you be your best in the classroom.
12. Teachers are expected to stop and check on students who are serving time for an in-school suspension. It only needs to be a few minutes in order to make sure they have what they need to do the assignments expected and so they can ask a question if needed.
13. Staff members are expected to not employ inappropriate punishments such as the following: putting students down verbally, punishing the whole class for the mistakes of one or a few, utilizing school work as punishment or verbally berate an individual, class or a group.
14. Tobacco, alcohol and drug rules:
  - a. These prohibitions apply to students anywhere at school, or on school grounds, or at school related activities. Rules apply to tobacco as well.
  - b. Students in violation of these rules, or suspected of violating these rules, are to be reported to the school office or administrator.
  - c. If the violation occurs at a school activity, report it to the administrator in-charge.
  - d. When necessary, call law enforcement. Do not put yourself in a dangerous position. In all cases notify the administrator and the parent/guardian as soon as possible.
  - e. When a violation occurs at a school activity away from Townsend, seek assistance from an administrator and/or person in-charge of the other school's event. The principals or superintendent can often be reached by phone. In all cases, notify Townsend administration as soon as possible.
15. Elementary Information – Be alert and do preventative work while on playground duty. Students are not to be on the playground without direct supervision of a teacher or paraprofessional. If an injury occurs, send a student in for help. Do not leave students unattended.

## **Two important Montana School Laws related to discipline are as follows:**

**20-4-302. Discipline and punishment of pupils -- definition of corporal punishment -- penalty -- defense.** (1) A teacher or principal has the authority to hold a pupil to a strict accountability for disorderly conduct in school, on the way to or from school, or during intermission or recess.

(2) For the purposes of this section, "corporal punishment" means knowingly and purposely inflicting physical pain on a pupil as a disciplinary measure.

(3) A person who is employed or engaged by a school district may not inflict or cause to be inflicted corporal punishment on a pupil.

(4) (a) A person who is employed or engaged by a school district may use physical restraint, defined as the placing of hands on a pupil in a manner that is reasonable and necessary to:

(i) quell a disturbance;

(ii) provide self-protection;

(iii) protect the pupil or others from physical injury;

(iv) obtain possession of a weapon or other dangerous object on the person of the pupil or within control of the pupil;

(v) maintain the orderly conduct of a pupil including but not limited to relocating a pupil in a waiting line, classroom, lunchroom, principal's office, or other on-campus facility; or

(vi) protect property from serious harm.

(b) Physical pain resulting from the use of physical restraint as defined in subsection (4)(a) does not constitute corporal punishment as long as the restraint is reasonable and necessary.

(5) A teacher in a district employing neither a district superintendent nor a principal at the school where the teacher is assigned has the authority to suspend a pupil for good cause. When either a district superintendent or a school principal is employed, only the superintendent or principal has the authority to suspend a pupil for good cause. Whenever a teacher suspends a pupil, the teacher shall notify the trustees and the county superintendent immediately of the action.

(6) A teacher has the duty to report the truancy or incorrigibility of a pupil to the district superintendent, the principal, the trustees, or the county superintendent, whichever is applicable.

(7) If a person who is employed or engaged by a school district uses corporal punishment or more physical restraint than is reasonable or necessary, the person is guilty of a misdemeanor and, upon conviction of the misdemeanor by a court of competent jurisdiction, shall be fined not less than \$25 or more than \$500.

(8) A person named as a defendant in an action brought under this section may assert as an affirmative defense that the use of physical restraint was reasonable or necessary. If that defense is denied by the person bringing the charge, the issue of whether the restraint used was reasonable or necessary must be determined by the trier of fact.

