

# High School

## MLS MOHALL PUBLIC SCHOOL FACULTY HANDBOOK

Mohall Lansford Sherwood Public School District  
Mohall, North Dakota

---

### **Mission Statement**

Our Mission is to provide a quality education which affords each student the opportunity to develop intellectually, socially, physically, and vocationally in order to become a productive member of society.

---

**August 2013 – May 2014**

## TABLE OF CONTENTS

I. INTRODUCTION	Page
A. Purpose of Handbook	1
B. MLS School Board and Committees	1
C. Administration	1
D. Map Of School Buildings	2
E. School Calendar	3
F. Teacher / Class Schedule	4
II. SCHOOL PERSONNEL AND TEACHING/JOB DESCRIPTIONS	5&6
III. MLS SCHOOL PHILOSOPHY	7
IV. TEACHER'S DAY	8
V. DUTIES AND RESPONSIBILITIES	8
A. General Responsibilities	
B. Classroom Responsibility	9
VI. BUILDING USE AND CONTROL	9
A. Tobacco-Free School	
B. Custodial Services	
C. Keys	10
D. Mail Boxes	
E. Public Address System and Dismissal Time Announcements	11
F. Supervision of Buildings and Equipment	
G. Telephone	
H. Classrooms	
VII. STUDENT DISCIPLINE	12
A. Function of Good Teaching	
B. Discipline -- Do and Don't	
C. Practices to be Avoided Whenever Possible	13
D. Practices Which Show Promise	
E. Why Be Concerned about Discipline	
F. What Kind of Discipline Do We Want	
G. How May Discipline Cases Be Avoided	14
H. Detention Procedures	
VIII. PROFESSIONAL IMAGE	15
IX. TEACHER PERFORMANCE EVALUATION	15
X. TEACHER ABSENCE AND SUBSTITUTE TEACHERS	16

A. Sick Leave Benefit	16
B. Personal and Professional Leave	16&17
C. Substitute Teacher Payment Policy	18
XI. PATRON COMPLAINT PROCEDURES	18
A. Patron Complaint Form	
B. Administration Philosophy	
XII. STUDENT ATTENDANCE POLICY	19
XIII. GENERAL OPERATING PROCEDURES	19
A. Lyceum/Assembly/Pep Rally Attendance	
B. Supervision in Classroom/hallway/Extra Duty	19 & 20
C. Business Office Etiquette/Atmosphere	21
D. Use of School Property for Personal Use	
E. Audio Visual Materials and Equipment	
F. Faculty Meetings	
G. Purchase Orders	
H. Homework and Lesson Planning	
I. Attractiveness of Your Classroom	22
J. Duplicating Machines	
K. Textbook Care and Accountability	
L. Attendance Registers	
M. Class Record Book	
N. Lesson Plan Books	23
O. Cumulative Folder Records	
P. Report Cards	
Q. Parent - Teacher Conferences	
R. Standardized Testing	24
S. End-Of-Year Reports and Procedures	
T. Learning Disabilities	
XVI. HEALTH AND SAFETY	25
A. Child Abuse and Neglect Procedures	
B. Student Questioning by Law Enforcement Officials	
C. Immunizations	26
XVII. APPENDIX CONTENTS	27
A. Building Level Support Team	28-32
B. Fire and Emergency Evacuation Procedures	33
C. Tornado Alert Procedures	
D. Computer Usage and Internet Access Policy	

# 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 MLS Junior and Senior High Schools. It will help the new teacher become acquainted with the various operational procedures that exist, and at the same time serve as a ready reference for all teachers on the staff.

