YOUR FIRST **CLASSROOM**

**MPE’S GUIDE FOR NEW TEACHERS**

**District Policy**  
**First Day Check List**  
**Parent Relationships**  
**Code of Ethics**  
**Lesson Planning**  
**Classroom Management**  
**Helpful Resources**  
**MPE is here for you**

**Settings**  
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Here’s a crash course in keeping it professional:

- **Avoid the gossip mill.** It might seem like a harmless way to bond with co-workers, but angering the wrong person can hurt your career. It will also make you look immature and your co-workers could shun you.
- **Be respectful when discussing religion, politics and other personal beliefs with your colleagues.** They feel as strongly about their beliefs as you do about yours.
- **Don’t discuss your sex life, the sex life of co-workers or anyone else.** Most people don’t want to hear it and it could result in a sexual harassment complaint.
- **Carefully consider the situation before you jump into romantic involvement with a colleague.** It may be allowed, but that doesn’t make it a good idea.
- **Nothing you post online is truly private, including Facebook or MySpace.** Put nothing online that you wouldn’t want your mother, a prospective employer or your students to see.
- **Join a professional association.** MPE’s membership form is included within this book on page 31.

Familiarize yourself with policies. Be sure to read your district’s employee handbook and know the policies concerning:

- Student and faculty arrival and dismissal times
- Student attendance
- Morning meetings with students
- Illness, injury and medication
- Fire and other emergency drills
- Emergency lockdown procedures
- Elementary school lunch counts (if applicable)
- District discipline policy
- Required classroom discipline plans (if applicable)
- Contact with parents
- Phone and Internet use, including use of social networks
- Grading and reporting
- Textbook assignment
- Use of school audiovisual equipment
- Professional development
Prepare a letter to send home with students
Write an introductory letter to parents that includes the school phone number and your extension, your email address and your parent-teacher conference hours. Include your grading procedures - this is often district-mandated - and/or a percentage breakdown by area (e.g., attendance counts for 40 percent, in-class participation counts for 30 percent) and a list of materials that each student needs for class or content area.

Gather classroom supplies
Collect supplies you want to keep in your classroom, such as tissues, safety pins, decorating materials, hand sanitizer and extra pens or pencils. Check with fellow teachers and the office staff to learn what materials are already available at school.

Establish Procedures
Decide how you will handle the beginning and end of each class period or content area, the distribution and collection of instructional materials, cleanup of work area, guidelines for student use of classroom computers and other technology, safety routines, and homework assignments. Expect these routines to take a little longer at the beginning of the year as you and your students adjust.

First Day Check List

Ready Yourself
- Visit your building and familiarize yourself with it.
- Read school and district policies and procedures.
- Arrange your clothes for first day. Do ironing, etc., the night before.
- Organize a personal kit with whatever you will need during the day such as lip balm, breath mints, a comb, etc.
- Acquire a good bag to carry your papers and belongings.
- Prepare your grade book, lesson book and appointment calendar.
- Review your curriculum guide.
- Prepare containers and supplies for your lunch.

Set up your classroom
- Plan lessons.
- Arrange furniture and seating plan.
- Get any equipment you will need and make sure it works.

Go!
- Prepare and decorate bulletin boards.
- Post class information, such as name, subject and room number.
- Prepare materials for students to take home, such as emergency info cards, syllabus, schedules, etc.
- Get student supplies such as text books, workbooks, paper, etc.
- Get teacher supplies such as stapler, pens, pencils, markers, etc.

- Arrive early on your first day.
- Greet students as they enter your room.
- Remain calm and take some deep breaths.
- Review rules and procedures.
- Explain class goals and expectations.
- Know how your students will get home, bus number, car line, etc.
- Have the school supply list available.
Getting through your first day

When the bell rings
Be in your classroom before the students arrive and welcome them with a smile. Once everyone has arrived, introduce yourself and write your name on the board so students can learn to spell and pronounce it. If you teach at a secondary level, also write the course name on the board so students know they have found the right classroom. Share a little information about yourself so students can get acquainted with you.

Down to business
- Show elementary school students where to put their lunches, backpacks, etc., so they will know what to do with them the next morning. Place tag on backpacks with bus number or car pickup.
- Familiarize students with special areas.
- Explain grading procedures, course requirements and classroom rules as well as the consequences of breaking those rules.
- Distribute labeled homework folders, which provide an organized way for students to carry work between school and home.
- Assign elementary students an activity they can take home the first day.
- Ask secondary students to list information you may need on a card. Suggest they include e-mail addresses, home and cell phone numbers, parents’ names and work numbers, and a line or two about their own interests and hobbies.

