

2022-23 Manvel Public School Faculty Handbook



Table of Contents

Page 3:	<ul style="list-style-type: none"> Introduction Vision Statement Mission Statement Philosophy Power Play for Success Educational Goals 	<ul style="list-style-type: none"> Corporal Punishment School Bus/School Car School Fees Internet Usage School Records
Page 4:	<ul style="list-style-type: none"> Teacher Duties Professionalism Care of Classroom Certificate Recording/ Personnel Files Confidentiality Grades 	<ul style="list-style-type: none"> Page 10: Student Tardiness Extracurricular Participation Procedures Accidents
Page 5:	<ul style="list-style-type: none"> Report Cards Hours of Duty Lesson Plans Substitute Teachers ND United Conventions Parent Teacher Conferences 	<ul style="list-style-type: none"> Page 11: Fire Drills Tornado Drills Lock Down Drills Visitors Guidance and Counseling
Page 6:	<ul style="list-style-type: none"> Parent Teacher Conferences Professional Growth Student Dismissal/Arrival 	<ul style="list-style-type: none"> Page 12: School Calendar Immunizations and Health Information Workman's Compensation Liability Child Abuse Mandated Reporting
Page 7:	<ul style="list-style-type: none"> Security Requisitioning Supplies Teacher Evaluations Teacher Absence/Leave 	<ul style="list-style-type: none"> Page 13: Detention Faculty Meetings Late Starts Employment Policy Field Trips
Page 8:	<ul style="list-style-type: none"> Personal Leave Procedure Discipline School-Wide Expectations 	<ul style="list-style-type: none"> Page 14: After School Program (ASP) Building Care of Building Use of School Facilities Use of Gym
Page 9:	<ul style="list-style-type: none"> Student Harassment Prohibited 	<ul style="list-style-type: none"> Page 15: School Wide Expectations

INTRODUCTION

This Teacher Handbook is an outline of the basic personnel policies, practices, and procedures in the Manvel Public School District. It contains general statements of school district policy and it should not be read as including the fine details of each policy nor as forming an express or implied contract or promise that the policies discussed in it will be applied in all cases, nor is it to be interpreted to alter, amend, or extend any of the terms of any written contract of employment existing between employee and the district. The school district may add to the policies in the manual or revoke or modify them from time to time. Management will try to keep the manual current, but there may be times when policy will change before this material can be revised and published. A complete up-to-date set of these policies is available to review in the Administrator's office.

The Manvel School District, as a service to support faculty, published this Teacher Handbook. The manual can be a useful reference for providing information and answering questions relating to personnel concerns and operations of the district. To quickly and easily locate items of interest, please consult the Table of Contents.

Because of the importance of personnel policies and practices in the conduct of school business, central administration and the school board will continually review and recommend changes in the school district's personnel policies, its employee benefit programs, and its salary administration programs. Input from employees concerning policies is always welcomed and encouraged.

Any employee may recommend a change in policy to the Administrator. Likewise, matters of importance not covered by the manual should be brought to the attention of the Administrator in order that new policy may be formulated if necessary.

This handbook serves as a guideline for employees. It shall not be construed to form a contract of employment between the Manvel School District and its employees. The Manvel School District reserves the unilateral right to change the handbook at any time.

VISION STATEMENT

Empower Every Student, Every Day

MISSION STATEMENT

Inspiring 21st Century Learners to Influence 22nd Century Successes

PHILOSOPHY

The School Board of the Manvel Public School believes that the primary purpose of education is to develop attitudes and skills which will provide success in life. Success in life embodies both social and academic skills. An informed citizen capable of making wise and rational decisions is an ultimate goal of education.

As educators in a modern society, we must teach our children the basic educational skills important as a cornerstone for academic development. Courses such as reading and mathematics are essential to daily living skills necessary to have a productive life in a modern and rapidly changing society.

Children must learn to develop the skills necessary for continuing education. Study skills and a positive attitude toward continuing education are essential ingredients in a student's growth.

POWER PLAY FOR SUCCESS

Meaningful Relationships: Safe Environment, Respect for All, Rules and Procedures, and Community Involvement.

**Meaningful Instruction: Student Engagement, High Expectations, Effective Feedback, and Critical Thinking Skills.
Collaboration, Celebrating Success, Positive School Culture, and Differentiation**

Educational Goals:

1. To gain a general education.
2. To learn to examine and utilize information.
3. To gain a desire for continuing education.
4. To develop a sense of pride and self worth.

5. To understand the world of work.
6. To understand the workings of a free society.
7. To learn to be a good manager of time, money and property.

TEACHER DUTIES

PROFESSIONALISM

Staff members are expected at all times to maintain a high standard of professional ethics.

