

LOYALSOCK VALLEY ELEMENTARY

FACULTY HANDBOOK

2021 - 2022



MONTOURSVILLE AREA SCHOOL DISTRICT

PHILOSOPHY OF EDUCATION – ELEMENTARY

The elementary program places considerable emphasis on increasing each child's mastery of reading and mathematical skills. It offers unique opportunities for humanizing and individualizing learning—making it relevant, meaningful, and personally satisfying.

The elementary program recognizes and incorporates respect for and trust in the individual. It frees the children of negative designations and allows them an opportunity to succeed. It places major emphasis on the child, on learning, on each child's thinking process, and on the development of individual freedom and responsibility. It allows the teacher to see the children as people in their own right, to help them become more of what they are capable of being, and to transmit, create, and invoke the skills, values, attitudes, and knowledge that will help them grow into mature, creative, and happy adults.

PROFESSIONAL DUTIES AND RESPONSIBILITIES -

1. Teachers are to be in their assigned areas/ rooms by 7:53 AM each day. Teachers should remain in their assigned areas/ rooms until 3:25 p.m. Private car and bus dismissal will be called via intercom system. Students should be in their homeroom by 8:15 a.m. Students arriving after 8:15 a.m. should have a tardy slip. If they do not have a slip, please call the office/ security to report the student tardy.
2. Teachers are to meet their assigned students on time and are not to leave them unattended for any reason. **Teachers are not to leave their students at any time for any reason unless proper coverage has been arranged and the office notified.** The district cannot accept responsibility for any problem or injury that may occur when this responsibility is violated.
3. Please be on duty at the proper times and places if you are scheduled for playground duty, hall, recess, etc. When walking your class to the lunchroom, **do not leave them until they are being properly supervised.**
4. Please be prompt in returning to the classroom after recess and lunch break to start classes on time.
5. Be familiar with each child's background, needs, interests, and capabilities.
6. **Do not excuse students from your classroom to leave the school** without being notified by the office. Remind parents to stop at the office when picking up a student.
7. Teachers will accompany their classes to and from all special classes.

8. Assist with the general discipline of students in the halls, restrooms, cafeteria, school grounds, etc.
9. Attend all building professional, faculty, orientation, and grade level meetings unless excused by the principal.
10. Submit electronically prior to the first working day of each week, a copy of the lesson plans for the week.
11. Place primary emphasis on the development of reading, writing, and math skills.
12. Attend all school faculty meetings which are held each month or at the discretion of the building administrator. Advance notice will be provided.
13. No student will be permitted to sell anything without the approval of the administration. Please help to enforce this regulation.
14. Personal calls/ messaging should be limited to planning periods, lunch or when school is not in session.
15. Teachers are to familiarize themselves with all school and district policies.
16. Teachers will remain with and supervise their students for all assembly programs. If during prep period, be sure the special area teacher is present to monitor your students.
17. Dismiss your class as a group for recess. Your supervisory responsibility ends in the classroom when **all** children are under supervision of the staff on recess coverage.
18. Maintain an **updated substitute folder**. (Time Schedule / Classroom Procedures / Class Roster / Bus and Card Rider Lists / Emergency Plan / Evacuation / Attendance Sheet / Lesson Plan)
19. Make sure you check your e-mail and mailbox at least twice daily. Any e-mail that comes through the district e-mail server is the property of the school district, may be reviewed by the district, and can be requested for review by the public under the Right to Know Law.

RETENTION POLICIES **ELEMENTARY GRADES (K-4)**

Names for the possible retention considerations should be submitted to the building administrator by the end of the second trimester.

Criteria which will be considered in the retention of elementary students:

1. Teacher recommendation
2. Parental input
3. Maturation level of student
4. Chronological age of student
5. Level of progress in reading and math skills
6. Standardized and district assessments

The parents of any elementary child, who is having difficulty and who is a potential candidate for retention, shall be notified in writing by March 1 from the school office. The parents shall be encouraged to arrange a telephone or personal conference with the child's teacher to discuss the problem.

ATTENDANCE PROCEDURES

You have assignment sheets for all pupils scheduled in your room to date. Please see that all pupils not scheduled for your room report to the proper room. Pupils not scheduled should report to the office for assignment.

Students should present excuses to their teacher **on the day they return to school** after an absence.