Before the last bell rings
Show elementary school students where they should wait for class the following morning. Distribute and explain materials that need to be completed by parents. Explain your campus dismissal procedures for students who ride the bus, get rides or walk home. And remember: end the day on a positive note.

CODE OF ETHICS

The State Board of Education adopted the Mississippi Educator Code of Ethics and Standards of Conduct in February 2011. The State Superintendent of Education formed an Educator Misconduct Task Force in 2016 to review the Mississippi Educator Code of Ethics and Standards of Conduct, as well as the statutes and policies governing teacher licensing procedures, to determine if any changes were needed. You may find a copy of the current Mississippi Educator Code of Ethics and Standards of Conduct at www.mpe.org.

The Code of Ethics applies to all persons licensed according to the rules established by the State Board of Education and protects the health, safety and general welfare of students and educators. Ethical conduct is any conduct which promotes the health, safety, welfare, discipline and morals of students and colleagues. Unethical conduct is any conduct that impairs the license holder’s ability to function in his/her employment position or a pattern of behavior that is detrimental to the health, safety, welfare, discipline, or morals of students and colleagues.

You should review The Code of Ethics in its entirety before signing your contract. The following is a partial list of inappropriate and unethical conduct for educators.
It is NOT OKAY to:

- Misuse or mismanage tests or test materials
- Falsify reasons for absences or leave
- Use inappropriate language on school grounds or at any school-related activity
- Flirt with students
- Date students
- Fondle, inappropriately touch, kiss or grab a student
- Have sex with students
- Furnish alcohol, tobacco or unauthorized drugs to students
- Proposition students romantically or sexually via verbal communication, email, social media or otherwise
- Be under the influence of, possess or consume alcoholic beverages at any school-sponsored or school-related activity, including club trips
- Commingle public or school-related funds with personal funds or checking accounts
- Abandon or break your contract without prior release from the contract by your school board

CLASSROOM MANAGEMENT AND DISCIPLINE

Define expectations for students’ academic performance and behavior during the first few days of class. Make sure your expectations are attainable and reasonable. The best teachers practice what they preach.

Be clear and firm
Make sure everyone understands the classroom rules and consequences of breaking them. Do not ignore infractions, especially during the first few weeks of school.

Be understanding
School should be an engaging and positive place for students. Make work assignments relevant to your students and balance challenging assignments with fun activities that are also academically stimulating. Students need exercise, breaks and social stimulation, so plan activities accordingly.

Be positive
Tell your students what they need to do to succeed in your classroom and do your part to ensure their success. Remember to lead by example.
Be enthusiastic
Enthusiasm is contagious! If you’re not excited about your lesson plans or the process of learning, then your students won’t be either.

Be encouraging
Nurture your students’ self-confidence and pride in their schoolwork by routinely rewarding them for excellent work, attendance and behavior. Try to recognize every student over the course of the year.

Before devising your classroom discipline system, consider one question: How can I get my students to respect themselves, their peers and me? If respect, simplicity and clarity are at the heart of your discipline plan, you’ll have a much easier year.

Here are five steps:
• Study the discipline procedures for your school or district. Know the procedures for assigning detention, sending students to the office and contacting parents.
• Be clear about your expectations.
• Post a brief list of classroom rules - five or fewer - that are clear and concise. Make sure parents get a copy.
• Consistency and fairness are key. Applying the rules with consistency will earn respect from your students and prevent bad habits from becoming the norm. Make sure punishments are in proportion to the offense.
• Keep your cool when disciplining students. If you are upset, take a few minutes to collect yourself. Remind the student that he or she chose not to follow the rules and must accept the consequences of that choice. Once the incident is over, move on.

EVALUATION TIPS
Any time you start a new job, that first evaluation is always the scariest. It doesn’t matter how well you prepared for your career in college or how much you love your students.