1. ND UNITED CODE OF ETHICS: All teachers should become familiar with the ND United Code of Ethics. Members should strive to act professionally both in and out of the classroom.
2. PROFESSIONAL GROWTH: All teachers must earn continuing education credits every five years. Refer to the master contract for specific information.
3. MORAL STANDARDS: All teachers should conduct themselves according to high moral standards.
4. CONVERSATION AND GOSSIPING: Discussing school problems in public is not conducive to a good educational atmosphere. Discussing student's faults and gossiping about employees is not indicative of a professional. At no time should teachers discuss students and their problems with other students or the general public.
5. RESIGNATION PROCEDURE: If a teacher rejects an offer of re-employment in the system for the coming year, he or she should submit a letter of resignation to the administrator so that it in turn can be properly recorded in the minutes of the next school board meeting.
6. EQUITABLE TREATMENT OF STUDENTS: All students should be treated with respect, and equality regardless of ethnic background, religious preference, gender, or socio-economic status.

CARE OF CLASSROOM

Teachers are responsible for their area and their classrooms and its equipment. Any audio, visual, graphic or other material housed in their room is their responsibility to report any problems with the administration. A clean, neat, and well-ordered classroom provides an atmosphere where learning can take place. Teachers have an obligation to keep their rooms in a condition that instills pride in their students.

CERTIFICATE RECORDING/PERSONNEL FILES

Teachers must have filed in the office:

1. Teaching certificate
2. Transcripts of college credits
3. Additional credit slips as academic hours are earned to satisfy salary schedule demands.
4. Social Security number
5. Personal contact information such as home addresses and telephone numbers.

Each teacher's file will include the information mentioned above as well as:

1. Teacher evaluations
2. Sick day and personal leave day forms
3. Teacher contracts (copy).

Teachers must have their certificates recorded at the County Superintendent's Office.

CONFIDENTIALITY

Confidentiality is an essential expectation for all educators. Individual student's problems should never be discussed with anybody except the student's parents, the principal, or in an official school meeting convened for that purpose. Discussions among staff members relating to a certain student's academic problems or behavior is appropriate only so far as it is intended to be a means of working together to find a reasonable solution. Comments regarding problems at the school need to be left at the school. Talking to people outside of the school about problems relating to another staff member is inappropriate, as well as potentially libelous. Papers and records belonging to another staff member are to be considered private and are not to be inspected by any other staff member except as allowed by open records laws.

GRADES

Grades are issued every nine weeks. At the end of the school year, the current grades will be entered into the child's school record. Teachers have the duty to assign a grade indicating the child's performance in the classroom. Teachers

must keep detailed and accurate records that will justify the grades given to students. Teachers will use the following grade scale:

- A=100-94 Excellent Work
- B=93-87 Above Average Work
- C=86-80 Average Work
- D=79-75 Below Average Work
- F=74 Failing Work.

REPORT CARDS

Report cards will be sent home from the school four times each year, at the end of each quarter. At the close of the school year the cumulative grades will be entered into the child's school record.

HOURS OF DUTY

All teachers must be in the school at 8:00 A.M. and in their respective rooms prior to the 8:25 bell. After lunch, all teachers shall return to their respective rooms prior to class time, with the exception of those who have supervisory duties. All teachers must remain in school until 4:00 P.M. If departure is necessary before this time, permission must be secured from the Administration, and the teacher will sign out in the office before leaving. In cases where individuals must leave early on a regular or frequent basis, personal leave time will be used as compensation.

LESSON PLANS

It is important that teachers keep lesson plans. They help assure that advance thought is given to the planning of classroom lessons. Lesson plans also provide a record of work, which a substitute teacher would need in the event of a teacher's absence.

Plans are to be kept for the upcoming week and need to be made available to the principal at all times. Plans are to include a daily schedule of material to be covered, complete with text page numbers and assignments made. Due dates of assigned work should be indicated for use by substitute teachers.

SUBSTITUTE TEACHERS

The following suggestions will help to ensure good progress in your class while you are away and will make the substitute teacher's job easier and more pleasant.

Classroom Expectations:

1. Acquaint your entire class with their responsibilities and the procedure to be followed by the substitute.
2. Encourage students to exhibit the same courtesies and good attitude that you expect every day.
3. Appoint a student host whose responsibility it is to help the substitute with the details of the operation of your particular class.
4. Provide written lesson plans, a current seating chart, and a class roll, specifying textbooks, page numbers and specific activities to be covered.
5. A beneficial plan for helping substitute teachers is to have an arrangement with a fellow teacher who will offer guidance to the substitute teacher.

When a teacher is absent, even if taken unexpectedly ill, that teacher is still responsible for the teaching assignment until the necessary tools, materials, and ideas are in the hands of the administrator and substitute teacher. If the teacher has essential items at home, that teacher should arrange for those items to be taken to the school.

