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# I. INTRODUCTION

## PURPOSE OF HANDBOOK

This Handbook will serve as a guide for consistency by the staff in carrying out the duties and responsibilities of teaching in the Mohall Elementary School. It will help the new teacher become acquainted with the various operational procedures existing in the Mohall Elementary School, and it will serve as a ready reference for all teachers on the staff.

## MOHALL LANSFORD SHERWOOD SCHOOL BOARD

Jim Vendsel	President	Jenn Becker	Director
Vance Undlin	Vice-President	Terry Savelkoul	Director
Dustin Undlin	Director	David Steeves	Director
Sheldon Ackerson	Director	Jenna Braun	Business Manager

## SCHOOL BOARD COMMITTEES

### Building/Grounds

Dustin Undlin  
Sheldon Ackerson  
Terry Savelkoul

### Transportation

David Steeves  
Vance Undlin  
Terry Savelkoul

### Negotiations

Dustin Undlin  
Sheldon Ackerson  
Vance Undlin

### Extra & Co-Curricular

David Steeves  
Terry Savelkoul  
Jenn Becker

### Curriculum/Polices

Vance Undlin  
Dustin Undlin  
Jenn Becker

### Substitute

Jim Vendsel

## ADMINISTRATION

### Superintendent of Schools

Arlin Fyelling

### Junior & Senior High Principal Elementary Principal

Robby Voigt

Janet Asheim



# **Mission --- Purpose --- Vision**

MLS Mohall Public School

2016 - 2017

Our Mission is to **M**ake **L**earners **S**uccessful

## **Purpose:**

The MLS School District exists to provide opportunities that allow all students to develop their potential. Our vision is the build confident learners by providing all students a quality education. Each student will be given the opportunity to develop intellectually, socially, physically, emotionally, and vocationally to become competent lifelong learners.

## **MLS School strives to:**

**Support** each student's learning

**Promote** success by engaging students in their learning

**Provide** a safe, respectful school climate for all

**Use** progressive techniques to empower learners.

**Believe** in excellence in all that we do.

## **Vision:**

MLS School District deals with youth and their individual interests and personalities. We provide educational instruction that models the values of **respect** for others, **responsibility** for one's actions, and **reliability** for completion of their tasks.

Our responsibility is to motivate every student to optimum individual achievement, as well as to promote effective group and social skills, and above all, to increase the quality and rate of retention of learning. Our dedication and commitment will be directed to the premise that every student shall receive an appropriate education with the least restrictive environment.

## **IV. TEACHERS DAY**

### **A. School Day**

1. Class Supervision begins at 8:00 a.m. - ends at 3:50 p.m.
2. Elementary students are to be in their classrooms by 8:30a.m.
3. All personnel must remain in classroom/extra-duty station until 3:50 p.m.
4. All personnel may leave the building at 3:30 p.m. on Fridays and days before vacations.

### **B. Recess Periods and Restroom Break**

1. Break for 1-3 is: Varies by Class
2. Break for 4-6 is: at Teachers discretion in the morning and afternoon.

### **C. Recess/Noon Hour Supervision**

1. Extra-duty pay is provided for this duty for those in the regular classroom.
2. A roster of supervision time will be provided by the Elem. Principal at the start of each year, everyone will be responsible.

## **V. CONDUCT OF STUDENTS -- NOON/RECESS**

Students who eat at the school are not to leave the school grounds without a written note from the parents. Students should be encouraged to go out for recess and noon whenever the weather and health permit. When the playground is muddy, very wet, or covered with snow, students should wear boots or overshoes. Teachers should check on this.

Students are to wipe off their feet at the door when they enter the building.

Students who stay inside during noon or recess are not to be moving from room to room and are not to be in the halls.

Some students bring excuses to stay in during recess and noon hour for various medical reasons, illness, etc. THESE EXCUSES SHOULD BE HONORED AT ALL TIMES.

Teachers should make special provisions for the winter months when it is too cold for students to be outside. Classroom teachers ARE TO BE AT THEIR CLASSROOM DOORS AS STUDENTS COME IN FROM RECESS AND NOON OR BE AT THE STUDENT ENTRANCE.