• Be prepared. Have a portfolio of your students’ work available for the principal to review. Have your day’s lesson plan available so that he or she may see your instructional plan for the class.
• Use a variety of evaluation tools. Students do not need homework every night, but make sure that you have enough to justify their grades.
• Be open to constructive criticism and reflect upon what you can do better. Your evaluation is intended to make you a better teacher and becoming a great teacher takes time. If your principal tells you that you need to make some changes, it’s not an indictment of you personally. Welcome feedback, as it can help you become a more effective teacher.
PROFESSIONAL FILES

The professional file has several functions; use it as a portfolio, a storage space for important documents and a place to stash fond memories. You can use a collapsible file or a small file box for your professional file. Here are six items every teacher should include:

Evaluations.
Keep copies of any documents you create or use during your evaluation process. Such documents may include your self-assessment, your Professional Development Plan (PDP), your lesson plan and the evaluation itself. Remember, if an administrator asks you to sign an evaluation, your signature indicates only that you read the evaluation and not that you agree with it. If you disagree with your evaluation, you may choose to respond in writing. You may be placed on an action plan that is designed to target specific areas of concern and help you achieve success. If you have questions or concerns about your evaluation, please call us.

Contracts, etc.
Put a copy of every contract you sign into your file. It’s a good idea to include your district’s salary schedule, your certification papers and your college transcript.

Positive Communication.
Little gems such as happy-grams and warm fuzzies can be lifesavers if you ever come under fire. It’s always impressive when an educator can produce a file packed with testimonials from satisfied parents and students. Plus, they’re nice to read when you’re having a bad day.

School Board Policy.
Keeping your school board’s policy on hand will keep your memory fresh about your school’s dress code, evaluations, transfers, grievance procedures and more. Be sure to get a new version of the policy each year.

Legal/Liability Protection.
If something out of the ordinary happens, jot down details while they’re still fresh in your mind, including names, locations, and time. For instance, if a parent-teacher conference doesn’t go well, record what happened. Unfortunately, teachers need to be lawsuit-conscious, so be prepared by keeping concise, complete records.

Emergency Plan.
Keep your school’s emergency plans and procedures readily available and be aware of the school evacuation plan, severe weather plan, and lockdown plans.
Parents and educators are equally important in the educational success of students. Close communication with your students’ parents is key to your students’ achievement. When students see their parents and teachers working together to improve learning and student success, their attitudes and motivation improve.

Tips for parent-teacher relations

- **Send a note** at the beginning of the school year or term to introduce yourself and outline your goals and expectations for the class. Include your grading scale, as well as your classroom discipline policy.
- **Send home a questionnaire** to ask parents whether they would like to volunteer and what talents or skills they might be able to offer. Organize parent involvement activities that adapt to the experience, interest and skills of your students’ parents and the amount of time that they have available.
- **Try to contact parents with positive notes** as soon as you can. That way, if a problem should develop, your first contact with the parent will not be negative.
- **Send a monthly newsletter, note or email** to your students’ parents. Include a calendar of goals and plans for each week and the topics to be studied. Be sure to keep your school website updated on a weekly basis so that parents have access to the most recent news regarding your classroom.
- **Many districts now utilize grade book software that makes updates a breeze. Send a weekly email** notifying parents that the electronic grade book has been updated.
- **Regularly provide parents with samples of their child’s work.** Send graded papers, tests and major projects home on a regular basis to be initialed or signed by parents. Inform parents about their child’s successes as well as areas where improvement is needed.
- **When faced with a discipline problem in the classroom, promptly notify parents and work together toward a solution.** Make your principal aware of students who are falling short of your expectations, as well as your efforts with students and parents.
- **Document all contact with parents**, including notes you make during parent-teacher conferences.
- **Keep a parent communication notebook.** Include a page per child with contact information and a communication log. Page savers may be used to store notes from parents.
- **If you need to contact a parent who does not speak English, seek your administrator’s guidance in communicating with the parent.** You might ask if another teacher or aide at your school speaks the parent’s language and could translate messages for you.
- **Stay active in your school’s PTA/PTO.**
- **Be positive in all interactions with parents.** Focus on solutions to problems their child may be having. If parents feel comfortable with you, they will be more receptive to your concerns should a problem arise.
Five tips for productive parent-teacher conferences

1. Plan ahead. Have a general plan of what you are going to say. Include the student’s academic strengths and needs. Propose a plan of action and be prepared for questions.
2. Be aware of the parent’s needs. Offer flexible time choices. Invite both parents and be sure to get their names right. Do not assume Jane Doe’s mother is Mrs. Doe.
3. Share examples of the student’s work. Begin the conference with a positive statement about the child’s abilities, work or interests.
4. Be deliberate in your comments. Use specific examples and focus on solutions and goals. Get parental input and emphasize collaboration.
5. Achieve closure. Summarize the actions that you and the parent(s) have agreed to take. End on an optimistic note. Be sure to complete any paperwork required by your district to document the conference.

