

Pine View Middle School Faculty Handbook 2023-24



PINE VIEW MIDDLE

**Our Mission and Purpose:
Ensure High Levels of Learning
for Every Student**



Pine View Middle School Faculty Handbook

PINE VIEW MIDDLE

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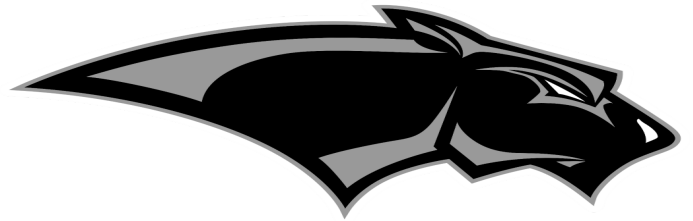
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PINE VIEW MIDDLE



PINE VIEW MIDDLE

Our Mission and Purpose: **“Ensure High Levels of Learning for Every Student.”**

We are Collectively Committed to our Mission and Purpose.
Our Action Plan provides direction, support and vision:

1. PLC Process: Collaborative Teams, GVC (Guaranteed Viable Curriculum), Learning Targets.
2. Effective Tier One Instruction.
3. Assessments (Common Formative – not Common Summative).
4. Interventions: Team Tier One, (Pride/Paws/SAMS).
5. Focus and Celebrate Results.

“The fundamental purpose of school is learning, not teaching.”

“Learning always occurs in a context of taking action...engagement and experience are the most effective strategies for deep learning.”

--Richard DuFour

PVMS Action Plan 2023-24

We define a collaborative team as a group of people working together interdependently to achieve a common goal for which members are held mutually accountable.

Goal #1 – Establishment of the PLC Process

- Continued Establishment and Application - NORMS

People/Groups Responsible	Collaborative Team Leader: Lead Collaborative Team meetings. Ensure an integrated approach to cultivate and support teachers. Faculty: <ul style="list-style-type: none"> • Establish NORMS that are stated as commitments to act or behave in certain ways • Review norms at each meeting and assess effectiveness twice a year • Focus on a few essential norms rather than creating a laundry list • Know that violations of norms will be addressed by administration Students: Recognize norms and expectations for each of their classes Learning Coach: Monitor expectations in support of EYE's and teachers Administration: Present definitions and engagement of NORM objectives follow-through with implementation, violations, and assessments
Time Line	To continue to be embedded throughout the 2023-24 school year
Evaluation	NORMS written and reviewed on PLC Agendas.
Resources Needed	Time for PLC Team meetings and creation or re-evaluation of norms

- Solidify Essential Standard's: Guaranteed Viable Curriculum with input from team members.

People/Groups Responsible	Collaborative Team Leader: Support each Collaborative team member in completing the analysis of core material, viable essential standards and essential questions. Faculty – Analyze priorities of the core material, unpack standards and objectives, identify priorities, keep or modify GVC's: <ol style="list-style-type: none"> 1. Big Ideas: Essential standards, objectives and questions 2. Important to Know and Do, standards and objectives 3. Worth being familiar with Students: Educate students as to their role in attaining proficiency of the core curriculum material and guaranteed material covered. Learning Coach: Monitor expectations and support teachers and teams. Administration: Lay the foundation during PLC meetings, monitor and follow up with CSIP data for each team
Time Line	To continue to be embedded in the 2023-24 school year.
Evaluation	CSIP data will be used in completing yearly teacher effectiveness evaluations.
Resources Needed	Time, weekly PLC meetings school-wide time, observations of completion/results.

- Establish Collaborative Team/ Departmental CSIP Goals Linked to School Goals

People/Groups Responsible	Collaborative Team Leader: Review and be familiar with CSIP requirements for this year to help guide your team when making goals and how to submit them for effective results Faculty: Learn CSIP requirements, Establish “I Can” statements and goals in alignment with the essential standards. What will you have in place when they don’t learn the standard? What extensions will take place for those that have learned the standard? Learning Coach: Communicate needs of teams to administration. Administration: Teach the CSIP process in staff development.
Time Line	Complete CSIP goals by the end of September - or district assigned timeline
Evaluation	Progress will be given on CSIP throughout the year
Resources Needed	Time, PLC meetings, observations.

Goal #2 – Provide Effective Tier One Instruction

- Using Strategies and Time Organization within the Classroom – Dynamic Tier 1 Accountability

People/Groups Responsible	PLC Team Leader: Collaborate with team members, share strategies and lessons that have proven to work, gather resources if needed. Learning Coach: Continue to support EYE teachers and faculty with instructional strategies and ideas for time management and distribution. Administration: Professional development, teaching strategies, classroom management skills. Transitioning and using time wisely, monitor and adjust effective engagement of students, modes and styles, differentiation, etc.
Time Line	To continue to be embedded in the 2023-24 school year.
Evaluation	Mentored in each class through observations and walk-through visits.
Resources Needed	Access to essential standards and Learning Coach support.

Goal #3 – Creation and Implementation of Assessments

- Create/ Establish Formative and Summative Assessments - from outlined GVC’s – Backward Design

People/Groups Responsible	Collaborative Team Leader: Team leaders direct the collaborative establishment and use of common assessments: formative or summative for each guaranteed core standard and objective Faculty: Create and implement common, benchmark, and standard assessments - formative and summative throughout the year (at least 2 per quarter). Review and analyze CFA data in PLC team meetings and share with administration at scheduled data meetings. Learning Coach: Coordinate and monitor EYE teachers, support and clarify. Administration: Meet with teams during PLC team collaboration meetings to review data and progress.
Time Line	To continue to be embedded in the 2023-24 school year.
Evaluation	Tracked in each class through observations and walk through visits.
Resources Needed	Easy to follow instructions for faculty on the differences between formative/summative/benchmarks, etc.

Goal #4 – Focus on Results

- Collection and Analysis of Data - How to use assessment materials and why?

People/Groups Responsible	<p>Collaborative Team Leader: Once assessments are given, guide team members on gathering data and using it in coordination with the data coach.</p> <ol style="list-style-type: none">1. Gather assessments results2. Gather as a department or team and analyze those results (results are the most important student feedback).3. Decide how to use the results:<ol style="list-style-type: none">a. Review Standards and GVC's.b. Review Instructional strategies, self-assessment.c. Plan and implement timely interventions for specific students.d. CELEBRATE SUCCESS!4. Reassess continually: were interventions specific and timely? Were Multiple opportunities offered <p>Learning Coach: Coordinate and monitor teachers, offer support, clarify how to gather data and analyze.</p> <p>Data Coach: Communicate with teachers and teams and provide useful data for them to review and use.</p> <p>Administration - Support each team as they analyze and use data to improve learning and teaching.</p>
Time Line	To be embedded all year 2023-24
Evaluation	Ensure that each department is analyzing test results and using data to improve learning.
Resources Needed	Easy to follow instructions for faculty on a variety of ways to analyze common assessments and then how to use the results to increase student success
Reflection	Continue to reflect on collection and use of data throughout the school year.

PINE VIEW MIDDLE SCHOOL ADMINISTRATION

Brett Gifford
Bo Iverson
Ben Meier
Ben Meier
Chuck Bundy
Rene Sorensen
Ricki Tuumalo

Principal
Assistant Principal
Learning Coach
Data Coach
Counselor
Counselor
Resource Officer

SUPPORT STAFF

Yulma Diaz
Sheila Murphy
Annett Bench
Itzel Dias
Lonie Black
Diane Ewell
Cyndi Cheney
Dre Smith
Kristin Cunningham
Brenda Boelter
Jean Fernandez
Bruce Martin
Branon Dowding
Adam Whitney
Nellie Aguirre
Katherine VanHouten
Rose Watson
Sheri Alldredge
Melanie Cunningham
Patricia Seeley
TBA
Maria Allen
Vilma Salazar
Itzel Diaz
Alexiss Head
Penny Beckstrand
Connie Boswell
Kellee Hindes

Principal's Secretary
Lead Finance Secretary
Registrar
ESL Aide /Attendance / PAWS Supervisor
Cone Site Computer IT Specialist
Intervention Specialist
Enhancement/Intervention Specialist
ETS Advisor
Media Coordinator
Media Assistant
Media Assistant
Head Custodian
Custodian
Custodian
Custodian
Cafeteria Manager
Lunch Secretary
Cook
Cook
Cook
Computer Aide
Computer Aide
Computer Aide
SAMS (Student Academic Mentor)
Special Ed Para
Special Ed Para
Special Ed Para
Special Ed Para

Lisa Beasely
Annette Bench

PTA
PTA School Assistant

**BOARD OF EDUCATION
WASHINGTON COUNTY SCHOOL DISTRICT**

Becky Dunn
Burke Staheli
Terry Hutchinson
Craig Seegmiller
LaRene Cox
David Stirland
Nannette Simmons

Board President
Member
Member
Member
Member
Member
Member

DISTRICT ADMINISTRATION

Richard Holmes
Cheri Stevenson
Wade Jensen
Nathan Esplin
Craig Hammer
Robert Proffit
Darren Thompson
Dave Gardner
Hollie Cullen
Brad Chistensen
Brent Bills
Sharon Stucki
Randy Richardson
Bryan Dyer
Stan DeMille
Curtis Cozzins

Superintendent
Assistant Superintendent Secondary
Executive Director of Middle School
Assistant Superintendent Elementary
Secondary Executive Director
Director of Professional Development
Director of Human Resources
CTE Director
Director of Special Education
Student Services Director
Business Administrator
School Lunch
ESL Coordinator
Facilities Coordinator
Supervisor Maintenance
Custodial Supervisor

PVMS Department ChairPerson (PLC Leaders) and Teachers

Fine Arts:

Nancy Head – Department Head/PLC Leader

Karina Viveros Madisyn Lowe Robert Reimer
Valerie Ravitch Lacey Young Amy Paterson

Language Arts:

Tina Bishop – Department Head/PLC Leader

Amanda Paul David Gardiner
Robin Lyman

Foreign Language:

Jeremy Barney – Department Head/PLC Leader

Chris Allen

Mathematics:

Joel Beckstrand – Department Head

Melissa Jackson – 9th Grade PLC Leader

Carol Huebner – 8th Grade PLC Leader

Scott Hicks

Physical Education:

Scott Toomey – Department Head/PLC Leader

Kim Goodman

Science:

Luis Hernandez – Department Head/PLC Leader

Monica Keller Kayson Bundy

Karen Pineda

Social Studies:

Ben Meier – Department Head/PLC Leader

Scott Reid Colton Miller

Special Education:

Eric Chaffee - Department Head/PLC Leader

Kailey Nicholls Melissa Marshall

Marylynn Goudy

CTE:

Misty Frisbey - Department Head/PLC Leader

Christy Grover Becky Rogers

Nate Moffett Jared Leavitt

Kristen Fawcett

ESL:

Ryan Talbot – Department Head

Counselors:

Chuck Bundy Rene Sorensen

Librarian:

Kristin Cunningham

Department Head Responsibilities

The responsibility of the Department heads:

1. Attend Department Head meetings and act as the leader of the departmental/PLC team.
 - a. Conduct PLC/department meetings.
 - i. Create Agenda's prior to PLC meeting
 - ii Fill out PLC Team Collaboration form each week
 - b. Insure that team collaboration includes:
 - i. Mapping the standards and following the curriculum alignment.
 - ii. Creating, implementing and analyzing data from common assessments. There needs to be a minimum of four common assessments. Use benchmark tests and ongoing formative assessments to gather student progress data.
 - iii. Make sure that the analyzed data is used to strengthen or change instruction, suggest interventions, or to celebrate successes of each individual student.
 - iv. Bring financial concerns/requests for the department to the Principal.
2. Direct the inventory of any books or equipment that may be shared by members of the department.
3. Coordinate and present to the administration, department desires regarding the teaching schedules.
4. Be an example in the following:
 - a. Continual self-evaluation and upgrading of department.
 - b. Student/staff relations within the department and within the school.
 - c. Professional development of department members, including affiliation with professional organizations that offer services and support.
5. Help mentor new teachers as they transition into the school and the department.
6. Be current on all policies of the district and school to provide direction regarding any activities of the department or any questions from department members.
7. Meet with administration on request, and fill assignments as given.

EYE Teachers

Mentors

Jared Leavitt (2)
Lacey Young (2)
Madisyn Lowe (1)
Luis Hernandez (3)
Kayson Bundy (1)
Monica Keller (4)
Colton Miller (3)
Cari Espinada Call (1)
Chris Allen (4)

Nate Moffett
Valerie Ravitch
Karina Viveros
Karen Pineda
Karen Pineda
Karen Pineda
Ben Meier
Melissa Marshall
Jeremy Barney

PVMS Assignments

School Leadership Team

Principal	Brett Gifford
Assistant Principal	Bo Iverson
Learning Coach/Professional Development	Ben Meier
Counselor	Chuck Bundy
Counselor	Rene Sorensen

Art Club

Karina Viveros/Madisyn Lowe

Awards Night Committee

Nancy Head, Madisyn Lowe, Annette Bench, Misty Frisbey

Business/Community Partnerships

Nate Moffett

Book Club

Amanda Paul

Character Ed

Bo Iverson

Data Coach

Ben Meier

Drivers Ed

Scott Toomey

ESL

Ryan Talbot

Faculty Fitness/School Fitness Assemblies

Amanda Paul, Eric Chaffee

Faculty Recognition

Bo Iverson, Eric Chaffee

Fine Arts Assembly

Nancy Head (Chair), Val Ravitch, Rob Reimer

Green House

8th Grade Leadership

Paula Gifford

Insurance Faculty Rep

TBA

Intervention Team (IT)

Bo Iverson

Kindness Kash

Brenda Boelter, Christy Grover

Lunch Duty 8th Grade:

Ben Meier, Joel Beckstrand, Nate Moffett, Luis Hernandez

Lunch Duty: 9th Grade:

Scott Toomey, TBA, TBA, Eric Chaffee

Success Time 8th Grade:

Colton Miller

Success Time 9th Grade:

Scott Reid

Math Counts/Gifted-Talented Chairpersons

Carol Huebner, Melissa Jackson

National Jr. Honor Society (9th Grade)

Tina Bishop

Panther Breakfast

TBA

PAWS

Melissa Jackson, Diane Ewell, Cyndi Cheney

Scratch News

Carol Huebner, Karina Viveros

Student Council

Ryan Talbot

Talent Show

Nancy Head

Testing Director

Kristin Cunningham

Website Coordinator/Technology

Misty Frisbey

Yearbook Advisor

Misty Frisbey

Coaching Assignments:

Football

Ben Meier, Scott Toomey, David Gardiner, Colton Miller

Science Olympiad

Pending

Attendance Rewards

Pending



PINE VIEW MIDDLE

Monday - Thursday Bell Schedule

75 Minute Classes – 2 Lunches

30 Minute Home Room

Announcements	8:25 – 8:30		5 Min
Period 1/5	8:30 – 9:45		75 Min
Period 2/6	9:50 – 11:05		75 Min
8th Grade Lunch (25 Min)	11:05 – 11:30	9th Grade HR (30 Min)	11:10 – 11:40
8th Grade HR (30 Min)	11:35 – 12:05	9th Grade Lunch (25 Min)	11:40 – 12:05
Period 3/7	12:10 – 1:25		75 Min
Period 4/8	1:30 – 2:45		75 Min

Friday Early Out Bell Schedule

50 Minute Classes – 2 Lunches

20 Minute Home Room

Period 1/5	8:25 – 9:15		50 Min
Period 2/6	9:20 – 10:10		50 Min
Period 3/7	10:15 – 11:05		50 Min
8th Grade Lunch (20 Min)	11:05 – 11:25	9th Grade HR (20 Min)	11:10 – 11:30
8th Grade HR (20 Min)	11:30 – 11:50	9th Grade Lunch (20 Min)	11:30 – 11:50
Period 4/8	11:55 – 12:45		50 Min

Updated 7/14/2022

August 2023				
M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

September 2023				
M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

October 2023				
M	T	W	Th	F
3	4	5	6	
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

November 2023				
M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

December 2023				
M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

January 2024				
M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

February 2024				
M	T	W	Th	F
				1
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	

August 2023	
Aug 15 (T)	School Begins
Aug 15-18 (T-F)	Minimum Day for Kindergarten Students
Aug 25 & 28 (F-M)	Elementary Diagnostic Assessment - 1st-5th Grades (NO SCHOOL for Elementary)
Sept 4 (M)	Labor Day (No School)
Oct 12-13 (Th-F)	Fall Break (No School)
Oct 16 (M)	Legislative Teacher Prep Day (No School)
Nov 22 (W)	SEP/SEOP Comp Recess Day (No School)
Nov 23-24 (Th-F)	Thanksgiving Vacation (No School)
Nov 27 (M)	Legislative Teacher Prep Day (No School)
Dec 20 (W)	Minimum School Day
Dec 21 (Th) - Jan 1 (M)	Christmas Vacation/Winter Holiday (No School)
Jan 2 (T)	Teacher Prep Day (No School)
Jan 15 (M)	Martin Luther King, Jr. Day (No School)
Feb 16 (F)	Legislative Teacher Prep Day (No School)
Feb 19 (M)	President's Day (No School)
Mar 11-15 (M-F)	Spring Break (No School)
Mar 18 (M)	Teacher Prep Day (No School)
Mar 29 (F), Apr 1 (M)	Spring Recess (No School)
May 22 (W)	Minimum School Day - High School Graduation
May 23 (Th)	Last Day of School (High School Graduation - See time schedule below)

March 2024				
M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

April 2024				
M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

May 2024				
M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

ELEMENTARY

Elementary Diagnostic Assessment: (Testing by Appointment)

Aug 25 & 28 (F-M) - NO SCHOOL for Elementary

Kindergarten Assessment: (Testing as scheduled by school)

Aug 15-18 (T-F) - Minimum Day for Kindergarten

May 17-23 (F-Th) - NO SCHOOL for Kindergarten

Elementary SEP Days: (SEP Appointments to be scheduled by the school)

Sept. 20-21 (W-Th) - Evening SEPs - Regular school schedule

Jan. 16-18 (T-Th) - Minimum Day for elementary

School Times:	Regular School Day	Early-out/Minimum Day	Last Day of School
Elementary	9:00 a.m. - 3:30 p.m.	9:00 a.m. - 12:00 p.m.	9:00 a.m. - 12:00 p.m.
Kindergarten	9:00 a.m. - 3:30 p.m.	9:00 a.m. - 12:00 p.m.	9:00 a.m. - 12:00 p.m.

Adjusted School Times: Panorama Elementary, Paradise Canyon Elementary, South Mesa Elementary, Sunset Elementary, and Coral Cliffs

School Times:	Regular School Day	Early-out/Minimum Day	Last Day of School
	8:25 a.m. - 2:35 p.m.	Visit school website or contact school for times.	Visit school website or contact school for times.

SECONDARY

Secondary School Quarters:

Q1 - Aug 15 (T) - Oct 11 (W) - 41 days (Q1 Mid-terms - Sept 11-15)

Q2 - Oct 16 (M) - Dec 20 (W) - 45 days (Q2 Mid-terms - Nov 13-17)

Q3 - Jan 3 (W) - March 8 (F) - 46 days (Q3 Mid-terms - Feb 5-9)

Q4 - March 18 (M) - May 23 (Th) - 47 days (Q4 Mid-terms - April 15-19)

Secondary SEP Days: Dates and times vary throughout the schools. Please check your school's website for SEP date, time, and scheduling information.

School Times:	Regular School Day	Early-out/Minimum Day	Last Day of School
Intermediate	7:45 a.m. - 2:00 p.m.	7:45 a.m. - 11:20 a.m.	7:45 a.m. - 11:00 a.m.
Middle	8:20 a.m. - 2:45 p.m.	8:20 a.m. - 12:45 p.m.	8:20 a.m. - 10:00 a.m.
High	8:15 a.m. - 2:45 p.m.	8:15 a.m. - 12:45 p.m.	8:15 a.m. - 10:00 a.m.

Elementary Trimesters

T1 - Aug 15-Nov 10 - 61 days

T2 - Nov 13-Feb 16 - 57 days

T3 - Feb 20-May 23 - 61 days

MINIMUM DAY SCHEDULE

School Times as follows:
 Elementary 9:00 am-12:00 pm
 Intermediate 7:45-11:20 am
 Middle 8:20-12:45 pm
 High School 8:15-12:45 pm

1st Day of School - Aug. 15
 Last Day of School - May 23

Holiday/Break
 NO SCHOOL

Teacher Prep Days
 Aug. 8, Aug. 11, Jan. 2
 NO SCHOOL

23-24 Legislative Teacher Prep
 Oct. 16, Nov. 27, Feb. 16, Mar. 18
 NO SCHOOL

Teacher Professional Dev. Day
 Aug. 10 & 14
 NO SCHOOL

Team Collaboration Day
 Aug. 9
 NO SCHOOL

SEP Comp Day

Administrative Expectations for Personal Conduct

Pine View Middle School is a Professional Learning Community (PLC). We are committed to Ensuring High Levels of Learning for EVERY Student. The foundation of a PLC is Collaborative Teams that meet at least weekly. We have designated each Friday from 1:15 – 2:15 as our team collaboration time. Each week teams identify and improve GVC's, Learning Targets, compare Data from CFA's and review the effectiveness of interventions. Student data is input into CSIP regularly.

School Hours

Teachers are to be available 1/2 hour before and 1/2 hour after the school day to meet with parents, students and IEP meetings. The district contract time is **7:50 am to 3:15 pm**. Please be in your classrooms with your doors open by 7:50 am. Please let Yulma, Bo or Brett know if you are going to be late.

A minimum school day is set by the state as 5.5 hours per day.

In the hall during passing time

This is the time to smile and greet students into your classroom, answer questions students may have, and to chat with your colleagues. Unless there is an emergency, **all teachers need to be in the hall during passing time. This includes during prep period.**

Grades

All teachers must update grades before leaving on Friday. You should have enough information posted, so students and parents can review student progress in your class. Parents, students, and intervention teachers become frustrated when grades are not current, especially with our new incentive program.

Establish Classroom Procedures

Within the first week establish your expectations and procedures. Practice these throughout the year. If a student does not comply with those expectations, please speak to him/her, and then call the parent or guardian.

Daily Lesson Plans with Stated Objective

Daily Objective listed on board. Each day teachers must have a meaningful, specific outcome based objectives posted each day for every subject taught that day. Posted objectives are most effective when put into an "I can..." statement. If you need examples or desire help, please visit with Ben, Bo or Steve.

Daily lesson plans and extended plans are of significant value in maintaining strong, effective classroom instruction. Two types of plans are expected:

1. **Curriculum Maps** –These are created by the team and implemented by each team member. This is an overview of the yearly course content. Teachers collaboratively outline when each standard and objective will be taught.
2. **Daily Lesson Plans** - All staff members are **expected** to prepare daily lesson plans. We should plan our work, and then work our plan. Always reflect and review what went well and what needs to improve. The daily lesson plan will need to show the concepts to be taught and a timeline for teaching the material. UBD (Understanding by Design) lessons are an effective design, which teaches with the end in mind.
3. **New teachers are expected to turn in pacing guides/unit outlines to the administration.**
4. **Substitute plans are a must!** Please have an emergency lesson plan turned into the office in the event of an emergency. If an emergency plan is not in the front office and you call in sick without a plan, you will have to bring one in for the substitute.

Attendance Policy

Take and enter attendance each period. THIS IS A MUST! Take attendance within the first 5-10 minutes of your class. Administration tracks a student's attendance for truancy. Periodically we will let everyone know how they are doing. The administration will visit with those individuals who are not diligent in this directive.

Teacher Attendance Responsibility:

- Be in the hall outside your room between classes.
- Smile and greet students as they enter your classroom.
- Thank them for being on time.
- Reinforce your expectations for every student to be on time to class each day.
- Start class on time with a meaningful activity (Bell work), quiz or starter activity.
- Contact parent after 3rd tardy

The attendance office does not give admits to students who are late for your class **except** when they are just arriving at school. If they are late from their locker, the restroom, etc., that is a discipline problem. Please do not send them to the attendance for readmits. Please report excessive tardies to Mr. Iverson if not resolved through parental interventions.