## SCHOOL HOURS SCHEDULE

	8:00 A.M.	Business Office Opens
8:20)	8:05 - 8:15	School Buses Arrive (Breakfast is served 8:05-
	8:20 A.M.	Go To Class Bell Rings for Grades k-6
	8:30 A.M.	Classes Begin for Grades K-6
	Varies By Class	Restroom Break
	10:45– 11:15	Recess for Grades K-1
	11:30- 12:00	Recess for Grades 2-4
	12:00-12:30	Recess for Grades 5-6
	10:50- 11:30	Lunch Break for Grades 2-4
	11:20- 11:50	Lunch Break for Grades K-1
	11:40- 12:00	Lunch Break for Grades 5-6
	2:00 - 2:15	Recess Break for Grades 2-3
	2:15 -2:30	Recess Break for Grades K-1
	3:20 P.M.	Dismissal Time Announcements
	3:27 P.M.	School Buses Leave from Bus Zone
	4:00 P.M.	Business Office Closes

## VI. STUDENT DISCIPLINE

### FUNCTION OF GOOD TEACHING

One of the most important lessons education should teach is discipline. Although it does not appear as a subject, it underlies the whole educational structure. It is the training that develops self control, character, orderliness, and efficiency. It is the key to good conduct and proper consideration for other people.

Good discipline is the product of a consistent and coordinated effort between the teaching staff and the administration.

The maintenance of good discipline is a function of good teaching. It is felt by the administration that good teaching and good student control go hand in hand.

The best disciplinarians are essentially preventive rather than corrective. An atmosphere of trust, friendliness, confidence, and respect usually accompany a good disciplinary situation.

Teachers should report to the principal immediately any case of major discipline, any injuries around the school, any conference with parents which may later be brought to the principal's attention, and any other matter about which there is the slightest chance that a patron might call the office. This will permit an assembling of all the facts before the call is received.

Teachers must realize they are responsible for correcting student misbehavior, not only in the classroom, but wherever it is encountered, in the school or at school sponsored activities.

### DISCIPLINE --- DO / DON'T

#### DO:

1. Know district and school policies, and follow them
2. Expect students to behave well, and praise them for good behavior.
3. Remember, you are the adult. Children don't want another pal.
4. Don't be afraid to explain "why" when you have to deny requests.
5. Seek help from parents.

#### DON'T:

1. Make too many rules.
2. Try to treat severe emotional problems by yourself, or get personally involved with your students.
3. Show favoritism or tolerate begging for special favors.
4. Use the principal's office as a dumping ground.



## PRACTICES TO BE AVOIDED WHENEVER POSSIBLE

1. Public reprimand.
2. Suspension/expulsion
3. Sarcasm and ridicule (NEVER make references to the home life.)
4. Punishing an entire group for the actions of one or two, if responsibility can be determined
5. Calling in a parent, just to criticize the pupil

## PRACTICES WHICH SHOW PROMISE

1. Encourage the students to help formulate the rules.
2. Give the problem child a position of responsibility or leadership.
3. Assign a seriously maladjusted student to a specialist.
4. Assist the student in understanding himself and his peers through discussion of problem areas.
5. Remain calm in the face of emotional outbursts.
6. Encourage the pupil's participation in out-of-school organizations.

Remember, discipline is not necessarily SYNONYMOUS with punishment. Many teachers and administrators achieve good discipline with a system of rewards and privileges.

## WHY BE CONCERNED ABOUT DISCIPLINE?

1. We owe it to the pupil to help him/her develop those ideals, interests, attitudes, habits, and skills that make for good citizenship.
2. The work of the school demands that pupils be orderly, systematic, and cooperative so that maximum learning can take place.
3. Pupils like good management.
4. The public is quick to judge the teacher, the principal, and the school by the type of order that is maintained.
5. The principal cause for teacher failure is lack of disciplinary ability.

## WHAT KIND OF DISCIPLINE DO WE WANT?

1. Constructive type--not one that simply matches up infractions with penalties, but one that aims to aid the pupil to grow in ability to discipline himself/herself.
2. Neither tough nor sentimental, but a type that recognizes that when constructive measures have failed with an offender, that the welfare of the school will be protected by demanding a minimum conformity.
3. That which insures maximum learning.
4. That which is directly related to the nature of the class work being done.
5. That which recognizes the nature of adolescent behavior.

6. That which is not based on conformity or passivity as ends.

#### HOW MAY DISCIPLINE CASES BE AVOIDED?

1. Have work well organized.
2. Know what you are doing and why you are doing it.
3. Make the work interesting, challenging, and within the reach.
4. Guide pupils into desirable individual and group activities.
5. Reward good citizenship: make it popular or acceptable.
6. Build and maintain good general school morale.