## MOHALL LANSFORD SHERWOOD SCHOOL BOARD

Jim Vendsel	President	Vance Undlin	Director
Chantel Southam	Vice-President	Chantel Southam	Director
Karen Whitehead	Director	Dustin Undlin	Director
Sheldon Ackerson	Director	Joan Otto	Business Manager

## SCHOOL BOARD COMMITTEES

### Building/Grounds

Dustin Undlin  
Sheldon Ackerson  
Karen Whitehead

### Transportation

Chantel Southam  
Vance Undlin  
Sheldon Ackerson

### Negotiations

Dustin Undlin  
Sheldon Ackerson  
Vance Undlin

### Extra & Co-Curricular

Debbie Aasen  
Karen Whitehead  
Chantel Southam

### Curriculum/Polices

Debbie Aasen  
Karen Whitehead  
Chantel Southam

### Substitute

Jim Vendsel

## ADMINISTRATION

### Superintendent of Schools

Kelly Taylor

### Junior & Senior High Principal Elementary Principal

Allen Oberlander

Robby Voigt

# Mission --- Philosophy --- Objectives

MLS Mohall Public School

2013 - 2014

## Mission:

Our Mission is to provide a quality education which affords each student the opportunity to develop intellectually, socially, physically, and vocationally in order to become a productive member of society.

## Philosophy:

Our school deals with youth and their individual interests and personalities. A school cannot only serve the **Educational Function** for its students. A school must provide instruction that models the values of **Respect** for others, **Responsibility** for one's actions, and **Reliability** for completion of assigned tasks.

A school must relate itself to the environment it is to serve--Student and Community. It is necessary that our school does make continual assessment of the changes underway in society both from a domestic and global perspective, defines its own major goals in relation to definite trends society shows, and moves toward the implementation of the necessary adjustments to effect the changing **Goals, Values, Objectives**, and **Behaviors**. In addition, a school must be aware of changes in family structure and society in general and must attempt to provide a safe, healthy environment.

Our task 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, Rate, and Permanency** of learning. Our dedication and commitment will be directed to the premise that every child shall receive and appropriate type of education within the "Least Restrictive Environment."

## Goals and Objectives:

- \* To provide instruction by a competent, compassionate staff that is adequately trained to provide for the social, academic, and vocational needs of the students they serve.
- \* To enable students to discover interests and abilities through the many exploratory courses offered.
- \* To encourage a learning process that not only develops the habit of independent thinking but that also develops respect for opposing views.
- \* To provide instruction on those technologies that are within the capabilities of the school district.
- \* To provide a curriculum that develops an awareness of the responsibilities each student has toward his/her own physical, mental, and emotional health, including drug and sexual activities.
- \* To prepare adequately for college and technical schools those who will pursue post-secondary training.
- \* To provide a basic foundation for employment for those who will not continue formal education beyond high school.
- \* To develop an extra-curricular program of activities that will promote lifetime social interaction skills and leisure time activities for adulthood.
- \* To provide opportunities that challenge students and that develop critical thinking and problem solving abilities.
- \* To provide an atmosphere for learning that recognizes the right of all students to instruction that is not unduly influenced by the inappropriate conduct of others.
- \* To promote an awareness of the importance of a positive self-concept and to encourage activities that promote a better feeling about oneself.
- \* To develop a program of self expression through written and oral activities in all subject areas at all grade levels.

## **IV. TEACHERS DAY**

### **A. School Day**

1. Class Supervision begins at 8:00 a.m. - ends at 3:50 p.m.
2. High School students are to be in their classrooms by 8:27 a.m. in the morning --Revised Lunch times in the afternoon
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.
5. "Noon Hour" is split into two sessions -- Supervision includes hallways and multi-purpose area.
6. All employees who leave the building during the day must notify the office at the time of departure and return so that their whereabouts can be determined if someone is looking for them