The teacher will be responsible for taking attendance by 9:00 a.m. using their classroom computers. Daily attendance slips should be kept in your substitute folder.

When a child comes in tardy, please make sure they have stopped in the office. They should have a tardy slip issued by the office.

If a child returns to school without an excuse, the teacher will be asked to remind the student to bring in an excuse the next day. Office personnel will follow up with a pink slip. Please remember it is the teacher's responsibility to make sure the attendance excuse file is complete.

DISMISSAL TIMES

- Car Riders at 3:10 p.m.
- Buses will be dismissed via intercom as they arrive

LOYALSOCK VALLEY STAFF

2021 – 2022

KINDERGARTEN

Jennifer Rearick (A-5)
Kelly Kimble (A-12)
Crystal Miller (B-5)

FIRST GRADE

Maryanne Manotti (B-11)
Cindy Sullivan (B-9)

SECOND GRADE

Jennifer Majcher (B-7)
Billie Jo Shank (A-10)
Russell Chow (A-4)

THIRD GRADE

Susan Holmes (A-3)
Gloria Jean (A-1)

FOURTH GRADE

Gary Adams (A-8)
Hannah McCracken (A-6)

OFFICE

Jamie Yonkin Principal
Suetta Ulmer Secretary

Counselor- Alice Weiler

Cafeteria- Elaine Fry
 Linda Platt
 Barbara Lutz

Nurses- Katrina Emick
 Terri Hill

Maintenance- Matt Hepburn
Night-time- Marco Newman
 Lisa Brown

Learning Support/ Kimberly Sauers
ESL

Learning Support
Paraprofessionals Angela Fegley
 Pamela Lewis
 Valarie Mowrey
 Stephanie Pickering

Gifted Support Patty Confer

Emotional Support Ashley Heckrote

Art - Debra Taylor

Librarian- Paula Pulizzi
Library Para. Tracey Martinez

Music- Kirstin Gist

Phys. Ed.- Stephen Alexander

Speech- Joy Snyder

MTSS Intervention Michelle Metzger

Title I Rdg.- Bonnie Bair
Paras. Melissa Thomas
 JoAnn Reeves

Coding: Stephanie Beadle
Coding Para: TBA

YMCA Latchkey- TBA

USE OF VIDEO SUREVEILLANCE:

The Montoursville Area School District uses electronic video surveillance system in its schools. This system covers the interior and exterior of the district’s buildings and grounds to protect district property and ensure the safety of students, staff, community, and visitors. District surveillance cameras will only be utilized in public areas where there is no reasonable expectation of privacy and in areas deemed to be at risk for either vandalism or student misconduct. Any activities detected through use of video surveillance cameras that present a violation of school rules, breach of security, or possible criminal activity will be reported immediately to the appropriate authority and appropriate disciplinary action will be administered and/or criminal charges filed consistent with Board policy and procedures. Appropriate signage will be posted at entrances to the school campus and/or at major entrances into school buildings notifying students, staff and the general public of the District's use of surveillance cameras.

<u>PSSA’s</u>	<u>Testing Window</u>	
Language Arts	April 25 - 29	All 3 rd and 4 th graders
Math & Science	May 2 - 6	All 3 rd and 4 th graders (Science- gr. 4 only)

SCHOOL CALENDAR– (school is NOT in session on these days)

September 6	-----	Labor Day
October 11	-----	Inservice Day
November 4 & 5	-----	Teacher In-Service Day/Parent Teacher Conferences
November 24 – 29	-----	Thanksgiving Vacation
December 23-January 2	-----	Holiday Vacation
January 17	-----	Teacher In Service Day/Martin Luther King Day
February 21	-----	President’s Day
March 11 and 14	-----	No School (or Snow Make Up #1 & 2)
April 14	-----	No School - Teacher In-Service Day - Parent Teacher Conferences
April 15 and 18	-----	Spring/Easter Break
May 30	-----	Memorial Day
June 9	-----	Last Day for Students (4 hr Early Dismissal Last Day for Staff

<p>EMERGENCY SCHOOL CLOSING DAYS WILL BE MADE UP in the following order: March 12, March 15, February 21, or at the end of the school calendar.</p>

	1	2	3
Trimester Begins	August 30, 2021	December 2, 2021	March 10, 2022
Interim Reports	October 12, 2021 30 Days	January 25, 2022 31 Days	April 27, 2022 30 Days
Marking Period Ends	December 1, 2021 60 Days	March 9, 2022 61 Days	June 9, 2022 60 Days
Report Cards Issued	December 9, 2021	March 17, 2022	June 9, 2022

GRADING

Elementary teachers will grade students utilizing the district’s standards-based grading system in accordance with district policies. Teachers will maintain and document regular communication with parents regarding the academic and behavioral progress of the students.