### **VII. PROFESSIONAL IMAGE**

Your profession as a teacher requires a set of conduct standards that serve as a model of what is good for students to follow. Teachers are in a position to influence their students in such a way that may have lifetime consequences. The following list of behaviors is considered important by the administration:

1. Refer to each other as Mr., Mrs., Miss when around students.
2. Beware of getting into situations of embarrassment, such as parties where students may be present.
3. Dress appropriately for your position.
4. Build respect by setting a good example for your students.
5. Use common sense in your activities outside of school.
6. Do not discuss any students where other students may hear you.
7. Do not pass judgment if you don't know all of the facts.
8. Do not document your incompetence by putting out work that is unbecoming of a teacher (Incorrect spelling, grammar errors, etc.).
9. Do not leave your teaching area for personal convenience just because you have designated a "study time" -- emergencies are exceptions, of course.
10. Treat your students and fellow employees with respect.
11. Be loyal to each other -- do not criticize fellow teachers in discussions with non-school people.
12. School-related grievances will be brought to the appropriate administrator-- not to a School Board Member.

### **VIII. TEACHER PERFORMANCE EVALUATION**

The main objective of Teacher Evaluations is "Escalation of Teaching Effectiveness." Teacher evaluation is a continuous process, and all teaching personnel will be evaluated by the appropriated administrator. The evaluation procedure will follow the guidelines prescribed by North Dakota State Law.

Teachers may or may not be notified when the formal evaluation will take place. After the formal evaluation has been conducted, the teacher will receive a written report from the administrator who conducted the evaluation. The formal written report will become a part of the teacher's personnel file.

No fewer than two (2) formal evaluations will be conducted each year for all faculty members. Additional evaluations will be at the discretion of the principal.

Faculty members have the right to examine the contents of their personnel file.

## **IX. TEACHER ABSENCE AND SUBSTITUTE TEACHERS**

Teachers (K-6) who must be absent from their assigned duties due to ILLNESS will contact the Elementary Principal if a need for a substitute teacher should arise. Do this early enough in the morning to allow plenty of time to contact a Substitute teacher.

Teachers (7-12) who must be absent will contact the High School Principal, if they are going to be absent due to ILLNESS. Most often the students will be sent to the Study Hall. If the teacher knows he/she will be absent, the teacher will prepare work for the students to complete during the study hall period.

Discretionary teacher absences will have the approval directly from the Superintendent's office. If approval is granted, the teacher must then notify the appropriate principal and make provisions as stated above.

Lesson Plan Books should always be up-to-date and available on the teachers' desks so that they are available to the substitute teacher.

Certified elementary teachers who have to supervise their own vocal music and/or physical education class due to the absence of the regular instructor shall be paid a sum of \$10 for each class supervised.

### **SICK LEAVE BENEFIT**

1. Full time certified teachers receive 10 days per year, cumulative to 60 days.
2. Those certified teachers who have accumulated 60 days will receive \$12 for each unused day up to 10 days.

## PERSONAL AND PROFESSIONAL LEAVE

### Personal Leave:

1. Two days of personal leave per year shall be granted. Two additional days may be purchased at sub pay \$105 each. Leave may accumulate to six days without deduction.
2. Unless specifically approved by the superintendent, no personal leave shall be granted during the first and last two weeks of the year.
3. Personal leave used in excess of the number accumulated and those purchased for \$105 shall result in a deduction of 1/182 of teaching salary for each day missed.
4. A "Request for Leave" must be submitted before leave is granted.

### Professional Leave:

1. Teachers may be granted leave to participate in educational conferences or workshops.
2. Specific procedures are outlined in the District Policy -- "Short Term Leave of Absence Policy"

### Emergency Leave:

1. Emergency leave is defined as an absence for events that are unforeseen or for those events which are tragic or unique to the individual employee.
2. Bereavement or funeral leave would apply to this type of leave.
3. No salary deduction will be made for "emergency" leave.
4. If Sick Leave is applicable to the emergency, provisions of the "Sick Leave Policy" shall apply.

## SUBSTITUTE TEACHER PAYMENT POLICY

1. Substitute teachers are paid \$105.00 per day, as a substitute teacher, for the first ten (10) consecutive days of absence by the same teacher. A mileage payment is also paid to those substitutes who live outside the MLS School District.
2. Substitute teachers who enter into the 11th consecutive day of substitute teaching for a specific teacher will be paid "professional pay" based on the prevailing "base" contract salary of the MLS MOHALL PUBLIC SCHOOL DISTRICT for that specific school year.