Excused List

If you will be taking students on any kind of activity you need administration approval. Also, you will need to do an alphabetical, by grade, list placed in each teacher's box **prior** to the activity. The attendance office needs to know the date, reason, and periods excused. If it involves a bus, know that your request must be submitted at least two weeks in advance.

District policy states that if a student is going to miss the last week of school, they are not allowed to take tests early. Parents must come in personally and meet with Mr. Iverson if the student will be checking out before the end of the school year.

Letting Students out Early

Students are not to be released early from their classes.

- Teachers are expected to utilize the entire classroom time. **PLEASE DO NOT ALLOW STUDENTS TO LINE UP EARLY AT THE DOOR.** Instead, have students do some kind of exit strategy (written summaries or an exit ticket.)
- Do not use early release as a reward except for those situations we agree upon.
- Don't let them go because other teachers leave early for lunch duty.
- **Teachers should not leave their classes unattended.** If you need assistance, please contact the office.

Policy 1730 Code of Conduct/Appropriate behavior specifically states:

3.9. Professional Boundaries: School teachers, administrators, and staff members are encouraged to establish clear professional boundaries in all interactions with students. The following boundary standards are recommended to avoid allegations of sexual harassment:

- ☐ **3.1.1. "Boundary violation" means crossing verbal, physical, emotional, or social lines that staff must maintain in order to ensure structure, security, and predictability in an educational environment. A "boundary violation" may include the following, depending on the circumstances:**
- ☐ • isolated, one-on-one interactions with a student out of the line of sight of others;
- ☐ • meeting with a student in rooms with covered or blocked windows;
- ☐ • telling risqué jokes to, or in the presence of a student;

- ☐ • employing favoritism to a student;
- ☐ • giving gifts to individual students;
- ☐ • staff member initiated frontal hugging or other uninvited touching;
- ☐ • photographing an individual student for a non-educational purpose or use;
- ☐ • engaging in inappropriate or unprofessional contact outside of educational program activities;
- ☐ • exchanging personal email or phone numbers with a student for a non-educational purpose or use;
- ☐ • interacting privately with a student through social media, computer, or handheld devices; and
- ☐ • discussing an employee's personal life or personal issues with a student.
- ☐ "Boundary violation" does not include:
 - ☐ • offering praise, encouragement, or acknowledgment;
 - ☐ • offering rewards available to all who achieve;
 - ☐ • asking permission to touch for necessary purposes;
 - ☐ • giving a pat on the back or a shoulder;
 - ☐ • giving a side hug;
 - ☐ • giving a handshake or high five;
 - ☐ • offering warmth and kindness;
 - ☐ • utilizing public social media alerts to groups of students and parents; or
 - ☐ • contact permitted by an IEP or 504 plan.
- ☐

[Policy 1470 Employee Dress Code](#)

It is very important to dress as a **professional**. Please set yourself apart from your students by wearing **appropriate attire**. On Friday's please wear your faculty polo or a school related shirt.

Class Disclosure Statements

At the beginning of each new class, students should receive a disclosure statement that will outline content and policies in areas such as grading, attendance, make-up work, procedures and behavioral expectations. Teachers will be expected to review disclosure statements with their students. Please add a line for parents to sign that they have read the material.

Students Making up Work

Our goal is to have our students reach mastery of curriculum content. It is the philosophy of PVMS that students should have the opportunity to retake tests, redo or do over assignments that do not show mastery without major point reductions.

Suspended Students

When asked, please get work to the attendance office as soon as possible. Suspended students cannot be held responsible for work they have not been given.

Homebound is not an automatic condition. This is only used when requested by a parent/doctor, and when a long-term illness is involved. **PLEASE REMEMBER: MAKE ALL ACCOMMODATIONS FOR IEP's and 504's! It's the law!**

3700 Technology Acceptable Use Policy

Technological devices are a valuable and necessary component of an employee's work. In addition, varying work responsibilities result in access to information sources such as software, programs, the Internet, school network, etc. School equipment and access to the Internet is intended to be used for educational and professional or career development activities only. Please review the Acceptable Use Policy in the Selected District Policies that follow. Remember the 70/30 rule: 70% Supervision / 30% Filtering.

Keys

Keep your keys in a secure place. **Keys are not given to students, friends or family members - for any reason.** It is illegal to duplicate a school key. Teachers are welcome to use the weight room and bring a spouse or friend - while you are with them. Under no circumstances are you to allow friends or family to use school facilities without you being present.

Facility Use

Any guest that comes with you to use the facilities MUST fill out an “**Assumption of Risk**” form and have this on file with Mr. Iverson. (Located in the Appendix)

Cell Phones, I-Pods, Earbuds

Students may appropriately use cell phones or I-Pods before school, during lunch and after school. Earbuds, headphones and portable speakers are not allowed at school. If these items are seen, take the device and turn it in immediately to the office or Mr. Iverson. Make sure the student's name is on the device. Under no circumstance should teachers review information on a student cell phone. Because smartphones and other electronic devices are a high theft item and disruptive to the learning process we discourage them from coming to school. **See Student Handbook. Teachers, please continue to minimize your personal cell phone use during instructional time.**

Videos in the Classroom

Any movies to be shown in their entirety should be approved by the Administration prior to showing. Using segments or portions to emphasize a point is fine; however, movies above a "G" rating must accompany a signed parental permission slip before viewing takes place. For further clarification please see an administrator. No movies should be shown in their entirety without a specific curriculum objective. NO movie with an R rating may ever be used, even if just using a clip. (See full District Policy in appendix)

Supervision & Assemblies

All school assemblies will be held in the gym. **You are expected to be in attendance and supervising during school hours. Teachers are to take their Home Room students to the gym and sit in the stands to help maintain order. Your supervision is expected even if it is your Prep Period.**

- Class, department, small group assemblies or plays in the little theater must also be supervised by the teachers attending with their class.

Personal Leave

Each teacher is allowed to take personal leave according to District policy. Check with Yulma to verify the leave days you want to use and to fill out the appropriate request. Please make sure this is done 3-5 days prior to leaving unless it is an emergency situation. **We ask all PVMS teachers to try and use their personal leave time before May, unless extenuating circumstances discussed with Mr. Gifford.**

Substitute Guidelines

It is the responsibility of the teacher to arrange for a substitute teacher online at: www.ess.com. If you cannot get a sub you are expected to be at school, therefore start the process early and don't wait until the last minute. **Teachers are to have an emergency lesson plan on file with Yulma.** These plans should be both meaningful and productive.

Background Checks for Volunteers

All teachers, teacher aides, or volunteers MUST have a criminal background check BEFORE they can start working at PVMS. If you have any type of volunteer wanting to work in your classroom, please contact the office immediately.

Purchase Orders/P-cards and Teacher Money

Purchase orders are necessary for all school purchases. For the use of **teacher money**, a purchase order (P.O.) from Sheila, will be necessary in **advance** of the purchase. All purchases need the appropriate documentation (receipts, bids, etc.). **Payments for any item purchased without pre-authorized P.O. is the responsibility of the person who made the purchase.** Due to the high cost of **school supplies**, please **do not** provide items such as poster boards for entire classes. Your teacher's money should be used for this purpose.

In Loco Parentis

Any PVMS employee/volunteer who has reasonable suspicion and/or knowledge that a PVMS student has committed or is considering committing a harmful and/or illegal act MUST report this information to an administrator immediately. If you suspect child abuse you are to call DCFS immediately.

Visitors

1. Students are not allowed to bring friends/relatives to school to visit classes. **If you have any students in your class who are not on your rolls or claim to be a visitor, please notify the office immediately.**
2. Parents are always welcome on the Pine View Middle School campus. We ask that an appointment be made to see an administrator, teacher, or to visit a class.
3. Only visitors who have legitimate business at the school will be authorized to be on campus during school hours (8:00 a.m. to 3:00 p.m.).
4. All visitors must report to the main office and **visitors will be issued a visitor's pass.**
5. Any person found on the school campus without permission is trespassing and is subject to arrest.

Tobacco/ Alcohol

Any student found in possession of any form of drugs, tobacco e-cigarettes, vaping or alcohol, while on campus or adjoining properties to the school during school hours will be suspended pending further action.

PVMS SUCCESS Behavior Program

Schoolwide Values CSIP/Essential Standards/Learning Targets

SUCCESS Program GOAL

- As a result of learning experiences through the SUCCESS program, students will develop competency towards the following Values of Success.

RESPECT - (ES 1)

- Students will demonstrate RESPECT for self, others, school culture, class time, and property.

RESPONSIBILITY - (ES 2)

- Students will demonstrate RESPONSIBILITY by attending class, passing classes, and adhering to school and classroom expectations.

RESILIENT - (ES 3)

- Students will demonstrate being RESILIENT by working towards individual academic and behavioral goals.

RELATIONSHIPS - (ES 4)

- Students will demonstrate positive RELATIONSHIPS by understanding what healthy relationships consist of and striving to demonstrate related behavior expectations.



Ensuring High Levels of Learning for All Students

School and Classroom Values & Behavior Expectations

<p style="text-align: center;">RESPECT</p> <ul style="list-style-type: none"> ● Respectful Behavior ● No Bullying / Be Kind ● Appropriate Language and Conversations ● Follow Dress Code ● Respect Property ● Others Physical Space ● Show Gratitude 	<p style="text-align: center;">RESPONSIBLE</p> <ul style="list-style-type: none"> ● Academic Honesty ● Attendance / Tardiness ● Assignments / Grades ● Prepared for Class ● Stay in Class / On Task ● Follow Phone Policy ● Meet Expectations ● Accept Consequences
<p style="text-align: center;">RESILIENT</p> <ul style="list-style-type: none"> ● Set and Accomplish Personal Goals ● CAN DO Attitude ● Ask for Help/ Advocate ● Attend PAWS / PRIDE ● Attend SUCCESS Time ● Be Coachable ● Extra Time / Effort 	<p style="text-align: center;">RELATIONSHIPS</p> <ul style="list-style-type: none"> ● Maintain Trust ● Positive Interactions ● Show Empathy ● Be Accountable ● Serve Others ● Resolving Conflicts ● Effective Communication

COMMITTED



TO SUCCESS

SUCCESS Program PLAYBOOK - Norms and Forms

All Teachers and Admin should do their best to use these norms and forms to promote consistency in our efforts. WE ARE BETTER TOGETHER!! Copies of coaching cards, success time referrals, and all other forms can be found in Mr. Iverson's office.

Tier 1 - Commitment to Success Agreement - To be filed with Home Room Teacher

- Home Room Teachers have all students and parent/guardians sign a Committed to Success Agreement.
- The CTS Agreement is a proactive way to clarify to students and parents that we are committed to their students SUCCESS and we need them to be as well.
- CTS Agreement specifies PVMS Interventions and Supports that students are required to attend as assigned.
- Form to be filed in the Students Home Room Folder.
- Whenever a Parent-Teacher/Admin meeting is held a copy of the CTS Agreement will be reviewed with parent/guardian and student.

Tier 1 - Student Coaching Card - Non Office Referrals - Given to Iverson Daily

- Teachers use this form as a Tier 1 intervention.
- Use Coaching Cards as a proactive way to clarify behavior expectations with students and to teach replacement behaviors and values.
- After completing the Coaching Card, give to Mr. Iverson for tracking.
- Card will then be given to the HR Teacher to be filed in the Students Home Room Folder.
- Home Room Teachers should review weekly Coaching Cards / tracking and use it for coaching and goal setting for the following week.

Tier 1 and 2 - SUCCESS Time Referral Card - Non Office Referrals - Given to Iverson Daily

- Teachers use SUCCESS Time referral card to connect students to Tier 2 behavioral support
- SUCCESS Time referrals give Teachers appropriate leverage to promote school wide values and behavior expectations.
- SUCCESS Time referral cards should be used after a Coaching Card has been completed addressing the same behavior expectation.
- SUCCESS Time referral cards can be completed without a previous Coaching Card when students demonstrate intentional disrespect or irresponsibility.
- Use SUCCESS Time referrals as a way to reinforce values and behavior expectations.
- After completing SUCCESS Time referral, give it to Admin for review.
- Assigned SUCCESS Times days will be given by Admin.
- Generally assigned SUCCESS times from Referral Cards will be one lunch session
- Referral cards will be attached to related SUCCESS time assignment(s)
- Home Room Teachers should review weekly SUCCESS referral tracking and use it for coaching and goal setting for the following week.

Tier 2 - Office Referrals - Student Removed from Class

- Teachers use this form as a Tier 2 intervention.
- Use this form whenever a student has been removed from class and referred to the office.
- For students that need to be removed from class but are not an immediate threat to the classroom environment, please text the following in this order or have the three of us on a group text. Mr. Iverson (435-705-4062), Mr. Gustaveson (435-229-4282), or Ricki Tuumalo (435-703-4353).
- Once relocated from Class, Students will not return to class during that class period.
- As needed Mr. Iverson will come get details from the involved Teacher.
- The goal while the student is in the office, if the student is ready, is to help the student emotionally regulate and be prepared to accept whatever consequences the teacher chooses to give through the SUCCESS time program.
- Once students demonstrate cooperation, they may return to their school schedule. Admin will always try to conduct a teacher and student restorative conversation before the student attends class with the involved teacher.

- Teachers involved and/or Mr. Iverson should contact parents to notify them of the incident, coaching and/or SUCCESS Times given..
- Log details regarding the incident in PowerSchool.
- Admin will approve and assign school consequences.
- Students not willing to demonstrate cooperation in this process with either be placed in In School Suspension or suspended for the remainder of the day

Tier 1 and 2 - Student Plan for Success -

- Teachers use a Student Plan for Success form when students are not keeping commitments from previous Coaching, SUCCESS Times and/or Office Referral agreements.
- Plan for Success forms should also be used as a general intervention when students are not meeting expectations for attendance and grades.
- Meet with students individually to review and complete the Plan for Success form. Include Mr. Iverson if you think necessary.
- Copies of signed Plan for Success should be given to students and copies sent to parent/guardian.
- Contact parent/guardian to clarify any questions, reinforce our support for their student, and discuss strategies for success.
- Parent communication regarding Student Plan for Success should be logged in PowerSchool.
- Original copy of Student Plan for Success will be filed with the involved teacher and a copy given to Mr. Iverson.

Tier 2 and/or 3 - Parent - Teacher/Admin Meeting - Student Contract -

- Parent - Teacher meetings may be scheduled when students are not keeping commitments from previous agreements.
- Parent - Teachers meetings are used to review specific challenges that students are facing and develop a plan of success and contract.
- Parent - Teachers Meeting should consist of : Student. Parent/Guardian, Involved Teachers, Vice Principal, and any other appropriate support staff.
- Classroom Teacher or Admin will schedule Parent - Teacher meetings with parents. Once a time is set, the Teacher or Admin should email attendees of schedule date and time.
- A Contract should be completed and signed as part of the meeting.
- Copy of Contract should be given to Parent/Guardian at the conclusion of meeting.
- Copy of Contract will be filed with involved Teacher and Mr. Iverson
- The Teacher involved and/or Mr. Iverson will document Parent-Teacher meetings in PowerSchool.

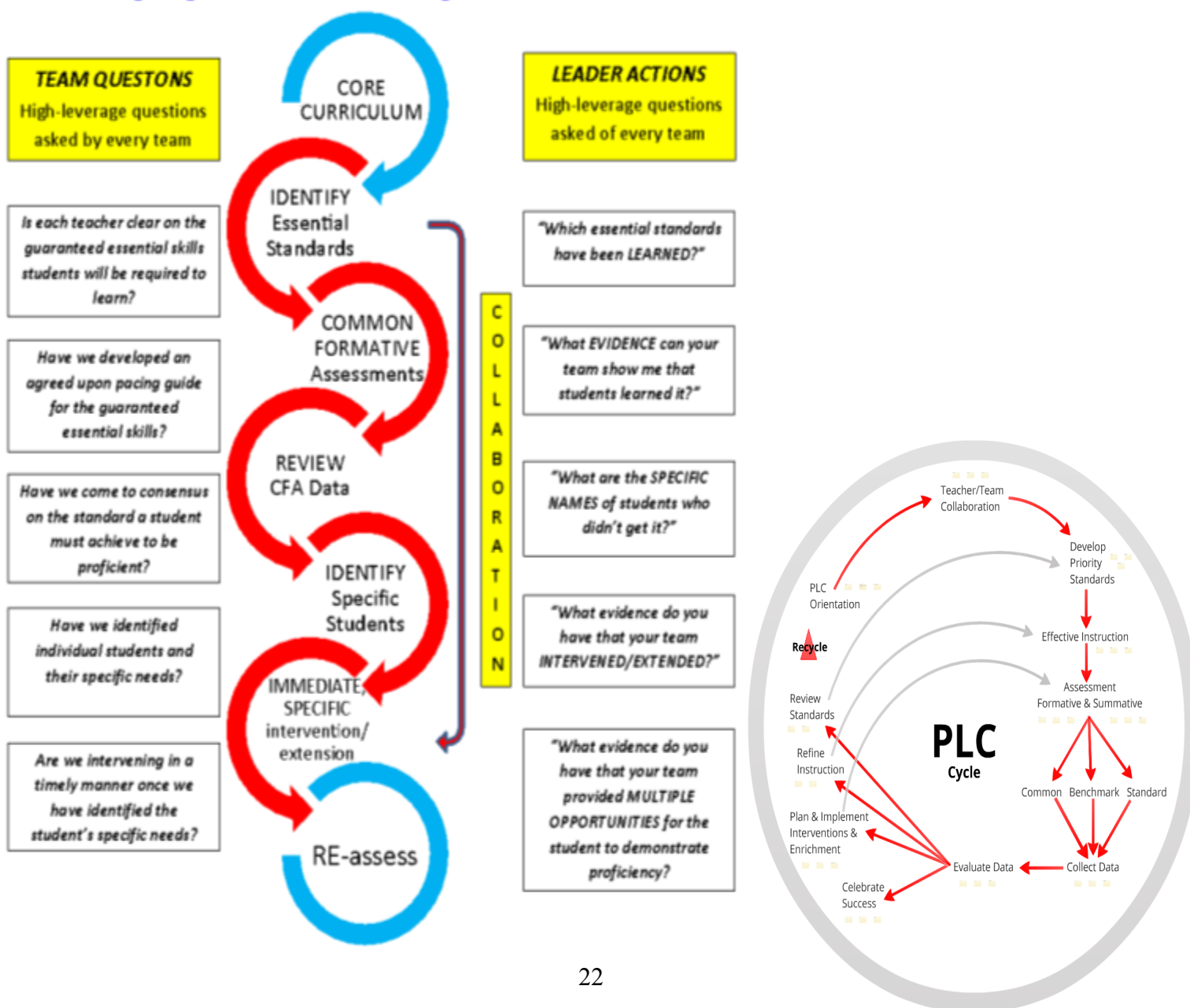
Tier 3 - Parent - Admin Meeting - Contract Follow up - Determination of Placement

- A Parent - Admin meeting will be scheduled when students are not keeping commitments from previous Student Contracts. .
- Parent -Admin meetings are used as an Administrative follow up to determine if the student is meeting conditions for enrollment and if an alternative placement may be better suited for the student.
- Parent -Admin meetings consist of: Student. Parent/Guardian, Vice Principal, and specified support staff.
- Document decision and any needed notes in PowerSchool

CLASSROOM EMERGENCY PROCEDURES

- **Immediate safety, medical issue, or non-compliant student that is a threat to the classroom environment** - Press the white call button on the wall. This signals the “HELP Immediately” alarm in the front office. The SRO or Admin will be there immediately to assist you. If needed, send a trusted student to get the closest available faculty member.
- Please do not leave your class unattended. If another faculty member is available to cover your class you can then escort the student to the office.
- Please do not send a student you want disciplined to the office alone. For students that need to be removed from class but are not an immediate threat to the classroom environment, please text the following in this order or have the three of us on a group text. Mr. Iverson (435-705-4062), Mr. Gifford (435-668-4831), or Ricki Tuumalo (435-703-4353).

Ensuring High Levels of Learning for EVERY Student



PVMS Intervention Plan

AT PVMS, student success is our goal! As all schools, we have students who struggle in classes. As a faculty, we have initiated programs designed to intervene and assist. Our interventions at PVMS are a multi-tier approach to the early identification and support of students with learning and behavioral needs. Struggling learners are provided interventions at increasing levels of intensity to accelerate their rate of learning.

DURING SCHOOL HOURS

The RTI process at PVMS begins with high-quality instruction in the general education classroom. Throughout the year, student progress is assessed and monitored frequently to examine student achievement and gauge the effectiveness of the curriculum; assessments are standard based. Decisions made regarding students' instructional needs are based on these ongoing formative and summative assessments and targeted or intense interventions are then provided.

OUTSIDE SCHOOL HOURS

Teachers are available before and after school to help students for at least a half an hour. Students demonstrate great initiative and responsibility when they make appointments with teachers to come in for one-on-one help before or after school.

HOMEROOM/ADVISORY

Students will attend a Homeroom on A days where each student is given a current report card and a list of their missing assignments (we call this the "zero" report). Based on that information, students develop weekly SMART goals. Parents, we encourage you to ask your child to show you their grades and zero report each week. This helps you to monitor their progress and discuss questions as they arise. At any time, you may log on to PowerSchool and see your child's grades and attendance. If you do not know how to log on, please come in and we will walk you through the process. On B days students attend an Advisory class that consists of either study skills or an extension class depending on grades or missing assignments.

PRIDE

When a student has a small amount of work to complete, they may get a PRIDE pass: a one-day appointment to work with a teacher for thirty minutes during advisory time. Students may receive help from various teachers throughout the week, during advisory, by getting PRIDE passes. Teachers may request PRIDE for students if they have been identified as not yet proficient in a specific objective or standard. Even better, students may ask teachers for PRIDE time if they need extra help. Because many students need help in multiple subjects, each subject has a priority day: Tuesday is Math; Wednesday is Language Arts; Thursday is Science.