## **V. DUTIES AND RESPONSIBILITIES**

### GENERAL RESPONSIBILITIES

1. You will be responsible to the principal for carrying out policies of the school board as they relate to the function of the school, to the classroom, and to the students and parents.
2. The teacher's responsibilities to students are not confined to the classroom, but extend to school corridors, rest rooms, school grounds, and excursions away from the school.
3. The primary duty of the teacher is to teach the student, not only basic subject matter, but also to teach discipline, health and safety, and to provide individual guidance.
4. Teachers shall strive at all times to:
  - a. Carry out the Philosophy and Goals of the District.
  - b. Direct and evaluate the learning experiences of students in all school activities.
  - c. Provide guidance to students that will promote proper development and educational welfare.
  - d. Provide for the care and protection of school property.
  - e. Participate in the evaluation and improvement of the school system.
  - f. Maintain a cordial relationship with colleagues.
  - g. Follow the ethics of the profession
  - h. Enforce the policies as established by the school and faculty.
  - i. Maintain good relationships with home and parents.
5. Teachers will attend staff meetings as called by the principal or superintendent.

## CLASSROOM RESPONSIBILITY

Do not leave your classroom unsupervised except in an emergency. Secure the assistance of another teacher or someone from the office if it is necessary to be out of the classroom. A teacher's absence from his/her area of supervision does not relieve the teacher of responsibility. Absence from the classroom could be construed as neglect and liability could be proven against the teacher and the school.

1. Do not place into effect rules and regulations that can't possibly be enforced.
2. Do not release students from school without permission from the office. Emergencies are exceptions, of course.
3. See to it that dismissal from class is orderly and on time. Avoid both early or late dismissals since both cause disturbance for other teachers and students.
4. Students are to be dismissed after the bell has stopped ringing. The bell does not dismiss the students. The sound of the bell is only an indication that time is up.
5. Between classes, corridor traffic is the responsibility of the entire staff. Stand by the door to insure orderly traffic.
6. Do not keep a student from another teacher's classroom without that teacher's permission.
7. A class should not be removed to a different location without notification to the principal or office staff.
8. Parties in the classroom should not be held during school class time hours.
9. Allow some class time for supervised study so that students leave with an understanding of what they are to do for homework. Junior high instructors must all some time for students to get started on their assignments.

## **VI. BUILDING USE AND CONTROL**

### TOBACCO-FREE SCHOOL

The MLS Mohall Public School has been designated to be Tobacco Free for the health and well-being of students, employees, and visitors. No smoking is permitted within the confines of the working environment of the school plant.

### CUSTODIAL SERVICES

Classrooms will be clean on the arrival of teachers each morning. Teachers and students will make every effort to minimize the need for extra cleaning and maintenance. Chalkboards will be cleaned at least once a week. Teachers should have desks arranged in such a manner that cleaning is easily facilitated. Report special problems to the custodian or building principal.

## KEYS

Keys are issued from the office at the beginning of the year and collected at the end of the year, unless special permission from the superintendent is granted to those who want to keep the key over the summer. Do not permit students to use your keys.

Rooms/Departments are to be locked and windows closed when a teacher leaves the building for the day. Take special notice of exterior doors to be sure they lock behind you when you leave in the off hours.

## MAIL BOXES

All certified personnel have a mail box in the Utility Room. All mail, memos, and bulletins will go to your mail box. Check for such information often. Do not let your mail pile up in the boxes.



## PUBLIC ADDRESS SYSTEM AND DISMISSAL TIME ANNOUNCEMENTS

The building is equipped with a Public Address System that has the capability of the following features:

1. Monitor -- Rooms may be monitored from the office -- call-in may be made to the office from the rooms
2. Tape Player -- Cassette tapes may be directed to all or part of the building
3. Radio -- Radio programs may be directed to all or part of the building (rooms)

Announcements will be made over the PA system at dismissal time. Teachers and students who want an announcement read should have it written and to the office before dismissal time. Include your signature to signify approval. Long announcements with long lists of students are discouraged. Indicate a posting of names to alert students to special announcements instead of trying to list the names of all involved.

## SUPERVISION OF BUILDINGS AND EQUIPMENT

All school personnel are responsible for the supervision and care of buildings and equipment.

Each teacher will discuss what is expected insofar as care of the building and equipment under his/her supervision. No one is allowed to sit on the desks nor to write on the desk tops at any times. Every effort must be made to determine who may have defaced school property so that appropriate punishment can be determined.

