



Staff Handbook
2021-22

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DISTRICT MISSION

It is the mission of the Armada Area School District to provide students with the skills they need to be successful.

In pursuit of this mission, the Armada Area School District will:

- A. provide a safe and stimulating learning environment;
- B. establish high expectations for students;
- C. employ a competent, caring, enthusiastic staff;
- D. deliver a comprehensive curriculum;
- E. actively engage parents and other community members in the learning process;
- F. nurture personal responsibility and respect for others.

DISTRICT VISION

Our vision is to create an exemplary school district which is acknowledged for the caliber of its graduates, the quality of its staff, and the excellence of its programs.

In pursuit of this vision, the Armada Area School District will:

- A. employ a creative, enthusiastic, and innovative staff;
- B. offer each student a quality educational program;
- C. create an environment where everyone is learning;
- D. continuously aspire to greatness.

DISTRICT BELIEFS

- A. All Armada Area School District graduates must be:
 - 1. proficient in the basic skills;
 - 2. effective communicators;
 - 3. competent in the use of learning technologies;

4. skilled at problem-solving;
5. grounded in core values;
6. active members of their community;
7. capable of learning over their lifetimes.

B. Attainment of this vision requires:

1. programs that meet diverse student needs;
2. quality instructional facilities;
3. continuity of financial support;
4. schools which meet accreditation standards;
5. a highly qualified staff.

C. Attainment of this vision can be accelerated by;

1. students who exhibit respectable behavior and assume responsibility for their learning;
2. staff members who exude enthusiasm and model lifelong learning;
3. parents who support the learning process.

HIGH EXPECTATIONS

Our district is an exceptional district. We have a reputation for high quality and achievement built on a caring and supportive environment. We are ever mindful of the fact that each of us holds a highly influential position in the lives of the young men and women in Armada.

We believe:

- That we must set high performance and behavior standards for our students and ourselves.
- That the interest of students is the primary consideration in all decisions.
- That the academic program must be the top priority in our district.
- That a safe and orderly school environment is best for learning.
- That students should enjoy their school through athletics and activities, but always within the realm of responsible behavior, academic credibility, and respect for others.
- That our school is a place where all students can learn, regardless of abilities and handicaps, at different learning levels and with different needs and allowances.

- That our parents should be involved in our schools and be informed of the performance and activities of their children.
- That we are committed to a continual improvement model in education.
- To maintain and build on our beliefs we must adhere to the following standards:
 - Be responsible for carrying out the policies negotiated with the Board of Education and the necessary internal rules and regulations administered by the administration for the operation of the school.
 - Maintain current, detailed, and daily lesson plans as an aid to proper unit development, and provide emergency lesson plans for a substitute teacher.
 - Create and maintain a classroom atmosphere conducive to learning.
 - Consider and attend to pupil safety, health and welfare at all times.
 - Plan a program of study on the appropriate level of students, thus providing for individual differences.
 - Be a specialist in the field and have the necessary skills in dealing effectively with students. Be responsible for making meaningful changes in the curriculum in conjunction with the department chairperson(s).
 - Assume other duties within the limits of the contract and for the well-being of the students, staff and community.

Finally, choose to attend school athletics, social, and performance events during the school year. Students and parents need to know that we truly care about the young men and women in our charge. When we chose teaching as a career, we chose a way of life that has a profound impact on many lives. Let us always strive to make that impact positive, enriching and rewarding.

GENERAL PROCEDURES

Accidents

All accidents in the building or on school grounds must be reported to the Main Office immediately. An Accident Report must be completed by the teacher and submitted to the Main Office as soon as possible. Any teacher injured while performing his/her duties must report the injury immediately to the principal's secretary.

Announcements

Announcements will be prepared daily. Announcements must be turned in to the Main Office secretary no later than 7:20am to be read that day. All announcements must be approved by the teacher/administrator.

Bulletin Board

Each building has a designated bulletin board for teachers. Articles of importance and interest are posted for your convenience. Please review it often.

Classroom Syllabus

Each teacher is expected to develop a classroom syllabus outlining general expectations for the learning environment. Students are to receive the syllabus, and have it explained to them during one of the first class sessions of the trimester. A quality syllabus should include the following:

- A statement of high student expectations
- A course description and outline, including lesson units to be covered
- Description of how a student will succeed in the course
- Homework procedures
- General rules and regulations
- Guidelines for absences, make-up work, and retakes

A copy of the syllabus should be submitted to the principal within the first two weeks of the trimester.

Daily Time Schedule

All teachers are expected to be in the building no later than 10 minutes before the first bell. Teachers should be available after school for consultation with administrators, students and/or parents.

If an emergency arises which prevents a teacher from remaining until this time, please notify the principal.

Teachers should not leave the building during their prep period without consulting the principal. A teacher should never leave the classroom during the class period unless arrangements have been made for another teacher to supervise the class.