Example: Base Salary = \$32,000.00

\$32,000.00 divided by 182 = \$175.82/ day starting with the 11th day

Mileage will not be paid once a substitute is on base contract pay.

## **X. PATRON COMPLAINT PROCEDURE**

There are times when a parent may lodge a complaint with the administration about the actions of some teacher, whether related to instructional methods or other activity. These are the procedures:

### PATRON COMPLAINT FORM

1. Complaint must be in written form and signed by the patron.
2. The written complaint affords the teacher with the opportunity to respond to specific accusations.
3. The written complaint and the response by the teacher provide the administration with the complete story.

### ADMINISTRATION PHILOSOPHY

1. In most cases the parent/patron will be referred to the teacher involved to resolve the disagreement mutually if an oral complaint is received.
2. If the person making the complaint is unwilling to discuss the matter with the teacher, he/she will have to submit a written complaint.
3. The appropriate administrator will investigate the allegations in the written complaint.
4. The teacher will receive full support on justifiable actions.
5. The teacher will receive no support for an action that is beyond the scope of common sense and the philosophy of the profession.

## **XI. STUDENT ATTENDANCE POLICY**

Students in any North Dakota public school are governed by state Attendance Laws. These laws require all children between the ages 7 and 16 to be in attendance every day school is in session. The law cites illness and certain other incapacitates as exceptions. The MLS Mohall School recognizes the importance of regular attendance. Classroom learning experiences are a meaningful and essential part of any educational system. These procedures will be followed:

1. If a student will be absent for any reason or has been absent for any reason, the parents will submit a written excuse to the teacher, stating the specific reason for the absence. This excuse will then be given to the Elementary Principal.
2. No student will be allowed to be taken from school during the day without a written request to the child's teacher.
3. Any parent wanting to remove their child for an extended period of time must present the request to the Superintendent of Schools and must have the permission of the teacher and the Elementary Principal. A plan must be developed to complete the school work that will be missed.
4. Students who are at school until 2:00 p.m. will be credited with a full day of attendance. Students who leave between 10:00 a.m. and 2:00 p.m. will be credited with one half day of attendance.

## **XII. EARLY ENTRANCE PROCEDURES**

No kindergarten may enroll a child who is not five years old by midnight August first of the year of enrollment, except a child who by reason of special talents or abilities as determined by a series of developmental and readiness screening instruments approved by the superintendent of public instruction and administered by the person(s) operating the kindergarten. Parents would be responsible for paying for such testing.

MLS Public School Policy requires definite starting age of new Pre-Kindergarten, Kindergarten, and Grade 1 Students:

- a. Pre-Kindergarten students must be 4 years old before August 1<sup>st</sup>.
- b. Kindergarten students must be 5 years old before August 1<sup>st</sup>.
- c. Grade 1 students must be 6 years old before August 1<sup>st</sup>.

## **XIII. PROMOTION-RETENTION POLICY**

It is our belief that the retention of students should be treated as a positive practice, not as a punishment. It is further felt that additional time expended at an earlier grade level will provide for future academic and social benefits for students, because they will be more able to compete with their peer group. It is extremely important that a student be in a placement setting where they can learn most effectively. For this reason the following recommendations are presented as a guideline to determine the best possible placement for students.

## GRADING SCALE

Kindergarten report cards are a standards based check list system. Grades 1-6 will use the following grading scale to evaluate a student's achievement level (Grades 1 and 2 use S, N, U,)

93 - 100	A
87 - 92	B
80 - 86	C
70 - 79	D
Below 69	F

A uniformed grading scale is necessary to determine the appropriate grade placement of a student.

### RETENTION WOULD BE CONSIDERED IF:

1. A child misses 20 days or more (grades 1-6).
2. a. Inability to achieve reading at grade level in grades 1-6  
b. Not necessary to be failing in other subjects
3. Failing two subject areas other than reading.
4. If a child is socially or emotionally immature; examples which are:  
(daydreaming, easily distracted, not getting work done on time, inability to follow directions, or lack of motivation).
5. Most retentions will be made at 1-3 grade levels.
6. Final decision whether a child is retained rests with the classroom teacher and the elementary principal. The burden of this decision should not be placed on the parents.
7. There is no law that states a learning disabled student cannot be retained. If a student is diagnosed "Learning Disabled" in grades 1-3, it will be suggested he or she be retained if they are within the guidelines that are listed in this policy and Individual Educational Plan.
8. a. New students entering MLS Elementary School at the beginning of the year will be evaluated during the first nine weeks. If the child is functioning below grade level the parents, classroom teacher, and elementary principal will meet to develop a plan to benefit the student.