If you’re the teacher...
There will be times when you must be absent. Provide your substitute with a folder that includes the following:

- A schedule with the names of the students who must leave the classroom regularly for activities, specialized instruction or to take medication.
- Be sure to include the names and schedules of classroom aides and volunteers.
- Class list and seating charts.
- Absentee procedures.
- Detailed lesson plans and the location of all materials needed.
- Extra work for students who finish assignments early.
- Classroom rules and discipline procedures.
- A welcome note with names of dependable and helpful students and teachers.
- Name and location of a teacher to call upon for assistance.
- Building floor plan and emergency procedures, including the location of the restrooms.
- Instructions for using the classroom computer and other technology (if applicable).
END THE YEAR RIGHT

Students get restless at the end of the year. They’re looking forward to their summer vacations and turning their attention to the outdoors as the weather gets warmer. It can be difficult to keep them on task. Here are a few tips that help your year end smoothly.

• Keep your students to a routine as much as possible. If they know you’re serious about teaching until the end of the year, they’ll be more likely to learn until the end of the year.
• Keep students involved. Call them by name when presenting a lesson, ask them to explain the concept you just presented to the rest of the class, or have them write down three facts about the topic you’re studying.
• Keep the pace fast. It’s harder for students to sit and listen to long lectures at this time of year. Consider lessons that would benefit from this restlessness, such as an outdoor project.
• Be kind to yourself. Don’t assign a lot of work that has to be graded and entered and recorded. This will make it easier for you to finish up all those last-minute things that come with wrapping up the year.
• Hang in there - and take some time during the summer to relax.

HELPFUL RESOURCES

Frequently asked questions

The performance and conduct, as well as most rights and responsibilities, of all professional educators employed in the public schools are governed by constitutional provisions, state statutes and case law, or state and local school board policies. Your contract constitutes a binding bilateral agreement between you and a local school board. The body of law, state and local policies, and rules and regulations that govern educators are too large to be discussed in detail here; however, some general questions that seem to arise most frequently, with appropriate answers, are listed below as a quick reference.

I was hired to teach second grade, but my principal now wants to move me to fourth grade. Can he do this?
Yes. The contract that you signed provides “That the employee agrees to reassignment during the school term to any area for which a valid license is held.” So, as long as you have a valid license to teach in the newly assigned grade or area, your principal may do this.
My school district required me to undergo a criminal background check. Is this legal?

Yes. State law allows school districts to require a criminal background check and/or fingerprinting of applicants, with expenses to be paid by the applicant. However, at its discretion, a local district may elect to pay the fee on behalf of applicants.

For what reasons may the contract of employment of a teacher, principal or other contract employee be terminated?

MISS. CODE ANN. Section 37-9-59 provides that an employee may be dismissed for “incompetence, neglect of duty, immoral conduct, intemperance, brutal treatment of a pupil or other good cause…” Additionally, general practice supports dismissal for insubordination; however, in any of the above instances the employee would be entitled to a hearing before the school board.

I am already under contract, but another district that I would like to work for has offered me a position. May I break my contract with my current district?

MPE does not recommend that our members break their contracts. MISS. CODE ANN. Section 37-9-55 provides that a teacher who wishes to be released from such contract must make his/her request in writing to his/her local school board. The request must clearly state the reason for the request. State law does not provide any criteria upon which school boards are to base their decision. Should your board deny your request and you then abandon (i.e., break) your contract, MISS. CODE ANN. Section 37-9-57 provides that the board may request the MDE to suspend your license for a year.

Am I entitled to a hearing should I be non-renewed at the end of my first year of teaching?

State law provides that a superintendent give notice of non-renewal to a teacher on or before April 15 or within ten (10) calendar days after the date that the Governor approves the K-12 appropriation bill, whichever date is later. The Education Employment Procedures Law of 2001 provides that a teacher must have completed either two continuous years of teaching with his/
her current district OR two years with another Mississippi district and one year with his/her current district in order to qualify as an employee under the law and, therefore, be entitled to the reason(s) for a non-renewal, as well as to a hearing on the matter.

General Guidance:

When something goes wrong (if a student gets hurt; if you have a confrontation with a student, parent, colleague or administrator; if you are faced with disciplinary action) regardless of the situation, at your first opportunity, document the event. Write it down. Who was involved or present as a witness? What happened? When did it occur? Where did it occur? Why did you take the action you did or react in the manner you did? How did the events unfold? You may never need this information, but if you get into the habit of recording this information, it will be there in the rare situation when you do have to explain things later.