*History: En. 75-6109 by Sec. 90, Ch. 5, L. 1971; amd. Sec. 1, Ch. 388, L. 1977; R.C.M. 1947, 75-6109; amd. Sec. 1, Ch. 135, L. 1981; amd. Sec. 1, Ch. 325, L. 1991.*

**20-5-201. Duties and sanctions. (1) A pupil:**

(a) shall comply with the policies of the trustees and the rules of the school that the pupil attends;

(b) shall pursue the required course of instruction;

(c) shall submit to the authority of the teachers, principal, and district superintendent of the district; and

(d) is subject to the control and authority of the teachers, principal, and district superintendent while the pupil is in school or on school premises, on the way to and from school, or during intermission or recess.

(2) A pupil who disobeys the provisions of this section, shows open defiance of the authority

vested in school personnel by this section, defaces or damages any school building, school grounds, furniture, equipment, or book belonging to the district, harms or threatens to harm another person or the person's property, or otherwise violates district policy regarding pupil conduct is subject to punishment, suspension, or expulsion under the provisions of this title. When a pupil defaces or damages school property, the pupil's parent or guardian is liable for the cost of repair or replacement upon the complaint of the teacher, principal, superintendent, or any trustee and the proof of any damage.

(3) In addition to the sanctions prescribed in this section, the trustees of a high school district may deny a high school pupil the honor of participating in the graduation exercise or exclude a high school pupil from participating in school activities. The trustees may not take action under this subsection until the incident or infraction causing the consideration has been investigated and the trustees have determined that the high school pupil was involved in the incident or infraction.

(4) (a) A school district may withhold the grades, diploma, or transcripts of a pupil who is responsible for the cost of school materials or the loss or damage of school property until the pupil or the pupil's parent or guardian satisfies the obligation.

(b) A school district that decides to withhold a pupil's grades, diploma, or transcripts from the pupil and the pupil's parent or guardian pursuant to subsection (4)(a) shall:

(i) upon receiving notice that the pupil has transferred to another school district in the state, notify the pupil's parent or guardian in writing that the school district to which the pupil has transferred will be requested to withhold the pupil's grades, diploma, or transcripts until any obligation has been satisfied;

(ii) forward appropriate grades or transcripts to the school to which the pupil has transferred;

(iii) at the same time, notify the school district of any financial obligation of the pupil and request the withholding of the pupil's grades, diploma, or transcripts until any obligations are met;

(iv) when the pupil or the pupil's parent or guardian satisfies the obligation, inform the school district to which the pupil has transferred; and

(v) adopt a policy regarding a process for a pupil or the pupil's parent or guardian to appeal the school district's decision to request that another school district withhold a pupil's grades, diploma, or transcripts.

(c) Upon receiving notice that a school district has requested the withholding of the grades, diploma, or transcripts of a pupil under this subsection (4), a school district to which the pupil has transferred shall withhold the grades, diploma, or transcripts of the pupil until it receives notice from the district that initiated the decision that the decision has been rescinded under the terms of subsection (4)(a).

*History: En. 75-6310 by Sec. 123, Ch. 5, L. 1971; R.C.M. 1947, 75-6310; amd. Sec. 1, Ch. 403, L. 1993; amd. Sec. 2, Ch. 444, L. 2009.*

# FIELD TRIPS

Field trips are important to the education of students and enhance the curriculum. Field trips should be an extension of the classroom and allow students to experience the community and state in which we live. As part of the curriculum, field trips should not be seen as a reward for good behavior. Field trips must be pre-arranged and approved by the building principal. Requests for field trips must be submitted at least by the 2<sup>nd</sup> week of the quarter in which the field trip will occur. Forms are available in the office. Once signed by the principal, the form should be forwarded to the superintendent and the activities director. It is important to note, transportation for field trips are requests and subject to driver availability. Scheduling in advance is vitally important so that a driver and bus can be assigned for an approved field trip.