- b. Transfer students who enter during the school year will be evaluated according to these guidelines.
9. All students in Kindergarten will be taught the following before they enter first grade:
    - a. initial consonant sounds
    - b. number concepts 1-10
    - c. print legibly their own name
    - d. recognize basic colors

If a child does not master these four areas, a conference with the parents, classroom teacher, and elementary principal will be held to develop a plan for the child.

10. A student may repeat kindergarten if a parent makes a formal request to the classroom teacher and the elementary principal. A meeting with all the people involved will determine if the child will then repeat kindergarten.
11. Once the decision and plan has been made to retain a child, a carefully planned program is to be provided to ensure to the student the individual help which he/she needs and that protection is programmed to ward against repetition of experiences in which failure had occurred before.
12. A team consisting of the elementary principal, classroom teacher, and the parent will meet to decide if a student needs to be retained or promoted.



## **XIV. SPORTS PARTICIPATION**

### ELIGIBILITY REQUIREMENTS

1. All students participating in sports activities must be eligible to participate in any athletic practice or game.
2. Each student must have a passing grade in all academic areas of learning in the classroom
3. Any student who is getting below a grade "D" will miss both practice and the game for the following week. The student will then be on probation.
4. The teacher will average the grades of the student on probation on the Wednesday of the week of probation.
5. After the probation week is over, the teacher will average the grades of the student and if the student has increased his/her grade, the student will then be eligible for the Saturday activity.
6. the parents of the student on probation will be notified of the action to be taken with ineligibility.
7. If a student received an "F" on their report card, he/she will be ineligible for a 4 1/2 weeks or until the mid-term grades have been determined.

## **XV. MINIMUM WEEKLY COURSE TIME REQUIREMENTS**

<u>Primary Grades (1-3)</u>	<u>1st</u>	<u>2nd</u>	<u>3rd</u>
Language Arts	650	650	650
Mathematics	200	200	200
Social Studies	100	100	100
Science	60	60	60
Health	40	40	40
Music	90	90	90
Physical Education	90	90	90
Art	45	45	45
Unallocated	375	375	375
<u>Intermediate Grades (4-6)</u>	<u>4th</u>	<u>5th</u>	<u>6th</u>
Language Arts	460	420	420
Mathematics	200	200	200

Social Studies	200	200	200
Science	160	200	200
Health	80	80	80
Music	90	90	90
Physical Education	90	90	90
Art	45	45	45
Unallocated	325	325	325

The above time allotments are based upon a 5 1/2 hour day. Thirty minutes of supervised free play (recess) may be counted as part of the 90 minutes of physical education for grades K-3. Music and Physical Education may be 80 minutes per week in elementary schools which have programs affiliated with secondary programs.

Kindergarten -- Half day program shall be 2 1/2 hours per day or 750 minutes per week, equivalent. A developmentally appropriate curriculum shall be planned and implemented with attention to the children's different needs, interests, experiences and developmental levels. The MLS School operates the Kindergarten Program for Three days per week for the entire year.

## **XVI. GENERAL OPERATING PROCEDURES**

### LYCEUM/ ASSEMBLY/ PEP RALLY ATTENDANCE

1. Elementary teachers will attend all Lyceums and Assemblies to supervise their students.
2. Secondary teachers will attend all of the assemblies when their students are involved.
3. Assemblies of any sort are not to be considered "Free" periods.

### SUPERVISION IN CLASSROOM/ HALLWAY/ EXTRA DUTY

1. Supervision is a full-time job -- you are not to leave your obligation to anyone else.
2. The teacher is in charge if inappropriate activity is taking place in his/her area.
3. The teacher/coach/supervisor is the last to leave when an activity has been completed. Be sure the area is locked up, lights out, etc.

### BUSINESS OFFICE ETIQUETTE/ ATMOSPHERE

1. Do not use the Business Office as a lounge.
2. The Secretary and Business Manager have work to do -- do not interrupt them unnecessarily.