In order to keep some type of consistency in the process, the criteria for progress reports should be as follow:

1. A failing grade of 69 or below or a "1" on the elementary standards based report card.
2. A 70 to 74 (in danger of failing at the time of calculation).
3. A significant drop in grade average from the last report card (10 points or more).

Fire Drill Procedures-Loyalsock Valley Elementary - 2021-2022

In the event of a fire drill, teachers should make sure all windows are closed, utilities are turned off, all doors closed and take class roster and evacuation sheet with you. Students should observe the following rules:

1. Do not run--walk in an organized fashion.
2. Be orderly, no talking or horseplay.
3. Proceed to the nearest exit depending upon where they are in the building.
4. Follow the instructions of the teacher carefully.
5. Stay with your group.

Please remain outside of the school until you hear the bell or are given a visual signal indicating when to re-enter the building.

All staff/students should exit building at nearest, safest exit. However, as a guide the following assignments should help reduce crowding at any exit.

Side door (opposite library entrance)

L-1 (Library), L-2 (Reading Room), L-3 (Library Wing Computer Lab)

Side door in B-Wing (between B-7 and B-9)

B-1, B-3, B-5, and B-7

Playground door in B-Wing (next to B-11)

B-6, B-4, B-2, Guidance, B-9, B-11, Music, and Art

Playground door in A-Wing (next to A-12)

A-1, A-3, A-5, A-10, and A-12

Side door in A-Wing (between A-10 and A-8)

A-4, A-6, and A-8

Multi-purpose room – use exits within the room (either back doors to north playground or main entrance doors)

Main Entrance

Office, Nurse, Work Room

Emergency Procedures (always refer to district Emergency Procedures Manual and A.L.I.C.E. Training)**Bomb Threat**

Upon hearing the announcement “SAFETY EVACUATION: EVACUATE THE BUILDING”, follow the same procedures as you would a fire drill.

Walk the students to the southeast corner of the soccer field closest to the woods. (or designated location by announcement).

Take roll. Complete the Building Evacuation Sheet to note students who are missing or absent.

Mrs. Sauers, Ms. Bair, and/or anyone not supervising students will collect the attendance papers and deliver to Ms. Ulmer. These will be reviewed as quickly as possible.

Once the building principal (or in her absence, Mr. Adams) and Maintenance will secure the building, they will proceed outside. The building principal/secretary/nurse will check the evacuation sheets with staff who collected roll sheets.

Everyone remains outside until it is deemed safe to re-enter the building or further information is provided. If needed, we may be bused to Our Lady of Lords in Montoursville.

ALL staff should be available to help monitor students and must remain with the students at all times. No student may be dismissed to a parent until given the okay to do so.

Procedures for an Intruder in the Building

1. Anyone seeing an intruder in, or entering, the building must make a general announcement to the entire building over the building’s telephone/PA system ~ (if a student sees the intruder they must immediately inform the nearest adult). The announcement should be, “INTRUDER IN THE BUILDING” and give the specific location where the intruder was spotted and a description.
2. Anyone/everyone who is able must call 911 on any phone/device available to them when it is safe for them to do so (i.e., after evacuation or after a barricaded lockdown). They must tell the 911 operator there is an intruder in the building and the specific location where the intruder was spotted. 911 will contact the district office to inform them of the incident. The district office will contact the all other district facilities and instruct them to go into a shelter in place.
3. After the announcement, “INTRUDER IN THE BUILDING” is made, every adult must make a decision (as per training) for themselves and all students they are supervising- given the location of the intruder, is it safer to immediately evacuate the building or go into a barricaded lockdown in the room. Students and adults in the hallways or restrooms must decide if it is safer to immediately evacuate the building or go into the nearest room and join a barricaded lockdown depending on the location of the intruder. Students and adults outside of the building must not go back into the building. They should immediately proceed to the rally point or nearest safe location if unable to safely get to the determined rally point (identified below).