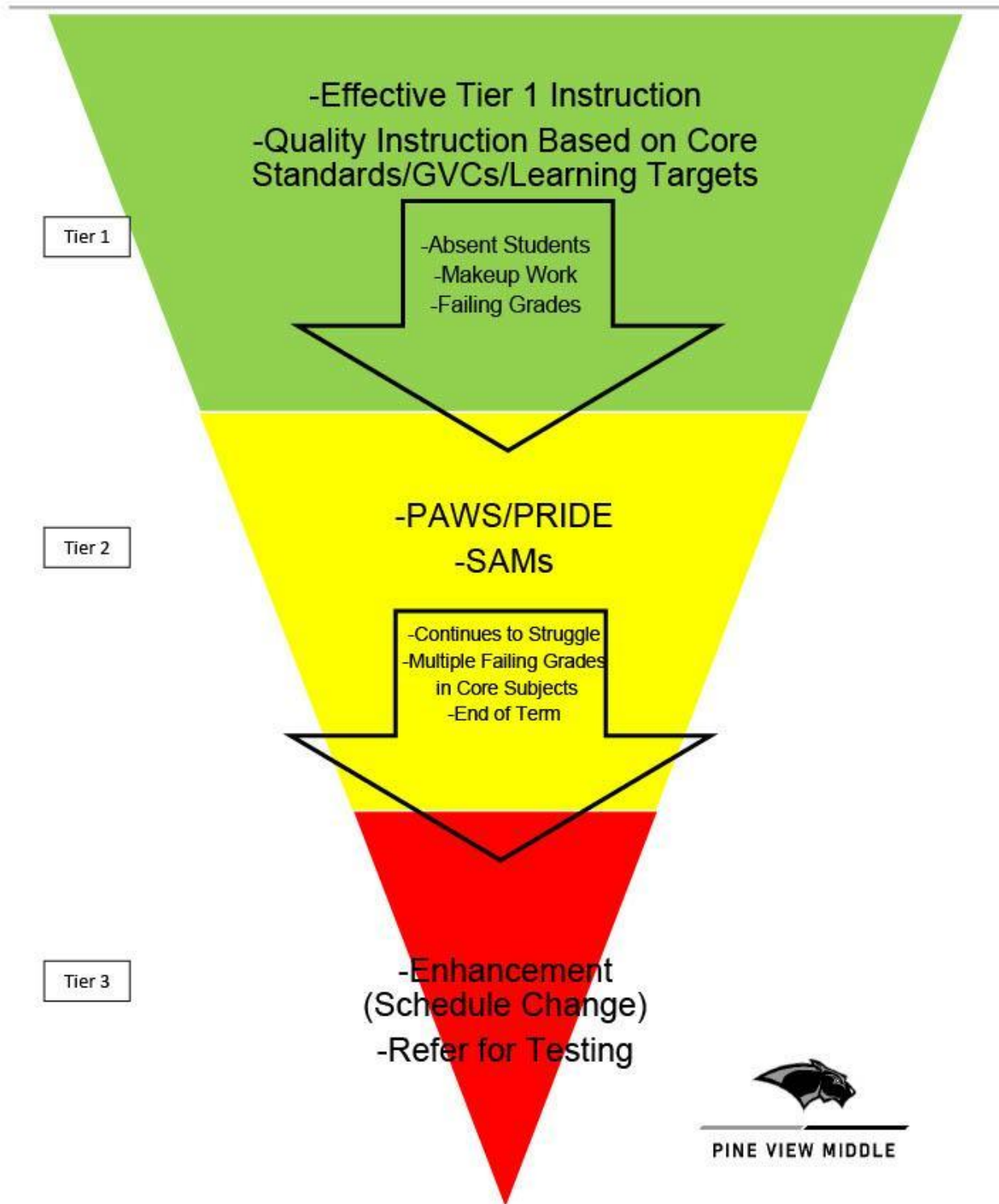
PAWS

If students need more intense assistance in Math, Science or English courses, they may be assigned to PAWS. Working in PAWS takes place during both lunch and advisory time. The students get their lunch and eat quickly. They then have fifty minutes in the PAWS class each day to work toward proficiency in Math, Language Arts, or Science. There will be a limit of 5 days in each Paws class to allow other curriculums to also help students. PAWS is not a general study hall: the work is directed at re-teaching or relearning specific standards, projects or units. This is a "Skill", intensive intervention. Behavioral issues will be dealt with in an alternate setting.

ENHANCEMENT

If a student needs extra time or ongoing help to keep up on homework during the school day, parents may contact the counseling office or Mr. Bowler for an Enhancement class.

PVMS Pyramid of Interventions



Pride and Paws

Providing **D**esired **I**nterventions/ **D**irected **E**nrichment

Mon	Tues	Wed	Thurs	Fri
<p>Home Room During advisory on Monday only students will:</p> <p>Receive Grades Receive 0 - Reports Receive incentives Character Ed Lesson Work on assignments</p> <p>Pride Passes may be requested on any day – however – the daily, designated Pride will trump all others. <u>Pride: mandatory to attend!</u></p> <p>Paws will be limited to a <u>5 day</u> attendance for each rotation – this allows every content the opportunity to give help to struggling students. Paws trumps all. <u>Paws is mandatory to attend.</u></p>	<p>Advisory During advisory teachers will establish to class requirements.</p> <p>Math Pride</p> <ul style="list-style-type: none"> • Math teachers will ask for Pride students on this day – plan ahead • Their homerooms will go to the Little Theatre <p>In advisory, teachers are expected to either:</p> <p>Provide Enrichment Activities</p> <p>Study Skills – work on assignments</p>	<p>Advisory During advisory teachers will establish to class requirements.</p> <p>English Pride</p> <ul style="list-style-type: none"> • English teachers will ask for Pride students on this day – plan ahead • Their homerooms will go to the Little Theatre <p>In advisory, teachers are expected to either:</p> <p>Provide Enrichment Activities</p> <p>Study Skills – work on assignments</p>	<p>Advisory During advisory teachers will establish to class requirements.</p> <p>Science Pride</p> <ul style="list-style-type: none"> • Science teachers will ask for Pride students on this day – plan ahead • Their homerooms will go to the Little Theatre <p>In advisory, teachers are expected to either:</p> <p>Provide Enrichment Activities</p> <p>Study Skills – work on assignments</p>	<p>Early Out PLC Team Meetings</p>

PVMS CITIZENSHIP RUBRIC

Citizenship	Honor	Satisfactory	Needs Improvement	Unsatisfactory
<u>Solid Work Ethics</u> <ul style="list-style-type: none"> Completes and hands assignments in on time Is prepared for class Quality of Work 	<ul style="list-style-type: none"> Hands in 0 to 2 late assignments Is always prepared Work quality exceeds expectations 	<ul style="list-style-type: none"> Hands 3 to 4 late assignments Is mostly prepare Work quality meets expectations 	<ul style="list-style-type: none"> Hands 5 to 6 late assignments Occasionally prepared Work quality below expectations 	<ul style="list-style-type: none"> Hands 7 or more late assignments Is Never prepared No work quality
<u>Attendance</u> Class Tardies & Truancies	2 to 4 Tardies or 5 Truancies (Warned by Admin.)	5 to 6 Tardies or 6 Truancies (Lunch Detention & Contact Parents)	7 to 8 Tardies or 7 Truancies (3 Lunch Det. & Parent Meeting)	9 or more Tardies or 8 Truancies (ISS & Behavior Plan)
<u>Cooperation</u> Follows school and classroom rules	No violation of school/class rules	0 to 2 violations of school/class rules	Discipline steps and student referral by a teacher	Administrative Involvement
<u>Academic Responsibility</u> <ul style="list-style-type: none"> Tracks academic progress" "O" report 	Monitors academic progress weekly. Records in the Binder Reminder			
	<ul style="list-style-type: none"> Consistently tracks grades Has no "O" grades 	<ul style="list-style-type: none"> Occasionally tracks grades Has 2-3 "O" grades 	<ul style="list-style-type: none"> Seldom tracks grades Has 4-5 "O" grades 	<ul style="list-style-type: none"> Rarely tracks grades Has 6+ "O" grades
<u>Intra Personal Communication Skills</u> <ul style="list-style-type: none"> Positive attitude and respect for all Participates in class discussions Asks Help from teacher 	<ul style="list-style-type: none"> Continuous positive attitude and respect Freely participates in discussions Initiates help from teacher 	<ul style="list-style-type: none"> Intermittent positive attitude and respect Responds when asked in discussion Responds to help from teacher 	<ul style="list-style-type: none"> Little positive attitude and respect Avoid discussion involvement Avoids help from teacher 	<ul style="list-style-type: none"> No positive attitude or respect Refuses any participation in discussion Refuses help at all

PINE VIEW MIDDLE SCHOOL BEGINNING OF THE YEAR EXPECTATIONS:

- Be on time – 30 min before and after school
- TAKE ROLL EACH PERIOD!!!
- Do not allow students out of your classroom without a Hall Pass
- Lesson Plans/Objectives/agenda
- Read Faculty and Student HB
- Explain PAWS/PRIDE – Explain Passes (Mandatory Attendance)
- Review Orientation Schedule
- Contact parents for behaviors
- Pledge of Allegiance/Announcements 8:25 am
- Be outside your classroom door before/after school and during passing time
- Greet and welcome students as they enter your classroom each day
- Disclosure – 1st or 2nd day of school
- Review Citizenship Rubric
- Mondays – Grades/Zero Report/Incentives
- Dress Code Violations
- Walk through Fire Drill procedure
- Know your Bus Duty/Hall Assignment
- Homeroom – Connection with students/Character Ed/15 min read – 15 Homework
- Schedule Building – Bo or Steve

EACH MONDAY:

- Grades – Zero Report
- Teach SMART Goals
- Handout Incentives
- Character Ed (Lessons through weekly emails from Mr. Iverson)
- Build Connections with your Students!

PAWS/PRIDE:

- PAWS trumps PRIDE
- Mandatory Attendance
- Referrals to Itzel by 9:00 am
- PEP/TEAM RAW are privileges to attend – grades must be up!

DISTRICT, FEDERAL AND STATE REGULATION AND POLICY SECONDARY EDUCATION

REQUIRED STAFF TRAINING 2023-2024

	Subject	Policy
	Online Safety	District Policy 3700 Technology Acceptable Use
	Student Mental Health	District Policy 2400 Student Illness or Injury at School
	HIPAA Overview	District Policy 2500 Nondiscrimination 3220 District Records: Restrictions DOE: Joint Guidance on the App. of FERPA/HIPAA
	Family Reunification	District Policy 3110, Emergency Procedures
	Health Emergencies: Diabetes Awareness	District Policy 2320 Medication Administration for Students
	Code of Conduct Human Trafficking	District Policy 2310 Human Trafficking 1730 Code of Conduct/Appropriate Behavior
	Sexual Misconduct: Staff to Student	District Policy 2116, Sexual Harassment
	Bullying: Recognition and Response	District Policy 3510 Bullying and Hazing 2110 Safe Schools
	Conflict Management: Staff to Staff	District Policy 1720 Employee Grievance Procedure
	Bloodborne Pathogen Prevention	District Policy 1500 Safety Compliance
	Employee Accident Reporting	District Policy 1520 Employee Accident Reporting
	Employee Reporting of Arrests	District Policy 1101 Criminal Background Check and Reporting
NA	Playground Safety and Supervision	District Policy 1300 Duty-Free Lunch
	Family Medical Leave Act (FMLA)	District Policy 1332, FMLA, ADA, and Sick Leave. POSTER
	Code of Ethics	District Policy 1440 Code of Ethics
	Boundary Invasion	District Policy 1450 Discipline and Termination 2115 Student Non-Discrimination and Prevention of Harassment
	Youth Suicide: Awareness and Prevention	District Policy 2110, SafeSchools Policy & 2500 Student Privacy and Data Protection
	Concussion Awareness	District Policy 2360 Student Concussion and Head Injury
	Student Mental Health	District Policy 2400 Student Illness or Injury at School
	FERPA: Confidentiality of Records	District Policy 2500/3220/3260 and FERPA Handout (policy>notifications)
	Community Councils	District Policy 2810 and Administrative Guidance Title 1 Compliance
	Student Drug and Alcohol Abuse	District Policy 1400 Drug Free Workplace
	Defensive Driving	District Policy 7100 Rules and Regulations Regarding Pupil Transportation
	Diversity Awareness: Staff to Student	District Policy 1710 Nondiscrimination
	Special Education: Safety in the Classroom	District Policy 8000 Special Education
	Volunteers	District Policy 1105 School Volunteer
	Pay and Compensation	District Policy 1200 Pay and Compensation
	Evaluations	District Policy 1432 Educator Evaluations
	Employee Grievance Procedure	District Policy 3500 Parent Administrative Grievance Procedure
	Corporal Punishment	District Policy 2120, Corporal Punishment
	Inventory Management	See Brent Bills

KEY



These courses are assigned through the SafeSchools program this school year



These courses are not assigned, but are offered in the SafeSchools program. These must also be discussed and documented at some point this school year



Supervisors must discuss and document all non-assigned subjects with faculties and staffs at some point this school year



These courses are not applicable and do not need to be completed



This will be covered by Michael Lee in a staff meeting at the beginning of the school year

Washington County School District

Employee Code of Ethics

Employees involved in any capacity in the education of young people must represent the highest standards and values of the community. The purpose of this document is to establish ethical standards for the conduct of all district employees. Following these standards will ensure the highest principles of behavior and uphold the trust vested in us by our community.

All employees shall:

- Treat students, parents, fellow employees and community members with dignity and respect, demonstrating fairness, and sensitivity for ethnic, religion, and cultural heritage.
- Promote a safe, nurturing, and positive school and work environment.
- Establish and maintain open and positive communications with patrons and fellow employees.
- Maintain confidentiality concerning students, families and employees, and avoid spreading rumors.
- Address problems and grievances in an appropriate manner, beginning with the person closest to the problem.
- Demonstrate knowledge of and act in accordance with district policies and procedures, as well as legal and contractual standards, responsibilities and obligations.
- Support the District Strategic Plan.
- Demonstrate a commitment to learning and professional growth.
- Dress appropriately.
- Model and promote appropriate language.
- Use facilities and equipment in a manner that protects the resources and property of the district.
- Protect district assets and financial resources by following accepted accounting practices and district policy.
- Comply with the Utah Ethics Act and refrain from using one's position for personal gain.
- Promote the highest standard of moral conduct and maintain the dignity of the education profession.

As employees of the Washington County School District, we assume the responsibility for representing the District in a manner characterized by trust, morality, and ethical principles.

1440 Code of Ethics

1. Purpose:

The Board subscribes to the code of ethics and professional conduct as adopted by the professional education associations affecting this District, and feels that such associations should be instrumental in enforcing such codes.

2. Policy:

The Board of Education may interpret as unprofessional any act by any employee of this school District to exert unreasonable and unwarranted pressure upon the Board, the Superintendent, or principals by soliciting support from individuals or groups, except as may be reasonable and necessary in connection with hearings involving said employee.

2810 School Community Councils

Parental Support Washington County School District - Adopted 11-12-02; Revised-10-14-05; Revised 5-9-061.

Purpose:

The purpose of the School Community Council shall be to build consistent and effective communication among parents, employees and administrators, allowing them the opportunity to be actively involved in their children's education, helping to establish and implement educational goals for their respective schools

2. Policy:

Each public school, in consultation with the School Board, shall establish a school community council at the school building level.

1200 Pay and Compensation

1. Purpose:

To establish and administer a fair and equitable pay program for the Washington County School District.

2. Policy:

- 2.1. The District will establish a fair and equitable pay procedure for employees who are hired, promoted, or advanced to a higher pay grade.
- 2.2. The District shall develop a procedure to manage pay retention within the district.
- 2.3. The District shall allow payroll deductions for annuities and investments with the following caution:
 - 2.3.1. The District does not endorse nor guarantee the safety, liquidity, or rates of return of any organization. Its responsibility is merely to collect authorized payroll deductions from participating employees and forward them in a timely manner to the organization.
 - 2.3.2. The District will not make recommendations, underwrite, or provide assurance to employees regarding organizations or investments. (3/92)
- 3.1.3. Benefited Employee: All employees who are contracted to work 30 hours or more per week totaling at least 1080 hours per contract year or .7142 FTE for certified employees for a minimum of 180 days or its equivalent. (6-05)

2120 Corporal Punishment

1. Purpose:

To implement state law regarding Corporal Punishment of students in the schools.

2. Policy:

- 2.1. A school employee may not inflict or cause the infliction of corporal punishment upon a child who is receiving services from the school. (09/13/92)
- 2.2. This policy does not prohibit the use of reasonable and necessary physical restraint or force in self-defense or otherwise appropriate to the circumstances to:
 - 2.2.1. Obtain possession of a weapon or other dangerous object in the possession or under the control of a child.
 - 2.2.2. Protect the child or another person from physical injury.
 - 2.2.3. Remove from a situation a child who is violent or disruptive.
 - 2.2.4. Protect property from being damaged.

1520 Employee Accident Reporting

1. Purpose:

- 1.1. The purpose of this policy is to ensure proper procedure is followed in the event of an accident or an incident.

2. Policy:

- 2.1. All employees and volunteers shall report job related injuries, illnesses, and accidents (including vehicular accidents), regardless of severity immediately to the Principal, Administrator, or Supervisor, including:
 - 2.1.1. Incidents and accidents where injury or illness occurs, as well as minor first aid or emergency attention are needed. First aid treatment is considered a one-time treatment of minor injuries that do not involve loss of consciousness or restriction of job duty.
 - 2.1.2. Incidents where property or equipment damage occurs.

- 2.1.3. Any action or event observed that is unsafe or has the potential to cause injury or damage.
- 2.2. Washington County School District has worker's compensation insurance through the Utah School Boards Insurance Association. Injuries that occur on the job fall under this policy. The policy allows compensation for medical care. All employees (principals, teachers, custodians, food service workers, and bus drivers, etc.) have this protection.

1720 Employee Grievance Procedure

Purpose:

The purpose of this grievance policy is to provide a procedure by which employees and others may present for administrative resolution, disputes regarding interpretation or [application](#) of District policies and procedures.

2. Policy:

2.1. It is the policy of the Washington County School District to provide prompt, informal administrative resolution (at the lowest possible supervisory level) to ensure the protection of due process rights. The intent of this policy is to provide a concise and orderly means of resolving grievances.

2.2. The following actions are not "grievable" under this policy:

- Complaints regarding disciplinary actions, termination of probationary or provisional employees, and non-renewal of contract (These matters appealed as outlined in District Policy 1450.)
- Complaints regarding Educator Evaluations or performance reviews (These matters appealed as outlined in District Policy 1432.)
- Complaints regarding alleged sexual harassment violations (These matters appealed as outlined in District Policy 1420.)
- Termination of temporary employees.
- [Job](#) classification and compensation issues.
- Actions grieved after resignation or voluntary request.
- Hiring decisions.
- Any matter where an employee alleges discrimination or other civil rights violations must be grieved following the procedures outlined in District Policy 1710.

2.3. A grievance must be filed within ninety (90) calendar days of the date the employee knew or should have known of the actions giving rise to the grievance.

1330 Employee Leave

1. Purpose:

Attendance is an essential function and expected function of all District employees. This policy and procedure is established to provide for reasonable allowance for occasional absence or absence required due to personal illness.

2. Policy:

It is the policy of the Washington County School District to provide the opportunity for appropriate and reasonable leave in accordance with the procedures of the District and applicable legal entitlement

1101 Criminal Background Check and Employee Reporting of Arrests

1. Purpose:

The purpose of this policy is to protect the safety, health, and security, of Washington County School District students, employees, and property. Further, this policy is intended to ensure that all students of Washington County School District are instructed and served by public school teachers and employees who have not violated laws that would endanger students in any way.

2. Policy Criminal Background Checks:

2.1. Individuals Subject to Background Checks

- 2.1.1. Potential employees must submit to a criminal background check as a condition for employment or appointment.
- 2.1.2. Volunteers with significant unsupervised access to a student in connection with the volunteer's assignment must submit to a criminal background check as a condition of service. Until the background check is complete, the volunteer must remain under the supervised observation of a District employee.
- 2.1.3. A representative (individual, employee, and/or agent) of company or organization having established an arrangement or agreement with the District to provide services to the school (such as food service vendors with casual access to students), or services with direct student access must submit to a District conducted criminal background check. The organization or representative shall pay the cost of the background check. The arrangement of the organization or company shall include a provision for the District to require the representative to sign a release enabling the District to perform the check. Information obtained from the check may be used as a basis to refuse access of the representative to the school, District, or student, at the sole discretion of the District. Failure to comply with this provision shall be the basis for termination of the arrangement or agreement with the company or organization.
- 2.1.4. A background check shall be required for the renewal of any Utah educator license in accordance with Utah Administrative Code R277-501.
- 2.1.5. Non-licensed employees shall submit to a criminal background check at least every six-years.
- 2.1.6. Where reasonable cause exists the District may require an existing employee or volunteer to submit to a criminal background check.

2.2. Conducting the Background Check

- 2.2.1. Applicants and volunteers shall complete a Washington County School District supplemental questionnaire Form 508 as a condition of employment. The questionnaire requires self disclosure of criminal misconduct or violations of the law. The information obtained from the background check and the self disclosure of information from a completed supplemental questionnaire will be compared for accuracy. Any misstatement omission or misinformation on the supplemental questionnaire is grounds to not hire or for dismissal.
- 2.2.2. The applicant, volunteer, representative, or employee shall receive written notice that the background check has been requested.
- 2.2.3. The applicant, volunteer, representative, or employee shall be required to sign a release enabling the District to perform the background check. Refusal to sign the release will be used as the sole basis to refuse employment, access, or participation in volunteer activities. Current employees who decline to sign the release form will be subject to disciplinary action up to and including dismissal from employment.
- 2.2.4. The District will access the files of the BCI Fingerprint/FBI search, consisting of Western Identification Network, Utah Criminal History, Statewide Warrant and Protective Order, Federal Want and Warrant, and FBI Criminal History files, when conducting background checks.

2.3. Payment for Background Check

- 2.3.1. Applicants for employment, including substitutes, shall be required to pay the designated cost of background checks subject to the provisions of UCA § 53A-3-410(6)(b)
- 2.3.2. Non-licensed employees shall pay \$25.00 toward the cost of background checks as required in paragraph 2.8 through the District Office. Licensed employees shall pay for the cost of background checks through USOE at the time of license renewal.
- 2.3.3. The school or organization of assignment shall pay the cost of background checks from designated school or organization of assignment funds for individuals serving as volunteers.

2.4. Licensed Educators Required Reports of Arrest:

- 2.4.1. A licensed educator who is arrested, cited, or charge with the following alleged offenses shall report the incident as soon as possible or within 48 hours to Human Resources:

- any matters involving an alleged felony;
 - any matters involving alleged sex offenses;
 - any matters involving alleged drug-related offenses;
 - any matters involving alleged alcohol-related offenses; and
 - any matters involving alleged offenses against the person under Title 76, Chapter 5, Offenses Against the person.
 - Any matters involving minors;
- 2.4.2. The licensed educator shall report, to Human Resources, any convictions, including convictions identified above, any pleas in abeyance, and any diversion agreements within 48 hours or as soon as possible upon receipt of notice of conviction, plea in abeyance or diversion agreement.
- 2.4.3. A principal or supervisor shall report offense information received from the licensed educator as soon as reasonably possible to Human Resources.
- 2.4.4. The Director of Human Resources or designee shall electronically report arrest or offense information received from licensed educators to the Utah State Office of Education (USOE) within 48 hours through the USOE website.
- 2.4.5. The licensed educator shall report for work following the arrest and notice to the principal/supervisor unless directed not to report for work by administration.

2.5. Non-licensed Public Employees or Volunteers Personal Reporting of Arrest

- 2.5.1. Non-licensed public education employees or volunteers must notify Human Resources as soon as possible but no later than five (5) business days after being cited, charged with, arrested, convicted, or agreeing to a plea in abeyance or diversion agreement for any of the following crimes, regardless of the imposition of sentence:
- any matters involving arrests for an alleged felony;
 - any arrests for matters involving minors;
 - any matters involving arrests for alleged sex offenses;
 - any matters involving arrests for alleged drug-related offenses;
 - any matters involving arrests for alleged alcohol-related offenses; and;
 - any matters involving arrests for alleged offense against the person under Title 76, Chapter 5, Offenses Against the Person.
- 2.5.2. Supervisors must notify Human Resources immediately upon an employee informing them of any of the matters listed above.
- 2.5.3. The supervisor or administrator shall report offense information received from the employee as soon as reasonably possible to the Human Resources Department.

2.6. Review and Investigation

- 2.6.1. A criminal conviction does not necessarily preclude employment with the District. The District has the sole and absolute discretion to determine whether the outcome of a criminal background check will result in administrative action to include the decision to terminate employment or the decision to not hire. Likewise, the dismissal of a criminal offense or arrest does not necessarily preclude the District from taking administrative action.
- 2.6.2. The District will immediately suspend an employee from student supervision responsibilities pending the outcome of any investigation upon receipt of information concerning alleged offenses which may endanger students or interfere with the orderly operation of the school.
- 2.6.3. Administration may consider both criminal and/or administrative findings. The safety and security of district students will be the foremost consideration. District Human Resources personnel consider each circumstance on a case-by-case basis and use the following factors to determine an applicant or current employee's suitability to work in the District.
- Type of conviction;
 - Relevance of any conviction to the individual's position;
 - A history of multiple convictions that suggests a pattern of criminal behavior or bad judgment;
 - Amount of time that has passed since a conviction and/or the completion of a sentence;
 - Frequency and severity of the crime(s)
 - Age of the individual at the time the crime was committed;
 - Evidence of rehabilitation.