Follow the “chain of command.” As a teacher, the building principal is usually your immediate supervisor; the principal’s immediate supervisor is usually the superintendent; and the superintendent’s immediate supervisor is the local Board of Education. If you have a disagreement or problem with a co-worker or supervisor, address the issue first with the person directly. Yes, it can be uncomfortable. No, it isn’t easy. But it is always the place to start.

Never go over anyone’s head until you have first given the person who is the subject of the dispute an opportunity to resolve the issue themselves. Always try to resolve disputes at the lowest administrative level first. Even if the direct encounter fails to resolve the problem, your credibility with the next-level administrator(s) will be greatly enhanced if you resist the urge to do an end-run around the chain of command.

MPE members may always call the MPE office to find out their rights in the situation and suggestions on the best course of action they may take to protect themselves.
Every Student Succeeds Act (ESSA)
The Every Student Succeeds Act (ESSA) was enacted in 2015 and reauthorized the 50-year-old Elementary and Secondary Education Act (ESEA), the law that governs K-12 public education in America. ESSA replaces the No Child Left Behind (NCLB) Act which was enacted in 2002. Among other provisions, ESSA puts decisions regarding accountability, school turnarounds and teacher evaluations back into the hands of states, but maintains annual testing mandates in some grades for reading and math:

- **Testing:** States are required to test students annually in math and reading in grades 3 through 8 and once in high school. Scores will be reported according to race, income, ethnicity, disability and whether students are English-language learners.
- **Academic Goals:** ESSA provides for each state to set its own academic goals and to measure progress toward these goals.
- **Low Performing Schools:** ESSA allows states to decide how to address persistently failing schools. Schools marked for the most intensive interventions would be those among the lowest-performing 5% in the state, those in which fewer than two-thirds of students graduate on time, and those in which a subgroup “consistently underperforms,” with each state defining “consistently.”
- **Teacher Evaluations:** ESSA eliminates NCLB’s “highly qualified teacher.” ESSA does not require states to tie teacher evaluations to student outcomes, as was required under NCLB waivers.

Mississippi College- and Career-Ready Standards (MCCRS)
The Mississippi College- and Career-Ready Standards Initiative is a state-led effort that established a single set of clear educational standards for kindergarten through 12th grade in English language arts and mathematics that states voluntarily adopt. The standards are designed to ensure that students graduating from high school are prepared to enter credit-bearing entry courses in two-year or four-year college programs or enter the workforce. The standards ensure that parents, teachers, and students have a clear understanding of the expectations in reading, writing, speaking and listening, language and mathematics in school, and they put students on a level playing field regardless of their ZIP code.

Mississippi adopted Mississippi College- and Career-Ready Standards (MCCRS) because they provide a consistent, clear understanding of what students are expected to learn so that teachers and parents know what they need to do to help them. Consistent standards, also adopted by 45 other states, will provide appropriate academic benchmarks for all students at each grade level, regardless of where they live. The standards incorporate the best and highest of previous state standards in the U.S. and are internationally benchmarked to the top performing nations around the world. Students will learn the skills and abilities demanded by the workforce of today and the future. The standards emphasize critical thinking, teamwork and problem-solving skills. The standards are grounded in college and career readiness.

National Assessment of Educational Progress (NAEP)
The National Assessment of Educational Progress (NAEP) is the largest nationally representative and continuing assessment of what America’s students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. NAEP does not provide scores for individual students or schools. NAEP results are based on representative samples of students at grades 4, 8, and 12 for the main assessments, or samples of students at ages 9, 13, or 17 years for the long-term trend assessments. The assessment stays essentially the same from year to year, which permits NAEP to provide a clear picture of student academic progress over time. For additional information, please visit www.nces.ed.gov/nationsreportcard.
National Board Certification/World Class Teaching Program

Many Mississippi teachers pursue advanced certification through the National Board for Professional Teaching Standards (NBPTS). Mississippi provides a $6,000 annual supplement for the life of the certificate to those teachers earning National Board certification. Eligibility for National Board certification includes a Bachelor’s degree and three years of teaching experience. The Mississippi World Class Teaching Program guides and supports groups of candidates through the National Board Certification process. For more information about certificate areas and support groups, visit www.nbpts.org.