Discipline

Good classroom control and management are essential to good teaching. It is extremely difficult for learning to take place where turmoil exists. It is essential that each teacher maintain a classroom atmosphere that is conducive to learning. Please observe the following means of correction:

1. Do not send a student to the office unless you have exhausted each of the following means of correction:
 - Verbal warning
 - Private consultation with student
 - Behavior Plan
 - Parent/Guardian contact

Referrals on discipline should be made only after all other measures have been taken. The teacher is expected to manage his/her own classes and students. If a student is sent out of the classroom for disciplinary reasons, the teacher must follow up with a parent contact.

2. If it is necessary to send a student from the room, send him/her to a definite place, usually to the office. Avoid leaving students unsupervised outside your classroom door. Call the office to inform them that the student(s) should be expected momentarily. Send a disciplinary referral with the student or with another student. Follow-up with the administrator after the incident.

3. Do not tell a student he/she can never come back. Only an administrator can permanently remove a student from your class after all other options have been exhausted.
4. Disciplinary cases should be reported IN WRITING and forwarded to the administration as soon as possible.
5. Do not send discipline cases directly to the counselor or social worker.
6. Do not discuss personal matters or criticize other teachers with students.
7. Learn to recognize troubled students and make referrals to the counselor(s) before serious trouble develops.
8. Lack of materials (textbook, pencil, etc.) is NOT a reason to send a student from the classroom. Your classroom syllabus should outline penalty (i.e. detention) for this infraction. Parent/Guardian contact should be made for repeated behavior.
9. Documentation of a parent contact by phone or by email will be required for each student that is sent out to the office. No consequences will be enforced until this documentation is provided to the administration.

Dress Code - (Teachers)

The Board of Education believes that professional staff members set an example in dress and grooming for their students to follow. A professional staff member who understands this precept and adheres to it enlarges the importance of his/her task, presents an image of dignity, and encourages respect for authority. These factors act in a positive manner toward the maintenance of discipline.

The Board retains the authority to specify the following dress and grooming guidelines for staff that will prevent such matters from having an adverse impact on the educational process. When assigned to District duty, all professional staff members shall:

- A. be physically clean, neat, and well groomed;
- B. dress in a manner consistent with their professional responsibilities;
- C. dress in a manner that communicates to students a pride in personal appearance.

Adopted 5/15/01

Drug-Free Workplace

The Board of Education believes that quality education is not possible in an environment affected by drugs. It will seek, therefore, to establish and maintain an educational setting which meets the requirements in the Drug-Free Workplace Act and the Drug-Free Schools and Communities Act.

In compliance with the Act, the Board prohibits the manufacture, possession, use, distribution, or dispensing of any controlled substance, including alcohol, by any member of the District's professional staff at any time while on District property or while involved in any District-related activity or event. Any staff member who violates this policy shall be subject to disciplinary action in accordance with District guidelines and the terms of any collective bargaining agreements.

The Superintendent shall establish whatever programs and procedures are necessary to meet the Federal certification requirements but which also comply or do not interfere with any collective bargaining agreements.

P.L. 101-126

Drug-Free Workplace Act of 1988, 41 U.S.C. 701, et seq.

20 U.S.C. 3224A

Adopted 5/15/01

Emergency Lesson Plan Folders

An Emergency Lesson Plan folder is kept in the Main Office for each staff member. Emergency Lesson Plans should be completed and turned into the main office by the end of the first full week of each trimester, for each class. Please revise this folder at the beginning of each trimester. This folder should contain emergency plans, general instructions and seating charts.

Final Exam Procedures

Final examinations are to be administered at the end of each trimester. The exam should be comprehensive for the entire 13 week period of the course. An exam is intended to challenge students. A 'long test' covering the unit recently covered is not considered a final exam.

Exams are to be administered during the specified exam period. The exam should be designed to require most of the time period provided and should include an essay portion. Students should remain silent during the exam period, even after finishing their work. Other classes are conducting exams and should not be interrupted. Only emergency situations warrant students leaving their classroom during the exam period.

Teachers should provide an objective style test during the exam period. Essay and extended answer questions should also be included, possibly administered on the day before exam dates but it is required that a portion of the final exam is given on the day of the exam at the time designated for the exam. It is also recommended that teachers use ExamView to create exams.

Job Sharing

The Board of Education recognizes the value to the District to obtain the services of quality staff members who may not be available on a full-time basis but wish to offer their knowledge and skills part-time through a job-sharing process. The District will consider job share requests only if the cost (including benefits) of employing two (2) staff members on a half-time basis does not exceed the cost of employing one full-time staff member. Half-time positions may be approved in which two (2) currently employed staff members will be allowed to share one (1) full-time position. Each staff member will be given credit for one (1) full year of seniority for this half-time job assignment.

Adopted 5/15/01

Lesson Plan Books

Teachers are expected to have lesson plans available for review by the administration. Lessons should be planned for several days ahead, in case of an unexpected absence from school.