# TRANSPORTATION

1. School Transportation is to be used for all travel to and from school activities unless prior arrangements are made with the superintendent.
2. Students are to be under the direct supervision and control of the chaperones from the time they leave the school until they return back to the school and picked up by the parent/guardian. The bus driver is in charge of the bus to and from events. Work with the driver regarding conduct rules and procedures for bus travel.
3. Staff will be familiar with bus conduct and safety rules to insure students are aware of the rules and follow them. Refer to school handbooks for additional information.
4. Students are to ride to all away events with the team bus. Students are strongly encouraged to ride to and from events with the team. Students are to return to the school on the team bus under the supervision of the coach unless they have been released to the parent/guardian or have secured administrative approval, in advance, to go with another adult. Such approval will be given for unusual and special circumstances only. If approval is given, a parent/guardian must come to school and sign a release form. The same restrictions apply to any student who signs up to ride an activity bus. Violation of this rule can result in the student losing the privilege to ride on further activity trips for a period of time.

# ATTENDANCE

To reach the goal of maximum educational benefits for each child requires a regular continuity of instruction, classroom participation, learning experiences, and study. Regular interaction of students with one another in the classroom and their participation in instructional activities under the tutelage of competent teachers are vital to the entire process of education. This established principle of education underlies and gives purpose to the requirement of compulsory schooling in every state in the nation. The good things schools have to offer can only be presented to students in attendance.

A student's regular school attendance also reflects dependability and is a significant component on a student's permanent record. Future employers are as much concerned about punctuality and dependability as they are about academic record. School success, scholarship, and job opportunity are greatly affected by a good attendance record.

Specific rules and regulations regarding attendance and tardies can be found in the respective student handbook.

## **TEACHER IN-SERVICE DAYS (MEA DAYS)**

During the two (2) state PIR days that are approved for teacher conventions, a teacher has the following options:

1. Attend an appropriate convention/workshop which could be in-district or out-of-district (a PIR record form must be submitted to the building principal).
2. Staff members, who attend approved summer/workshops/clinics/conferences after July 1<sup>st</sup> and attend at least 12 contact hours of sectionals, may substitute that attendance for the required two days of PIR (MEA Days.) In order to be eligible for approval, the conference must not be taken for credit. Prior approval must be arranged with the superintendent (submission of the PIR record form must be made to the building principal.)
3. Give written authorization to the superintendent to forfeit 2/187ths of your contracted teaching salary.

## **STAFF DISCIPLINE PROCEDURES**

Should a staff member fail to fulfill his/her job responsibilities or follow the reasonable directions of district administrators, that staff member shall be subject to appropriate disciplinary action up to and including dismissal. Behavior, conduct or action which may institute disciplinary action may include, but is not limited to, immorality, unfitness, incompetence, failure to attend to duties, failure to carry out reasonable orders and directions of the superintendent, or violation of the adopted policies of the board.

Discipline shall be administered progressively (i.e., measures taken shall become more severe as a function of the number of past violations.) However, the measures taken at any stage of the progression shall be related to the seriousness of the violation.

Discipline measures may include, but shall not be limited to, (1) oral reprimand, (2) written reprimand, (3) suspension and/or (4) dismissal.

A letter of reprimand, or other such negative material, will be placed in the staff member's personnel file.

The district shall provide appropriate due process. The amount of process due shall be a function of the severity of the discipline. Generally, however, the district shall (1) provide reasonable notice, (2) inform the staff member of the violation with which he/she is charged, and (3) provide an opportunity for the staff member to respond to the charge and enforce/protect his/her rights.

All disciplinary actions shall be in accordance with state law. Accordingly, a superintendent may suspend a teacher from active performance of duty with pay pending a board hearing on a recommendation for dismissal, if the teacher's behavior or acts that led to the recommendation for dismissal are contrary to the welfare of the students or effective operation of the school district.

Montana Code Annotated and Townsend Board Policies are references for all district staff. Another reference for staff is the Master Contract and/or Collective Bargaining Agreement.