2.7. Administrative Action and Due Process

- 2.7.1. Applicants are subject to non-selection based on the results of a background check, for refusal to submit to a background check, and/or for the failure to disclose information relevant to the background check.
- 2.7.2. Employees are subject to discipline, up to and including termination, based on conduct identified from the results of their background checks, for refusal to submit to a background check, and/or for failure to report a citing, arrest, charge or conviction as outlined in this policy.
- 2.7.3. The District may take employment or disciplinary action (up to and including dismissal), refuse to consider an applicant for employment, or refuse to hire a selected applicant for any offence relevant to the subject's assignment. Offenses relevant to all District assignments include but are not limited to the following:
 - any matters involving charges of felony or relevant misdemeanor offenses ;
 - any matters involving sex offenses;
 - any matters involving drug-related offenses;
 - any matters involving alcohol-related offenses;
 - any matters involving offenses against a person under UCA Title 76, Chapter 5, Offenses Against the Person;
 - any matters for which the subject is currently under court ordered probation; or
 - any offense against or pertaining to a minor.
- 2.7.4. Any statement of an employee or applicant on a supplemental questionnaire (WCSD for form 508) that is later deemed to be a misstatement omission or misinformation when verified with the results of a background check is grounds to not hire or for dismissal.
- 2.7.5. If a person is denied employment or is dismissed from employment because of information obtained through a criminal background check, the person will receive written notice of the reasons for denial or dismissal and have an opportunity to respond within 5 working days.
- 2.7.6. Information obtained from BCI in a background check is confidential within the guidelines of the Government Records and Access and Management Act (GRAMA).

2.8. Non-licensed employees schedule to submit to criminal background checks

- 2.8.1. The District will assign non-licensed employees who have not been the subject of an acceptable background check during the preceding five years (from the approval date of this policy) to a five year recertification schedule based on the last digit of their social security number. Employees with social security numbers ending in 0 and 1, will recertify in year one, employees with social security numbers ending in 2 and 3, will occur in year two, etc. This schedule will allow for a complete cycle of background checks every five years.
- 2.8.2. Non-Licensed employees who have been the subject of an acceptable background check in the preceding five years, from the approval date of this policy, will recertify during the year established as the five year anniversary from the date of their last acceptable background check.

1332 - FMLA, ADA and District Sick Leave

1. Purpose:

The purpose of this policy is to outline an integrated approach for the efficient and effective management of sick leave in accordance with federal and state leave mandates, employee interests, changing workplace dynamics, and administrative supervision.

2. Policy:

- 2.1. Leave requests will be considered and granted or denied in accordance with applicable leave laws, including the Family and Medical Leave Act (FMLA), Americans With Disabilities Act (ADA), State law and workers' compensation statutes. The Washington County School District complies with District policies and all applicable State and federal leave laws. Employees who are denied leave in accordance with federal and State laws but who nevertheless take leave will be disciplined

- according to District policy at the level of up to and including termination.
- 2.2. Unless other arrangements are made with the principal, manager, or designee, employees must report to work immediately upon expiration of granted leave or at the time identified by a doctor's release. If leave is granted and an employee on leave does not return from leave on the day indicated in his or her original application or in an approved extension, the employee will be disciplined according to District policy.
- 2.3. The Washington County School District complies with the FMLA. Employees who have worked for at least 12-months and for 1250 hours of service are generally eligible to take up to 12 weeks of **unpaid** leave (paid leave is counted simultaneously in the limits for FMLA leave, when applicable, according to District policy) annually when the absence is necessitated by any of the following circumstances:
- 2.3.1. Birth of a child,
 - 2.3.2. Placement of a child with the employee for adoption or foster care,
 - 2.3.3. A serious health condition that makes the employee unable to perform the functions of the employee's job,
 - 2.3.4. Care of a spouse, dependent child, or parent of the employee with a serious medical condition.
 - 2.3.5. Because of any qualifying exigency arising out of the fact that the employee's spouse, son, daughter, or parent is a covered military member on active duty in support of a contingency operation.
 - 2.3.6. To care for a covered service member with a serious injury or illness if the employee is the spouse, son, daughter, parent, or next of kin of the service member.
- 2.4. Employees who wish to take leave for medical treatment as a reasonable accommodation of a disability must request leave as soon as possible, so Washington County School District and the employee can engage in an interactive process for determining eligibility and identifying a reasonable accommodation.
- 2.4.1. If the Washington County School District has a legitimate business need to verify that the employee has a disability covered by the ADA, the employee must provide adequate medical information or may be required to submit to an examination authorized by the ADA to verify the existence of a covered disability, the nature and extent of needed accommodation, or the assessment of direct threat or fitness for duty.
 - 2.4.2. To qualify as a reasonable accommodation under the ADA, the medical leave must be likely to result in the employee returning to work within a reasonable time with or without an accommodation. Indefinite leave is not required by the ADA and will not be granted. ADA leave will not be granted or extended if it results in an undue hardship, direct threat, or other denials brought about by business necessity to the Washington County School District. If a reasonable accommodation other than leave is available, the Washington County School District may choose that accommodation instead of leave. An employee returning from ADA leave will be returned to his or her original position only if he or she is qualified to perform the job's essential functions with or without reasonable accommodation.
 - 2.4.3. If the employee has been on ADA disability leave, the employee will have to provide medical information documenting their ability to perform the job with or without reasonable accommodation. If the documentation does not meet this requirement or the District has reasonable questions regarding the information provided, the District may order the employee to undergo a fitness-for-duty examination to demonstrate that he or she is able to perform the job's essential functions with or without reasonable accommodation.

1105 School Volunteer Policy

1. Purpose:

The purpose of this volunteer policy is to provide the community with an understanding of schools and the educational process and to enhance the quality of education and student achievement. It is intended to enable the teachers to increase individualized instruction in the classroom and to enhance teacher effectiveness by providing them more time for educational activities and experiences.

2. Policy:

- 2.1. Volunteers shall perform volunteer services under the supervision of an assigned District employee and shall have the approval of a school principal or department administrator to perform such volunteer services.
- 2.2. Volunteers are expected to follow the direction of the District employee to whom they have been assigned and to conform to all applicable laws, rules, and policies.
- 2.3. In accordance with District Policy 1100- 3.10.1.1: Volunteers with significant unsupervised access to a student in connection with the volunteer's assignment will be required to submit to a criminal background check as a condition of service. Until the background check is complete, the volunteer must remain under the supervised observation of a District employee.
- 2.4. Failure to follow direction of a supervisor or to follow applicable laws, rules, and District policies may warrant termination of volunteer services. Schools are not required to utilize volunteer services, and the opportunity to volunteer may be denied for any reason at the sole discretion of school administration. Volunteers must not be utilized where their presence is considered disruptive to the educational environment of the school.

1432 Educator Evaluation -- Domains

1. Purpose:

The purpose of the formal educator evaluation system of the Washington County School District (referred to as District in this policy) is to insure that the best possible instruction and learning are accomplished and to provide feedback to the educator in order to promote professional growth in conjunction with the educator's plan for professional development. The evaluation process is also intended to establish behaviors that contribute to student progress.

2. Policy

The Washington County School District Board of Education understands the importance of guaranteeing that every child has an effective educator. Research shows that educator quality affects student achievement greater than any other school based variable. The No Child Left Behind Act requires a "highly qualified" educator in every classroom by the 2005-2006 school year and achievement gains by all students over time. It is the policy of the Washington County School District to focus on preparing, recruiting, and retaining quality educators as primary strategies to boost academic achievement. By linking educator evaluation with academic standards for students and professional standards for educators, the District intends to transform educator evaluation into a more effective tool for improving instructional practice and raising student achievement.

2400 - Student Illness or Injury at School

Health/Safety/Welfare Washington County School District Adopted 6-14-05

1. Purpose:

To establish policy and procedures regarding student injury or illness during school hours.

2. Policy:

- 2.1. School personnel will follow the Utah Department of Health Guidelines for exclusion of a student for symptoms of illness and/or communicable disease.
- 2.2. School personnel will follow the First Aid and CPR guidelines established by the American Red Cross.
- 2.3. School personnel will follow the Individualized Health Care Plan for children identified with special health care needs.
- 2.4. School personnel will follow the requirements of Utah law 53A-11-205 in notification of parent or guardian.
- 2.5. The parent or guardian assumes responsibility for all medical charges not covered by student school insurance purchased by the parent or legal guardian.

3. Procedure:

- 3.1. American Red Cross courses in First Aid and CPR will be provided for Washington County School District personnel.
- 3.2. When a student becomes ill at school, appropriate health care will be provided while the parent, guardian, or responsible party (designated by the parent or guardian) is being notified, and/or is making arrangements to come for the child.
- 3.3. When a student is injured, appropriate first aid will be provided while the parent, guardian, or responsible adult (designated by the parent or guardian) is being notified, and/or is making arrangements to come for the child.
 - 3.3.1. If an unaccompanied youth (under policy 2940 Homeless Children and Youth) has a medical emergency, the school can contact the local emergency room. Medical professionals should be familiar with the rules to treat minors and will respond appropriately to medical emergencies. Liability for injuries is based on a party's failure to exercise reasonable care. By exercising reasonable care in creating a safe environment and responding appropriately to medical emergencies, the school can help protect itself from liability. (3-21-06)
- 3.4. The Emergency Medical System will be notified if
 - 3.4.1. the injury is beyond the care recommended by the American Red Cross guidelines; and/or
 - 3.4.2. it is a life threatening injury.
- 3.5. A reasonable effort to notify the custodial parent, guardian, or responsible adult (designated by the parent or guardian) is required if:
 - 3.5.1. the injury or illness requires treatment at a doctor's office, hospital, or other medical facility not located on the school premises; and
 - 3.5.2. the school has received a current telephone number for the party it is to notify.
 - 3.5.3. the parent has provided a written request to the school that they want to be notified of any complaint of, or observation of minor injury or illness.
- 3.6. A reasonable effort to notify the noncustodial parent is required if:
 - 3.6.1. a written request is received by the school from the noncustodial parent;
 - 3.6.2. the school has received a current telephone number for the party it is to notify; and
 - 3.6.3. There are no court orders stating that the noncustodial parent cannot have contact with the child (which would need to be supplied to the school by the custodial parent).

3.7. Any injury that is severe enough to cause the loss of one-half day or more of school and/or warrant medical attention and treatment will be reported on the Utah Department of Health "Student Injury Report Form."

3.7.1. The original will be kept at the school.

3.7.2. One copy will be sent to the District Office.

3.7.3. One copy will be mailed to the Utah Department of Health.

4240 Videos and Full-Length Movies.

1. Purpose:

To clarify the District position on the showing of videos, full-length movies or clips from videos and movies.

2. Policy:

- 2.1. Commercial videos, instructional videos, and full-length movies, or clips from the same, are not to be shown during regular school time for entertainment or reward purposes, but only for direct classroom instructional needs in accordance with the approved District curriculum and applicable copyright laws.
- 2.2. When showing a video or movie, or clips from the same, which has a rating suggesting parental guidance or other restrictions, the school must obtain parental consent prior to its presentation.
- 2.3. The same level of sensitivity should be used when selecting movies, videos, or clips to be used in faculty meetings or training sessions. Movies or videos with a rating of R, or clips from such media, should not be used for faculty presentations.
- 2.4. If commercial videos, or other movies or clips from the same, are shown for entertainment or reward purposes, it is to be at a time other than regular school hours, so students and parents have a choice as to whether or not they are viewed.
- 2.5. The school would be responsible for meeting the legal requirements of applicable copyright laws and paying the required fees.

3510 BULLYING AND HAZING

1. Purpose

The purpose of this policy is to eliminate all types of bullying and hazing by and against students and employees of the Washington County School District. This will be accomplished through awareness efforts, training, identification, and disciplinary action (both students and employees) against those who violate this Policy. A secondary purpose is to provide clear standards and a safe and accessible reporting process for victims of bullying and hazing.

Students who believe they are subjects of sexual harassment should follow the procedures outlined in District Policy 1420 Prevention of Sexual Harassment.

Employees who believe they are subjects of bullying or hazing, if sexual in nature, should follow the procedures outlined in District Policy 1420 Prevention of Sexual Harassment. Any other alleged bullying that is believed to be a violation of this policy must be remedied by following District Policy 1720 Employee Grievance Procedure.

Individuals who believe civil rights have been violated should follow the procedures outlined in District Policy 1710 Non-discrimination.

2. Policy

The Washington County School Board is committed to protecting its students, employees and school guests from bullying or harassment of any type, for any reason. The School Board believes that all students, employees or guests are entitled to a safe, equitable and harassment-free school experience. Bullying or harassment in any form will not be tolerated and shall be just cause for disciplinary action. Conduct that constitutes bullying or harassment as defined herein will be dealt with immediately and consistently.

It is essential that a basic and uniform prevention curriculum be in place so that every school will

acquire a foundation of prevention upon which to build a culture of safety and mutual respect. Such a culture is necessary for the creation of an effective learning environment.

Procedure

3.1. Definitions

- 3.1.1. Bullying is aggressive behavior that is intentional and involves an imbalance of power or strength. A person is bullied or victimized when he/she is exposed **repeatedly and over time** to negative actions on the part of one or more persons. "Bullying" means intentionally or knowingly committing an act that:
 - 3.1.1.1. endangers the physical, and/or emotional health or safety of a School District employee or student;
 - 3.1.1.1.1. involves any brutality of a physical nature such as whipping, beating, branding, calisthenics, bruising, electric shocking, placing of a harmful substance on the body, or exposure to the elements;
 - 3.1.1.1.2. involves forced or involuntary consumption of any food, liquor, drug, or other substance;
 - 3.1.1.1.3. involves other physical activity that endangers the physical health and safety of a School District employee or student; or
 - 3.1.1.1.4. involves physically obstructing a School District employee's or student's freedom to move; and
 - 3.1.1.1.5. involves verbal intimidation,
 - 3.1.1.2. is done for the purpose of placing a School District employee/student in fear of:
 - 3.1.1.2.1. physical harm or
 - 3.1.1.2.2. harm to their property.
 - 3.1.1.3. The conduct described above constitutes bullying, regardless of whether the person against whom the conduct is committed directed, consented to, or acquiesced in, the conduct.
- 3.1.2. "Hazing" means intentionally or knowingly committing an act that:
 - 3.1.2.1. endangers the physical health or safety of a School District employee or student;
 - 3.1.2.1.1. involves any brutality of a physical nature such as whipping, beating, branding, calisthenics, bruising, electric shocking, placing of a harmful substance on the body, or exposure to the elements;
 - 3.1.2.1.2. involves forced or involuntary consumption of any food, liquor, drug, or other substance;
 - 3.1.2.1.3. involves other physical activity that endangers the physical health and safety of a School District employee or student; or
 - 3.1.2.1.4. involves physically obstructing a School District employee's or student's freedom to move; and
 - 3.1.2.2. is done for the purpose of initiation or admission into, affiliation with, holding office in, or as a condition for, membership or acceptance, or continued membership or acceptance, in any school or school sponsored team, organization, program, or event; or
 - 3.1.2.3. if the person committing the act against a School District employee or student knew that the School District employee or student is a member of, or candidate for, membership with a school, or school sponsored team, organization, program, or event to which the person committing the act belongs to or participates in.
 - 3.1.2.4. The conduct described above constitutes hazing, regardless of whether the person against whom the conduct is committed directed, consented to, or acquiesced in, the conduct.
- 3.1.3. "Cyberbullying" means the use of email, instant messaging, chat rooms, cell phones, or other forms of information technology to deliberately harass, threaten, or intimidate someone for the purpose of placing a School District employee or student in fear of:
 - 3.1.3.1. physical harm or
 - 3.1.3.2. harm to personal property.

- 3.1.4. "Retaliate" means an act or communication intended:
 - 3.1.4.1. as retribution against a person for reporting bullying or hazing; or
 - 3.1.4.2. to improperly influence the investigation of, or the response to, a report of bullying or hazing.
- 3.1.5. "School" means any public elementary or secondary school in Washington County.
- 3.1.6. "School Board" means: Washington County School Board;
- 3.1.7. "School District employee" means:
 - 3.1.7.1. school teachers;
 - 3.1.7.2. school staff;
 - 3.1.7.3. school administrators; and
 - 3.1.7.4. all others employed or authorized as volunteers, directly or indirectly, by a school, the School Board, or the School District.

3.2. Publication

- 3.2.1. A copy of this policy shall be included in student conduct handbooks, employee handbooks, and available on the Washington County School District website.

3.3. Prohibitions

- 3.3.1. No School District employee or student may engage in bullying or cyberbullying a School District employee or student;
 - 3.3.1.1. on school property;
 - 3.3.1.2. at a school related or sponsored event
 - 3.3.1.3. on a school bus
 - 3.3.1.4. at a school bus stop; or
 - 3.3.1.5. while the School District employee or student is traveling to or from a location or event described above.
- 3.3.2. No School District employee or student may engage in hazing a School District employee or student at any time or in any location.
- 3.3.3. No School District employee or student may engage in retaliation against:
 - 3.3.3.1. a School District employee;
 - 3.3.3.2. a student; or
 - 3.3.3.3. an investigator for, or witness of, an alleged incident of bullying, cyberbullying, hazing, or retaliation.
- 3.3.4. No School District employee or student may make a false allegation of bullying, cyberbullying, hazing, or retaliation against a School District employee or student.

3.4. Actions Required of Each School

- 3.4.1. Each school shall establish and publish in a handbook or other readily available format:
 - 3.4.1.1. procedures allowing for anonymous reporting of bullying, hazing, or retaliation;
 - 3.4.1.2. names and positions of persons responsible for taking, investigating, and responding to reports of bullying, hazing, or retaliation. At least two school employees (preferably one male and one female) in appropriate positions of authority shall be identified to receive reports.
- 3.4.2. In addition to the published procedures and notification above, each school shall establish procedures and plans for:
 - 3.4.2.1. involving parents or guardians of a perpetrator or victim of bullying, hazing, or retaliation in the process of responding to, and resolving, conduct prohibited in this Policy;
 - 3.4.2.2. referring a victim of bullying or hazing to school counseling following parental notice and consent;
 - 3.4.2.3. to the extent permitted by federal and state law, including the federal Family Educational Privacy Right Act of 1974, as amended, informing the parents or guardians of a student who is a victim of bullying or hazing of the actions taken against the perpetrators of the bullying or hazing;
 - 3.4.2.4. publicizing this policy, preferably including electronic publication and availability, to School District employees, to student, and parents or guardians of students; and

- 3.4.2.5. training School District employees and students to recognize and prevent bullying, hazing, or retaliation.

3.5. Actions Required if Prohibited Acts are Reported

- 3.5.1. Each reported complaint shall include: (1) name of complaining party; (2) name of offender (if known); (3) date and location of incident(s); (4) a statement describing the incident(s), including names of witnesses (if known).
- 3.5.2. Each reported violation of the prohibitions noted previously shall be promptly investigated by a school administrator or an individual designated by a school administrator. Formal disciplinary action is prohibited based solely on an anonymous report of bullying, hazing, or retaliation.
- 3.5.3. The District will act on student misconduct or violations of this policy following District Policy 2110 Safe Schools Policy.
- 3.5.4. In addition to those corrective actions outlined in District Policy 2110 Safe Schools Policy, the remedy should also include:
 - 3.5.4.1. procedures for protecting the victim and other involved individuals from being subjected to:
 - 3.5.4.1.1. further bullying or
 - 3.5.4.1.2. retaliation for reporting the bullying or hazing.
 - 3.5.4.2. prompt reporting to law enforcement of all acts of bullying, hazing, or retaliation that constitute suspected criminal activity.
 - 3.5.4.3. The District will act on employee misconduct or violations of this policy following District Policy 1450 Discipline and Termination, and Non-renewal of Contract.

3.6. Training

- 3.6.1. The training of School District employees shall include training regarding bullying, hazing, and retaliation.
- 3.6.2. To the extent possible, programs or initiatives designed to provide training and education regarding the prevention of bullying, hazing, and retaliation should be implemented.
- 3.6.3. In addition to training for all students and School District employees, volunteer coaches involved in any extra-curricular activity shall:
 - 3.6.3.1. participate in bullying and hazing prevention training prior to participation;
 - 3.6.3.2. repeat bullying and hazing prevention training at least every three years;
 - 3.6.3.3. be informed annually of the prohibited activities list provided previously in this Policy and the potential consequences for violation of this Policy.

3110 Emergency Preparedness – Incident Command System

Purpose:

The Washington County School District, under the direction of the School Board, is responsible, by law, for civil defense emergency operations in the schools of Washington County. (8-79/12-8-92/12-10-96)

Policy:

The individual school staff is basically responsible for the safety of the student body. It becomes the duty of the school principal, with the help of parents and teachers, to develop an Emergency Preparedness Plan for his/her school.

Procedure:

- 3.1. The Emergency Preparedness Plan shall contain a plan for the following:
 - 3.1.1. Measures which assure that school children will receive emergency preparedness training.
 - 3.1.2. School children shall be provided with training appropriate to their ages in rescue techniques, first aid, safety measures appropriate for specific emergencies, and other emergency skills.
 - 3.1.3. During each school year, all schools shall be in compliance with the State Code for number of fire and emergency drills during the school year.
 - 3.1.4. Resources and materials available for training shall be identified in the plan.
 - 3.1.5. Each school shall conduct an Emergency Preparedness Week prior to October 31 each year.

- 3.1.6. Civil Defense Warning Service
- 3.1.7. Action for Building Occupants
- 3.1.8. Fire
- 3.1.9. Bomb Threat
- 3.1.10. Civil Disturbance
- 3.1.11. Blizzard, Ice, Snow, Thunderstorm, Flood, Earthquake Conditions
- 3.1.12. Nuclear Attack
- 3.1.13. General School Safety.

3.2. The Emergency Preparedness Plan should be on file in the office of the principal and the School District office. It shall be up-dated as the need arises due to structure change, etc.

3.3. Principals shall review the Emergency Plan with parents and staff at the beginning of each year.

3350-Wellness

1. Purpose:

The Washington County School District is committed to providing a school environments that promotes and protects children's health, well-being, and ability to learn by supporting healthy eating and physical activity.

2. Policy:

It is the policy of the Washington County School District that:

- 2.1. The School District will engage students, parents, teachers, food service professionals, health professionals, and other interested community members in developing, implementing, monitoring, and reviewing District-wide nutrition and physical activity policies.
- 2.2. All students in grades K-12 will have opportunities, support, and encouragement to be physically active on a regular basis.
- 2.3. Foods and beverages sold or served at school will meet the nutrition recommendations of the U.S. Dietary Guidelines for Americans.
- 2.4. Qualified child nutrition professionals will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students, and will provide clean, safe, and pleasant settings and adequate time for students to eat.
- 2.5. To the maximum extent practicable, all schools in our District will participate in available federal school meal programs.
- 2.6. Schools will provide nutrition education and physical education to foster lifelong habits of healthy eating and physical activity

8000 Special Education

All SpEd teachers must review this session with SafeSchool online. All others are encouraged to review although it is not mandatory.

7100 Rules and Regulations Regarding Pupil Transportation

Transportation Management Washington County School District –Approved 8-79; Revised 3-21-06; Revised 10-9-06; Revised 6-16-15

Purpose:

Transportation's goal is to provide safe transportation to and from school for eligible students. These rules and regulations are for the student's safety.

Policy:

The Washington County School District is legally responsible to transport all school-age children, K-6 who live one and one-half miles or more from their designated school and students in grades 7-12 who live two miles or more from their designated school. The School District reserves the right, within limits prescribed by law, either to provide or to pay in lieu of transportation. The School District reserves the right to suspend bus privileges for behavior reasons to ensure the safety of all riders. The school bus is an extension of the school building and campus. All District and school rules are in effect on the school bus.