Teachers must have written instructions and guidelines for classroom procedures clearly indicated for guest teachers. Seating charts for each class must be included, as well as any specific notes for students (i.e. who can use the Support Room, who has medical needs). Teachers must complete an “Instructions for Substitute” information sheet and turn it into the office by September 21. These will be placed in each teacher’s substitute folder. Students should be advised that they are expected to be on their best behavior during your absence.

Lessons may also be entered into the Rubicon Atlas system. It is suggested that teachers make use of this system.

Material Copy

Please use discretion when making copies for your class. Use both sides of the page whenever possible and refrain from making unnecessary copies with information that can be relayed verbally or electronically.

Special Observances

The Michigan School Code 380.1175 states that the special days listed below will be observed “by proper and appropriate commemorative exercise, or by arranging the school work to teach the significance of these days, which will not be legal holidays for schools”. These days are:

• September 17	actual	Adoption of the Federal Constitution
• October 12	traditional	Columbus Day
• November 11	actual	Veteran’s Day
• January 17	traditional	Martin Luther King Jr. Birthday
• February 12	actual	Lincoln’s Birthday
• February 21	traditional	Washington’s Birthday
• June 14	actual	Flag Day

Attendance Procedures

We are required to keep accurate attendance figures on every student. We are also required to report a student’s attendance to his/her parents several times during the year. We do this via telephone calls, absence letters, email, and report cards.

- Classroom teachers are expected to keep a record of student absences and times tardy and enter this information in PowerSchool.
- Mark all students “absent” or “tardy” according to the current Attendance Policy.
- Verify Weekly Attendance Reports, sign and return to office.

Book Procedures

Teachers are responsible for issuing books to their students and collecting them at the end of the course. Students must return the book (same number) issued to him/her or be charged a fine. It is imperative that teachers maintain accurate records of books issued to students. A copy will be furnished to the Main Office.

If a student transfers from one teacher to another for the same course, the first book should be returned, and the second teacher should issue a book to this student. Each book is to be returned to the issuing teacher.

Corporal Punishment Prohibition

State law prohibits school personnel from inflicting or threatening to inflict corporal punishment upon students. Failure to abide by the law is punishable by termination of employment and legal charges against the perpetrator. School personnel may employ reasonable physical force to prevent a student from physically harming others or him/herself if danger is imminent.

Daily Procedures

Your cooperation in the implementation and execution of policies and practices will determine the degree of effectiveness and efficiency of the operation of our school. Please adhere to the following:

- Under no circumstances should a student remain in your room after your departure.
- Please begin classes promptly. Teachers should be in their rooms to facilitate learning. Classrooms must not be left unattended.
- Armada Area Schools have been designated a smoke-free campus and smoking is not allowed on the premises.
- Agents and solicitors are not permitted to canvas or interview teachers or students without permission from the office. Please report all violations. Please schedule all visitors to come after students have been dismissed. All visitors must first report to the Main Office. Visitors must be kept to a minimum and are not allowed to disrupt the classroom. Report the presence of strangers in the building to the office immediately.
- Please check your mailbox periodically during the day. Due to confidentiality, students should not be sent to the mailboxes to pick up mail.
- Exercise reasonable care to keep the building and equipment in good condition.
- All teachers are responsible for monitoring behavior in the halls. Do not hesitate to handle any irregularity immediately.
- Check your email on a regular basis for announcements, notifications, questions, etc. Please respond to parent email and voicemail at your earliest convenience.
- The sponsors of all clubs, activities, etc., are to be accompanied by the teacher.
- If class will be in another location, place a note on your classroom door indicating where your class is located. Outdoor classes must be cleared through an administrator.
- All trips and transportation must be scheduled with the school office. **Permission slips, signed by parents, are required for all participating students.**
- Students going on field trips or athletic functions during the school day should be accurately listed. This list should be distributed to the staff **two (2)** days prior to the date of the activity. On the day of the activity, attendance should be taken and the revised list should be submitted to the Attendance Office before leaving school grounds.
- In case of a classroom emergency, when it is necessary for a teacher to have immediate assistance, step to the nearest classroom or send a student to ask your neighboring teacher for assistance. Come directly to the office. If, in your judgment, a student can relay the message, have him/her report directly to the administrator. Direct the student to notify the office that an emergency exists and the administrator will be immediately notified.

- Please help control the amount of students in the hallways during classes. To prevent interruptions to other classes, minimize students leaving your class.
- Faculty and departmental meetings are scheduled on Tuesdays. Do not schedule any other appointments on Tuesdays as these are the contractually stipulated meetings dates.

Dress Code and Regulations – *Students*

The following dress code represents the thinking of and efforts of students, parents and educators. The regulations are based upon the following beliefs:

- The primary responsibility for teaching good grooming rests with the parents or guardians.
- Grooming is a personal matter and reflects the taste and habits of the individual and his/her home environment.