ND UNITED CONVENTIONS

The school encourages attendance at professional meetings including, and especially, ND United conventions.

PARENT TEACHER CONFERENCES

Parent teacher conferences will be scheduled twice per year. The conferences are a vital opportunity to help students by working with the students' parents. Parents are encouraged to participate in these meetings and to bring any questions they might have concerning their son or daughter. Teachers who feel that extra conferences need to be held should schedule them with parents at a convenient time.

The difference between a successful and a not-so-successful parent teacher conference is the amount of preparation prior to the conference. Pre-K through 5th grade have scheduled times while 6th-8th grade follow an unscheduled plan. Following are things we can do to help overcome that situation and establish rapport.

- Arrange a conference corner around a table. Greet the parent at the door. Lead off the conference with some conversational opener. Remember that all parents like to hear nice things about their child. If you communicate the idea that you like the child and enjoy being his teacher, you will also be able to communicate your concern with his academic progress or classroom behavior.
- Anticipate parent concern. The conference will be more productive if parents have been made aware of problems before the conference. Try to communicate the idea that the education of children is a cooperative effort among child, parent, and school, and that the conference is a meeting of partners to discuss ways of improving that effort.
- Support your concern with examples. Your examples should be specific. If you are discussing academic progress, either positive or negative, support it with data/work examples/etc. If you are discussing classroom behavior, support that as well with specific documented examples. Dates, times, behavior, corrective action and response to disciplinary action are much more meaningful than generalized statements.
- Control the time of the conference if another parent is scheduled. It may be necessary to schedule a follow-up time to complete the conference.
- Politely refuse to discuss other children or to make comparisons. Your concern must be with the child under discussion. If a parent wants to discuss other teachers, politely suggest arranging a conference with that teacher.
- ***Always end conferences with positive points made about a child.***

PROFESSIONAL GROWTH

Teachers are required to maintain a level of certified, academic preparation as mandated by the State of North Dakota. At the present time, teachers must have earned 6 credit hours within the last 5 years. The hours must be earned in college graduate level courses in the teacher's major or minor field. All courses, and in-service hours must receive administrative approval before they can be accepted. Teachers must forward a grade slip or transcript for proof of credit.

The basic philosophy of granting salary increments on the salary schedule above a Bachelor's Degree, and the continuing contract credit requirement, is to improve the knowledge of the teacher and to improve his/her competence as a teacher. In order to interpret college transcripts and requests for reclassification on the salary schedule these rules will apply:

1. In order to qualify for salary reclassification based on credits above a Bachelor's Degree, credits must be continuing education credits.
2. Teachers who are not candidates for an advanced degree may apply for salary reclassification by pursuing courses in their special field provided that a specific plan for these courses is made in an application submitted to the principal.
3. It is the obligation of the teacher who makes an application for salary reclassification to furnish the necessary supportive documents to justify the reclassification. September 1st is the deadline for filing for reclassification.

STUDENT DISMISSAL/ARRIVAL

Teachers will dismiss students at the bell. Students should not consider the bell as authority to leave their room. They must be released by their classroom teacher. Teachers should be certain that their students leave the building promptly unless attending extra-curricular activities. If a student is late, the parent should sign their child in at the office and offer a reason for being late in the sign in log.

Children may not be taken from your room unless you are assured of the person's identity who claims to be a parent, relative, etc. Parents/guardians are required to check their child out of school in the main office. Check with the office if you have any questions.

No student may leave school without permission from the office once they have reported for school that day. If a student becomes ill during the day, he/she should report to his/her teacher about the illness. The teacher will then take the child to the office where the principal/office personnel will contact the parents. If the parents cannot be contacted, the emergency contact on the child's data sheet will be notified. Transportation arrangements between the parents and school can be arranged.

Teachers must receive a note signed by the parent(s), or a phone call to the school, before allowing students to leave school early. The note/phone call should include the reason and time for the early dismissal.

SECURITY

Manvel Public School is a secure school, our doors are locked all day once the bell rings to start the school day. The front door is the only door that may be unlocked by the Administration at points within the school day setting. That door is under direct supervision of office staff. School keys/fobs are given out on the basis of need. Classroom teachers may obtain an entry door fob and a room key. Teachers requiring other keys should see the principal for them. Substitute teachers will be loaned a daily fob.

Security cameras are mounted throughout the school and school grounds. Cameras are monitored in the main office.

REQUISITIONING SUPPLIES

All supplies for the classroom or department must be requisitioned, using a purchase order, through the main office. Faculty is encouraged to meet with the principal by the end of the school year to make requests for the following year.