3110 Emergency Preparedness

Purpose:

The Washington County School District, under the direction of the School Board, is responsible, by law, for civil defense emergency operations in the schools of Washington County. (8-79/12-8-92/12-10-96)

Policy:

The individual school staff is basically responsible for the safety of the student body. It becomes the duty of the school principal, with the help of parents and teachers, to develop an Emergency Preparedness Plan for his/her school.

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- 3.1. The Emergency Preparedness Plan shall contain a plan for the following:
 - 3.1.1. Measures which assure that school children will receive emergency preparedness training.
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 - 3.1.3. During each school year, all schools shall be in compliance with the State Code for number of fire and emergency drills during the school year.
 - 3.1.4. Resources and materials available for training shall be identified in the plan.
 - 3.1.5. Each school shall conduct an Emergency Preparedness Week prior to October 31 each year.
 - 3.1.6. Civil Defense Warning Service
 - 3.1.7. Action for Building Occupants
 - 3.1.8. Fire
 - 3.1.9. Bomb Threat
 - 3.1.10. Civil Disturbance
 - 3.1.11. Blizzard, Ice, Snow, Thunderstorm, Flood, Earthquake Conditions
 - 3.1.12. Nuclear Attack
 - 3.1.13. General School Safety.
- 3.2. The Emergency Preparedness Plan should be on file in the office of the principal and the School District office. It shall be up-dated as the need arises due to structure change, etc.
- 3.3. Principals shall review the Emergency Plan with parents and staff at the beginning of each year.

1400 Drug-Free Workplace and Reasonable Suspicion

Purpose

With this policy the District affirms a commitment to maintain a Drug-Free Workplace and establishes conditions under which the District will conduct testing of employees based on reasonable suspicion that the employee has violated this Policy and is under the influence of alcohol, intoxicants, illegal or misused prescription or over-the-counter medications.

Policy

2.1. Drug-Free Workplace

- 2.1.1. Because of the special role the school system plays in discouraging students from using controlled substances, it is the policy of the Washington County School District that employees are required to refrain from illegally using, possessing, manufacturing, dispensing, or selling controlled substances (drugs) in their private lives. Furthermore, employees of the District must be free of the influence, use, possession, selling and dispensing of drugs and alcohol while on duty or on School District property.
- 2.1.2. Any employee who has a substance abuse or alcohol abuse problem is encouraged to obtain assistance for his or her problem by admission to a drug or alcohol abuse treatment program. Employees are strongly urged to seek such assistance before their problem becomes a matter of public knowledge or has affected his or her ability to effectively perform his or her job responsibilities. The Human Resource Director can provide an employee with information on substance abuse treatment options upon request. The District will not excuse a violation of this policy on the pretext that the employee intended to seek the assistance of a treatment program.

2.2. Penalties for Violation

It is the policy of the Washington County School District that the following misconduct violations will not be tolerated and are considered sufficiently serious to warrant immediate disciplinary action up to and including termination:

- 2.2.1. Reporting to work under the influence of alcoholic beverages or other intoxicants, illegal narcotics, or misused prescription or over-the-counter medications.
- 2.2.2. The manufacture, possession or distribution of alcoholic beverages intoxicants, illegal narcotics, or other controlled substances on school premises or at school-related activities.
- 2.2.3. The use of or being under the influence of alcohol or other intoxicants or illegal narcotics, or misused prescription or over-the-counter medications.
- 2.2.4. Any conduct that is administratively determined to be a violation of Utah Law relating to drug or alcohol use.

2.3. Effect Of Failure To Comply With Reasonable Suspicion Drug And Alcohol Testing

An employee who refuses to submit to an alcohol and/or drug test or who violates any aspect of these guidelines may be subject to disciplinary action up to and including termination.

2310 Child Abuse and Neglect

Purpose:

To clearly identify responsibility for reporting and responding to allegations of child abuse and neglect.

Policy:

It is the policy of the Washington County School District Board of Education that any school employee who in the course of the duties as an employee knows or has reason to believe that a child's health or welfare has been or appears to have been harmed as a result of sexual or physical abuse or neglect, or who observes a child being subjected to conditions or circumstances which would reasonably result in sexual abuse, physical abuse, or neglect, shall report or cause reports to be made in accordance with the law, policies and rules and procedures of the District.

Procedure:

- 3.1. Definitions:
- 3.2. "Child abuse or neglect" means causing harm or threatened harm to a child's health or welfare.
- 3.3. "Harm or threatened harm" means damage or threatened damage to the physical or emotional health and welfare of a child through neglect or abuse, and includes causing nonaccidental physical or mental injury, incest, sexual abuse, sexual exploitation, molestation, or repeated negligent treatment or maltreatment.
- 3.4. Neglect means:
 - 3.4.1. abandonment of a child,
 - 3.4.2. subjecting a child to mistreatment or abuse,
 - 3.4.3. lack of proper parental care by reason of the fault or habits of the parent, guardian, or custodian
 - 3.4.4. failure or refusal of a parent, guardian, or custodian to provide proper or necessary subsistence, education, or medical care, including surgery or psychiatric services when required, or any other care necessary for his health, safety, morals, or well-being; or
 - 3.4.5. a child at risk of being neglected or abused because another child in the same home is neglected or abused.
- 3.5. The aspect of neglect relating to education, described in section 3.4.1.4 means that:
 - 3.5.1. after receiving notice that a child has been frequently absent from school (ten consecutive days or more than 1/16th of the applicable school term) without good cause, or
 - 3.5.2. that the child has failed to cooperate with school authorities in a reasonable manner, or
 - 3.5.3. a parent or guardian fails to make a good faith effort to ensure that the child receives an appropriate education.
- 3.6. An allegation of educational neglect may not be sustained, based solely on a child's absence from school. In addition to frequent absence from school, the child must be two or more years behind local public school's age group expectations in one or more basic skills, and not be receiving special educational services or systematic remediation efforts designed to correct the problem.

(See detail in State Code 78-3A-316 and 62A-4a-101(14)b.)

- 3.7. "Subject" or "subject of the report" means any person reported, including, but not limited to, a child, parent, guardian, or other person responsible for a child's care.
- 3.8. Prior to holding a student after school on a particular day, notice shall be given to the parents or guardian of the student. Exceptions to the notice provision will be permitted if detention is necessary for the student's health or safety (House Bill 56, 1988, Utah State Legislature). (6-14-88)
- 3.9. Questioning of Students by Law Enforcement Officers:
 - 3.9.1. In accordance with court decisions and administrative consideration, the following procedures will be followed when law enforcement officers wish to question students unless otherwise authorized by the Superintendent.
 - 3.9.1.1. It is not permissible to question a student on school property unless a teacher or principal is present.
 - 3.9.1.2. The student may not be taken from school for questioning unless the officer has a warrant for the arrest of the student, or has the permission of the student's parent or guardian.
 - 3.9.2. The same procedures will apply to visitation by parole, probation, or juvenile officers.
 - 3.9.3. For provisions relating to investigations and interviewing of students by the Division of Family Services, see "Child Abuse-Neglect" found on page _____ of this handbook.

Responsibility:

- 4.1. School employees are immune from any civil and/or criminal liability when reporting in good faith, suspected child abuse or neglect.
- 4.2. Failure on the part of any school employee to report may result in legal and/or disciplinary action begin brought against the employee (5-14-96)
- 4.3. If a school employee knows or reasonably suspects that a child's health or welfare has been or appears to have been harmed as a result of physical abuse, sexual abuse or neglect, he/she shall immediately make an oral report to the Division of Child and Family Services, nearest peace officer, or law enforcement agency as required by state law.
* Within 24 hours, the employee should make an oral report to the school principal or his/her designee concerning the alleged abuse or neglect.
- 4.4. It is not the responsibility of the school employee to:
 - 4.4.1. Prove that the child has been abused or neglected
 - 4.4.2. Determine whether the child is in need of protection, i.e., conduct his/her own investigation
- 4.5. Investigations. Investigations are the responsibility of the Division of Family Services. The Division of Family Services feels that the fewer times a child is questioned about suspected abuse or neglect the more effective the results of their investigation.
- 4.6. School employees shall not contact the parents, relatives, friends, neighbors, etc. for the purpose of determining the cause of the injury and/or apparent neglect. Contact with the parents shall be handled by the Division of Family Services or the police department, not by the school.
- 4.7. School personnel should refer to the possible signs and symptoms of abuse or neglect in Rules and Procedures Section 5 for help in determining if the child may have been physically or sexually abused or neglected.
- 4.8. Division workers or other child protection team members have authority to enter upon public or private premises, using appropriate legal processes, to investigate reports of alleged child abuse or neglect. Schools may provide an effective neutral setting where children may be interviewed.
 - 4.8.1. A child being interviewed has the right, if he/she chooses, to select a support person to be present in the interview. The support person is there only to provide support to the child. They are not to take part in the questioning or to coach the child's answers.
 - 4.8.2. It is not mandatory for a support person to be present, but may be if the child wishes.
- 4.9. It is the responsibility of the investigating officer or worker to inform the parents of what is taking place.
 - 4.9.1. As a courtesy, the division is to provide the school with a record of investigations which have been conducted at their school.
 - 4.9.2. Any documents shared with the school regarding an investigation are to be kept as confidential as School Record Policy permits, and are to be kept in a locked file. (See

Indicators:

The following indicators should be referred to as a help for determining if a child may have been physically or sexually abused or neglected.

- 5.1. Child shows evidence of repeated injury--signs of new injuries appear before old injuries have healed.
- 5.2. Child is apprehensive about physical contact with adults or shows knowledge of, interest in, or concern about sexual matters not commensurate with the child's age.
- 5.3. History is not consistent with injuries--the way the child states receiving the injury is not consistent with the type of injury.
- 5.4. Child complains of abdominal pain.
- 5.5. Child has injuries on more than one plane of his/her body.
- 5.6. Child shows evidence of injury or other problems such as:
 - bruises
 - welts
 - wounds, cuts or puncture
 - scalding
 - caustic burns
 - frostbite
 - other burns, especially apparent cigarette burns on the back of the head, neck and extremities--these are seldom self-inflicted
 - is inappropriately dressed for the weather
 - wears torn, tattered or unwashed clothing
 - is unbathed
 - has poor skin hygiene
 - is rejected by other children because of offensive body odor
 - is undernourished
 - comes to school without breakfast,
 - goes without lunch
 - begs for food
 - is lethargic or listless
 - is frequently absent for flimsy reasons and lame excuses
 - comes to school much too early
 - hangs around after school is dismissed
 - is unusually aggressive, disruptive or destructive
 - is unusually shy, withdrawn, passive, or complains excessively
 - is unusually apprehensive when other children cry
 - is unusually apprehensive when adults approach a crying child
 - is consistently on the alert for danger
 - is subject to frequent and severe mood changes.

2360 Student Concussion and Head Injury Policy

Purpose:

The purpose of this policy is to implement reasonable precautionary measures to protect students who may have sustained a concussion or head injury.

Policy:

- 2.1. The Board recognizes that concussions and head injuries are commonly reported injuries in children and adolescents who participate in athletic programs, practices, competitions, and physical education classes. It shall be the policy of the Washington County School District Board of Education, in accordance with UCA 26-53-101 et seq., to require all coaches, assistant coaches, athletic program support staff identified on the District Extra Duty Assignment Roster, and physical education teachers and assistants to complete training on the recognition and management of concussions or head injuries.
- 2.2. Further, the District shall inform parents or legal guardians of this policy and obtain the parent's or legal guardian's signature on the policy before permitting a child to participate in a sporting event.

2500 Rights of Privacy (Testing) -- FERPA

Purpose:

This policy provides for the written consent of parents and/or legal guardians prior to the administration of a psychological or psychiatric examination, test, or treatment, in accordance with Utah Family Education

Policy:

2.1. Written consent of a student's parent or legal guardian is required prior to the administration of any psychological or psychiatric examination, test, or treatment, where the purpose or effect is to reveal information concerning the student's or any family member's:

- 2.1.1. political affiliations or philosophies;
- 2.1.2. mental or psychological problems;
- 2.1.3. sexual behavior, orientation, or attitudes;
- 2.1.4. illegal, anti-social, self-incriminating, or demeaning behavior;
- 2.1.5. critical appraisals of individuals with whom the student or family member has close family relationships;
- 2.1.6. religious affiliations or beliefs;
- 2.1.7. legally recognized privileged and analogous relationships, such as those with lawyers, medical personnel, or ministers; and
- 2.1.8. income, except as required by law.

2.2. The prohibitions listed in Section 2.1 above, also apply to the curriculum or other school activities unless prior written consent of the student's parent or legal guardian has been obtained.

2.3. Written parental consent is valid only if a parent or legal guardian has been first given written notice, including notice that a copy of the educational or student survey questions to be asked of the student in obtaining the desired information is made available at the school, and a reasonable opportunity to obtain written information concerning;

- 2.3.1. records or information, including information about relationships, that may be examined or requested;
- 2.3.2. the means by which the records or information shall be examined or reviewed;
- 2.3.3. the means by which the information is to be obtained;
- 2.3.4. the purposes for which the records or information are needed;
- 2.3.5. the entities or persons, regardless of affiliation, who will have access to the personally identifiable information.

2.4. Except in response to a situation which a school employee reasonably believes to be an emergency, or as authorized under Title 62A, Chapter 4a, Part 4, Child Abuse or Neglect Reporting Requirements, or by order of a court, disclosure to a parent or legal guardian must be given at least two weeks, before information protected under this policy is sought.

2.5. Unless otherwise agreed to by a student's parent or legal guardian and the person requesting written consent, the authorization is valid only for the activity for which it was granted.

2.6. A written withdrawal of authorization submitted to the school principal by the authorizing parent or guardian terminates the authorization.

2.7. A general consent, including a general consent used to approve placement in a special education program, or involvement in a remedial program, or consent to participate in a regular school activity, does not constitute written consent under this policy.

2.8. This policy does not limit the ability of a student under Section 53A-13-101.3 to spontaneously express sentiments or opinions otherwise protected against disclosure under this policy.

2.9. If a school employee or agent believes that a situation exists which presents a serious threat to the well being of a student, that employee or agent shall notify the student's parent or guardian without delay.

2.10. If, however, the matter has been reported to the Division of Child and Family Services within the Department of Human Services, it is the responsibility of the division to notify the student's parent or guardian of any possible investigation, prior to the student's return home from school.

2.10.1. The division may be exempted from the notification requirements described in this section only if it determines that the student would be endangered by notification of his parent or guardian, or if that notification is otherwise prohibited by state or federal law.

2.11 The school principal shall ensure that all certified faculty members are trained with regards to this policy. Appropriate action under the District Discipline and Termination will be taken with regard to those employees who violate this policy.

1500 Safety Compliance – Fire Extinguishers/Electrical/Ladder Safety

Purpose:

- 1.1. The objective of safety compliance is to:
 - 1.1.1. Improve workplace safety and health for all workers by reducing hazards and providing a clean, safe, learning environment.
 - 1.1.2. Increase awareness of, commitment to, and involvement of safety and health issues.
 - 1.1.3. Provide and protect the safety and health of all employees through compliance with district, state, and federal policies and regulations.

Policy:

- 2.1. Washington County School District will comply with applicable state and federal standards and guidelines and take reasonable steps to minimize risks in the work place.
- 2.2. All district employees are responsible to support and maintain safe work practices throughout all buildings and comply with federal, state, and local safety regulations within their level of accountability.
- 2.3. The superintendent, administrators, principals, supervisors, and custodians have the primary responsibility of the safety and well-being of all occupants of any building under their authority.
- 2.4. All employees will:
 - 2.4.1. Comply with established safe work practices.
 - 2.4.2. Personally accept the challenge to have increase awareness of potential hazards and remain accident free.
 - 2.4.3. Report any condition that could result in a safety incident of any type.
- 2.5. The safety program includes reporting incidents and corrective action, analysis of safety data, implementing training for safety, and compliance with policies. Each department, principal, and supervisors also has the authority to establish necessary safety guidelines not covered in the District policy for safe work practices. Efforts will be consistent with Federal, State, and local safety regulations.
 - 2.5.1. Responsibilities of Principals, Administrators, and Supervisors:
 - 2.5.1.1. Frequently inspect workplace for potential hazards and correct issues that arise.
 - 2.5.1.2. Encourage and support continuous improvement to meet safety goals.
 - 2.5.1.3. Communicate any information that is relevant to safety.
 - 2.5.1.4. Report all accidents and aid in the investigation of related injuries immediately.
 - 2.5.1.5. Implement additional safety rules to specific work areas and job functions.
 - 2.5.1.6. Provide proper tools, equipment, and training to enable employees to complete job responsibilities in compliance with the safe work practices and Federal, State, and local guidelines.
 - 2.5.1.7. Follow-up on any corrective measures necessary in workplace safety and safety performance issues.
 - 2.5.2. Responsibilities of employees:
 - 2.5.2.1. Follow established safe work practice guidelines.
 - 2.5.2.2. Engage in only safe acts at all times.
 - 2.5.2.3. Recognize unsafe situations and report them immediately to principal or supervisor.
 - 2.5.2.4. Report an incident or accident (medical or equipment) without delay.
 - 2.5.2.5. Actively participate and accept responsibility that safety is a choice that is made daily by each individual.
 - 2.5.2.6. Know and comply with safety regulations.
 - 2.5.2.7. Obtain and inspect all facilities, equipment, tools, and machinery required to perform job functions for safety and reliability.
 - 2.5.3. Responsibilities of the safety committee:
 - 2.5.3.1. Assist in audits and reviews of safety procedures.
 - 2.5.3.2. Provide guidance, expertise, and support to other organizations and groups to enable them to comply with all regulations and codes.
 - 2.5.3.3. Attend Local Emergency Planning Committee (LEPC) meetings in the community.
 - 2.5.3.4. Support and aid in the training for emergency planning and workplace safe practices.
 - 2.5.3.5. Review safety recommendations from parents, teachers, and community support agencies and suggest implementation of new ideas.

2.5.3.6. Audit and submit Child Access Routing Plans (CARP) for each school.

3500 Parent Administrative Grievance Procedure – Conflict Management

Purpose:

The purpose of this grievance procedure is to provide a means by which parents may present for administrative resolution, unresolved questions, dissatisfactions, or disputes regarding interpretation or application of District Policies and procedures.

Policy:

- 2.1. It is the Policy of the Washington County School District to provide a prompt, informal administrative resolution at the lowest possible level to insure an orderly means of resolving complaints.
- 2.2. The following actions are not "grievable" under this policy:
 - * Employee grievances must follow the procedures outlined in District Policy 1720.
 - * Complaints regarding alleged sexual harassment violations must be grieved following the procedures outlined in District Policy 1420.
 - * Alleged discrimination or other civil rights violations must be grieved following the procedures outlined in District Policy 1710.

1710 Non-discrimination – Avoiding Discriminatory Practices

Purpose:

To ensure equal opportunity in the Washington County School District.

Policy:

2.1. It is the policy of the Washington County School District Board of Education to not discriminate on the basis of race, color, national origin, religion, age, sex, disability, or any other non-merit factor in its educational programs, activities, or employment practices as required by Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Age Discrimination in Employment Act of 1974, and the Americans with Disabilities Act of 1990. Equal opportunity is a priority of the Washington County Board of Education. The Washington County School District is also committed to provide co-educational course programs including physical education and other athletic opportunities for both sexes as required by Title IX of the Educational Amendment of 1972.

2.2. Persons alleging educational program discrimination or other related violation of civil rights may file a complaint with the District Civil Rights Coordinator for Educational Programs at the following address:

**District Civil Rights Coordinator for Educational Programs
Assistant Superintendent of Secondary Education
121 West Tabernacle Street
St. George, UT 84770
Phone: (435) 673-3553 Ext 507**

2.3. Persons alleging employment practices discrimination or other related violation of civil rights may file a complaint with the District Civil Rights Coordinator for Employment at the following address:

**District Civil Rights Coordinator for Employment
Human Resource Director
121 West Tabernacle Street
St. George, UT 84770
Phone: (435) 673-3553 Ext 502**

2.4. Washington County School District is committed to provide prompt and equitable resolution of student and employee complaints alleging any action which would be prohibited by the above-referenced federal and State laws.

1450 - Discipline and Termination, and Non-renewal of Contract

Performance Management Washington County School District-Revised 9-12-00; Revised 8-9-11; Revised 1-10-17; Revised 4-11-17; Revised 9-12-17, Revised 12-12-17; Revised 6-18-19.

1. Purpose:

The purpose and intent of the policies stated herein are to:

- 1.1. Promote and maintain a high level of acceptable behavior on the part of all employees, with the ultimate goal of creating the most productive working climate for employees and the best possible learning environment for students.
- 1.2. Correct remediable or substandard performance on the part of employees and, in those instances where such conduct is irremediable, pursue steps required for the orderly dismissal of such employee.
- 1.3. Provide a meaningful level of communication with employees by which employees will know what is expected of them, to provide remediation where possible in those cases where it is needed, and to provide a process for discipline and discharge where that becomes necessary.
- 1.4. Assure consistent application of rules, notifications of substandard work and ways it can be corrected, careful investigation of facts, open dialogue to give both sides an opportunity to state respective positions, and provide a level of discipline that is consistent with the level of the alleged infraction.

2. Policy:

The Board of Education retains its right to discipline or terminate the employment of any employee at any time for any of the causes set forth below. With the exception of substitute, at-will, and temporary employees, these policies apply to all employees of the District, including certified, classified, and administrative personnel, and apply to all job-related activities of such employees. When hand delivered, employees must acknowledge receipt of any disciplinary action. An acknowledgement of receipt signature is not an admission of wrongdoing or guilt or a waiver of any applicable due process entitlement. Administrators issuing a disciplinary action will inform the employee that failure or refusal to acknowledge receipt of a disciplinary action will be regarded as insubordination and may result in termination of employment.

3. Procedure:

3.1. Bases for Disciplinary Action. The following acts or omissions by an employee in the scope of employment shall constitute grounds for disciplinary action up to and including dismissal from employment:

3.1.1. Insubordination, including, but not limited to, willfully disobeying or disregarding a legitimate administrative assignment, directive or policy. Insubordination is demonstrated when:

- a direct order was issued to an employee;
- the employee received and understood the order; and,
- the employee refused to obey the order through an explicit statement of refusal or through nonperformance.

Abusive language by employees toward supervisors, administrators and others may also be considered insubordination. Abusive language insubordination occurs when the employee:

- was not provoked by the supervisor;
- uses abusive language in the presence of other employees, staff, students, or patrons; and,

- uses language that is regarded as unacceptable in the school or work environment.
- 3.1.2. Unprofessional job-related conduct.
- 3.1.3. Incompetence or inefficiency in the performance of duties.
- 3.1.4. Corporal punishment of students.
- 3.1.5. Improper conduct toward students and other employees.
- 3.1.6. Conduct in violation of any District policy or established expectation of performance.
- 3.1.7. Reason to believe an employee has committed a misdemeanor or felony violation of the law related to the employee's employment, or which impairs the employee's ability to perform his or her assigned duties.
- 3.1.8. Misconduct related to the employee's job.
- 3.1.9. Abuse of the District's sick leave policy.
- 3.1.10. Excessive tardiness.
- 3.1.11. Excessive absenteeism.
- 3.1.12. Unexcused absences from work.
- 3.1.13. Negligence or carelessness in the performance of duties.
- 3.1.14. Use of District property for personal gain.
- 3.1.15. Failure to comply with any specific practice or procedure or disregard for any prohibited practice as set forth in District Policy, such as District Policy for Employee Reporting of Arrests, Pay Policy, Employee Leave, Drug Free Workplace, Sexual Harassment, Workplace Violence, Safety Compliance, Accident Reporting, Non-discrimination, Technology Acceptable Use Policy, Bullying and Hazing, Finance and Accounting Manual, Purchasing and Advertising Policy, etc.
- 3.1.16. Disregard, damage or destruction of District property, supplies or equipment.
- 3.1.17. Dishonesty or falsification of any information involving the District, including grades, credits, data on forms, employee records, or any other information involving the District.
- 3.1.18. Possession of alcohol or other intoxicants or illegal narcotics, or other controlled substances without prescription on school property or at any school function.
- 3.1.19. The use of or being under the influence of alcohol or other intoxicants or illegal narcotics, or other controlled substances on school property or at any school function to include the use of lawfully issued prescription medications that render the employee incapable of performing his or her essential job duties after the employee received a warning from a previous incapacitation event.
- 3.1.20. Conduct that exposes the District to censure, ridicule, or reproach.
- 3.1.21. Verbal and/or physical fighting on school premises or at any school-related activities.
- 3.1.22. Falsification of records, statements, assurances, or data.
- 3.1.23. Where the District has reason to believe the employee has engaged in conduct that amounts to a sexual offense or criminal act of a sexual nature.
- 3.1.24. Violation of any other generally accepted standard of conduct applicable to District employment.