Clothing worn to school should be conservative in nature so as not to distract or disrupt the learning process. Any staff member who finds a student’s clothing to be disruptive may send the student to the office.

The following dress code details are not exhaustive:

1. Business casual attire is the most appropriate school attire and may be required for field trip experiences. This means no jeans or sneakers.
2. Students should be dressed appropriately for vocational classes requiring safety precautions. (NO sandals in Building Trades, etc.).
3. Bare midriffs are prohibited.
4. Cleavage should not be visible while standing or sitting.
5. Skirts and shorts need to be fingertip length.
6. Undergarments are not to be visible.
7. Shirt straps must be wide enough to prevent the strap from falling off the shoulder or showing underwear.
8. Shirts are to be worn at all times, including athletic practices.
9. The display of gang related identifiers is not allowed in school or at any school related activities. Identifiers included, but not limited to are:
 - Colors
 - Bandannas
 - Symbols
 - Right/Left dominate attire, etc.
10. Hoods or hats that prevent a student from being easily identified are prohibited.
11. Clothing shall not advertise drugs, alcohol or inappropriate conduct. In addition, clothing must be free of discriminatory marking or offensive to others.
12. Wallet chains are prohibited.
13. Nightwear/pajamas are only allowed on designated spirit days.

Teachers: PLEASE note dress code violations at the beginning of the day and refer to administration.

Eligibility for Organized Extracurricular Activities

It is the responsibility of the student to know and adhere to the eligibility code of their school. Participation in extracurricular activities is a privilege, not a right, which can be removed at designated times for failure to meet the standards and requirements of the Armada Area Schools. For the purpose of this policy, an extracurricular activity is defined as any activity that is not part of the required curriculum for a course or is outside the regular course of study including, but not limited to, dances, athletics, clubs and performances.

These are the standards which must be met in order to participate in any extracurricular activity:

- a. Have satisfactory or better citizenship in five (5) of six (6) of their classes.
- b. Pass five (6) out of six (6) classes.
- c. Maintain a grade point average (GPA) of 2.0 from the previous trimester.
- d. Student must adhere to the Armada Athletic Code of Conduct.

If a student does not meet all of these standards at progress report time:

- a. Student is ineligible for a period of one (1) week , including weekends.
- b. The student will be allowed to sit on the bench (not in uniform), but not participate in games, while ineligible.
- c. The student can regain eligibility if he/she submits a progress report signed by each of his/her teachers on Monday of the ***following week*** which indicates his/her grades have met those standards.

If a student does not meet all of these standards at the end of the trimester:

- a. Student is ineligible for the following trimester.
- b. A student may be granted a one-time exception to the 2.0 grade point average (GPA) if the student has at least a 3.0 cumulative grade point average (GPA).

Any student who meets the MHSAA eligibility standards (passing 4 out of 5 classes for the trimester) but does not meet the district eligibility requirements for the previous marking period can apply for a one-time provisional waiver by meeting with the administration and developing an Academic Improvement Plan.

The plan must include:

- a. A signed contract between the student, their parent(s) or guardian(s), and administration detailing the steps the student must follow to work towards improving his/her academic performance.
- b. A weekly report of the student's grades must be handed in to the office by the student with:
 - Maintenance of grades which are currently above 2.0 must be verified.
 - Improvement of grades, which are below 2.0, must be shown.
 - Mandatory Attendance at weekly study sessions or tutoring.

The plan must include provisions for:

- Meeting with the teacher(s) as appropriate.
- Develop a daily schedule for time management.
- Contact with school support services.

Plans will be developed by the administration on an individual basis. Students will be deemed provisionally eligible once a plan is signed. Failure to comply with the Academic Improvement Plan will result in the student being deemed ineligible for the remainder of the trimester.

Relations with Parents

The Board feels that it is the parents who have the ultimate responsibility for their children's behavior, including the behavior of students who have reached the legal age of majority, but are still, for all practical purposes, under parental authority. During school hours, the Board, through its designated administrators, recognizes the responsibility to monitor students' behavior and, as with academic matters, the importance of cooperation between the school and the parents in matters relating to conduct.

For the benefit of the child, the Board believes that parents have a responsibility to encourage their child's career in school by:

- A. supporting the schools in requiring their child observe all school rules and regulations, and by accepting their own responsibility for their child's willful in-school behavior;
- B. sending their children to school with proper attention to his/her health, personal cleanliness, and dress;
- C. maintaining an active interest in their child's daily work and making it possible for him/her to complete assigned homework by providing a quiet place and suitable conditions for study;
- D. reading all communications from the school, signing, and returning them promptly when required;
- E. cooperating with the school in attending conferences set up for the exchange of information of their child's progress in school.