## TELEPHONE

Phone calls are to be made before or after school or during prep periods. The office staff will not take a teacher or student out of class for a phone call unless it deals with an emergency.

Each teacher will be assigned a Code Number that must be used for long-distance calls. The billing will identify you as the caller. No one is allowed to make personal long distance toll calls on the school telephone. Personnel cell phone usage when having student responsibility is prohibited unless there is an emergency.

## CLASSROOMS

The classroom is the teacher's place of business. It should be kept tidy and attractive at all times. Windows and doors should be locked at the end of the day, and the chairs should be left in neat order at the end of the day. Do not allow students to lean against the walls or put their desks right against the walls. Your doors should be closed while class is in session unless it is necessary to have them open for ventilation purposes during hot weather.

## VII. 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.

## DETENTION PROCEDURES

Detention supervision will be the responsibility of the teacher who assigned such detention. It will be the teacher's responsibility to see that the student complies with the detention penalty of reporting to the teacher's room after school. Any failure to show up for detention should be reported to the High School Principal for enforcement of the penalty.

Teachers who have an extra-duty assignment must make arrangements with the principal for supervision of the student in an after-school detention.

## **VIII. 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.

## **IX. 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.

Teachers with less then 3 yrs. Teaching at MLS will have 2 formal evaluations. All others will have a minimal of 1 per year.

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

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

Teachers (7-12) who must be absent will contact the High School Principal, if they are going to be absent due to ILLNESS. Do this early enough to enable a substitute to be arranged. If the teacher knows he/she will be absent, a substitute should be contact. The teacher will prepare work for the students to complete during the study hall period if a substitute cannot be found.

Any teacher in Grades 7-12 who loses a "prep" period to take a class for an absent teacher will be paid \$20 per period for that duty.

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.

### SICK LEAVE BENEFIT

1. Full time certified teachers receive 10 days per year, cumulative to 60 days.
2. There is no reimbursement for unused sick leave unless you leave the district.
3. \$100 in MLS Money will be paid to those certificated teachers who have less than 60 days accumulated and who do not use any Sick Leave during the year. Those with over 60 days accumulated will be paid \$12 for each day not used up to a maximum of 10 days.

### PERSONAL AND PROFESSIONAL LEAVE

Personal Leave:

1. Two days of personal leave per year shall be granted with no salary deduction for use of the days accumulated. Teachers may purchase two additional days at sub pay. Leave may accumulate to six days.
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 excess shall result in a deduction of 1/182 of teaching salary for each day.
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. Mileage will be paid to substitutes who live outside the MLS District Boundary
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.

## **XI. 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.



## **XII. 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 incapacities 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 an excuse to the High School Principal, stating the specific reason for the absence.
2. The student will receive an Admit to Class Slip or Advance Work Slip from the Principal. The student will present this Slip to each teacher from whose class he/she will or has been absent.
3. The Teacher will indicate on the Slip the assignment that must be completed due to the absence. When the assignment is completed, the student will return the slip to the teacher for a signature indicating the work has been completed.
4. No student will be allowed to be taken from school during the day without a request to the High School Principal.
5. Any parent wanting to remove their child for an extended period of time must present the request to the High School Principal. A plan must be developed to complete the school work that will be missed.
6. Attendance is credited per class period. An absence of more than 15 minutes of any class period is considered an absence rather than a tardy.

## **XIII. 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.
4. Students may not leave the Classroom until excused by the teacher after the bell has finished ringing to end the period.

### STUDY HALL / HOMEROOM SUPERVISION PROCEDURES

Consistency is very important in the supervision of Homerooms and Study Halls. Students should expect each teacher to enforce the rules in the same way.

A list of procedures to follow will be provided by the High School Principal at the beginning of the year. All teachers must become familiar with this policy and follow the guidelines as submitted.

## 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 secondary 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.