3.1.25. Using information classified as private or protected under the Utah Government Records Access and Management Act (GRAMA) or the Family Educational Rights and Privacy Act (FERPA) for personal use. This information includes but is not limited to records obtained through a criminal background check, information or data from employee or student records, employee or student medical records, social security numbers, employment records disclosing personal address, home phone number, social security numbers, date of birth, etc.

3.1.26. Violation by an employee to include a teacher, classified employee, or administrator, of any relevant part of the Utah Educator Professional Standards as contained in Utah Administrative Rule R277-515, to include the following:

- Befriending and establishing an emotional connection with a student (of any age attending school) or any minor or the student's family or interacting privately with the student or minor through social media, computer, or handheld devices to encourage or lower the individuals inhibitions for emotional, physical, or sexual conduct; or
- Soliciting, encouraging, or consummating an inappropriate relationship, whether written, verbal, or physical, with a student or minor; or
- Providing a student or allowing a student to consume an alcoholic beverage or unauthorized drug; or
- Participating in or allowing sexual, physical, or emotional harassment towards any student or colleague; or
- Withholding accurate and complete information from an appropriate authority regarding known misconduct that could adversely impact performance of a responsibility, including a role model responsibility, by himself or herself, or another; or
- Failing to provide complete and accurate information during an official inquiry or investigation by the District, state, or law administration.

3.1.27. Engaging in bullying conduct that includes intentionally committing a written, verbal, or physical act against a school employee or student that a reasonable person under the circumstances should know or reasonably foresee will have the effect of:

- causing physical or emotional harm to the school employee or student;
- causing damage to the school employee's or student's property;
- placing the school employee or student in reasonable fear of harm to the school employee's or student's physical or emotional well-being; or
- creating a hostile, threatening, humiliating, or abusive educational or work environment due to: the pervasiveness, persistence, or severity of the actions.

3.2. Investigations and Paid Administrative Leave: A principal, administrator, or supervisor may place a District employee on paid administrative leave if s/he, after consulting with the Director of Human Resources, has reason to believe it would be in the best interest of the District for the employee to be absent from his or her employment for the time needed to conduct a timely investigation of alleged misconduct. Written notice placing an employee on paid administrative leave shall outline the terms and conditions of such leave and may be served by personal delivery, email under the provisions of paragraph 3.4, or by US post-delivery addressed to the individual's last-known address as shown on the records of the District. If the investigation reveals no wrongdoing on the part of the employee, no record of such paid administrative leave will be placed in the employee's file.

3.3. Persons Authorized to Initiate and Carry Out Disciplinary Actions.

3.3.1. Verbal and written warnings may be issued by the Board of Education, the Superintendent, or any principal, supervisor, administrator, or other supervisory personnel relative to employees under their jurisdiction.

3.3.2. Suspensions with and without pay, final warnings, probation, and dismissal may be administered only by the Superintendent and the Board of Education.

3.4. Communication of Rules.

3.4.1. Each employee at the time of employment will receive notice directing them to the location of the then current District policies and procedures.

3.4.2. When new or revised rules, regulations, or policies are adopted the new or revised policy will be disseminated through the District "All" email list service. Unless an employee has notified their direct administrator or supervisor in advance that s/he is unable to obtain an email account or receive email communications AND obtained the administrator's or supervisor's written approval for an exception to this requirement, all employees must establish, identify, and utilize an email account to receive and review administrative and policy notifications. Employees are required to monitor their established email inbox and update their email address as necessary for receipt of this information. Supervisors or administrators who approve exceptions to the establishment of an email account are required to maintain a list of approved exceptions and disseminate communications to those individuals using an alternative method.

3.5. Forms of Discipline.

3.5.1. Verbal warnings.

3.5.2. Written warnings.

3.5.3. Probation and final warning.

3.5.4. Suspension without pay.

3.5.5. Dismissal.

3.6. Processes for Administering Discipline Policies. The forms of discipline enumerated above shall be administered in accordance with the following procedures and in accordance with the provisions of applicable laws. Release of disciplinary actions to any party other than the subject of the record is subject to the limitations, conditions, and requirements of the Utah Governmental Records Access and Management Act, UCA § 63G-2-202.

3.6.1. Verbal Warning. A verbal warning should be stated clearly and should tell the employee that the specific conduct in question is unacceptable. Corrective action shall be specified. The person giving the verbal warning shall, immediately after it is given, document it in writing and state that it is a verbal warning. The writing shall be forwarded to the Superintendent to be placed in the employee's personnel file and a copy will be given to the employee. The writing so placed in the employee's file may be used, if necessary, in subsequent disciplinary proceeding.

3.6.2. Written Warning.

3.6.2.1. A written warning shall be given:

- Where the misconduct is sufficiently serious, as determined by the supervisor, to warrant the initiation of disciplinary action at this level.
- Where previous warnings were ineffective to cause the correction of the offensive conduct.

3.6.2.2. The written warning shall:

- Be forwarded to the Superintendent to be placed in the employee's personnel file.
- Be personally delivered to the employee.
- Be signed by the employee for the sole purpose of showing that he or she received and reviewed it.

- Give the employee the right to an appeal with the Superintendent, and to be represented there by counsel or other person desired by the employee. The purpose of the meeting shall be to:
- Give the employee the specifics of the charges against the employee.
- Review with the employee the evidence on which the charges and the proposed discipline are based.
- Give the employee an opportunity to state his or her own explanation of what happened.
- Give the employee an opportunity to defend his or her conduct and appeal the written warning issued by a principal, supervisor, administrator or other supervisory personnel.
- Seek agreement on as many facts as possible in the case.
- Give the Superintendent a chance to hear both sides and gather additional relevant information, if necessary, before remanding, upholding, or reversing the disciplinary action.

3.6.3. RESERVED

3.6.4. Probation and Final Warning.

3.6.4.1. The employee may receive a final warning and/or be placed on probation only by the Superintendent or the Board of Education and may occur in those instances in which:

- The matter is sufficiently serious to warrant the initiation of disciplinary action at this level.
- Previous disciplinary action did not result in correction of the offensive conduct.
- Discharge, or the possibility of it, appears necessary, and it is determined to be in the best interests of the District and the employee that the employee be given one last chance to remedy the existing problem under specific terms of probation.

3.6.4.2. The final warning and order of probation shall be given:

- Where the misconduct is sufficiently serious, as determined by the supervisor, to warrant the initiation of disciplinary action at this level.
- Where previous warnings were ineffective to cause correction of the offensive conduct.

3.6.5. Suspension Without Pay and Notice of Intent to Dismiss.

3.6.5.1. Suspension without pay and notice of intent to dismiss may be administered only by the Superintendent and may occur in those instances in which:

- The misconduct is sufficiently serious as determined by the Superintendent to warrant the initiation of disciplinary action at this level, without prior disciplinary action; or,
- In those cases where previous warnings were given and found to be ineffective to cause correction of the offensive conduct; or,
- Remediation efforts have failed in those cases where such efforts were attempted; or,
- The nature of the offensive conduct is such that dismissal appears to be the only solution to the problem.

3.6.5.2. The written notice of intent to dismiss shall:

- Be placed in the employee's personnel file.

- Be served by personal delivery or by certified mail addressed to the employee's last-known address as shown on the records of the District and, if requested by the employee, a copy shall also be mailed or electronically delivered to the president of the employee's designated association.
- State the detailed reason or reasons for the proposed dismissal.
- State the date of the proposed dismissal, which shall be not less than thirty days after the notice is delivered.
- Give the employee the right to a hearing before a Hearing Officer as described in paragraph 3.6.5.5.
- State the date (not less than 15 days after notice) by which the employee must request the hearing in writing to the Superintendent.
- State that failure of the employee to request a hearing in accordance with procedures set forth in the notice constitutes a waiver of that right and that the District may then proceed with termination without further notice. If the hearing is not requested within 15 days after the notice of termination was either personally delivered or mailed to the employee's most recent address shown on the district's personnel records the Superintendent shall proceed with the proposed action.

3.6.5.3. State that the employee is entitled at the hearing to:

- Be represented by counsel and/or by any other person or persons selected by the employee.
- Hear the testimony and evidence against him or her.
- Present witnesses in his or her behalf.
- Cross-examine witnesses.
- Examine documentary evidence.

3.6.5.4. The active service of the employee may be suspended pending a hearing if it appears that the continued employment of the individual may be harmful to students or to the District.

- The suspension pending a hearing may be without pay if the Superintendent determines, after providing the employee with an opportunity for an informal conference to discuss the allegations, that it is more likely than not that the allegations against the employee are true.
- If termination is not subsequently ordered, the employee shall receive back pay for the period of suspension without pay.

3.6.5.5. Appeal to an Objective Hearing Officer*

*Paragraph 3.6.5.5 was negotiated by agreement with the Washington County Education Association on 4/11/2017.

3.6.5.5.1. Cadre of Hearing Officers:

- The District and the Recognized Certified Teachers Association (Association) shall select Hearing Officers through a Board-issued request for proposal (RFP) process on an as needed basis in order to maintain a list of 3-5 Hearing Officers.
- The RFP will be developed jointly by agreement between the Association and District Administration. It should outline criteria that selected Hearing Officers must meet, the criteria for billable hours that Hearing Officers agree to upon selection, and general administrative hearing procedures with which Hearing Officer applicants must be familiar.

- A joint committee consisting of two employee representatives selected by Association, the HR Director, the Superintendent, and a member of the Washington County School District Board of Education, shall review submitted proposals, interview applicants, and select the final cadre of Hearing Officers (Cadre).
- Once the Cadre is established, Hearing Officers will be selected for assignment on a rotation basis subject to availability.

3.6.5.5.2. Due Process before a Hearing Officer:

- For the purpose of this paragraph "days" shall mean consecutive days excluding weekends and District designated Christmas, fall and spring breaks or holidays.
- A Hearing Officer will be assigned to recommend findings and conclusions under the terms of the following agreement.
- Each party will share the Hearing Officer expenses equally. The District may require the posting of a bond or letter of credit or the deposit of sufficient cash by the employee to assure payment of the expenses by the employee or the employee's association or representative.
- Each party shall be responsible to schedule their own witnesses. The District will allow the reasonable scheduling of essential employees, if needed, as witnesses for either party.
- Parties shall exchange documentary evidence at least four (4) days before the scheduled hearing.
- The Board's designee will appoint a Hearing Officer from the Cadre within five (5) days of receipt of the request for a hearing.
- The Hearing Officer will set the hearing for no more than 20 days following his/her appointment and shall have full responsibility for notifying the parties, providing an outline of hearing procedures to the parties and conducting the hearing. The Hearing Officer shall set reasonable parameters for the length and breadth of the hearing.
- The Hearing Officer shall provide a written response and recommendation to the Washington County School District Board of Education, including findings and conclusions, no more than 10 days following the hearing.

Reference: Utah Administrative Code R277-514
UCA § 53G-11-515

3.6.6. Nothing in this policy prevents a principal, supervisor, administrator, other supervisory personnel, or the Superintendent from issuing an informal directive letter or similar communication to an employee that sets forth expectations for the employee. While such informal communication is not considered a disciplinary action and will not be placed in the employee's official personnel file, the documentation shall be retained in the supervisor's employee management file. Information provided to an employee outlining expectations for the employee may be utilized in subsequent disciplinary actions to demonstrate the employee was put on notice and was aware of what was expected of him or her and may be used as a basis for determining the form and/or level of future disciplinary actions.

3.7. Documentation of Employee Performance.

3.7.1. Purpose. Documentation of an employee's job performance is helpful in maintaining satisfactory levels of work and achievement, and in providing opportunities for planning and communication between the employee and the immediate supervisor. The material stated in this subheading is intended to apply to noncertified employees. Evaluation of certified personnel is covered elsewhere in the District's book of policies.

3.7.2. Documentation. Written documentation regarding unsatisfactory job performance may be submitted by an employee's immediate supervisor whenever the supervisor feels it is necessary.

3.7.3. Commendations. Letters of commendation and other written reports to document outstanding job performance are also encouraged.

3.7.4. Submission. All performance documentation letters or reports should be submitted to the personnel office for placement in the employee's personnel file.

3.7.5. Employee Signature. Before submission of any performance documentation letters or reports, each employee shall have an opportunity to review them, sign them, and keep a copy. Such signatures indicate only that the employee has read the material and is aware of the contents.

3.7.6. Employee Rebuttal. If the employee feels that any performance documentation submitted by the immediate supervisor is incomplete, inaccurate, or unfair, the employee shall have the right to submit to the personnel office within ten days the employee's own written statement, which shall also be placed in the file. The employee shall give a copy of such statement to the immediate supervisor.

3.8. Nonrenewal of Contract Provisional Employee.

3.8.1. A provisional employee must work for a school district on at least a half time basis for three consecutive years to obtain career employee status. The District may, but is not required to, extend the provisional status of an employee up to an additional two consecutive years if in the judgment of the supervisor, the supervisor has reason to believe the employee shows promise for improvement, but has not yet met acceptable standards of performance. Such extensions shall be recommended by the employee's supervisor and approved by the superintendent.

3.8.1.1. Intent not to renew a Provisional Employee: If the District intends not to renew the contract of employment of a provisional employee, the District shall:

- Notify the provisional employee at least 60 days before the end of the provisional employee's contract if the employee will not be offered a contract for a subsequent term of employment.
- Advise the employee that he or she may request an informal conference before the Superintendent or his or her designee.

3.9.Reserved. (2-5-05)

3.10. Files and Records.

3.10.1. Personnel File. The District personnel office maintains an official permanent record file for each employee.

3.10.2. Contents. This file should contain the following items and other employment documents and records: application for employment, employees required to have such records, employee's status form, pre-employment recommendations and records, and documentation of job performance. (2-8-05)

3.10.3. Employee Inspection Rights. Upon request, the employee will be allowed to inspect his or her own file. Under state law employee has the right to copy his/her file, except for pre-employment recommendations and records and such other information as may be privileged under law and not subject to employee inspection.

2116 Sexual Harassment

1. Purpose

The Washington County School District is dedicated to cultivating an educational environment in which all individuals are treated with respect and dignity. No person on the basis of sex, shall be subjected to discrimination or sexual harassment under any education program or activity receiving Federal financial assistance. (20 U.S.C. 1681(a)).

2. Policy

Sexual harassment is prohibited by Title IX of the Education Amendments of 1972 and by this Policy in all of

the District's educational programs including academics, extracurricular activities, and athletics. Allegations that originate off-campus which impact the victim's ability to effectively access and continue their educational program **may** be addressed under this Policy at the discretion of the Designated District Title IX Coordinator. This may include allegations of sexual harassment through the internet, electronic mobile devices and/or social media.

2.1 This Policy applies to all students, staff members, administrators, or third parties. The Board is resolute in its determination to enforce this Policy by investigating complaints and taking appropriate action when violations are identified.

2.1.1. All Designated District Title IX Coordinators, as well as Investigator(s), Decision-Maker(s), or any person designated to facilitate an Informal Resolution Process shall not have a conflict of interest or bias for or against Complainants or Respondents generally, or an individual Complainant or Respondent.

2.2. Inquiries:

Students, parents, guardians, or citizens who have inquiries; or are alleging violations of this Policy may contact the designated school representative and/or the Designated District Title IX Coordinator as follows:

Employees: Director of Human Resources

Students: Director of Student Services

Athletics: Director of Secondary Education

Washington County School District

121 W Tabernacle St.

St. George, UT 84770

(435) 673-3553 Ext: 5164

Email: ocr_coordinator@washk12.org

2.3. Definitions:

2.3.1. Actual Knowledge: Notice of allegations of sexual harassment to any employee of the District.

2.3.2. Complainant: An individual who is alleged to be the victim of conduct that could constitute sexual harassment and makes a complaint.

2.3.3. Formal Complaint: A document filed by a Complainant and/or signed by the Designated District Title IX Coordinator alleging sexual harassment against a Respondent and requesting that the District investigate the allegation of sexual harassment.

2.3.4. Respondent: An individual who has been reported to be the perpetrator of conduct as per Policy.

2.3.5. Sexual Harassment: Conduct on the basis of sex that satisfies one or more of the following:

(1) Quid Pro Quo: A District employee that directly or indirectly requires a student or subordinate to submit to unwelcome sexual conduct to participate in a program or activity and/or requires sexually based actions in order for the student or subordinate to receive aid, benefit, or a service of the District; including influencing an educational decision, a good grade, attending an event, or participation.

(2) Unwelcome sexual conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's education program or activity.

a. Severe: Based on whether the described occurrence or conduct was severe from the perspective of a reasonable person in the Complainant's position.

b. Pervasive: A single instance of an unwelcome act typically does not meet the Title IX standard for sexual harassment requiring investigation, but there are instances when a single unwelcome act may meet the standard. Factors to be considered include, but are not limited to, whether there is a pattern of sexual harassment, the number of people involved, and whether the unwelcome sex-based conduct involves widespread dissemination of offensive material.

c. Objectively Offensive: Whether the described occurrence or conduct was offensive from the perspective of a reasonable person in the Complainant's position. "Just joking" is not an accepted excuse.

d. Denied of Equal Access: Does not require that the Complainant be entirely or physically excluded from educational opportunities, but rather that the sexual harassment has so undermined and detracted from the Complainant's educational experience that he/she is effectively denied school resources and opportunities. No concrete injury is required to show a denial of equal access. Examples may include, but are not limited to an athlete who quits the team, skipping class to avoid the harasser, a decline in a student's academic performance, difficulty concentrating, etc.

(3) Sexual harassment includes dating violence, domestic violence, stalking or sexual assault as defined in the Clery Act and in this Policy as follows:

a. Dating Violence: Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship shall be based upon the reporting party's statement with consideration of the following factors: the length or relationship; the type of the relationship; and the frequency of the interaction between the persons involved in the relationship. Dating violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse. Dating violence does not include acts covered under the definition of domestic violence.

b. Domestic Violence: Includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of Utah, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of Utah.

c. Stalking: Two or more acts of conduct that is directed at a specific person that would cause a reasonable person to fear for his/her safety or suffer substantial emotional distress, including, acts in which the stalker directly, indirectly or through third parties, by any action, method, device or means, follows, monitors, observes, surveils, threatens, or communicates to, or about a person, or interferes with a person's property.

d. Sexual Assault: is defined as any sexual act directed against another person for the purposes of sexual gratification, without consent of the victim, including instances where the victim is incapable of giving consent. It includes rape, fondling, incest, and statutory rape as defined below:

i. Rape: The penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim.

ii. Fondling: The touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental incapacity.

iii. Incest: Sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.

iv. Statutory Rape: Sexual intercourse with a person who is under the statutory age of consent.

2.3.6. Sexual Misconduct: Conduct of a sexual nature, including inappropriate sexual behavior or threatened behavior that poses a threat to the welfare, safety, or morals of other students or school personnel, but does not rise to the level of Sexual Harassment. Sexual misconduct is prohibited and will be investigated and addressed under Washington County School District Policy 2110 Safe Schools; 1710 Non-Discrimination; 1450 Discipline and Termination, and Non-renewal of Contract.

2.3.7. Reasonable person means an individual under similar circumstances and with similar identities to the victim/Complainant.

2.3.8. Substantial Emotional Distress: Is significant mental suffering or anguish that may, but does not necessarily, require medical or other professional treatment or counseling.

2.3.9. Supportive Measures: Non-disciplinary, non-punitive individualized services offered promptly as appropriate, as reasonably available, and without fee/charge to the Complainant or Respondent before and after the filing of a complaint. Such measures are designed to restore or preserve equal access to the District's educational program or activity without unreasonable burdening either party, including measures designed to protect the safety of all parties and protect the educational environment.

2.3.10. Third Party: The jurisdiction of this policy includes allegations occurring at all schools, and district programs; enroute to school activities; and where the Washington County School District has exercised substantial control over both the Respondent and the Complainant and the context in which the reported Sexual Harassment occurs. Third party for the purposes of this policy therefore includes volunteers, vendors, visitors and independent contractors who are present in described settings; or who have knowledge of an alleged violation and report it.

3. Complaint Procedure

(Grievance Policy for Employee Complaints of Discrimination is reference in District Policy 1710; Parent Administrative Grievance Procedure District Policy 3500; Non-Discrimination Policy 2115)

The intent of the complaint process is to provide a prompt and equitable resolution of complaints alleging any form of sexual harassment. The essential components of the complaint process include:

- (1) Reporting the complaint, i.e., Notice;
- (2) Implementing supportive measures;
- (3) Determining if the complaint is formal;
- (4) Investigating the complaint;
- (5) Providing a response regarding the outcome of the complaint to both parties; and
- (6) Filing an appeal.

3.1. Reporting: All employees of the District are required to report any allegation or observation of discrimination, sexual misconduct, and sexual harassment to the employee's immediate supervisor, who will report to the school principal where the student/employee is enrolled or employed. Receiving a complaint from anyone (not just the victim), constitutes notice and therefore triggers a required School/District response.

3.1.1. Reporting to Law Enforcement: In cases involving potential criminal conduct, school personnel must

immediately notify appropriate law enforcement authorities. When any person has reason to believe that a child has been subjected to abuse or neglect, that person shall immediately notify the nearest peace officer, law enforcement agency, or office of the Division of Child and Family Services. A law enforcement investigation does not relieve the school of its independent obligation to investigate the conduct.

3.1.2. Timelines: Any reported allegations of sexual harassment will be investigated promptly; without deliberate indifference; and in accordance with the complaint procedures set forth below. Timelines may vary depending on the complexity of the investigation and the severity and extent of the sexual harassment. This includes complaints filed by students against school employees, other students, or third parties. The District's process may be delayed for good cause including the absence of a party, concurrent law enforcement activity, or the need for language assistance or accommodation of disabilities.

3.1.3. Initial Inquiry: Upon actual knowledge, the school administrator shall without delay conduct an initial inquiry to receive information about the allegation (this is not an interview). The school administrator shall then notify the Designated District Title IX Coordinator about the allegation to determine if the conduct, on the face of the allegations, is more likely sexual misconduct or sexual harassment as defined in this Policy.

3.2. Supportive Measures: Supportive measures shall be offered. The determination of supportive measures shall be made when the school administrator notifies and coordinates with the Designated District Title IX Coordinator. Complainants and Respondents are to be treated equitably. Every effort to preserve equal access for all parties shall be implemented. Individualized supportive measures as defined in this Policy shall be made available to both the Complainant and Respondent depending on their circumstances.

3.2.1. Supportive measures may include altering work arrangements, changes in work locations or leave of absence (specific to employees); mutual restrictions on contact between parties; counseling; school safety plan; supervised transitions; increased security and monitoring of certain area of campus; and course related adjustments including extensions of deadlines, modifications to the amount of work required, changing class schedules, separate classes, etc.

3.2.1.2. All supportive measures or reasons for not offering supportive measures must be documented and made available to the Designated District Title IX Coordinator.