Sec. 1112, 1118 ESEA

M.C.L.A. 380.1294

Board Policy 2112 Adopted 7/19/05

Parent Involvement

The Board of Education believes that durable and significant learning by a student is more likely to occur when there is an effective partnership between the school and the student's parents. Such a partnership means a mutual belief in and commitment to significant educational goals for a student, a plan for the means for accomplishing those goals, cooperation on developing and implementing solutions to problems that may be encountered, and continuing communication regarding the progress in accomplishing the goals of:

- A. developing and implementing appropriate strategies for helping their child achieve the learning objectives that lead to accomplishing the learning outcomes;
- B. encouraging a school and home environment which provides learning and augments, at home, the learning experiences provided by the school.

EMERGENCY PROCEDURES

Fire Drills will be conducted six (6) times each year to ensure our ability to evacuate as rapidly as possible.

Evacuation and Fire Drills

When the fire alarm sounds or you are directed by an authorized announcement to evacuate, the following must be implemented:

- Evacuate the building using emergency exit routes. Be prepared to use alternate routes if necessary.
- Leave the building in an orderly manner
- Evacuate students at least 300 feet from the building and out of the way of emergency vehicles.
- Take attendance roster with you and call roll when you reach the designated area.
- Report missing students or injuries to the appropriate administrator.
- Follow directions of the crisis management team and/or public safety officials.
- Discourage students from using cell phones until a statement is released by administration.
- Wait for all-clear signal (bell) or verbal permission to re-enter the building.

NOTE: Circumstances may require evacuation to an off-site location. In that event, remain with your class and await further directives from administration.

Lockdown Drills

An announcement will be made indicating “We are under lockdown at this time.”

- Quick check hall for stray students and direct them to enter the classroom.
- Lock the classroom door immediately if the room has a door lock
- Turn off lights in the room.
- Project a calm attitude.
- Keep all students sitting on the floor, out of common view, away from doorways and windows.
- Close blinds and shades on windows/doors accessible to the hallway.
- Open blinds and shades on windows/doors accessible to outside.
- Take attendance and prepare a list of students missing from the room or extra students in the room.
Take this list with you if you are directed to leave the classroom.
- Ignore any fire alarm; the school will not be evacuated using this method.
- Keep quiet and wait for instructions over the P.A. system/intercom.
- If the students are moved out of the classroom, help move them in an orderly manner as quietly and quickly as possible.

Suspicious Persons, Threats, and Classroom Emergencies

Suspicious Persons or Activity:

1. Politely ask the person if you can help him/her out.
2. Advise the person to report to the Main Office, sign in and obtain a visitor's badge.
3. Contact an administrator immediately if the person is uncooperative or is unapproachable.
4. Report any suspicious or criminal activity to the school's administration immediately.

Threats:

1. Take all threats seriously and report them to an administrator.
2. Report all those involved and all that you have heard, directly or indirectly, to an administrator after the threat.

Classroom Emergency:

1. Contact the main office immediately to report the emergency request assistance.
2. Remain calm and help responding staff members as directed.

Reporting Threatening Behavior

Threatening behavior may take different forms including, but not limited to the following:

- A. face-to-face encounters in which words are used that indicate to the staff member that his/her safety and well-being are in jeopardy
- B. any conduct or written/oral communications that include comments toward the staff member or his/her family which would imply or state explicitly that the staff member and/or his/her family may be subject to some form of physical or psychological abuse or violence
- C. written or spoken comments to a staff member which could subject him/her to blackmail or extortion
- D. written or spoken communication that would imply or explicitly state that some form of damage may be done to the staff member's property or that of his/her family

Any staff member who believes that s/he is the victim of any of the above actions or has observed such actions taken by a student, parent, fellow staff member, supervisor, co-worker, or other person associated with the District such as a vendor, contractor, volunteer, or school official should take promptly the following steps:

- A. If the alleged threatener is the staff member's supervisor, the affected employee should, as soon as possible after the incident, contact the Superintendent.
- B. If the alleged threatener is not the staff member's supervisor, the affected staff member should, as soon as possible after the incident, contact his/her supervisor.
- C. If the threatener is a student of the District, the supervisor, if not the student's principal, should immediately inform the student's principal of the alleged threat.

The staff member may make contact either by a written report or by telephone or personal visit. During this contact, the reporting staff member should provide the name of the person(s) whom s/he believes to be responsible for the harassment and the nature of the harassing incident(s). A written summary of each such report is to be prepared promptly by the staff member receiving the report and forwarded to the Superintendent.

Each report received by the supervisor or Superintendent as provided above shall be investigated in a timely and confidential manner. While a charge is under investigation, no information is to be released to anyone who is not involved with the investigation, except as may be required by law or in the context of a legal or administrative proceeding. No one involved is to discuss the subject outside of the investigation.

The purpose of this provision is to:

- A. protect the confidentiality of the staff member who files a complaint;
- B. encourage the reporting of any incidents of threat;
- C. protect the reputation of any party wrongfully charged with threatening conduct.