## **SUPERVISION & EVALUATION**

"Education, in the deepest sense, is continuous and lifelong, in essence unfinished." The teaching profession in many respects is a "craft." As such it requires us all to be constantly growing and improving. This growth and improvement can be accomplished by experience, continuing education, the reading of professional journals, observations of and interaction with colleagues, and participation in a comprehensive and effective supervision and evaluation process." We can all become better at what we do – teachers and administrators.

### **Townsend Schools - Personnel Development System**

A quality personnel development system is a key to excellence in a school district. Such a system must include a supervision component, evaluation component, and a comprehensive staff development component.

### **Definitions**

**Supervision** - a system that facilitates the professional growth of the individual teacher.

**Evaluation** – a summative look at an individual teacher's performance both as a professional and as an employee in accordance with district policies and procedures.

**Staff Development** – learning experiences which are available to professional personnel working at Townsend Schools.

### **Philosophy**

The design of the Townsend Schools Personnel Development System reflects the belief that all personnel can realize on-going personal and professional growth while being a part of the Townsend School District. Further, for that growth to occur and be truly meaningful, the individual staff member's involvement in establishing individual growth goals and general staff development goals is absolutely essential.

The district accepts the responsibility for ensuring that a comprehensive personnel development system is established and maintained. Nourishing and sustaining the system can be accomplished by providing necessary resources, by demonstrating a commitment to the process, and by creating a



supportive work environment for the staff. It is expected that staff, individually and collectively, will not only take advantage of the opportunities provided, but also be active participants in designing and maintaining the integrity and quality of the system.

### **Professional Instructional Related (PIR)**

Building principals will notify staff regarding PIR meetings and upcoming training. Teachers who are not on the committee are highly encouraged to attend and provide input at meetings. The administrative team will collaborate with staff regarding needed or wanted training for PIR

### **Certified Staff – Teachers**

**Formal Visit** (Minimum Length – 50 minutes for 6-12 and 30-50 minutes for K-6) – visit follows the “clinical supervision” format.

**Informal Visit** (Minimum Length 20 – 30 minutes) – this can be planned with a teacher pre-conference held or just a drop-in/walk through visit.

**Classroom** – this can refer to an appropriate activity outside the classroom or a different environment as in the case of the librarian or counselor.

### **Supervision Component**

#### **Fall Cycle (August-October)**

By the end of October, principals will have conducted a professional growth conference with each teacher. At the growth conference, the teacher will develop with the principal, two growth goals to work on during the remainder of the school year. In addition to setting the goals, the teacher and principal will agree on strategies and resources to be used to accomplish the goals and the means by which progress will be measured. The principal and teacher will meet informally throughout the school year, as needed, to examine progress towards accomplishment of the goals. If necessary, goals, strategies, and resources may be modified.

#### **Spring Cycle (April – May)**

Prior to the end of the school year, the principal and the teacher will meet to evaluate the progress in achieving the goals set in the fall. A summary sheet of the conference will be prepared. In addition, long range goals for the next year may be established as a result of the conference.

### **Resources**

The following resources and opportunities are available to the principal and teacher as a means to achieve identified growth goals:

1. Workshops and/or conferences both in the summer and during the school year
2. Release time for classroom visits both in and out of the school district
3. Opportunity to have other staff observe and provide feedback
4. Videotaping of lessons

5. Necessary classroom support materials
6. Staff Development Resource Library

### **Records**

One of the essential elements of any effective supervision system is the establishing and nurturing of a professional atmosphere of trust and communication between the principal and teacher. Teacher evaluations are part of a teacher's personnel file. Supervisory information informs the evaluation rather than being placed in the teacher's personnel file.

### **Evaluation Component**

This is the formal evaluation cycle. It is a summative look at the staff member, both as a teacher and as an employee, in accordance with district policy and the master contract. The performance objectives being evaluated are the same as are found in the teacher's job description which should be annually reviewed with the teacher. At a minimum, one (1) class observation and written evaluation is to be conducted for each tenured teacher and two (2) for each non-tenured teacher at a time to be determined by the representative of the office of superintendent or the appropriate building administrator. More evaluations and walkthroughs may be conducted to provide additional feedback and instructional support.