4. If immediate evacuation is determined to be the safest option, everyone must move to the nearest safe exit of any kind (which may include first floor windows) and then proceed to the rally point (identified below).
5. If a barricaded lockdown is determined to be the safest option, (locked) doors must be immediately closed and barricaded. Lights must be turned off and everyone in the room must disperse throughout the room but away from the door. The door must be then barricaded (as per training). If possible, safe evacuation from the room/building through first floor windows or any other means should be done throughout the lockdown. If, at any point, it is verified that the intruder has moved to a location which now allows for safe evacuation, evacuation should be done immediately. The ultimate goal is to safely evacuate the building when possible.
6. If the intruder breaches the door, all people in the room must employ any counter measures possible (as per training) which includes constant movement, screaming/loud noises, throwing objects, and swarming (for adults and older students). If the intruder does not breach the door and safe evacuation is not possible, everyone must remain in the room and remain in the barricaded lockdown until emergency services arrives and positively identifies themselves.

Building	Rally Point(s)	Proceed to and Dismiss from
High School	Our Lady of Lourdes Church	Faith UM Church via bus
McCall	Faith UM Church (rear entrance)	Our Lady of Lourdes Church via bus
Lyter	Rear of LL field Press Box, then escorted to Our Lady of Lourdes Church	Faith UM Church via bus
Loyalsock Valley	Southeast corner of the soccer field closest to the woods (SOUTH) or Tree line at edge of northern end of Staff Parking Lot (NORTH)	Our Lady of Lourdes Church via bus

Non-Threatening Lockdowns (NOT AN INTRUDER)

There may be a time when we need to go to a lockdown when non-threatening condition exists. An example of this would be a police search for illegal items. You will hear *an announcement “TEACHERS – PLEASE GO TO A LOCKDOWN AT THIS TIME”*.

Classroom doors should be closed and locked. Students and staff who may be outside the building should return as quickly as possible to their classrooms. Students in the cafeteria should remain in the cafeteria. Any student who requires medication or a student, who must go to the bathroom, must be escorted to the desired location. An announcement will be made over the PA System when the lock down is over.

COMMITTEE REPRESENTATIVES

Social/Flower Fund-

Susan Holmes, Gloria Jean, Bonnie Bair

PTO

TBA

MCKINNEY – VENTO HOMELESS EDUCATION PROGRAM

MCKINNEY-VENTO HOMELESS ASSISTANCE ACT:

The Education for Homeless Children and Youth (EHCY) program is authorized under Title VII-B of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.) (McKinney-Vento Act). The McKinney-Vento Act was originally authorized in 1987 and most recently re-authorized in December 2015 by the Every Student Succeeds Act (ESSA).¹ The McKinney-Vento Act is designed to address the challenges that homeless children and youths have faced in enrolling, attending, and succeeding in school.

Under the McKinney-Vento Act, educational agencies must ensure that each homeless child and youth has equal access to the same free, appropriate public education, including a public preschool education, as other children and youths. Homeless children and youths must have access to the educational and related services that they need to enable them to meet the same challenging State academic standards to which all students are held. In addition, homeless students may not be separated from the mainstream school environment. Local Educational Agencies are required to review and undertake steps to revise laws, regulations, practices, or policies that may act as barriers to the identification, enrollment, attendance, or success in school of homeless children and youths.

The law indicates that the LEA liaison shall ensure that all homeless children, youth and families are identified through coordinated activities with other entities.

DEFINITION OF HOMELESS (MCKINNEY-VENTO ACT SEC. 725(2); 42 U.S.C 11435(2)): CHILDREN WHO LACK A FIXED, REGULAR, AND ADEQUATE NIGHT TIME RESIDENCE:

"Doubled up" - Sharing the housing of others due to the loss of housing, economic hardship, or similar reasons.

Living in motels, hotels, trailer parks, camping grounds, due to lack of adequate alternative accommodations.

Living in emergency or transitional shelters.

Living in a public or private place not designed for humans to live.

Migratory children living in above circumstances

Living in cars, parks, abandoned buildings, substandard housing, bus or train stations, or similar settings

Unaccompanied Youth - Children or youth who meets the definition of homeless and not in the physical custody of a parent or guardian.