### USE OF SCHOOL PROPERTY FOR PERSONAL USE

1. Any use of school property for personal use outside of the school building must be approved by the Superintendent.
2. Notification must also be given to the faculty member who is responsible for the equipment.
3. Use of school property for personal use is discouraged.

### AUDIO VISUAL MATERIALS AND EQUIPMENT

1. All A-V equipment is under the supervision of the Librarian.
2. All A-V equipment must be checked out through procedures established by the librarian.
3. If you find that a piece of equipment needs repair, notify the librarian.

### FACULTY MEETINGS

1. Faculty meetings are scheduled periodically throughout the year.
2. All teachers are required to attend unless previous permission has been granted by the principal.

### PURCHASE ORDERS

1. Every purchase, whether by phone or mail, requires a P. O.
2. Every purchase must be approved by the Superintendent.
3. One copy of the Purchase Order must be left with the Business Manager.

### HOMEWORK AND LESSON PLANNING

The assignment of homework to elementary students can be very worthwhile if a few guidelines are followed:

1. Be reasonable in the quantity assigned -- then insist that it be done.
2. Consider evening activities that will limit time for homework-- it is better to get a "little" quality work than a "lot" of unacceptable work.
3. Be sure homework is meaningful and related to the objectives of the lesson.
4. Insist on quality work -- if you accept mediocrity, you will get mediocre work.
5. Teachers should spend class time helping students get started on the homework.

### ATTRACTIVENESS OF YOUR CLASSROOM

1. Arrange your desks so that your room looks neat.
2. Keep the desks away from the walls so custodians can clean properly.
3. Straighten the desks at the end of each day -- have the students help you with this.
4. Bulletin Boards should be maintained and changed regularly.
5. Make sure that students are not writing on their desks.

### COPY MACHINES

1. Take the time to learn the many functions you can perform on the copying machines. The directions are attached to the machine.
2. DO NOT attempt to clear the Misfeed until you know what you are doing -- improper removal could cause considerable damage.
3. Students should not be sent to copy materials for you.
4. Whenever possible run material on both sides of the paper.

### TEXTBOOK CARE AND ACCOUNTABILITY

1. All textbooks must be stamped with a number and the year in which it was purchased. (Get stamp from the office)
2. Record the No. of the book in your record book when the books are distributed to the students each year -- that student is held accountable for the care of that book.
3. "Break In" new books properly so that binding isn't broken.

### ATTENDANCE REGISTERS

1. The Elementary Principal will maintain an Attendance Register. Teachers submit list to the principal.
2. Record all absence and tardy appropriately.
3. Note dates of transfer students, both entering and leaving the Mohall School system.
4. Accurate records are a MUST -- Foundation aid payments are determined from these records.

### CLASS RECORD BOOK

1. A record of all grades assigned to class work and tests will be kept in the Class Record Book.
2. Accurate records will provide important evidence of academic achievement.

### LESSON PLAN BOOKS

1. Every teacher will maintain an up-to-date lesson plan book.
2. Lesson Plan Books should be left on the desk at the end of each day in case a substitute teacher is needed the next day.
3. The Plan Books will be submitted to the Elementary Principal periodically.

### CUMULATIVE FOLDER RECORDS

1. Cumulative folders for each student is maintained in filing cabinets in the Central Office.
2. Contents of the folders will provide the teacher with pertinent information about his/her students.
3. No unauthorized people will have access to the files without consent of the parents.
4. The information contained in the files is CONFIDENTIAL.
5. Student records must not be taken from the office.
6. Parents may request to review the contents of their child's file.
7. Special procedures are required when reviewing Special Education student records. Teacher must sign the roster which is attached to the folder.

### REPORT CARDS

1. Report Cards are issued to each student in a timely manner following the end of the quarter.
2. Pupils in Grades K-2 will be marked with S--Satisfactory; N--Needs Improvement; U--Unsatisfactory.
3. Pupils in Grades 3-6 will be marked with Alphabetic Grades.
4. Pupils and their parents should be notified frequently if work is unsatisfactory.

## PARENT - TEACHER CONFERENCES

1. Parent/Teacher Conferences are held twice each year:
  - a. The first will be held at the end of the First Quarter
  - b. The second will be held middle of the Third Quarter
2. Conferences are scheduled for specific times by each teacher.
3. Learning Disability Specialists will be involved with each conference that concerns a student with LD services.

## STANDARDIZED TESTING

1. Standardized Achievement Tests will be administered to Grades 4, 6, 8, and 10 each year in the spring. Other grade levels may be included, at the discretion of the administration.
2. Other Diagnostic tests will be administered as directed by each individual teacher.
3. Test results will be attached to the Cumulative Folders.