TEACHER EVALUATIONS

The principal will evaluate teachers and the evaluation reports will become a part of each teacher's permanent record. The evaluations will be discussed openly and specifically with the individual teacher in conferences with the principal. If at any time, other than during a scheduled conference, a teacher wishes to know whether or not he/she is meeting established standards, the teacher is invited to request a conference with the principal for a discussion.

Criteria for evaluations are based upon the following standards.

1. **Learner Development:** the teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
2. **Learning Differences:** the teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
3. **Learning Environments:** the teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
4. **Content Knowledge:** the teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he/she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure master of the content.
5. **Innovative Applications of Content:** the teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to the authentic local and global issues.
6. **Assessment:** the teacher understands and uses multiple methods of assessment to engage learners in their own growth to monitor learner progress, and to guide the teacher and learner's decision making.
7. **Planning of Instruction:** the teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of the content areas, curriculum, cross disciplinary skills, and pedagogy as well as knowledge of learners and community context.
8. **Instructional Strategies:** the teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
9. **Reflection and Continuous Growth:** the teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effect of his/her choices and actions on others (learners, families, and other professionals, and the community), and adapts practice to meet the needs of each learner.
10. **Collaboration:** the teacher seeks appropriate leadership roles and opportunities to take responsibility for the student learning, to collaborate with learners, families, colleagues, and other school professionals, and community members to ensure learner growth, and to advance the profession.

TEACHER ABSENCE/ LEAVE

Teachers who are employed by the Manvel Public School receive ten days of sick leave per year accumulating to the amount stated in the master contract.

Teachers desiring maternity leave must submit a request to the principal. This request must be within 90 days of their first day of leave, to allow the necessary arrangements to be completed.

All full-time teachers shall receive three days per year for personal leave, which may accumulate to a maximum of 6 days. Any days used beyond the accumulated personal leave days will cause a deduction to be made from the teacher's pay. Any teacher not using a portion of, or all of the personal leave days, will be paid \$70.00 per unused day. Payment will be made at the end of the school year.

As per Negotiated Agreement in 2016, the school board added \$200.00 to the base pay of all full time teachers (prorated for part time teachers) as compensation for the 1 Supplemental Personal Leave Day. Teachers using the Supplemental Leave Day will be deducted \$200.00 from their contract salary.

PERSONAL LEAVE PROCEDURE

1. Requests must be submitted in writing at least three days prior to the proposed leave date. In emergency situations, the administration can waive this provision.
2. A teacher who requests personal leave at least 5 days in advance shall be granted the request subject to the availability of a substitute teacher. A teacher making a request cannot be required to provide a reason for the request if the request is made at least 5 days in advance.
3. A teacher shall not take personal leave within the first three (3) days or the last three (3) days of school without written administrative approval. The day before or after a holiday and/or vacation shall require the written approval of administration and can be taken with personal leave time or without pay.
4. It is expected that no more than one teacher will be granted leave on a given day. In emergency situations the administration may waive this provision.

DISCIPLINE

Each teacher is responsible for the conduct of students in his/her classroom. Teachers should always try to be fair, reasonable, and consistent in their dealings with students.

1. Maintain an efficient classroom
 - Develop a prompt system for distribution of materials.
 - Control physical movement within the classroom.
 - Seat students according to where they will function best.
 - Keep an orderly classroom, returning materials to their proper place after use.
 - Begin work promptly.
2. Select methods especially valuable for disciplinary training.
 - Provide every student with meaningful tasks.
 - Be fair; show personal concern for each student.
 - Hold individual conferences on issues concerning individual students.
 - Magnify the importance of desirable actions.
 - Avoid referrals except as a last effort.
3. Maintain an attitude of therapeutic correction over a punitive approach.
 - Help students to understand themselves.
 - All discipline should be a counseling procedure and should be administered as such.
 - Maintain the self-respect of the student.
 - **Do not ridicule, denounce, or use sarcasm while disciplining a student.**

SCHOOL-WIDE EXPECTATIONS (See also pg. 15)

In order to make our good school even better, the Manvel School has adopted a set of School-Wide Expectations. The expectations are written with focus on three factors: I can take care of myself, I can take care of others, and I can take care of my school. In order to keep awareness of, and adherence to, the school expectations, homeroom teachers have class meetings/circles on a regular basis, in which they discuss incidents that may have arisen, or activities they would like to do to promote a school environment that is comfortable and safe. The school expectations are individually retaught when a student makes a poor choice, in hopes that the re-teaching will eliminate future incidents. When the re-teaching doesn't work, or if and when a student decides to continue in making a choice that is not aligned to the expectations, he/she will be issued a referral. The referral is a document that describes the expectation the student did not comply with, along with a narrative explaining how the incident was dealt with, and what the student did to correct or make up

for his/her action. The referral process can be quite powerful, and it is intended to help steer the child in a more positive direction. To further the importance of the action, if a child receives more than one referral in a quarter, he/she is not allowed to participate in the end of the quarter “rewards day” activities.