3.3. Emergency Removal: A Respondent is presumed not responsible for the alleged conduct until a determination regarding responsibility is made; therefore, the school **shall not** impose any disciplinary actions until the conclusion of the process; however, it may be necessary to impose an emergency removal if there is an **immediate threat to the physical health or safety** to the Complainant and/or other students, based upon an individualized safety and risk analysis. A removal cannot be based solely upon an allegation.

3.3.1. Notice of Emergency Removal: Prior to imposing an emergency removal, the Respondent must be given notice and may have the opportunity to challenge the decision.

3.3.2. Removal of Employees: An employee Respondent may be placed on paid administrative leave with or without a showing that the Respondent poses an immediate threat to the physical health or safety of individuals.

3.4. Formal Complaint: Upon learning through actual knowledge and initial inquiry that the conduct that could constitute sexual harassment, the school administrator shall notify the Designated District Title IX Coordinator who may interview the Complainant. The procedures in this Policy must be followed if the allegations, if true, meet the definition of sexual harassment; otherwise follow Policy 2110.

3.4.1. Filing a Formal Complaint: A student and/or parent/guardian may complete a written complaint on behalf of a minor Complainant requesting that the District/School investigate an allegation of sexual harassment. An employee is required to file his/her own complaint. However, in either case, the Designated District Title IX Coordinator may also issue/sign a formal complaint on behalf of the Complainant if the Complainant refused to file but the allegation, on its face, it meets the definition of sexual harassment. The Designated District Title IX

Coordinator shall file a formal complaint if there is a physical threat to the Complainant, but the Complainant cannot proceed, or where there is an institutional problem.

3.4.2. Contents: A written formal complaint may be submitted on the District form or other written document and may be submitted via mail or electronic means. It must include the following:

- a. A request for an investigation including the name, address, telephone number and signature of the Complainant.
- b. The name, address of the school, name of the District or District department where the Complainant is enrolled or employed or attempting to be enrolled or employed.
- c. The date(s) on which the alleged sexual harassment took place.
- d. The name(s) of alleged person(s) responsible for the alleged violation (the Respondent(s)).
- e. A sufficient description of the nature of the alleged sexual harassment, i.e., explain what occurred and the harm caused by the incident.
- f. A statement of requested resolution/imposition of remedies (which may include supportive measures). Disciplinary action lies only within the authority and sole discretion of the District.

3.4.3. Complaint Notice: Upon receipt of a formal complaint, the Designated District Title IX Coordinator shall provide written notice to the known parties, which shall include:

- a. Notice of the allegations, including the name of the Complainant, a description of the alleged harassment, and a range of dates during which the harassment is alleged to have occurred.
- b. A statement that the Respondent is presumed not responsible until a determination of the responsibility has been made at the conclusion of the investigation.
- c. An outline of the investigation process.
- d. The standard of evidence that will be applied.
- e. Directives not to retaliate (for the Respondent).
- f. Information about and offer of the Informal Resolution Process.

3.4.4. Dismissal of a Complaint:

3.4.4.1. Mandatory Dismissal: If the alleged conduct does not meet the definition of sexual harassment defined in this Policy or that the alleged conduct did not occur in the District's education program or activity a complaint **must** be dismissed at any time by the Designated District Title IX Coordinator.

3.4.4.2. Discretionary Dismissal: The complaint **may** be dismissed if the Complainant makes a request in writing to the Designated District Title IX Coordinator that he/she would like to withdraw his/her formal complaint; or if the Respondent is no longer enrolled or employed by the District; or if circumstances prevent the District from gathering sufficient evidence to reach a conclusion.

3.4.4.3. Dismissal Notice: Upon dismissal of a formal complaint, written notice of the dismissal and reasons why must be sent to the Respondent and Complainant simultaneously. Dismissal does not preclude action under another District Policy. The Complainant may appeal the dismissal in accordance with the procedures for appeal in this Policy.

3.4.5. Informal Resolution Process: Following a formal complaint, the Complaint and the Respondent will be

given the option of participating in an Informal Resolution Process which may be facilitated any time after the complaint has been filed and prior to the determination with the voluntary written consent of both parties. If the Informal Resolution Process fails, the Formal Complaint will resume. Informal Resolution is not an option when the allegations are of an employee sexually harassing a student.

3.4.5.1. Informal Resolution Notice: An informal resolution process may be facilitated provided that the parties receive written notice with the following information:

- a. the allegations;
- b. the requirements of the process, including the circumstances that would preclude the parties from resuming/re-filing a formal complaint arising from the same allegations;
- c. the right to withdraw from the Informal Resolution Process and resume the investigative process at any time, and
- d. consequences that might result from participating in the informal process including records that will be maintained by the District or that could be shared.

3.5. Investigation: Specifically assigned trained administrators, i.e., “Investigators” shall conduct investigations of Formal Complaints.

3.5.1. Written Notice: Investigators shall provide written notice to the parties, including the date, time, location, purpose of all investigative interviews, the right to bring an advisor, and the right to bring any document, evidence, or other information the party would like the investigator to consider. Sufficient time (at least two days) should be allowed following the notice for the parties to prepare to participate.

3.5.2. Interviews: The Complainant and Respondent may be accompanied by an advisor for support, but not to speak for them. The Investigators shall also provide an equal opportunity for the parties to suggest witnesses for the investigator to consider interviewing.

3.5.3. Evidence: The Investigator(s), rather than the parties, shall ensure burden of proof by gathering sufficient evidence. The Complainant may present evidence supporting the allegations. The Respondent may present evidence refuting the allegations.

3.5.3.1. All evidence shall be reviewed and preserved including video/camera footage, photos, physical evidence, documents, correspondence, reports, and electronic information.

3.5.3.2. Investigative Summary: Prior to completing the Final Investigative Report, Investigator(s) shall send a summary of the evidence to both parties for inspection and review. This may be done through electronic means or via hard copy.

3.5.3.3. Both parties have 10 calendar days to submit a written response to the summary. Investigator(s) will consider the responses but need not adopt them.

3.5.4. Final Investigative Report: After the 10 days, Investigator(s) shall draft a Final Investigative Report and provide it to the Complainant, Respondent and Designated Decision-Maker.

3.5.4.1. The report must contain: a description of the complaint; a description of the interim supportive measures including steps taken to date toward an equitable solution; a detailed description of the investigation (names and dates of individuals interviewed), and summary of the evidence considered.

3.6. Decision-Maker Investigation: Decision-Maker(s) are designated District administrators who provide a determination regarding the responsibility of the Respondent and the outcome of the complaint to both parties.

3.6.1. Upon receipt of the Final Investigative Report, the Decision-Maker(s) shall notify both parties that they

have 10 days to submit cross-examination questions in writing for the other party and/or any witnesses to answer. Additional questions may be allowed at the sole discretion of the Decision-Maker(s). Should the Decision-Maker(s) determine that a question is not relevant, they must explain why to the requesting party.

3.6.2. Decision-Maker Written Determination: The Decision-Maker(s) shall base their conclusions on the preponderance of the evidence standard. Careful judgment of credibility must be considered based upon factors such as plausibility and consistency. The Respondent, Complainant and Designated District Title IX Coordinator shall be provided with the Written Determination, including:

- a. Identification of the allegations potentially constituting sexual harassment as defined by Policy.
- b. A description of the procedural steps taken from the receipt of the formal complaint through to the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather evidence.
- c. Findings of fact supporting the determination.
- d. Conclusions regarding the application of this Policy or other policies to the facts
- e. A statement of, and rationale for, the finding of fact to each allegation, including a determination regarding responsibility.
- f. Disciplinary actions that will be imposed on the Respondent consistent with Policy 2115 Safe Schools or for employees Policy 1450 Discipline and Termination, and Non-renewal of Contract. (The Decision-Maker(s) shall verify with the school administrator that such documentation is entered into the District student information system.)
- g. Remedies designed to restore or preserve equal access for the Complainant to the District's educational program or activity. (The Designated District Title IX Coordinator shall verify with the school administrator that effective implementation of any remedies).
- h. Procedures to appeal (as per below).

3.7. Appeal Process: Within 10 days of the receipt of the Final Investigative Report or Written Determination a party may appeal in writing to the Superintendent.

3.7.1. The purpose of an appeal is to determine whether the procedures as per this Policy were followed; or if a party believes there was a conflict of interest regarding the Designated District Title IX Coordinator(s), Investigator(s), and/or Decision-Maker(s). If an appeal does not introduce new evidence, allege conflict of interest, or is a violation of the process, it may be denied.

3.7.2. If the appeal is granted, both parties will be given a reasonable, equal opportunity to submit a written statement in support of or challenging the outcome.

3.7.3. The Superintendent will review the complaint, findings, and render a decision in writing which will be provided simultaneously to both parties. The written decision on the appeal may take one of three positions:

- Affirm the Decision-Maker(s) decision
- Repeal the Decision-Maker(s) decision
- Remand the Decision-Maker(s) decision

3.8. Retaliation is prohibited: No person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX or this Policy, or because an individual has made a report or complaint, testified, assisted or participated or refused to participate in any manner of an investigation or proceedings.

3.8.1 Monitoring Outcomes: School administrators should monitor the impact of the complaint, if any, on the campus climate. Such consideration is intended to protect any person who was involved in the complaint from retaliation and/or implement further supportive measures. Anyone found to have engaged in retaliation is subject to disciplinary action.

3.9. Record Retention: All records created during the entire process must be maintained for 7 years, or 2 years after the student graduates (whichever is longer); including, but not limited to, supportive measures, informal resolution, the determination, disciplinary sanctions, remedies, appeal and training materials used during the process.

3.10. Training: All employees and students shall be provided with access to this Policy as per the District website. Ongoing Title IX training shall be provided.

3.10.1. Administrative employees who have specific roles such as School Administrators, Designated District Title IX Coordinator, Investigator, Decision Maker, Superintendent as per Policy shall receive training on this Policy including:

- a. The definition of sexual harassment
- b. The scope of the district's education program or activity
- c. How to conduct an investigation including how to determine relevance to create an investigative report that fairly summarizes relevant evidence, how to write and issue an investigative report,
- d. How to serve impartially, including prejudgment of the facts at issue, conflicts of interest and bias.

3.10.2. All Decision-Makers must receive training on the issues of relevance of questions and evidence, including where questions and evidence about the Complainant's predisposition or prior sexual behavior are not relevant.

3700 Technology Acceptable Use Policy – Student On-line Safety

1. Purpose

The purpose of this policy is to ensure appropriate, responsible, ethical and legal access and use of computers, the Internet, and other electronic or communication devices by District students, patrons, and employees. The Technology Acceptable Use Policy addresses two distinct concepts of technology use. The first regards the use of computers and the Internet, and the second addresses interfering and electronic communication devices.

2. Policy

2.1. Computers and the Internet

It is the policy of the Washington County School District to permit students, patrons, and employees to have computer and Internet access under approved regulations and guidelines, to include those listed in the Children's Internet Protection Act, State Law, and policies adopted by Board of Education. In general, the user's responsibilities require responsible, decent, ethical, polite, efficient, and legal use of computer and network resources. Students, patrons, and employees must not access obscene, pornographic, or material that is deemed to be harmful to minors. District and school personnel will instruct students and staff on acceptable use of computers and Internet resources and proper network etiquette. All students, patrons, and employees are granted access to the Internet, but all access to the Internet through district resources is subject to the terms of the Technology Acceptable Use Agreement and District policy.

2.2. Interfering and electronic communication devices

While in some instances the possession and use of electronic communication devices or other devices or objects by a student at a school may be appropriate, often the possession and use of such devices or objects by students at school can have the effect of distracting, disrupting, and

intimidating others in the school setting and leading to opportunities for academic dishonesty and other disruptions of the educational process. The purpose of this component of the policy is to vest with school administrators the authority to enforce reasonable rules relating to student use of such objects or devices in the public schools.

3. Procedure

3.1. Definitions:

- 3.1.1. Acceptable Use: Computer and Internet use must be consistent with the education objectives of the District. The use must also be consistent with the terms of this agreement.
- 3.1.2. Prohibited Use: Any use that violates federal or State laws and/or District policy.
- 3.1.3. Interfering Device: This includes any device or object which does not constitute a weapon or explosive but may, if used or engaged, interfere with the educational process for either the student possessing or using the object or for other students. By example, such objects include any electronic communication device (defined below), a camera, lasers, laser pens or pointers, radios, portable CD players, or other electronic equipment or devices.
- 3.1.4. Electronic communication device: This includes telephones, camera telephones, two-way radios or video broadcasting devices, pagers, and any other device that allows a person to record and/or transmit on either a real time or delayed basis, sound, video or still images, text, or other information.
- 3.1.5. Camera: This includes any device for taking still or motion pictures, whether in a digital or other format.

3.2. Prohibited Uses: The following uses of the District's computers, including its network and Internet access are prohibited for:

- 3.2.1. using an account other than your own and any attempt to gain unauthorized access to accounts on the network.
- 3.2.2. attempting to obtain access to restricted sites, servers, files, databases, etc. Attempts to gain unauthorized access to other systems (e.g. "hacking").
- 3.2.3. student use of games, Internet games, chat rooms, and instant messaging not specifically assigned or authorized for use by a teacher or an administrator. Employees and patrons must not use games, Internet games, chat rooms, and instant messaging that is not directly related to curriculum development, instruction, or work assignment.
- 3.2.4. using computers, the Internet or network for any illegal activity. This includes, but is not limited to: copyrighted material, threatening or obscene material or material protected by trade secrets. This prohibition includes the violation of any federal, State or local law.
- 3.2.5. providing personal addresses, phone numbers, and other private information whether that information belongs to the user or any other individual unless it is related to the core curriculum or specifically authorized for release. Additionally, all employees are subject to and must comply with State and federal privacy laws and regulations. The unauthorized disclosure of private or protected information may result in disciplinary action and referral for criminal prosecution.
- 3.2.6. using the Internet for commercial purposes, financial gain, personal business, product advertisement, use for religious or political lobbying (including student body elections students or representation elections for employees, Reference District Policy 1600)
- 3.2.7. attempting vandalism defined as any attempt to harm or destroy data of another user, another agency or network that is connected to the Internet. Vandalism includes, but is not limited to, the uploading, downloading, or creation of computer viruses. It also includes attempts to gain unauthorized access to a network that is connected to the Internet.
- 3.2.8. degrading or disrupting network equipment, software, or system performance.
- 3.2.9. wasting finite network resources.
- 3.2.10. invading the privacy of individuals or disclosing confidential information about other individuals.
- 3.2.11. posting personal communications without the original author's consent.
- 3.2.12. posting anonymous messages.
- 3.2.13. accessing, downloading, storing or printing files or messages that are profane, obscene, or

- that use language that offends or tends to degrade others.
- 3.2.14. harassing others and using abusive or obscene language on the network. The network may not be used to harass, annoy, or otherwise offend other people.
 - 3.2.15. using material which may be deemed to violate any District policy or student code of conduct.
 - 3.2.16. downloading music or video files or any other files that will infringe on copyright laws or is not directly related to a school or position assignment.
 - 3.2.17. communicating threats of violence.
 - 3.2.18. using the network for plagiarism. Plagiarism is taking ideas or writing from another person and offering them as your word. Credit must always be given to the person who created the information or idea.

3.3. Privileges and Discipline:

Internet use is a privilege, not a right, and inappropriate use will result in a loss of network privileges, disciplinary action, and/or referral to legal authorities. The system administrators will close an account when necessary. An administrator or faculty member may request the system administrator to deny, revoke, or suspend specific user access and/or user accounts. District employees, to include teachers, staff, and administrators, may face disciplinary action up to and including termination. Authorized District employees have the right to intercept or read a user's e-mail, to review any material, and to edit or remove any material which they believe may be unlawful, obscene, defamatory, abusive or otherwise objectionable. If the District intends to impose any discipline upon a student other than revoking privileges for the remainder of the school year, the student will be afforded appropriate or adequate due process. Career and Provisional Employees will be disciplined according to District Policy 1450. Temporary employees or other patrons may be denied computer access or have their employment terminated.

3.4. Privacy Information:

Nothing is private on the District-owned network. If a user accesses a particular site on the Internet, it is likely that someone knows the connections that the user is making, knows about the computer the user is using and what the user looked at while on the system. Frequently these sites maintain records which can be subpoenaed to identify what the user has been viewing and downloading on the Internet. In addition, the District reserves the right to monitor whatever a user does on the network and to make sure the network functions properly. A user has no expectation of privacy as to his or her communications or the uses made of the Internet.

3.5. Network Etiquette:

Users are expected to abide by the generally accepted rules of network etiquette. These include but are not limited to the following:

- be polite.
- do not be abusive in your messages to others.
- use appropriate language.
- do not swear, use vulgarities or any other language inappropriate in a school setting.
-

3.6. Security:

- 3.6.1. Security is a high priority on computer networks. If a security problem is identified, the user must notify the system administrator immediately. Do not demonstrate the problem to other users. Users may not use the Internet to discuss or disseminate information regarding security problems or how to gain unauthorized access to sites, servers, files, etc.
- 3.6.2. Any passwords issued to users/parents/guardians must not be shared with or disclosed to other users without specific authorization from the administrator. Passwords should be changed frequently. If students/parents divulge passwords to anyone not authorized by school policy, the school/district cannot guarantee the protection of confidential student information.
- 3.6.3. Do not leave a workstation without logging out of the network or "locking down" the workstation.

- 3.6.4. You must report any of the following to a building administrator:
- if you receive or obtain information to which you are not entitled;
 - if you know of any inappropriate use of the network by others; and
 - if you believe the filtering software is not filtering a site or sites that should be filtered under this agreement.

3.7. Disclaimer:

- 3.7.1. The District makes no guarantee of the completeness or accuracy of any information provided on the network. It makes no promise or warranty to maintain or update its network or the information contained or made available to the public, its employees, and students. The District may suspend or discontinue these services at anytime. The user assumes the risk of verifying any materials used or relied on.
- 3.7.2. The District disclaims any express or implied warranty in providing its computer system and any materials, information, graphics, or processes contained therein. It makes no warranty, express or implied, nor assumes any responsibility regarding the use of its network or its contents for its accuracy, completeness, currency, its use of any general or particular purpose, or that such items or use of such items would not violate or infringe on the rights of others. Access to its network is provided on a strictly "as is basis."
- 3.7.3. The District's network resources may contain hypertext or other links to Internet or computer sites not owned or controlled by the District that may be of interest. The District cannot supervise or control the content of these other sites. Any information, endorsements of products or services, materials or personal opinions appearing on such external sites are not controlled, sponsored or approved by the District.
- 3.7.4. The District specifically disavows legal responsibility for what a user may find on another site or for personal opinions of individuals posted on any site, whether or not operated by the District.
- 3.7.5. A user assumes the risk of use or reliance on any information obtained through the network.
- 3.7.6. The District will not be responsible for any damages a user suffers while on the system, including loss of data resulting from delays, non-deliveries, misdeliveries or service interruptions caused by negligence, errors, or omissions.

3.8. Access and/or Accounts Requirements

All users are responsible for reading and agreeing to follow all guidelines outlined in the Acceptable Use Agreement (AUA). Employees may be granted an account for their term of employment subject to the terms, limitations, and conditions outlined in this policy.

3.9. Interfering and Communication Devices

Except as set forth below, a student may possess, but may not operate or engage, any interfering device during school hours or at school functions, unless specifically authorized in advance by the school personnel in charge of the class or activity.

- 3.9.1. It is District policy that students and others in the District will not be subject to video or audio capture, recording or transmission of their words or images by any student at a school without express prior notice and explicit consent for the capture, recording or transmission of such words or images.
- 3.9.2. During any time when a student is scheduled to be in class or involved in a regular school activity, it is a violation of policy for the student to have in his or her possession an electronic communication device or camera which is in the "on" position and ready to receive, send, capture, or record any communication, visual image, sound, text message or other information.
- 3.9.3. Electronic communication devices and cameras must not be possessed, activated, or utilized at any time by any person, to include a student, teacher, staff employee, patron, or any other individual, in any school situation where a reasonable expectation of personal privacy exists. These locations and circumstances include but are not limited to locker rooms, shower rooms, restrooms, and any other areas where students or others may change or be in any stage or degree of disrobing or changing clothes.
- 3.9.4. The principal or administrator of the school is hereby given authority to make determinations as to other specific locations and situations where possession of electronic communication

devices and cameras is absolutely prohibited.

- 3.9.5. At no time may any electronic communication device or camera be utilized by any student in any way which gives the impression to others of being threatened, humiliated, harassed, embarrassed, or intimidated.

3.10. Sanctions Confiscation of Device

Any electronic device found on District property is subject to search and confiscation. Pornographic or indecent material will be reported for possible criminal prosecution in accordance with the UCA 76-10-1235 and/or other applicable District, state and federal regulations. For each observed violation of this policy, it shall be the duty of the school teacher or administrator observing the violation to immediately confiscate the interfering device. Employee or patron violations will be immediately reported to the appropriate school or District administrator. Furthermore, the school or District may take additional disciplinary action as described in other District policies. The confiscated device shall be forwarded to the administrative office together with the name of the person from whom the device was confiscated. The school office should make arrangements to notify the parent/guardian of the student from whom the device was confiscated and arrange for the parent or guardian to pick up that device at the school office.

3.11. Employee Disciplinary Actions shall be in accordance with applicable laws, regulations and District policies.

Adults working with students in the schools are in a unique position of trust and have an ethical responsibility to keep all communication with students on a professional level. Electronic communications are no exception. Any electronic communication between students and employees of the Washington County School District (administrators, teachers, custodians, secretaries, aides, etc.) are to be kept on the highest of professional levels. Inappropriate electronic communication (email, text messages, blogs, etc.) will not be tolerated. Violations will be firmly handled in accordance with applicable laws, and District policies. Any employee found to be in violation will be subject to immediate discipline. Discipline could include termination of employment with the Washington County School District.

Employees have an obligation to immediately report to their supervisor, any communication from a student that is inappropriate or has the potential to develop into something inappropriate.

Employees are to exercise caution when responding to student initiated electronic communication.

[3.11.1 Specific policy and signature sheets for administrative and teacher use of laptops.](#)

3.12. Student Disciplinary Actions:

- 3.12.1. Any use of an electronic communication device or camera to record sounds or images or otherwise capture material in an unauthorized setting or at an unauthorized time shall subject the user of the device to increased discipline based on the circumstances and whether the student has been involved in prior violations of this policy and/or other District Policies.
- 3.12.2. The use of any interfering device or any electronic communications device or camera to threaten, intimidate, or embarrass another or to capture and transmit test information or any other information in a manner constituting fraud, theft, or academic dishonesty may result in an immediate suspension of not less than three days nor more than ten days.
- 3.12.3. The use of any interfering device in a manner which may be physically harmful to another person, such as shining a laser in the eyes of another student, may result in an immediate suspension of not less than three days nor more than 10 days. When a student repeatedly engages in such behavior, the punishment may be increased as is appropriate. Authority: 53A-3-402(15) 53A-11-901 et seq. Utah Code Annotated

Inventory Management – An ongoing inventory of a school item \$100 or more must be kept current on the school inventory list. Brenda Boelter is in charge of the school inventory. When you purchase something for the school, over \$100, please make sure to have Brenda put it onto the inventory. When she asks for you do inventory your room from the inventory sheets she will give you, please return them to her quickly with the accurate information.

ASSUMPTION OF RISK STATEMENT

Pine View Middle School

Pine View Middle School DOES NOT carry any type of personal injury or health insurance coverage for visiting adults or students, including student athletes. Medical attention, hospitalization, and medications are the financial responsibility of the visiting adults, students and/or their parents. Students and visiting adults are advised to take note of their own or their family's insurance policy. Therefore, all charges for medical services as a result of illness and or injuries incurred during participation as a member of an athletic team, or on campus as a guest of a teacher, upon release of student to a parent or family member after a school sponsored activity, club activity or when using the facility for personal use, will be billed to the athlete and should be submitted to his/her family insurance. **Pine View Middle School cannot and will not accept billing.**

Washington County School District does offer health services for all students, but not adults, through the "Student Assurance Services." It is available to meet students' needs, but is a separate company and not affiliated with the district or school. More information is available at the main office at Pine View Middle School.