### **Intensive Assistance Cycle**

Definite positive and immediate assistance will be promptly provided to a teacher upon recognition of any serious professional difficulty in areas such as classroom management, instructional skills, or employee relationships. Whenever the supervising administrator determines the situation warrants, a teacher will be placed in this cycle. Specific tasks will be delineated by the principal to correct the problem(s); necessary materials and resources will be provided; and a time frame outlined for task completion. This cycle will be closely monitored and follow-up evaluations provided as needed. All due process considerations will be strictly accorded to the staff member placed in this cycle. Failure to successfully complete the corrective tasks can lead to a recommendation for non-renewal.

### **Records**

Copies of the Teacher Performance Evaluation and all other pertinent communication will be placed in the teacher's personnel file in accordance with district policy and the master contract.

### **Curriculum Development**

In accordance with state accreditation standards and district policy, staff will be involved in the on-going development, implementation, evaluation and review of K-12 curriculum. Staff will be provided necessary training and appropriate release time to maximize the effectiveness and efficiency of the development process.

## **Certified Staff - Administrators - Supervision/Evaluation Cycle**

### **Principals**

The superintendent will provide a supervision cycle for the principals following essentially the same approach and time frame as has been outlined for teaching staff. Instead of classroom visitations, the superintendent will visit the principal's building and observe the administrator, staff and student interactions; evaluate school climate conditions; and review general building and grounds management procedures.

The evaluation cycle for the principals will mirror the teachers' process and time frame. Following visitations and the principal's completion of a self-evaluation, the superintendent will complete the district's Principal Evaluation Form which is based on performance objectives outlined in the principal's job description. The principal will be able to attach any written objections or exceptions to the evaluation. The intensive assistance cycle is applicable to the principals as well.

### **Superintendent**

The superintendent will be evaluated in accordance with board policy. A written evaluation will be completed by each board member, the ratings collated by the clerk, and the board will review the results with the superintendent at an annual evaluation conference. The evaluation form is based on performance objectives outlined in the superintendent's job description.

In addition to the formal evaluation, the principals will be asked to complete an informal job performance review on the superintendent. The superintendent will then analyze and discuss the review with the principals at an administrative team meeting.

### **Records/Resources**

Records for the supervision and evaluation cycles will be treated in the same manner that was outlined for teachers. The same resources available to the teachers for individual and staff development needs are available to the administrators as well.

### **Conclusions**

The Townsend Personnel System can result in systematic and on-going staff development given two key ingredients. The first is the district's continuing commitment to providing the necessary resources, opportunities and appropriate assistance to insure the efficient and effective operation of the system. The second is an enthusiastic staff which is committed to participating, both in the design and maintenance of the system, and the growth opportunities the system provides. The resulting quality staff will insure continuing excellence in the educational programs at Townsend Schools.

# REFERENCES - POLICIES & OTHER IMPORTANT INFORMATION

The following policies are only some of the Townsend School District Policies that pertain to Townsend Staff. All Policies are located on the District website and important policies to review are listed below.

- **Uniform Complaint Procedure: 1700**
- **Student Records: 3600**
- **Sexual Harassment/Sexual Intimidation in the Workplace: 5012**
- **Personal Conduct: 5223**
- **Political Activity - Staff Participation: 5224**
- **Drug-Free Workplace: 5226**
- **Abused and Neglected Child Reporting: 5232**
- **Firearms and Weapons: 3311**
- **Video Surveillance:3235**
- **Electronic Resources and Social Networking: 5460**
- **District-Provided Access to Electronic Information, Services, and Networks: 3612**
- **Employee Use of Cellular Phones and Other Electronic Devices: 5630**

## Policy Location:

Townsend School District Website: <https://www.townsend.k12.mt.us/>

Menu

School Board (lower right corner)

School Board Policy Manual:

<https://simbli.eboardsolutions.com/Policy/PolicyListing.aspx?S=36031337>

Once on the site for the Policy Manual, you can search for each policy. The search can be preformed by the Name of the Policy or by the Number of the Policy

### **Athletic/Activity Program Information - Participant Guidelines for Athletic/Activity Programs**

To ensure that a given sport or activity remains a viable, productive, and cost-efficient student endeavor, the Board of Trustees has set up the following guidelines establishing a recommended requirement for a minimum number of participants for the sports and activities listed below.