Residency and Educational Rights:

Students who are in temporary, inadequate and homeless living situations have the following rights:

Immediate enrollment in the school they last attended or the school in whose attendance area they are currently staying even if they do not have all of the documents normally required at the time of enrollment;

Access to free meals and textbooks, Title I and other educational programs and other comparable services including transportation;

Attendance in the same classes and activities that students in other living situations also participate in without fear of being separated or treated differently due to their housing situations.

When a student is identified as being McKinney-Vento eligible, staff will:

Assist with enrollment, monitor school attendance and arrange transportation (preK-8 students)

Provide school supplies and other school related materials as needed

Advocate for and support students and families through school and home visits

Set clear expectations for student behavior, attendance and academic performance

Assist students/families access with community services

Assist students/families with access to tutoring, special education, and English language learner resources

Assist students so they can participate in sports, field trips, and school activities regardless of their ability to pay or to provide their own transportation.

For additional information, contact Christina Bason, LEA Homeless Liaison at 570-368-2491.

Professional Standards and Practices Commission

Code of Conduct

Section 1. Mission

The Professional Standards and Practices Commission is committed to providing leadership for improving the quality of education in this Commonwealth by establishing high standards for preparation, certification, practice and ethical conduct in the teaching profession.

Section 2. Introduction

(a) Professional conduct defines interactions between the individual educator and students, the employing agencies and other professionals. Generally, the responsibility for professional conduct rests with the individual professional educator. However, in this Commonwealth, a Code of Professional Practice and Conduct (Code) for certificated educators is required by statute and violation of specified sections of the Code may constitute a basis for public or private reprimand. Violations of the Code may also be used as supporting evidence, though may not constitute an independent basis, for the suspension or revocation of a certificate. The Professional Standards and Practices Commission (PSPC) was charged by the act of December 12, 1973 (P. L. 397, No. 141) (24 P. S. § § 12-1251 - 12-1268), known as the Teacher Certification Law, with adopting a Code by July 1, 1991. See 24 P. S. § 12-1255(a)(10).

(b) This chapter makes explicit the values of the education profession. When individuals become educators in this Commonwealth, they make a moral commitment to uphold these values.

Section 3. Purpose

(a) Professional educators in this Commonwealth believe that the quality of their services directly influences the Nation and its citizens. Professional educators recognize their obligation to provide services and to conduct themselves in a manner which places the highest esteem on human rights and dignity. Professional educators seek to ensure that every student receives the highest quality of service and that every professional maintains a high level of competence from entry through ongoing professional development. Professional educators are responsible for the development of sound educational policy and obligated to implement that policy and its programs to the public.

(b) Professional educators recognize their primary responsibility to the student and the development of the student's potential. Central to that development is the professional educator's valuing the worth and dignity of every person, student and colleague alike; the pursuit of truth; devotion to excellence; acquisition of knowledge; and democratic principles. To those ends, the educator engages in continuing professional development and keeps current with research and technology. Educators encourage and support the use of resources that best serve the interests and needs of students. Within the context of professional excellence, the educator and student together explore the challenge and the dignity of the human experience.

Section 4. Practices

(a) Professional practices are behaviors and attitudes that are based on a set of values that the professional education community believes and accepts. These values are evidenced by the professional educator's conduct toward students and colleagues, and the educator's employer and community. When teacher candidates become professional educators in this Commonwealth, they are expected to abide by this section.

(b) Professional educators are expected to abide by the following:

(1) Professional educators shall abide by the Public School Code of 1949 (24 P. S. § § 1-101 - 27-2702), other school laws of the Commonwealth, sections 1201(a)(1), (2) and (4) and (b)(1), (2) and (4) of the Public Employee Relations Act (43 P. S. § § 1101.1201(a)(1), (2) and (4) and (b)(1), (2) and (4)) and this chapter.

(2) Professional educators shall be prepared, and legally certified, in their areas of assignment. Educators may not be assigned or willingly accept assignments they are not certified to fulfill. Educators may be assigned to or accept assignments outside their certification area on a temporary, short-term, emergency basis. Examples: a teacher certified in English filling in a class period for a physical education teacher who has that day become ill; a substitute teacher certified in elementary education employed as a librarian for several days until the district can locate and employ a permanent substitute teacher certified in library science.