### DUPLICATING MACHINES

1. Take the time to learn the many functions you can perform on the duplicating 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 duplicate 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. Attendance will be taken during each period each day by the teacher and placed outside his/her door.
2. If a student comes in after the "Tardy" bell, the teacher will question the reason for the Tardy and indicate whether it is "excused" or "unexcused" on the attendance slip.
3. Teachers must ask for an Admit to Class Slip if a student has been absent from your class. This must be done so that students are held accountable for completing missed work.
4. The High School Principal will maintain the official Attendance Registers for students in Grades 7-12. 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 High School Principal as directed with lesson plans completed for the next week.
4. The Lesson Plan Books will be reviewed, comments entered, and returned to the teachers' mail boxes by the next Monday morning.

### 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 quarterly on the next Wednesday following the end of the quarter.
2. Students and their parents should be notified frequently if work is unsatisfactory.
3. Those students who are failing at the end of 4 1/2 weeks will receive a "Deficiency Report" from the teacher.

### PARENT - TEACHER CONFERENCES

1. Parent/Teacher Conferences are held twice each year:
  - a. The first will follow the end of the First Quarter
  - b. The second will be in the middle of the Third Quarter
2. Learning Disability Specialists will be involved with each conference that concerns a student with LD services.
3. Students will not attend school on the days of conferences, unless a modified schedule is arranged for after-school hours.

## STANDARDIZED TESTING

1. Standardized Achievement Tests will be administered to all elementary grades each year in the spring.
2. Other Diagnostic tests will be administered as directed by each individual teacher or school counselor.
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.

## **XIV. 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.



# Appendix

Pertinent School Policies  
2013-2014

# B U I L D I N G   L E V E L   S U P P O R T   T E A M

## INFORMATION FOR TEACHERS

### I.      FUNCTION OF THE BUILDING SUPPORT TEAM

- A. The primary goal is to assist classroom teachers or other support individuals with advice, suggestions, and support to stabilize or remediate a presented concern. A second purpose is to provide an alternative to the frequent decision to recommend testing or to consider placement in special education.
- B. The following checklist includes many of the observations or impressions which merit referral to the team.
  - 1. Suspected hearing impairment.
  - 2. Suspected vision impairment.
  - 3. Noticeable speech, voice, or language impairment.
  - 4. Failing classes.
  - 5. Chronic behavioral or emotional pattern which significantly interferes with classroom performance.
  - 6. Suspected abuse or neglect.
  - 7. Suspected alcohol or drug use.
  - 8. Need further information or ideas regarding ability, educational achievement, or learning difficulties.
  - 9. Other.
- C. The Building Level Support Team will not be responsible for placement decisions, IEP development for students referred to special education, or for formal evaluations.

### II.     STRUCTURE OF THE TEAM

- A. Elementary
  - 1. Principal [Team Chairperson]
  - 2. One teacher
  - 3. One special education specialist
- B. High School
  - 1. Principal [Team Chairperson]

2. The teachers of the student being referred
3. Parent and/or student where and when appropriate
4. One special education specialist