Students are also recognized when they “go beyond” expectations and do things that warrant individual recognition. The use of Positive Office Referrals may be implemented to support the students and build relationships with parents/families.

Manvel School has always prided itself as an orderly school with a high level of respect among staff, students, parents and community. In developing and enforcing the School-Wide Expectations it is our hope that we can help make a great school even better. A listing of the School-Wide Expectations can be found at the end of this handbook.

STUDENT HARASSMENT PROHIBITED (AAC)

It is the policy of the school district that all students have a right to learn in an environment free from any type of harassment, including cyber harassment, intimidation, or victimization. School personnel shall maintain a safe, supportive, nurturing, non-punitive school environment highly conducive to learning. The school district intends to extend its best efforts to accomplish this goal and expects all of its employees and students to do the same.

Harassment Defined: Harassment occurs when a series of intentionally cruel incidents that are deliberately hostile and aggressive are directed towards a person. A person is being harassed when he or she is exposed to negative actions on the part of one or more persons. Harassment also occurs when actions of one or more persons create an intimidating, hostile or offensive learning environment for an individual or small group of individuals.

CORPORAL PUNISHMENT (FF)

The Manvel School Board believes that dignity and self worth are integral components of the learning process, and that corporal punishment as defined herein is counterproductive to these concepts.

Corporal punishment is defined as the predetermined infliction of a physical penalty upon a student because of an act of disobedience or other offense for the purpose of changing the behavior of the student.

It shall be the policy of the Manvel School Board that the use of corporal punishment as defined above shall be prohibited in the Manvel Public School System.

SCHOOL BUS

The operation of the school buses is the direct responsibility of the administration. The administration assigns students to the route most convenient for them. School buses arrive at the school at 8:15 and depart at 3:30. School buses cannot be used for non-school purposes without the direct approval of the Board of Education.

SCHOOL CAR

The operation of the school car is the direct responsibility of the administration. A staff member may request the use of the school car for the following purposes: professional development (conferences, training or meetings), delivery of supplies, student pick up or drop off, and/or transport sports teams. The driver is responsible for the picking up/returning of keys, refueling when returned, cleaning interior, and proper storage of vehicles in the garage.

SCHOOL FEES

The school does not charge for using textbooks, computers, workbooks, or other school owned materials unless they are damaged or lost by the student. Fees may be charged for special projects or activities.

INTERNET USAGE

The use of the Manvel Public School’s server and internet connection is for the sole purpose of education.

SCHOOL RECORDS

The school will not release student records to an outside agency or individual without the signature and the permission of the student’s parents. A records release may be obtained from the office.

A student's records are available for inspection by parents. Parents should contact the school so that an appointment can be made at a convenient time. If a parent believes that information included in their child's educational record is inaccurate, misleading, or a violation of the student's privacy, they may request that the record be amended. Such requests shall be responded to by the school district within a reasonable amount of time.

If such a request is not complied with by the school district, the parent shall be notified of their right to a hearing conducted by a person designated by the school district, and who has no direct interest in its outcome. Such a hearing shall be held within a reasonable amount of time.

The final decision shall be made by the school district and the outcome conveyed to the parents in writing. If the parent still disagrees, they shall have the right to place a statement into the record, which shall be kept for as long as the disputed information is retained.

STUDENT TARDIES

Tardy situations for students will be handled, primarily, on the merits of each case. If a student is tardy for a reason, which the student cannot control, there will be no punishment, and he/she should not be marked tardy. If, in the teacher's opinion, a student is tardy without legitimate excuse, record it accordingly. On the 3rd tardy of a semester, the student will begin making up time at lunch/recess in the office. This penalty will continue for every tardy after the 3rd for the remainder of the semester.

EXTRACURRICULAR PARTICIPATION

Extracurricular activities serve an important role in the education of children. They offer a chance to compete or perform on a voluntary basis. The school encourages participation in extracurricular programs.

Students in 7th and 8th grades are eligible to participate in interscholastic activities sponsored by Manvel and other approved programs (Grand Forks Schools and the Park Board). In order to be eligible, students must not be failing a course. Eligibility will be checked each Friday. If a student is failing a class he/she will be given one week to bring their grade to passing. If in the second week he/she is still failing they will become ineligible to participate in interscholastic events for one week, beginning the Monday following the eligibility check. Students will become eligible again only after their grade is passing and one week has passed. Students will still be able to practice with their teams, but will not be able to participate in any competitions. Early dismissal for practices will not be allowed until the student is eligible.