(3) Professional educators shall maintain high levels of competence throughout their careers.

(4) Professional educators shall exhibit consistent and equitable treatment of students, fellow educators and parents. They shall respect the civil rights of all and not discriminate on the basis of race, national or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status, disabling condition or vocational interest. This list of bases or discrimination is not all-inclusive.

(5) Professional educators shall accept the value of diversity in educational practice. Diversity requires educators to have a range of methodologies and to request the necessary tools for effective teaching and learning.

(6) Professional educators shall impart to their students principles of good citizenship and societal responsibility.

(7) Professional educators shall exhibit acceptable and professional language and communication skills. Their verbal and written communications with parents, students and staff shall reflect sensitivity to the fundamental human rights of dignity, privacy and respect.

(8) Professional educators shall be open-minded, knowledgeable and use appropriate judgment and communication skills when responding to an issue within the educational environment.

(9) Professional educators shall keep in confidence information obtained in confidence in the course of professional service unless required to be disclosed by law or by clear and compelling professional necessity as determined by the professional educator.

(10) Professional educators shall exert reasonable effort to protect the student from conditions which interfere with learning or are harmful to the student's health and safety.

Section 5. Conduct

Individual professional conduct reflects upon the practices, values, integrity and reputation of the profession. Violation of § § 235.6-235.11 may constitute an independent basis for private or public reprimand, and may be used as supporting evidence in cases of certification suspension and revocation.

Section 6. Legal obligations

(a) The professional educator may not engage in conduct prohibited by the act of December 12, 1973 (P. L. 397, No. 141) (24 P. S. § § 12-1251-12-1268), known as the Teacher Certification Law.

(b) The professional educator may not engage in conduct prohibited by:

(1) The Public School Code of 1949 (24 P. S. § § 1-101-27-2702) and other laws relating to the schools or the education of children.

(2) The applicable laws of the Commonwealth establishing ethics of public officials and public employees, including the act of October 4, 1978 (P. L. 883, No. 170) (65 P. S. § § 401-413), known as the Public Official and Employee Ethics Law.

(c) Violation of subsection (b) shall have been found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.

Section 7. Certification

The professional educator may not:

(1) Accept employment, when not properly certificated, in a position for which certification is required.

- (2) Assist entry into or continuance in the education profession of an unqualified person.
- (3) Employ, or recommend for employment, a person who is not certificated appropriately for the position.

Section 8. Civil Rights

The professional educator may not:

- (1) Discriminate on the basis of race, National or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status; disabling condition or vocational interest against a student or fellow professional. This list of bases of discrimination is not all-inclusive. This discrimination shall be found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.
- (2) Interfere with a student's or colleague's exercise of political and civil rights and responsibilities.

Section 9. Improper personal or financial gain

- (1) Accept gratuities, gifts or favors that might impair or appear to impair professional judgment.
- (2) Exploit a professional relationship for personal gain or advantage.

Section 10. Relationships with students

The professional educator may not:

- (1) Knowingly and intentionally distort or misrepresent evaluations of students.
- (2) Knowingly and intentionally misrepresent subject matter or curriculum.
- (3) Sexually harass or engage in sexual relationships with students.
- (4) Knowingly and intentionally withhold evidence from the proper authorities about violations of the legal obligations as defined within this section.

Section 11. Professional relationships

The professional educator may not:

- (1) Knowingly and intentionally deny or impede a colleague in the exercise or enjoyment of a professional right or privilege in being an educator.
- (2) Knowingly and intentionally distort evaluations of colleagues.
- (3) Sexually harass a fellow employee.
- (4) Use coercive means or promise special treatment to influence professional decisions of colleagues.
- (5) Threaten, coerce or discriminate against a colleague who in good faith reports or discloses to a governing agency actual or suspected violations of law, agency regulations or standards.

Employee Handbook Acknowledgement

I acknowledge that I have reviewed the Montoursville Area School District Staff Handbook. I understand it is my responsibility to retain this handbook for the term of my employment with the District. I understand the District may revise and update the handbook periodically and revisions and updates will be distributed to the staff for placement in the handbook. It is my responsibility to review the contents of the handbook and clarify any information I might not understand with an administrator.

Employee Signature

Date

Employee Printed Name

School

****Faculty Handbook can be found under the Staff tab on the District Website.***