Investigation of a complaint will normally include conferring with the parties involved and any named or apparent witnesses. All staff members and others involved are to be protected from coercion, intimidation, retaliation, or discrimination for filing a complaint or assisting in an investigation.

If the investigation reveals that the complaint is valid, then prompt, appropriate, remedial, and/or disciplinary action will be taken immediately to prevent the continuance of the threat or its recurrence.

The District recognizes that determining whether a particular action or incident is a threat must be based on all of the facts in the matter. Given the nature of this type of intimidation, the District recognizes that false accusations of a threat can have serious effects on innocent individuals. Accordingly, all staff members are expected to act responsibly, honestly, and with the utmost candor whenever they present threat allegations or charges against fellow staff members, students, or others associated with the District.

Tornado Alert

When a tornado warning has been issued, siren will sound and the following must be done:

- Students and staff members must move to the tornado or shelter areas in the main building.
- Direct students to sit on the floor and wait for additional instructions.
- When all students have reached the tornado shelter, all students and staff should immediately assume the protected posture of (SIT, DRAW and COVER).
 - SIT seated with backs against the interior walls
 - DRAW legs up to chest with knees together and
 - COVER hands placed over the head.
- Stay alert for warning signs of approaching tornado.
- Students with physical disabilities should be safely evacuated to tornado shelter and should remain in wheelchairs or sit in chairs if they use crutches or walkers because it may not be possible to assume protective posture.

If warning signs are present and danger is imminent:

- Give command to assume protective posture.
- Close all hallway fire doors to limit possible tunnel effect.
- Ensure that everyone stays down in a protective posture.
- After the tornado or severe storm passes, instruct students to remain on the floor to reduce the risk of injury from debris and broken glass.
- Follow administrators' directives for post-tornado management.

TEACHER PROCEDURES

Anti-Harassment

General Policy Statement

It is the policy of the Board of Education to maintain an education and work environment that is free from all forms of unlawful harassment, including sexual harassment. This commitment applies to all School District operations, programs, and activities. All students, administrators, teachers, staff, and all other school personnel share responsibility for avoiding, discouraging, and reporting any form of unlawful harassment. This policy applies to unlawful conduct occurring on school property, or at another location if such conduct occurs during an activity sponsored by the Board.

The Board will vigorously enforce its prohibition against discriminatory harassment based on race, color, national origin, sex (including sexual orientation and transgender identity), disability, age (except as authorized by law), religion, height, weight, marital or family status, military status ancestry, or genetic information (collectively, "Protected Classes") that are protected by Federal civil rights laws (hereinafter referred to as unlawful harassment), and encourages those within the School District community as well as third parties, who feel aggrieved to seek assistance to rectify such problems. The Board will investigate all allegations of harassment and in those cases where unlawful harassment is substantiated, the Board will take immediate steps to end the harassment, prevent its recurrence, and remedy its effects. Individuals who are found to have engaged in unlawful harassment will be subject to appropriate disciplinary action.

For purposes of this policy, "School District community" means students, administrators, and professional and support staff, as well as Board members, agents, volunteers, contractors, or other persons subject to the control and supervision of the Board.

For purposes of this policy, "third parties" include, but are not limited to, guests and/or visitors on School District property (e.g., visiting speakers, participants on opposing athletic teams, parents), vendors doing business with, or seeking to do business with, the Board, and other individuals who come in contact with members of the School District community at school-related events/activities (whether on or off School District property).

Other Violations of the Anti-Harassment Policy

The Board will also take immediate steps to impose disciplinary action on individuals engaging in any of the following prohibited acts:

- A. Retaliating against a person who has made a report or filed a complaint alleging unlawful harassment, or who has participated as a witness in a harassment investigation.
- B. Filing a malicious or knowingly false report or complaint of unlawful harassment.

- C. Disregarding, failing to investigate adequately, or delaying investigation of allegations of harassment, when responsibility for reporting and/or investigating unlawful harassment charges comprises part of one's supervisory duties.

Definitions

Bullying

Bullying rises to the level of unlawful harassment when one or more persons systematically and chronically inflict physical hurt or psychological distress on one (1) or more students or employees and that bullying is based upon one (1) or more Protected Classes, that is, characteristics that are protected by Federal civil rights laws. It is defined as any unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by an adult or student, that is severe or pervasive enough to create an intimidating, hostile, or offensive educational or work environment; cause discomfort or humiliation; or unreasonably interfere with the individual's school or work performance or participation; and may involve:

- A. teasing
- B. threats
- C. intimidation
- D. stalking
- E. cyberstalking
- F. cyberbullying
- G. physical violence
- H. theft
- I. sexual, religious, or racial harassment
- J. public humiliation
- K. destruction of property

"Harassment" means any threatening, insulting, or dehumanizing gesture, use of technology, or written, verbal or physical conduct directed against a student or school employee that:

- A. places a student or school employee in reasonable fear of harm to his/her person or damage to his/her property.
- B. has the effect of substantially interfering with the student's educational performance, opportunities, or benefits, or an employee's work performance; or
- C. has the effect of substantially disrupting the orderly operation of the school.