ALL ATHLETES WILL BE REQUIRED TO SHOW PROOF OF INSURANCE. PARTICIPATION IN ATHLETICS WILL NOT BE AUTHORIZED UNTIL THIS HAS BEEN VALIDATED.

ASSUMPTION OF RISK STATEMENT

Participation in sports, release of a student to a parent or family member after participation in a PVMS school activity, or any use of our fields or facilities from outside participants requires an acceptance of risk of injury, including catastrophic injury and death. Athletes rightfully assume that those who are responsible for the conducts of the sport have taken reasonable precautions to minimize the risk of significant injury and that those participating in the sport will not intentionally inflict injury. Any person not associated with PVMS or its programs assumes the same responsibility to minimize risks when in use of the fields or facilities.

Periodic analysis of injury patterns continuously leads to refinements in the rules and other safety guidelines. However, to legislate safety via the rule book and equipment standards, although often necessary, is seldom effective by itself. To rely on officials to enforce compliance with the rule book is as insufficient as to rely on warning labels to produce behavioral compliance with safety guidelines. Compliance means respect on everyone's part for the intent and purpose of a rule or guideline, not merely technical satisfaction by some of its phrasing.

The undersigned, herewith:

- A. Understands that participation is VOLUNTARY. He or She voluntarily assumes all risks and hazards associated with such participation or use of all fields and facilities on a voluntary basis.
- B. Understands that he or she must refrain from practice or play while ill or injured, whether or not receiving medical treatment, or during medical treatment until he or she is discharged by a doctor - despite continuing treatment.
- C. Understands that having passed the physical examination does not necessarily mean that he or she is physically qualified to engage in athletics, but that the examiner did not find a medical reason to disqualify him or her at the time of said examination.
- D. Has read, understands and agrees to comply with the requirements stated in the insurance note.
- E. Certifies that the answers to the questions above are correct and true and assumes all risk inherent in participation.

- F. I assume all responsibility for the transportation of my child to and from athletics, clubs, or personal events at PVMS with full knowledge of the risk that may be incurred not following the Washington County School District Policy.
- G. I assume all legality and responsibility for injury occurring on or off any field, facility or activity associated with PVMS.

Print Student Athlete or Participants Name _____

Signature of Athlete or Participant _____ Date _____

Signature of Parent/Guardian _____ Date _____

THIS FORM MUST BE SIGNED AND RETURNED BEFORE THE STUDENT/ATHLETE/PERSON WILL BE PERMITTED/ PRACTICE OR PLAY.

AN OVERVIEW OF FERPA Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

- FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."
- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions:
 - o School officials with legitimate educational interest;
 - o Other schools to which a student is transferring;
 - o Specified officials for audit or evaluation purposes;
 - o Appropriate parties in connection with financial aid to a student;
 - o Organizations conducting certain studies for or on behalf of the school;
 - o Accrediting organizations;
 - o To comply with a judicial order or lawfully issued subpoena;
 - o Appropriate officials in cases of health and safety emergencies; and
 - o State and local authorities, within a juvenile justice system, pursuant to State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about

them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school **FEDERAL FERPA**

20 U.S.C. Section 1232g and 34 C.F.R. Part 99

1. **What is the purpose of this law?** The purpose is to assure parents of access to their students' education **records** and to protect such individuals' rights to privacy by limiting the availability of student records without parental consent.
 2. **What are the rights established by FERPA?** There are three general rights: (1) the right to inspect and review the education records relating to the student maintained by the schools the child attends or has attended; (2) the right to challenge and require the school to amend an education record concerning the student that is inaccurate, misleading or otherwise in violation of the students privacy rights; and (3) the right to require the school to obtain written consent prior to the disclosure of personally identifiable information, subject to specific exceptions.
 3. **What are education records?** Usually defined as ". . .those records, files, documents, and other materials which. . .contain information directly related to a student; and. . .are maintained by an educational agency or institution. . ." If the student information is maintained by the school, it does not matter if it is maintained by the counselor, the classroom teacher, the principal in a special file at his desk or in the student's official student file. Absent unusual circumstances, student records probably **do not include** notes taken or kept in an educator's personal calendar or Daytimer.
 4. **What are exceptions to student records?**
 - sole possession records
 - law enforcement records.
 - employment records
- Note:** Nothing requires a school to *keep* sensitive records that it receives. If records are sensitive-return or destroy when no longer needed.
5. **What rights do non-custodial parents have regarding their students' records?** Non-custodial parents have the right to review their students' records *unless* the school is presented with a court order that precludes the noncustodial parent from accessing her student's records.
 6. **Under what conditions is prior consent not required to disclose student information?**
 - if the information is directory information to school officials with legitimate educational interest
 - to state and local educational authorities under certain conditions
 - to organizations conducting ". . .studies for or on behalf of..." the school/district for specific purposes
 - in the event of health or safety emergencies
 - in response to subpoenas/judicial orders
 - to representatives of the juvenile justice system, pursuant to state statute.
 7. **What if a parent disagrees with something in her student's school record?** (1)Parent should identify portion of record believed to be inaccurate or misleading; (2) school must decide within reasonable time whether to amend as requested; (3) if school decides not to amend, must inform parent of right to a hearing; (4) after hearing, if decision is not to amend, parent has right to insert a statement into student record.
 8. **What is "directory information?"** Parents must receive notice of school's definition of directory information and that schools *may* release directory information unless parent objects in writing. Directory information may include: students name, address and telephone number, date and place of birth, major field of study, official activities, and dates of attendance, height and weight for sports, degrees and honors, photo.
 9. **Can students review their own records?** **Yes**, students can review their own records but only under certain circumstances. Under FERPA, the right to review records transfers from the parents to the students once students turn eighteen years old or attend a postsecondary institution. As long as students are legally dependent for tax purposes, parents retain access rights to records.
 10. **What if school employees violate FERPA?** There is no doubt that staff members may be disciplined for violating student federal and state privacy rights. A board would be well advised to have a written policy to deal with major or minor violations of the applicable privacy acts.
 11. **Is disclosure of directory information mandatory?** Disclosure of directory information is optional. A school or district policy should list items considered directory information.

12. **Does the FERPA require a school to provide a parent copies of records?** Generally, a school is not required to provide parents copies of records. However, if the distance is great enough to make it impractical for the parent to visit the school to review the records, the school must make copies of the records and send them to the parent when that parent requests access to the records. There is another narrow exception to the no-copy generalization in that parents must receive copies of their children's IEPs.
13. **Must a school employee provide student records to parents immediately upon request?** No. It is helpful if schools have a policy. But a short or reasonable delay, especially for consultation with supervisors that does not effectively deny access is permissible.
14. **Must the school notify the non-custodial parent of his/her FERPA rights?** No. The school would be considered in compliance with the law if it notifies only the parent who has custody of the child.
15. **Is the school required to honor a parent's "standing request" for access or copies?** No. The FERPA does not require a school to honor a standing request, but the school may do so if it wishes. If parents wish to obtain information from their child's records on a regular basis, they should submit requests periodically. The school must respond to each request within 45 days.
16. **How can a non-custodial parent get access to records?** Any parents may ask the school for the opportunity to review records, either by going to where the records are kept or by requesting copies. The school may ask the parent for some identification.
17. **What has been the effect of the recent U. S. Supreme Court decision, Falvo v. Owasso (February, 2002, on student records issues)?** The Court clearly, but narrowly, stated:

"The federal statute that prohibits release of student education records without parental consent does not outlaw the practice of "peer grading," in which students score each other's tests and papers." I don't think we can assume any more flexibility than directly addressed by the Court. Teachers should not post graded work with students' names; students should not call out their scores; teachers should treat grade books and student work confidentiality.

STATE FERPA

Utah Code 53A-13-301 through 302

1. **Where does this law come from?** The state FERPA law is an expansion of the Hatch Act/Grassley Amendment that is found at the end of the federal FERPA law. The state law was passed by the Utah Legislature in 1994 and amended the next year.
2. **What is the purpose of the law?** The purpose of the law is to establish that certain issues or areas of discussion are best discussed in a private or family setting and should only be discussed in a school setting or with school personnel with parental permission. An additional purpose is to direct educators to contact parents or guardians if the educator knows that a student is in a dangerous situation.
3. **What are the issues that require parental consent prior to discussion with students?**
 - political affiliations and philosophies
 - mental or psychological problems
 - sexual behavior, orientation, or attitudes
 - illegal, antisocial, self incriminating, or demeaning behavior
 - critical appraisals of close family members
 - religious affiliations or beliefs
 - legally recognized privileged relationships (priests, doctors)
 - income, unless required by law
4. **Does this law apply whether the questions arise from a survey or evaluation, a classroom discussion or a more private discussion with a teacher or school counselor?** The law would apply to all of these as well as questions presented in classroom activities or assignments.
5. **What kind of parental notice and consent is required?** Parent(s) must be notified at least two weeks before assignments or planned curriculum activities are scheduled about protected areas. Parents must give prior written parental consent or students may not participate in discussions or activities.
6. **What if a student volunteers information about these protected areas (for example, "My mom's boyfriend gets drunk and passes out every night at our house! I don't like it! What**

can I do about it?") This law is directed at information that is elicited from students about protected topics. In addition, educators may not provide answers to questions that would be in violation of state or federal law. Educators are trained to focus student comments and discussion on core curriculum issues; they clearly understand that discussion of protected issues, even if initiated by students, would violate the spirit of the law.

7. **Does this law change any obligation that educators have to report suspected child abuse?**
No! All adults who "have reason to believe" (a very low standard) that a child is being abused *shall* report the belief to law enforcement or the Division of Child and Family Services.

WASHINGTON COUNTY SCHOOL DISTRICT PPRA Notice and Consent/ Opt-Out for Specific Activities

The Protection of Pupil Rights Amendment (PPRA), 20 U.S.C. § 1232h, requires the Washington County School District to notify you and obtain consent or allow you to opt your child out of participating in certain school activities. These activities include a student survey, analysis, or evaluation that concerns one or more of the following eight areas ("protected information surveys"):

1. Political affiliations or beliefs of the student or student's parent;
2. Mental or psychological problems of the student or student's family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents; or
8. Income, other than as required by law to determine program eligibility.

This requirement also applies to the collection, disclosure or use of student information for marketing purposes ("marketing surveys"), and certain physical exams and screenings.

The Washington County School District will provide parents, within a reasonable period of time prior to the administration of the surveys and activities, a notification of the surveys and activities and be provided an opportunity to opt their child out, as well as an opportunity to review the surveys. (Please note that this notice and consent/opt-out transfers from parents to any student who is 18 years old or an emancipated minor under State law.

Utah Effective Teaching Standards and Indicators



The Utah Effective Teaching Standards articulate what effective teaching and learning look like in the Utah public education system. The Standards are based upon the concepts adopted by the Council of Chief State School Officers (CCSSO) in the *Interstate Teacher Assessment and Support Consortium (In TASSO standards*, as well as the needs of Utah school teachers, administrators, and university representatives through their work as part of the *Utah Effective Teaching Standards Work Group and Rubric-Writing Subgroups*.

THE LEARNER AND LEARNING

Teaching begins with the learner. To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive.

Standard 1: Learner Development

The teacher understands cognitive, linguistic, social, emotional, and physical areas of student development.

THE TEACHER:

- a. Creates developmentally appropriate and challenging learning experiences based on individual student's strengths, interests, and needs.
- b. Collaborates with families, colleagues, and other professionals to promote student growth and development.

Standard 2: Learning Differences

The teacher understands individual learner differences and cultural and linguistic diversity.

THE TEACHER:

- a. Understands individual learner differences and holds high expectations of students.
- b. Designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs.
- c. Allows students different ways to demonstrate learning while being sensitive to multiple experiences and diversity.
- d. Creates a learning culture that encourages individual learners to persevere and advance.
- e. Incorporates tools of language development into planning and instruction for English language learners and supports development of English proficiency.

Standard 3: Learning Environments

The teacher works with learners to create environments that support individual and collaborative learning, positive social interactions, active engagement in learning, and self-motivation.

THE TEACHER:

- a. Develops learning experiences that engage and support students as self-directed learners who internalize classroom routines, expectations, and procedures.
- b. Collaborates with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry.
- c. Uses a variety of classroom management strategies to effectively maintain a positive learning environment.
- d. Equitably engages students in learning by organizing, allocating, and managing the resources of time, space, and attention.
- a. Extends the learning environment using technology, media, and local and global resources.
- b. Encourages students to use speaking, listening, reading, writing, analysis, synthesis, and decision-making skills in various real-world contexts.

Instructional Practice

Effective instructional practice requires that teachers have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real-world settings, and address meaningful issues. They must also understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways to assure learner mastery of the content.



Standard 4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline.

THE TEACHER:

- Knows the content of the discipline and conveys accurate information and concepts.
- Demonstrates an awareness of the Utah Core Standards and references them in the short- and long-term planning.
- Engages students in applying methods of inquiry and standards of evidence of the discipline.
- Uses multiple representations of concepts that capture key ideas.
- Supports students in learning and using academic language accurately and meaningfully.

Standard 5: Assessment

The teacher uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide planning and instruction, and determine whether the outcomes described in content standards have been met.

THE TEACHER:

- Designs or selects pre-assessments, formative assessments, and summative assessments in a variety of formats that match learning objectives and engage the learner in demonstrating knowledge and skills.
- Engages students in understanding and identifying the elements of quality work and provides them with timely and descriptive feedback to guide their progress in producing that work.
- Adjusts assessment methods and makes appropriate accommodations for English language learners, students with disabilities, advanced students, and students who are not meeting learning goals.
- Uses data to assess the effectiveness of instruction and to make adjustments in planning and instruction.
- Documents student progress and provides descriptive feedback to students, parents, and other stakeholders in a variety of ways.
- Understands and practices appropriate and ethical assessment principles and procedures.

Standard 6: Instruction Planner

The teacher plans instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content areas, Core Curriculum standards, instructional best practices, and the community context.

THE TEACHER:

- Plans instruction based on the approved state curriculum.
- Individually and collaboratively selects and creates learning experiences that are appropriate for

reaching content standards relevant to learners and based on principles of effective instruction.

- c. Differentiates instruction for individuals and groups of students by choosing appropriate strategies and accommodations, resources, materials, sequencing, technical tools, and demonstrations of learning.
- d. Creates opportunities for students to generate and evaluate new ideas, seek inventive solutions to problems, and create original work.
- e. Integrates cross-disciplinary skills into instruction to purposefully engage learners in applying content knowledge.

Standard 7: Instructional Strategies

The teacher uses various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections and build skills to apply and extend knowledge in meaningful ways.

THE TEACHER:

- a. Understands and practices a range of developmentally, culturally, and linguistically appropriate instructional strategies.
- b. Uses appropriate strategies and resources to adapt instruction and vary his or her role to meet the needs of individuals and groups of learners.
- c. Analyzes student errors and misconceptions in order to redirect, focus, and deepen learning.
- d. Uses a variety of instructional strategies to support and expand learners' communication skills.
- e. Provides multiple opportunities for students to develop higher-order and meta-cognitive skills.
- f. Provides opportunities for students to understand, question, and analyze information from multiple and diverse sources and perspectives to answer questions and solve real-world problems.
- g. Supports content and skill development by using multiple media and technology resources and knows how to evaluate these resources for quality, accuracy, and effectiveness.
- h. Uses a variety of questioning strategies to promote engagement and learning.

Professional Responsibility

Creating and supporting safe, productive learning environments that result in learners achieving at the highest levels is a teacher's primary responsibility. To do this well, teachers must engage in meaningful, intensive professional learning by regularly examining practice through ongoing study, self-reflection, and collaboration. They must be aware of legal and ethical requirements and engage in the highest levels of professional and ethical conduct.

Standard 8: Reflection and Continuous Growth

The teacher is a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner.

THE TEACHER:

- a. Independently and in collaboration with colleagues, uses a variety of data to evaluate the outcomes of teaching and learning and to reflect on and adapt planning and practice.
- b. Actively seeks professional, community, and technological learning experiences, within and outside the school, as supports for reflection and problem solving.
- c. Recognizes and reflects on personal and professional biases and accesses resources to deepen understanding of differences to build stronger relationships and create more relevant learning

experiences.

- d. Actively investigates and considers new ideas that improve teaching and learning, and draws on current education policy and research as sources of reflection.
- e. Develops a professional learning plan based on individual needs and the needs of learners, schools, and educational communities.

Standard 9: Leadership and Collaboration

The teacher is a leader who engages collaboratively with learners, families, colleagues, community members to build a shared vision and supportive professional culture focused on student growth and success
R277415

THE TEACHER:

- a. Prepares for and participates actively as a team member in decision-making processes and building a shared culture that affects the school and larger educational community.
- b. Participates actively as part of the learning community, sharing responsibility for decision making and accountability for each student's learning and giving and receiving feedback.
- c. Advocates for the learners, the school, the community, and the profession.
- d. Works with other school professionals to plan and jointly facilitate learning to meet diverse needs of learners.
- e. Engages in professional learning to enhance knowledge and skill, to contribute to the knowledge and skill of others, and to work collaboratively to advance professional practice.

Standard 10: Professional and Ethical Behavior

The teacher demonstrates the highest standard of legal, moral, and ethical conduct as specified in the Utah State Board Rule R277415

THE TEACHER:

- a. Is responsible for compliance with federal and state laws, State Board of Education administrative rules, state assessment policies, local board policies, and supervisory directives.
- b. Avoids actions which may adversely affect ability to perform assigned duties and carry out the responsibilities of the profession, including role-model responsibilities.
- c. Takes responsibility to understand professional requirements, to maintain a current Utah Educator License, and to complete license upgrades, renewals, and additional requirements in a timely way.
- d. Maintains accurate instructional and non-instructional records.
- e. Maintains integrity and confidentiality in matters concerning student records and collegial consultation.
- f. Develops appropriate student-teacher relationships as defined in rule, law, and policy.
- g. Maintains professional demeanor and appearance as defined by the local education agency (LEA).

PVMS 2023-24 School Calendar

DATE

Aug 15 (T)	A/B First Day of School
Aug 16 (W)	Back to School Night (Open House)
Aug 18 (Th)	School Pictures
Sep 4 (M)	Labor Day (No School)
Sep 13 (W)	<u>Midterm Reports</u> (All grades updated to student PowerSchool Account)
Sep 20 (W)	Parent Teacher Conferences: 3:30 - 6:30 PM
Sep 27 (T)	School Pictures Retakes
Oct 11 (W)	End Quarter 1

Report Cards will be sent home with students and posted on PowerSchool

Oct 12-13 (Th-F)	Fall Break (No School)
Oct 16 (M)	Teacher Prep (No School)
Oct 17 (T)	Start Quarter 2
Nov 15 (W)	<u>Midterm Reports</u> (All grades updated to student PowerSchool Account)
Nov 22-24 (W-F)	Thanksgiving Vacation (No School)
Nov 27 (M)	Teacher Prep (No School)
Dec 20 (W)	End Quarter 2

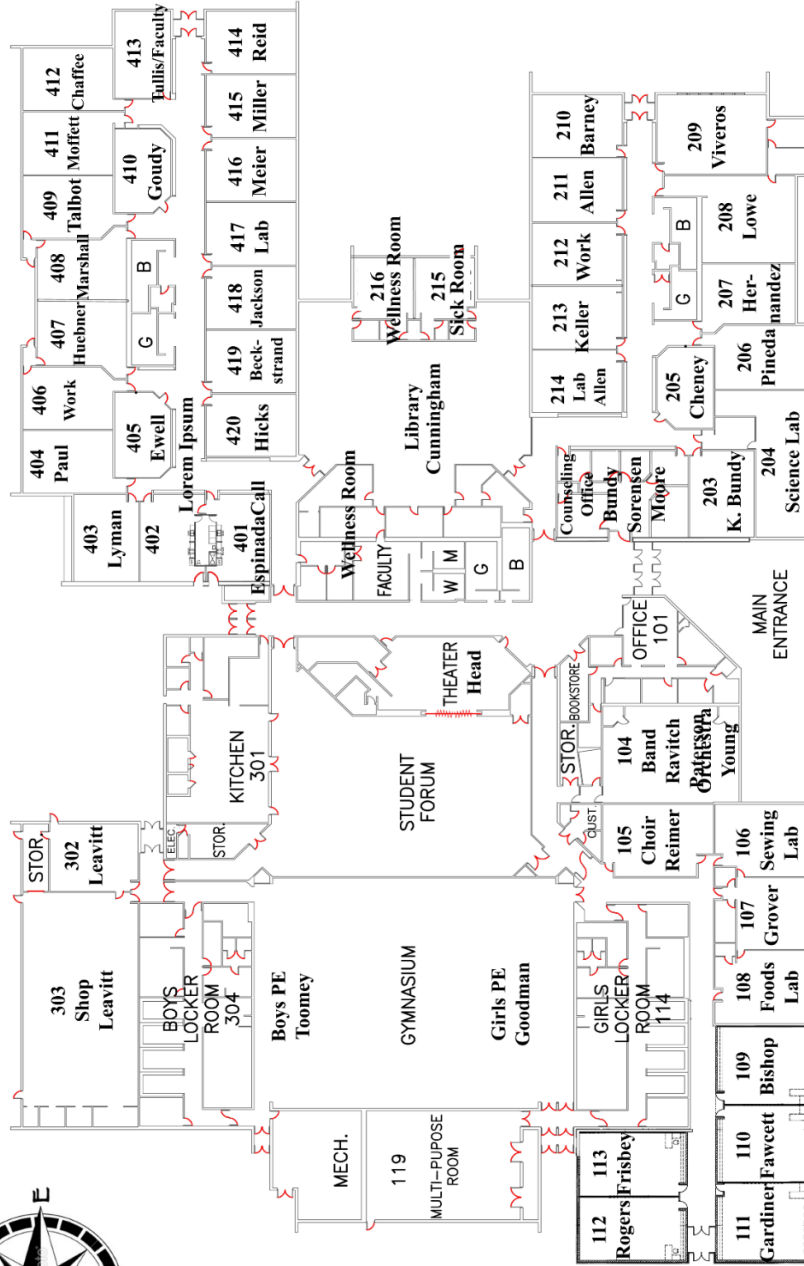
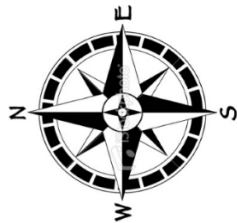
Report Cards will be sent home with students and posted on PowerSchool

Dec 21-Jan 1	Winter Break (No School)
Jan 2 (T)	Teacher Prep Day (No School)
Jan 3 (W)	Start Quarter 3
Jan 15 (M)	Martin Luther King Jr. Day (No School)
Feb 7 (W)	<u>Midterm Reports</u> (All grades updated to student PowerSchool Account)
Feb 8 (W)	Parent Teacher Conferences: 3:30 - 6:30 P.M
Feb 16 (F)	Teacher Prep (No School)
Feb 19 (M)	Presidents Day (No School)
Mar 8 (F)	End of Quarter 3

Report Cards will be sent home with students and posted on PowerSchool

Mar 11-15 (M-F)	Spring Vacation (No School)
Mar 18 (M)	Teacher Prep (No School)
Mar 21 (T)	Start Quarter 4
Mar 29-April 1 (F,M)	Easter/Spring Recess Break (No School)
April 17 (W)	<u>Midterm Reports</u> (All grades updated to student PowerSchool Account)
May 23 (Th)	End of Quarter 4

Report Cards will be sent home with students and posted on PowerSchool



PINE VIEW MIDDLE SCHOOL

Updated 7/25/23