## END-OF-YEAR REPORTS - PROCEDURES

1. Textbooks will all be checked back in and stored in the room.
2. An inventory will be prepared to include all textbooks and equipment in the room.
3. All Bulletin Boards will be cleared.
4. All grades will be recorded on the Cumulative Folders.
5. Grade Books and Lesson Plan Books will be turned in.
6. Textbook/Workbook requisitions for next school year will be submitted.
7. Other Supplies requisitions for next school year will be submitted.
8. Attendance Registers will be submitted -- accuracy of records is very important.
9. A copy of the Final Report Card will be placed in the Cumulative Folders.
10. One copy of the Pupil Membership Report will be submitted.
11. School Keys will be turned in -- you may receive permission to keep them over the summer.

## LEARNING DISABILITIES

The MLS Mohall Public School supports the principles of Public Law 94-192 in regard to Education of the Handicapped. To differentiate between "Learning Disabilities" and other handicaps, the term "Learning Disability" shall include but not be limited to such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, and developmental aphasia, but shall not include learning problems due primarily to visual, hearing or motor handicaps, mental retardation, emotional disturbance, or environmental disadvantage.

The learning disabled child shows a discrepancy between his performance and his estimated potential. Generally, the learning disabled child has average or above intelligence and is able to perform well in some tasks, but poorly in others. The classroom may notice frustration, visual motor problems, poor quality of expressive language, disorganization and/or short attention span.

Learning disability services will be provided as individual needs and resources dictate. Formats commonly used will include but are not limited to the following:

1. Consultive/Prescriptive: Team (teacher, specialist, parents/ guardian, principal, and other personnel) develops a plan that is implemented by the classroom teacher with consultive, but little or no direct service from the LD specialist.
2. Direct Service: Student is served directly by the LD specialist as determined by the placement team (time could vary from short sessions to several hours per week).

Procedures for referral for Special Education Services will follow the STEP I PROCEDURES as developed by the Special Education District. The outline of procedures is contained in the Appendix of this manual.

## **XVII. HEALTH AND SAFETY**

### **CHILD ABUSE AND NEGLECT**

North Dakota law mandates that school teachers, counselors, and administrators report suspected cases of abuse or neglect relative to a child coming before them while in their official capacity.

It shall be the policy of the MLS Mohall Public School District that all employees shall cooperate in fulfillment of the Child Abuse and Neglect Reporting Act. For proper handling of such cases, the MLS Mohall School will proceed as follows:

1. School personnel, upon knowledge of suspected infractions of the law, will report to his or her principal.
2. The principal will arrange a conference to review the incident with the school's counselor, teacher, and public health officials.
3. Following the conference, if evidence warrants, the counselor will make an oral report to the Area Social Service Office. The oral report will be followed by written report within 48 hours indicating extent of evidence of child abuse. Reports will be signed by both the counselor and the teacher.
4. In order to protect the child, it is recommended that any contact with the parent/guardian should originate through Social Service. In some cases the principal may want to discuss the circumstances with the parents/guardian in order to remedy the situation. If the problem cannot be resolved, the written report should be submitted.

5. In an emergency, the protection of the child from further harm is of utmost importance. In severe cases law enforcement officials may have to be called.
6. Copies of all correspondence should be filed with the Superintendent.

### STUDENT QUESTIONING BY LAW ENFORCEMENT OFFICIALS

In order to safeguard the rights of the parents in matters that may deal with violations of law by the students, it shall be the policy of the MLS Mohall Public School:

1. Law Enforcement Personnel may not meet and question the student while that student is under the jurisdiction of the school without the consent of the parents.
2. In the absence of the parents the principal will sit in on the interrogation of the student.

### IMMUNIZATIONS

North Dakota Law requires that: No child will be admitted to attend any public or private school unless they have a certificate of immunization on file. The child must have received immunizations against diphtheria, pertussis, tetanus, measles, rubella (German Measles), mumps, and polio.

Kindergarten students and new students to the school will provide the necessary documentation of immunizations.

### EMPLOYEE SPEECH

**--First reading approved at April Board Meeting 4-14-2015**

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

#### **Speech Made as an Employee**

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



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

### **Speech Made as a Private Citizen**

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

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

### **Other provisions**

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

# Appendix

Pertinent School Policies