Sexual Harassment

Pursuant to Title VII of the Civil Rights Act of 1964 and Title IX of the Educational Amendments of 1972, "sexual harassment" is defined as:

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature, when:

- A. Submission to such conduct is made either implicitly or explicitly a term or condition of an individual's employment, or status in a class, educational program, or activity;
- B. Submission or rejection of such conduct by an individual is used as the basis for employment or educational decisions affecting such individual;
- C. Such conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working, and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity.

Sexual harassment may involve the behavior of a person of either gender against a person of the same or opposite gender.

Prohibited acts that constitute sexual harassment may take a variety of forms. Examples of the kinds of conduct that may constitute sexual harassment include, but are not limited to:

- A. Unwelcome sexual propositions, invitations, solicitations, and flirtations.
- B. Unwanted physical and/or sexual contact.
- C. Threats or insinuations that a person's employment, wages, academic grade, promotion, classroom work or assignments, academic status, participation in athletics or extra-curricular programs or events, or other conditions of employment or education may be adversely affected by not submitting to sexual advances.
- D. Unwelcome verbal expressions of a sexual nature, including graphic sexual commentaries about a person's body, dress, appearance, or sexual activities; the unwelcome use of sexually degrading language, jokes or innuendoes; unwelcome suggestive or insulting sounds or whistles; obscene telephone calls.
- E. Sexually suggestive objects, pictures, videotapes, audio recordings or literature, placed in the work or educational environment, which may embarrass or offend individuals.
- F. Unwelcome and inappropriate touching, patting, or pinching; obscene gestures.
- G. A pattern of conduct, which can be subtle in nature, that has sexual overtones and is intended to create or has the effect of creating discomfort and/or humiliation to another.
- H. Remarks speculating about a person's sexual activities or sexual history, or remarks about one's own sexual activities or sexual history.
- I. In the context of employees, consensual sexual relationships where such relationship leads to favoritism of a subordinate employee with whom the superior is sexually involved and where such favoritism adversely affects other employees or otherwise creates a hostile work environment.
- J. Inappropriate boundary invasions by a District employee or other adult member of the School District community into a student's personal space and personal life.
- K. Verbal, nonverbal or physical aggression, intimidation, or hostility based on sex or sex-stereotyping that does not involve conduct of a sexual nature.

Not all behavior with sexual connotations constitutes unlawful sexual harassment. Sex-based or gender-based conduct must be sufficiently severe, pervasive, and persistent such that it adversely affects, limits, or denies an individual's employment or education, or such that it creates a hostile or abusive employment or educational environment.

NOTE: Sexual conduct/relationships with students by District employees or any other adult member of the School District community is prohibited, and any teacher, administrator, coach, or other school authority who engages in sexual conduct with a student may also be guilty of the criminal charge of "sexual battery". The issue of consent is irrelevant in regard to such criminal charge and/or with respect to the application of this policy to District employees or other adult members of the School District community.

Race/Color Harassment

Prohibited racial harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's race or color and when the conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working, and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's race or color, such as racial slurs, nicknames implying stereotypes, epithets, and/or negative references relative to racial customs.

Religious (Creed) Harassment

Prohibited religious harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's religion or creed and when the conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's religious tradition, clothing, or surnames, and/or involves religious slurs.

National Origin/Ancestry Harassment

Prohibited national origin/ancestry harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's national origin or ancestry and when the conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's national origin or ancestry, such as negative comments regarding customs, manner of speaking, language, surnames, or ethnic slurs.

Disability Harassment

Prohibited disability harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's disability and when the conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's disabling condition, such as negative comments about speech patterns, movement, physical impairments or defects/appearances, or the like. Such harassment may further occur where conduct is directed at or pertains to a person's genetic information.

Reports and Complaints of Harassing Conduct

Members of the School District community, which includes all staff, and third parties are encouraged to promptly report incidents of harassing conduct to an administrator, supervisor or other School District official so that the Board may address the conduct before it becomes severe, pervasive, or persistent. Any administrator, supervisor, or other District official who receives such a complaint shall file it with the District's Anti-Harassment Compliance Officer at his/her first convenience.

Members of the School District community or third parties who believe they have been unlawfully harassed by another member of the School District community or a third party are entitled to utilize the Board's complaint process that is set forth below. Initiating a complaint, whether formally or informally, will not adversely affect the complaining individual's employment or participation in educational or extra-curricular programs. While there are no time limits for initiating complaints of harassment under this policy, individuals should make every effort to file a complaint as soon as possible after the conduct occurs while the facts are known and potential witnesses are available.