PROCEDURES

ACCIDENTS

Every teacher has the responsibility to supervise children so as to minimize the possibility of accidents. If an accident should occur, the teacher should follow these steps:

1. Administer first aid to the child.
2. Notify emergency agencies if necessary (hospital, ambulance).
3. Report any injury to the principal.
4. Notify the child's parents of the injury.
5. Complete an incident report (give it to the principal upon completion).
6. Report any building damage or dangerous situations, so they can be evaluated and addressed as soon as possible.

FIRE DRILLS

Fire drills will be held periodically to help students leave the building safely and quickly should a fire occur. Students in transition locations such as SpEd or Speech will remain with that teacher and if located in the restroom will exit immediately and go to the main office to exit with an adult to find their respective class. Each teacher will explain which door to use; a diagram is displayed in each classroom designating the closest exit for each room. The teacher will check to see that the windows are closed, the lights are off, and the door is closed. Once out of the building, teachers will account for all their students. All are to remain outside until the alarm stops. To return to the building, students are to walk back to their classrooms in an orderly fashion.

TORNADO DRILLS

Tornado drills will be held periodically, in particular during the summer school months. Teachers will direct students to exit classrooms to the hallways, where all should sit down on the floor, facing the wall, in a curled position with their arms covering their heads. The teacher will close window shades and turn off lights. All will stay in that position until threatening weather subsides.

LOCKDOWN DRILLS

Lockdown drills are done periodically. Students are to remain in the classroom during lock down. The teacher is to close and lock all doors and windows. All windows need to be covered as well. Teachers will direct students to stay away from doors and windows, use furniture for protection, stay low, and remain quiet. The door to the classroom is not to be opened until directed to do so by the school emergency team or law enforcement personnel.

VISITORS

All visitors to Manvel School must check in at the office.

GUIDANCE AND COUNSELING

The Manvel School Board and personnel believe that the general purpose of guidance is to help all students obtain maximum benefits from their individual experience in education. Cooperation and commitment is needed from all personnel to obtain this goal.

Guidance has grown more important as schools accept the responsibility for the total education of the child. Individual student needs must be identified and satisfied if we are to promote the ideas that each child has worth and the right to develop his potential to the fullest.

Classroom guidance, led by the classroom teacher, is the backbone of guidance in our school. Every teacher has the responsibility to create an atmosphere in which children feel free to explore and discuss ideas or problems. Because we are a small school with a low teacher/pupil ratio in our classrooms, we have a distinct advantage in offering teacher centered guidance.

The classroom teacher is not alone in efforts to promote the guidance function in school. The school district's guidance counselor is responsible for coordinating the guidance and counseling program. Listed are some of the resources the guidance counselor is encouraged to utilize appropriately.

1. Principal and other district teachers.
2. Upper Valley Special Education Group (director and staff).
3. State Department of Public Instruction.
4. U.N.D. Counseling and Guidance Department.
5. Community Service Organizations (Police Department, Clergy, Center for Human Development, etc.).

We believe that certain goals need to be identified when considering our elementary school guidance program. Some of the goals are:

1. Address the developmental needs of children. If we can meet developmental needs adequately, we have a better chance of solving problems and therefore avoiding massive remedial programs in later school years.
2. Develop a sense of responsibility in students.
3. Develop an awareness of self as the central figure in a meaningful existence.
4. Develop the skills necessary to make good decisions.
5. Understand the role of work, leisure, and education in a complex world.

SCHOOL CALENDAR

When considering our school calendar, it must be remembered that our high school students attend another school district. This fact makes it imperative that our calendars correspond as much as possible. The official calendar is usually prepared in February for approval at the March board meeting.

North Dakota Century Code (NDCC) 15.1-06 requires elementary age students to be in school for a minimum of nine hundred sixty-two and one-half hours of instruction and for middle school students, the requirement is for one thousand fifty hours of instruction. Manvel Public School sets their calendar to accommodate all our students to the hours assigned for middle school students.

Storm days are extra days built into the school year. If they are not used, they may be granted as vacation days. Manvel Policy, ABAC, allows for virtual instruction in the event of bad weather or other conditions. Manvel will only use this policy in the event that we have spoken for all our make-up days.

IMMUNIZATIONS AND HEALTH INFORMATION

It is the policy of the Manvel School District, consistent with state law, to require any student entering school to have his/her immunization shot schedule completed. The type(s) and number of shots are set by the State of North Dakota. Local clinics and doctors are aware of the required shots and parents can secure that information from their family doctor.

WORKMAN'S COMPENSATION

The North Dakota Workmen's Compensation Bureau covers the staff. Any injury received on the job should be reported to the administrator so that appropriate insurance action can be taken.

LIABILITY

Teachers and staff members are also covered by a liability policy. This policy provides some protection for errors and omissions concerning the legal rights of students. Protection against acts of carelessness or negligence, however, may not be fully covered.

