

# **MONTPELIER PUBLIC SCHOOL TEACHER HANDBOOK**

**2023-2024**



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

## **MONTPELIER STAFF CODE OF ETHICS**

Staff members are to be:

1. Champions for our school supporting our educational mission, community, and initiatives.
2. Committed to high quality education for every student.
3. Willing and capable of assuming job related responsibilities.
4. Willing to maintain confidentiality of privileged information.
5. Able to see the best in every person they encounter and work cooperatively with others.
6. Able to maintain professional relationships and conduct themselves in a professional way at all times.
7. Aware of the policies of the school district and enforce them.
8. Positive and assume that others have positive intent in their actions.
9. Constantly striving for personal and professional growth and committed to being the best version of themselves.

**Descriptor AAC**

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

### **General Prohibitions**

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

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

### **Communications**

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

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

### **Attendance**

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

### **Classroom Management, Procedures and Routines**

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

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

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

### **Discipline**

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

Post a copy of class rules/expectations in plain view in your classroom. Also send home a copy of your rules with each student on the first day of school (and with each new student who enters your classroom thereafter). It is important to document all the disciplinary measures taken in the classroom.

No student should be in the hall during class time without possessing a pass from a teacher. Use hall passes sparingly. A student cannot learn if he/she is not in the classroom.

Teachers will follow the disciplinary procedures found in the student handbook and communicate the behavior via a referral to the principal if necessary.

### **Classroom Supervision**

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

### **Hallway and Lunch Supervision**

There are numerous times during the school day when students are in the hallway such as going to lunch, the restroom, or transitioning between classes. It is everyone’s responsibility to monitor the hallways to both correct inappropriate behavior and praise proper behavior. Your presence can prevent most inappropriate behavior.

Students will be assigned to specific areas of the school during lunch based on the availability of staff to provide proper supervision. Teachers providing supervision during lunch should be

cognizant of potential behavior concerns and take the appropriate steps to be proactive in providing proper supervision.

### **Meet and Greet Students**

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

### **Teacher Apparel**

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

### **Lesson Plans**

Lesson plans for the next week should be completed by Friday prior to the week. Copies of plans may be requested by the administration or be available upon request. They should include standards, objectives and methods to be used. It is critical that teachers have proper lesson plans and sub notes prepared in the event of their absence and have them easily accessible and available.

### **Student Grades**

Teachers are to keep student grades updated and student assignments and tests scored in a timely manner. Teachers should enter at least two grades per class each week to accurately gauge the progress of student learning. Parents should be contacted with students that are struggling/failing academically to discuss reasons for the academic struggles. Keep a log of your communications with parents.

### **Evaluations**

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

The Marshall Model includes 8 to 10 short visits by the administrator to observe teaching in the classroom. When formal observations are completed the administrator and teacher will meet to review the administrator's findings. Both strengths and areas of need will be discussed.

## **Duties**

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

## **Fire Drills/Emergency Drills**

Fire drills will be held regularly. Your exit plan from your room should be posted by your door and discussed.

## **Special Education/504 Accommodations**

Teachers are expected to be flexible when scheduling students with IEPs/504's. Remember that any accommodations written into an IEP or 504 must be implemented as required by the law.

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

If a parent or student discusses a disability, it is the responsibility of the teacher to bring that information to the building administrator in determining a 504 plan.

## **Substitute Teachers**

All teachers need to have a substitute teacher folder available that is easy to find.

When absent, teachers will leave the following on top of the teacher's desk:

- a) Substitute Teacher Folder- will include:
  - Daily schedule including supervisory duties
  - Pupil seating chart(s)
  - Classroom rules and consequences
  - List of students in various activities and programs such as Resource Room, Title I, band
  - Fire drill plans and map of exit route
- b) Lesson Plan Book
- c) Home phone number

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