Teacher Evaluation

In order to receive flexibility from the U.S. Department of Education regarding specific provisions of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act, Mississippi began a redesign of its educator and administrator evaluation systems in 2011. The new systems included multiple methods of evaluation that were designed to provide a comprehensive understanding of areas of strength and challenge. Administrators utilized M-STAR, the Mississippi Statewide Teacher Appraisal Rubric, to observe teachers’ professional practice.

When the Elementary and Secondary Education Act (ESEA) was reauthorized via the passage of the Every Student Succeeds Act (ESSA) in December 2015, states were given autonomy in deciding how teacher and principal evaluations should be implemented. MDE assembled a group of stakeholders to review and recommend improvements to Mississippi’s educator evaluation systems. This group recommended that all public schools and districts utilize a teacher evaluation system comprised of at least observations, student surveys, student outcomes (tested and non-tested educators), and school outcomes. The system is to be focused on improving both professional practice and student outcomes by providing educators and administrators with feedback to inform continuous improvement at the classroom, school, district and state level.

Online Resources

TEACHERS pay TEACHERS - an open marketplace where educators buy, sell and share original teaching resources - www.teacherspayteachers.com

TEACHERS NOTEBOOK - find teaching resources created by teachers - www.teachersnotebook.com

SCHOLASTIC BOOK CLUB - world’s largest publisher and distributor of children’s books - www.scholastic.com

BUSY TEACHERS CAFE - K-6 resource site for lesson plans, ideas, printables and more - www.busyteacherscafe.com

PBS TEACHERS - PreK-12 educational resources and activities for educators tied to PBS programming - www.PBS.org/teachers

School Tube - the best videos from students and teachers everywhere - www.schooltube.com

Suggested Reading

Best Practice: Today’s Standards for Teaching and Learning in America’s Schools, 2005, Harvey Daniels, Steven Zemelman and Arthur Hyde

Leading and Managing a Differentiated Classroom, 2010, Carol Tomlinson and Marcia Imbeau

THE Classroom Management Book, 2014, Harry and Rosemary Wong

The First Days of School: How to be an Effective Teacher, 1998, Harry and Rosemary Wong

What Great Teachers do Differently: 14 Things that Matter Most, 2004, Todd Whitaker

Why Didn’t I Learn this in College?, 2009, Paula Rutherford
1. The welfare of students must be placed above all other considerations. Our top priority is the education of children.

2. Educators are professionals and must be compensated adequately both with respect and salary commensurate with the training, experience, and the importance of their work.

3. As educators, we encourage respect for our profession through the practice of the highest standards of personal and professional conduct.

4. Teachers, administrators, parents, and students should work together to promote a positive environment to promote learning. Each group must interact with responsibility to and respect for others.

5. Students have the right to an uninterrupted education. Therefore, MPE will not participate in strikes, threats of strikes, walkouts, or other such actions.

6. The teaching and practice of citizenship rights and responsibilities in our democracy should be a high priority for every educator. As individuals, educators should be actively involved in the political process. However, as an organization, MPE does not participate in the campaign of any candidate or political party.

7. Every employee and every group should have the right to appear before the Board of Trustees. No one group should ever be privileged to the exclusion of others.

8. Educators should not be forced to join or pay unified dues to any organization and we will work diligently to keep Mississippi teachers from ever being placed in such a position.
WHY MPE?
The premier package of benefits for the least amount of money!

- Professional liability protection of $2 million with $3 million maximum
- Legal assistance related to employment or professional matters per MPE policy
- $10,000 in accidental death & dismemberment coverage
- $2,500 assault related property damage
- Only organization to include identity theft coverage with membership
- Graduate & undergraduate scholarships awarded annually
- Non-certified personnel scholarships awarded annually
- National Board scholarships
- High school senior scholarships
- Student loan payment contest
- Classroom grant opportunities
- Free Regional Trainings
- Unlimited professional advice available 24/7
- Every dollar of your dues stays in Mississippi for your benefit!
- MPE does not utilize dues to support political candidates.

And the benefits continue...

- Staff monitors legislation at state capitol, with weekly updates provided to membership
- Weekly emails notify members of important MPE news/events, as well as state and national educational updates
- MPE Journal published three times per year (included with membership)
- Member discount program
- Group discount on auto/home insurance with SAFECO, optional life insurance, optional long-term care coverage at a discounted rate, and optional vision and dental benefits

Please remit completed application to: MPE • P.O. Box 22550 • Jackson, MS 39225-2550