### III. FORMAT

- A. The BLST will meet on a regular basis to discuss concerns. During the team meeting the following document is to be completed.
  - PGSS 110 Team Meeting Documentation
- B. Student is referred to Building Level Support Team Chairperson.
  1. Teacher completes checklists [to be determined by chairperson]
    - PGSS 109 Student Support Team Information
  2. During the team meeting the following documents are to be completed.
    - PGSS 110 Team Meeting Documentation
    - PGSS 111 Student Demographics  
(If the referral is for articulation, refer to Special Education Team)
  3. BLST Chairperson completes
    - PGSS 108 Prior Written Notice
    - PGSS 111 Student Demographics (complete information)
    - PGSS 112 Student Profile
    - PGSS 113 Assessment Plan
    - PGSS 100 Consent for EvaluationParents will be provided with Procedural Safeguards
- C. Building Level Support Team meets
  1. Complete PGSS 110 Team Meeting Documentation
  2. A minimum of 2 meetings per referral is suggested to ensure that follow-up is not neglected. An exception is made when the team concludes that immediate testing is urgent.
    - a. The first meeting provides the team with relevant information, brainstorming is carried out, and the teacher is provided intervention ideas.
    - b. Write recommendations on PGSS 110
    - c. Recommendations are implemented for approximately 2 weeks.
    - d. BLST meets after 1 week. Document the meeting on PGSS 110.
      - If recommendations are working, continue with them, testing is not appropriate at this time.
      - If recommendations are not working, additional recommendations should be implemented for an additional week.
    - e. BLST meets at the end of the 2 weeks. Use PGSS 110 to document the meeting.
    - f. The team decides if classroom observations or a Functional Assessment of Student Behaviors is needed (PGSS 126 or PGSS 127).

- g. If recommendations are not working, parents are again notified and student is referred to the Special Education Team. PGSS 110 needs to be completed by the BLST at this time. PGSS 100 [Referral and Consent for Evaluation] must be completed and signed by parents at this time. Parents will be provided with the Procedural Safeguards booklet.
  - h. The screening process will then be implemented by the Special Education staff. If it appears that a student is EMH, a school psychologist or clinical psychologist will administer additional tests.
  - i. After the evaluation is complete, the Special Education teacher and the BLST will meet with the parents and teachers to go over test results. At that time PGSS 114 [Integrated Written Assessment Report] will be completed.
  - j. If the student qualifies for special education services, the IEP team will meet to formulate an IEP and determine if placement in a Special Education Program is appropriate.
  - k. Records will then be sent to Peace Garden Consortium of Student Support Services.
- D. A list of students referred to the BLST shall be maintained by the chairperson.
- 1. Chairperson will keep a copy of the student information on file.
  - 2. If the student is not referred, a copy of the information will be placed in the student's cumulative file.

#### IV. CHAIRPERSON'S RESPONSIBILITIES

The Chairperson carries the responsibility for ensuring that the team achieves the stated objectives for each meeting.

- A. Prepare for meeting
  - 1. Gather information from staff and other key persons, records, or observations regarding the student referred. Prepare information for the team. Give copies of information to team members to look at before meeting.
  - 2. Inform team members of meeting time and place, and distribute referral information.
  - 3. Ask each team member to read the referral information, note the interrelationships of problem areas, and consider questions to be raised at the meeting.
- B. Call the meeting to order; begin promptly at the time announced in advance.
- C. Organize and facilitate meetings, assist team in searching for solutions.
- D. Appoint a team member to serve as recorder.
  - 1. Record all suggestions made, to be given to the teacher.

2. Record minutes to be filed in student's file.
3. Minutes should be documented using PGSS 110.

E. Begin the discussion:

1. Regular meetings - discuss any students who may be having problems with areas listed in IB.
2. If there is referring teacher, review the reasons the referring teacher requested the meeting.
3. Summarize the student's problem areas.
4. Ensure that everyone has a common understanding of the student's situation.

F. Ask the referring teacher to state his or her expectations and help the group negotiate a specific objective for the meeting.

G. Lead the group's problem solving efforts:

1. State each topic to be discussed.
2. Establish time limits.
3. Help group members to speak to the point.
4. Summarize relevant contributions.
5. Be alert to group and individual needs; help each member contribute.

H. Schedule the follow-up meeting.

I. Monitor/follow-up of team recommendations.

V. TEAM RESPONSIBILITIES

A. Be willing to serve at team meetings.

B. Share leadership at team meetings and share responsibility for follow-up with staff, students and parents.

C. Be prompt for meetings; notify chairperson if cannot attend.

D. Refrain from commenting on solutions suggested during the team meeting; all solutions/suggestions are to be considered by referring staff member(s) to determine appropriateness.