Numbers of participants in each activity will be reviewed annually by the administration. Any recommendations for non-continuation of programs will be given to the board by the administration. As the district reviews the recommendation, any actions taken will keep the district in Title IX compliance.

### **Asbestos Management Plan Notification**

1. In accordance with federal law, our facilities have been inspected for asbestos-containing materials by a certified asbestos inspection consulting firm. The inspection results were evaluated.
2. We have copies of the management plan and follow-up inspection report in our administrative office. You are welcome to review the plan.
3. Risk of exposure to asbestos is virtually non-existent for students and staff at Townsend Schools. What small amounts of asbestos that were found have been removed or shielded in accordance with federal regulations. The district will continue to comply with all relevant EPA and OSHA regulations in this area and will be closely monitoring all asbestos activities.
4. If you have any questions concerning asbestos, please contact the superintendent.

The Townsend Personnel System can result in systematic and on-going staff development given two key ingredients. The first is the district's continuing commitment to providing the necessary resources, opportunities and appropriate assistance to ensure the efficient and effective operation of the system. The second is an enthusiastic staff which is committed to participating, both in the design and maintenance of the system, and the growth opportunities the system provides. The resulting quality staff will ensure continuing excellence in the educational programs at Townsend Schools.

# Professional Educators of Montana Code of Ethics

Professional educators recognize and accept their responsibility to create learning environments to help all students reach their full potential. They understand the trust and confidence placed in them by students, families, colleagues, and the community. To achieve their professional purpose, educators strive to maintain the highest ethical standards. The Professional Educators of Montana Code of Ethics sets out these fundamental principles which guide their behavior and will be used to judge their actions.

## *Principle I. Commitment to Students and Families. The ethical educator:*

- A. Makes the well-being of students the foundation of all decisions and actions.
- B. Promotes a spirit of inquiry, creativity, and high expectations.
- C. Assures just and equitable treatment of every student.
- D. Protects students when their learning or well-being is threatened by the unsafe, incompetent, unethical or illegal practice of any person.
- E. Keeps information confidential that has been obtained in the course of professional service, unless disclosure serves a compelling purpose in the best interest of students, or is required by law.
- F. Respects the roles, responsibilities and rights, of students, parents and guardians.
- G. Maintains appropriate educator-student relationship boundaries in all respects, including speech, print, and digital communications.

## *Principle II. Commitment to the Profession. The ethical educator:*

- A. Fulfills professional obligations with diligence and integrity.
- B. Demonstrates continued professional growth, collaboration and accountability.
- C. Respects the roles, responsibilities, and rights of colleagues, support personnel, and supervisors.
- D. Contributes to the development of the profession's body of knowledge.
- E. Manages information, including data, with honesty.
- F. Teaches without distortion, bias, or prejudice.
- G. Represents professional qualifications accurately.

## *Principle III. Commitment to the Community. The ethical educator:*

- A. Models the principles of citizenship in a democratic society.
- B. Understands and respects diversity.
- C. Protects the civil and human rights of students and colleagues.
- D. Assumes responsibility for personal actions.
- E. Demonstrates good stewardship of public resources.
- F. Exemplifies a positive, active role in school-community relations.
- G. Adheres to the terms of contracts, district policies and procedures, and relevant statutes and regulations.

***Adopted by the Certification Standards and Practices Advisory Council January 27, 2012***