CHILD ABUSE

Responsibility for Reporting - School employees (principals, teachers, bus drivers, custodians, cooks, secretaries, and anyone else in the school system) are in an ideal position to identify abused or neglected children and refer them early enough that these children can be treated for present injuries and protected from further abuse or neglect. Therefore, in order to comply with the Child Abuse/Neglect Reporting Law (Section 50-25.1 NDCC) it is the policy of the Manvel School District that any school employee who knows or reasonably suspects that a child's health or welfare has been or appears to have been harmed as a result of abuse, neglect, and/or sexual molestation, shall report or cause reports to be made in accordance with the district's procedures herein adopted. If a school employee has subsequent reason to suspect further abuse or neglect, additional reports should be made. School employees are immune from any civil and/or criminal liability when reporting, in good faith, suspected child abuse or neglect. Failure on the part of any legally mandated school employee to report is a Class B Misdemeanor. School district disciplinary action may be brought against any school employee who fails to report suspected child abuse and/or neglect.

Reporting - It is not the responsibility of the school employee to: (1) prove that the child has been abused or neglected, or (2) determine whether the child is in need of protection. All information gathered and feedback obtained pertaining to the suspected case of child abuse/neglect shall remain confidential (Section 50-25.1 NDCC).

Mandate Against Abuse or Neglect - The Manvel School District shall maintain a policy prohibiting abuse or neglect by school employees. Although legally permissible under certain circumstances (Section 12.1-05-05 NDCC), the use of physical force will not be recognized as a viable means of dealing with student misconduct in the district. If a school employee is suspected of abusing or neglecting a child, the school district shall take appropriate action.

MANDATED REPORTING

Beginning with the 2022-23 school year, our staff will be required to take the Mandated Reporter Interactive training every 2 years at the website below and request the certificate as verification of completing the training. Follow the instructions on each page to complete the training.

<https://mandatedreporter.pcand.org/>

Reporting Procedure - If a school employee suspects that a child's health or welfare has been or appears to have been harmed as a result of abuse or neglect, he/she shall immediately make an oral report to the school administrator. In addition, the school employee shall make an oral report to the County Social Service Board or the Area Social Service Center/Human Service Center pursuant to North Dakota Century Code 50-25.1-04. Within 48 hours after making the oral report, the school employee initiating the report shall submit a completed North Dakota Abuse/Neglect Reporting Form to the County Social Service Board or the Area Social Service Center/Human Service Center (Appendix B). These forms are attainable with your administrator.

DETENTION

Teachers who find it necessary to detain children after school are responsible for the student's supervision.

FACULTY MEETINGS

Faculty meetings will be held as needed and as deemed necessary by administration. The time and day of the meetings will be announced. Teachers should feel free to suggest items of interest or concern. Those items should be given to the principal prior to the meeting, so they may be placed on the agenda.

Professional Development

As determined by the school calendar, Manvel will hold 6 full days of Professional Development throughout the school year. The administration will plan the agendas and topics throughout the school year. **It is the expectation of the administration that all teachers are in attendance for these days. Please avoid using personal days on PD days. (10-6-22)**

EMPLOYMENT POLICY

It is the policy of the Manvel Public School, District 125, not to discriminate on the basis of sex in its educational programs, activities, or employment policies as required by Title IX of the 1972 Education Amendments. Inquiries regarding compliance with Title IX may be directed to the principal, Manvel Elementary School (telephone 696-2212), or to the Director of the Department of Education.

Any person wishing to file a complaint against the Manvel Public School will follow these steps. It is hoped that these grievance procedures will provide for prompt and equitable resolution of student and employee complaints alleging any action that may be prohibited by Title IX regulations. Steps to follow:

1. All complaints must be written, dated and signed.
2. All complaints will be sent to the principal of the Manvel Elementary School.
3. Upon receipt of the complaint, the principal will inform the person against whom the allegations of discrimination are made. It will be a written notification.
4. All parties involved in allegations of discrimination will be notified in writing of specific times and dates for hearings of specific allegations.
5. The principal will conduct all hearings, unless he is involved or prejudiced to the complaint.
6. If the principal is involved with the complaint, a person mutually agreed upon by the dissenting parties will preside at the hearing.
7. All hearing dates will be no sooner than one week after the complaint is received and no later than three weeks after the complaint is received.
8. Person(s) filing the complaint will testify after the meeting is convened. The accused party will testify after the complaining party has concluded.
9. Written notification will be issued to all interested parties concerning the grievance resolution.
10. Persons not satisfied with the disposition of complaints may appeal to the School Board of Manvel Public School, District 125. The same procedure mentioned above will follow.
11. If discrimination is found, the principal and Manvel School Board will move to correct the problem as expeditiously as possible.