E. Prepare for the meeting by reading through the information given to you by the chairperson

\* \* \* \* \*

BLST is designed to assist classroom teachers who have recognized a student's situation as one that calls for special planning in behavior management or curriculum design. When it is first recognized that a student is not achieving satisfactorily in the classroom or when there is evidence of unusual behavior or learning patterns which make the attainment of skills extremely difficult for the student, the teacher is faced with making decisions which require professional competence and careful study.

BLST is appropriate for all students who demonstrate difficulty in classroom achievement or behavior and is not limited to students who are suspected of being handicapped. The intent of BLST is to assist classroom teachers in responding to the most obvious needs of all students whose apparent school difficulties require additional planning, and/or interventions to personalize the environment and individualize instruction.

BLST should result in:

1. Identification of strengths, weaknesses, and special learning needs of all students in the classroom for whom more extensive in-depth assessment is not required.
2. Adequate personalizing and individualizing to meet the needs of all students in the classroom, including those students not requiring special education and related services.

BLST is a regular education step and can be a natural part of the teacher's preferred procedures in identifying strengths, weaknesses and unique educational needs of all students. Teachers experiencing problems with students will be directed to the Building Level Support Team.

At this point in the process, the goal will be to provide the referring teacher with recommendations and suggestions that may enable them to solve the problem prior to formal special service involvement. It will also be necessary to specifically define the presenting problem and to document efforts to modify or alter the student's instruction or disciplinary procedures. If several attempts to alleviate the problem are unsuccessful, a request for special service assistance is then initiated.

**Mohall Lansford Sherwood District No. 1**  
**Tornado Alert Procedures for Mohall Public School**

- A. A Tornado Watch means that a tornado is expected in or near our area. The Mohall siren will indicate such by short blasts with short breaks (Wailing Sound). Do not evacuate your class for a Tornado Watch signal.
- B. A Tornado Warning means that a tornado has actually been sighted. The Mohall siren will indicate such by a long steady blast. Take cover immediately.
- C. When we have a Tornado Alert, you will be notified over the Intercom System to report to the designated area for your Classroom or Department. Every person will lie facedown, draw your knees up under you, and cover the back of your head with your hands. (Teachers, have a student demonstrate.)
- D. Students are to remain in the position until word is given over the INTERCOM SYSTEM to return to your classroom.
- E. Designated areas for each classroom/department: (You will report to a Hallway that does not have an outside wall) (Do not obstruct doors to classrooms)
1. North Elementary Wing – Students will position themselves in the Hallway outside of their classrooms.
  2. West Elementary Wing – Students in Rooms 108, 109, and 110 will report to North Elementary wing hallway. Students in Rooms 106, 107, 111, and 112 will report to hallway in front of FACS Room and Cafeteria, extending from about the FACS door to beyond the Library. (Do not block doorways)
  3. Vo. Ag. And Band Room - Students will report to North-South Hallway in front of rooms and extending East-West Main Hallway. Students may extend in hallway in front of Library and Computer Lab. (Students will position themselves after the Library and Computer Lab students are in position)
  4. Library and Computer Lab – Students will report to the Water Fountain Area near the Utility Room and extending west from there.
  5. East High School Wing – Students will begin positioning themselves from Rooms 158 in the short North-South Hallway in front of Room 158. Students from the other rooms will position themselves beginning with East rooms extending to the more westerly rooms. Students should stay as far away as possible from the South Entrance Doors.

6. New/Old Gym/Locker Areas – Students will report to the Hallway outside of the New Locker Room doors. DO NOT STAY IN ANY OF THE GYMS.
- F. Students will position themselves on each side of the hallways, two abreast, but leave a walk-way down the middle of the hallway for easy access for those who might have to get from end of the building to the other. THIS IS IMPORTANT.
- G. **Emergency Manual & Procedures**

All staff are required to follow the procedures and practice outlined in the emergency manual. You must review and understand all types of emergency plans with the goal of keeping students safe as possible. Principal will provide additional steps if necessary.