FIELD TRIPS

When school sponsored groups leave the school premises for field trips, at least one teacher chaperone will accompany the group. Parent permission slips will be used for each student who accompanies the group. Students who are members of a regular team - athletic, speech, debate, etc. - will be assumed to have parent permission to accompany the group by virtue of their team membership, and permission slips will not be required.

AFTER SCHOOL PROGRAMS (ASP)

The ASP teacher will group the students attending ASP at the end of each day. It is the responsibility of the parents to coordinate and communicate their child's plans by the end of the school day. The program begins by 3:25 PM. All children should be signed out by a parent, or guardian by 5:45 PM.

BUILDING

CARE OF BUILDING

Although the general responsibility for caring for the building belongs to the custodians, each teacher is expected to share this responsibility. Teachers are encouraged to be alert for any situations that are dangerous or in need of repair and report them to the administrator.

USE OF SCHOOL FACILITIES

The citizens of the Manvel School District have provided school facilities for the specific purpose of providing educational opportunities for the students in the school district. The Manvel School Board also encourages youth and civic activities that contribute directly to the development of the community. Accordingly, the Board shall make school buildings, equipment, and facilities generally available for other educational, recreational, civic, and cultural activities within the limitations of state law and the regulations set forth by the Principal to govern such activities.

USE OF GYM

1. All persons using the gym must be chaperoned.
2. The chaperone must be a teacher, coach, activity advisor, or other adult approved by the administration.
3. The chaperone or person in charge of the activity will be responsible for all equipment and will make sure it is properly put away. Also, the gym floor is to be swept and all articles of clothing, etc. are to be picked up. The gym should be left in a condition that will not interfere with any classes, practices, or other activities that are scheduled for the gym.
4. The chaperone or person in charge of the activity will be responsible for turning off all lights and making sure all doors are locked.
5. The restrooms must be monitored during the activity and the toilets flushed, paper towels thrown away, and the lights are turned off when exiting the building.
6. The school will assume no liability for injuries.
7. Appropriate shoes must be worn on the gym floor.
8. The parties using the gym will be responsible for any damages.
9. Chaperones, coaches and advisors must stay at the school until all children have left with an assigned adult.
10. It is essential that the group leader physically check all exit doors, windows and rooms that were accessible to the group. They should be checked and locked even if you didn't use the door. Turn off all lights & check the restrooms for running water.



School-Wide Expectations



	I Can Take Care Of Myself	I Can Take Care Of Others	I Can Take Care Of My School
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Restroom	<ul style="list-style-type: none"> Wash hands with soap and water Completely dry your hands 	<ul style="list-style-type: none"> Respect the privacy of others Use quiet, appropriate voices 	<ul style="list-style-type: none"> Keep restroom clean and sanitary
Hallway	<ul style="list-style-type: none"> Walk Stay to the right Keep your personal space 	<ul style="list-style-type: none"> Keep hands, feet and other objects to yourself Use appropriate voices 	<ul style="list-style-type: none"> Keep the hall way clean Respect the artwork and property of others
Classroom	<ul style="list-style-type: none"> Do my best and stay on task Be responsible for my actions, assignments, and property Be on time for class and come prepared Raise hand and wait to be called on 	<ul style="list-style-type: none"> Behave safely and respectfully Accept everyone's differences Listen politely while others are talking 	<ul style="list-style-type: none"> Keep all areas of the classroom neat and orderly Sit at desks and tables appropriately Take care of books and other classroom property
Playground	<ul style="list-style-type: none"> Play safely Wear proper clothing and footwear Ask permission to leave playground area 	<ul style="list-style-type: none"> Be respectful of adult supervisors and other students Include everyone in games Use good sportsmanship 	<ul style="list-style-type: none"> Take care of the playground equipment Store playground materials properly
Lunchroom	<ul style="list-style-type: none"> Walk Stay seated until dismissed Use good table manners 	<ul style="list-style-type: none"> Keep hands, feet and objects to yourself Say please, thank you and excuse me Use appropriate voice and tone 	<ul style="list-style-type: none"> Keep your lunchroom clean Keep all food and drink in the lunchroom
Assembly	<ul style="list-style-type: none"> Enter and leave appropriately Sit appropriately Listen, watch and learn 	<ul style="list-style-type: none"> Enter and leave appropriately Stay seated during performance and events Respect the space of others Listen, respond and applaud appropriately 	<ul style="list-style-type: none"> Keep your space clean and neat Sit appropriately on chairs and bleachers Respect assembly equipment
Bus	<ul style="list-style-type: none"> Walk on and off the bus Stay in your seat when the bus is in motion Listen to the driver 	<ul style="list-style-type: none"> Use appropriate voice Keep hands, feet and other objects to yourself Wait your turn to enter and leave the bus 	<ul style="list-style-type: none"> Keep the bus clean