If, during an investigation of alleged bullying, aggressive behavior and/or harassment in accordance with Policy 5517.01 – Bullying and Other Forms of Aggressive Behavior, the Principal believes that the reported misconduct may have created a hostile work environment and may have constituted unlawful discriminatory harassment based on a Protected Class, the Principal will report the act of bullying, aggressive behavior and/or harassment to one of the Anti-Harassment Compliance Officers who shall investigate the allegation in accordance with this policy. While the Compliance Officer investigates the allegation, the Principal shall suspend his/her Policy 5517.01 investigation to await the Compliance Officer's written report. The Compliance Officer shall keep the Principal informed of the status of the Policy [3362](#) investigation and provide him/her with a copy of the resulting written report.

Anti-Harassment Compliance Officers

The Board designates the following individuals to serve as "Anti-Harassment Compliance Officers" for the District. They are hereinafter referred to as the "Compliance Officers".

Kelly Skokna

Assistant Superintendent

586-784-2112

74500 Burk Street

Armada, Michigan 48005

kskokna@armadaschools.org

The names, titles, and contact information of these individuals will be published annually on each individual school's website.

The Compliance Officers will be available during regular school/work hours to discuss concerns related to unlawful harassment, to assist students, other members of the District community, and third parties who seek support or advice when informing another individual about "unwelcome" conduct, or to intercede informally

on behalf of the individual in those instances where concerns have not resulted in the filing of a formal complaint and where all parties are in agreement to participate in an informal process.

Compliance Officers shall accept complaints of unlawful harassment directly from any member of the School District community or a visitor to the District, or receive complaints that are initially filed with a school building administrator. Upon receipt of a complaint either directly or through a school building administrator, a Compliance Officer will begin either an informal or formal process (depending on the request of the member of the School District community alleging harassment or the nature of the alleged harassment), or the Compliance Officer will designate a specific individual to conduct such a process. In the case of a formal complaint, the Compliance Officer will prepare recommendations for the Superintendent or will oversee the preparation of such recommendations by a designee. All members of the School District community must report incidents of harassment that are reported to them to the Compliance Officer within two (2) business days of learning of the incident.

Any Board employee who directly observes unlawful harassment of a student is obligated, in accordance with this policy, to report such observations to one of the Compliance Officers within two (2) business days. Thereafter, the Compliance Officer or designee must contact the student, if age eighteen (18) or older, or the student's parents if under the age eighteen (18), within two (2) business days to advise s/he/them of the Board's intent to investigate the alleged misconduct, including the obligation of the Compliance Officer or designee to conduct an investigation following all the procedures outlined for a formal complaint.

Investigation and Complaint Procedure

Any employee or other member of the School District community or third party (e.g., visitor to the District) who believes that s/he has been subjected to unlawful harassment may seek resolution of his/her complaint through either the informal or formal procedures as described below. Further, a process for investigating claims of harassment and a process for rendering a decision regarding whether the claim of legally prohibited harassment was substantiated are set forth below.

Due to the sensitivity surrounding complaints of unlawful harassment, timelines are flexible for initiating the complaint process; however, individuals should make every effort to file a complaint within thirty (30) calendar days after the conduct occurs while the facts are known and potential witnesses are available. Once the formal complaint process is begun, the investigation will be completed in a timely manner (ordinarily, within fifteen (15) business days of the complaint being received).

The informal and formal procedures set forth below are not intended to interfere with the rights of any individual to pursue a complaint of unlawful harassment or retaliation with the United States Department of Education Office for Civil Rights or Equal Employment Opportunity Commission ("EEOC").

Informal Complaint Procedure

The goal of the informal complaint procedure is to stop inappropriate behavior and to investigate and facilitate resolution through an informal means, if possible. The informal complaint procedure is provided as a less formal option for a student, other member of the School District community, or third party who believes s/he has been unlawfully harassed or retaliated against. This informal procedure is not required as a precursor to

the filing of a formal complaint and will only be utilized where the parties (alleged target of harassment and alleged harasser(s)) agree to participate in such process.

Employees, other members of the School District community, or third parties who believe that they have been unlawfully harassed or retaliated against may proceed immediately to the formal complaint process and individuals who seek resolution through the informal procedure may request that the informal process be terminated at any time to move to the formal complaint process.

However, all complaints of harassment involving a District employee, any other adult member of the School District community, or a third party against a student will be formally investigated. Similarly, any allegations of sexual violence will be formally investigated.

As an initial course of action, if an individual feels that s/he is being unlawfully harassed and s/he is able and feels safe doing so, the individual should tell or otherwise inform the harasser that the conduct is unwelcome and must stop. Such direct communication should not be utilized in circumstances involving sexual violence. The complaining individual should address the allegedly harassing conduct as soon after it occurs as possible. The Compliance Officers are available to support and counsel individuals when taking this initial step or to intervene on behalf of the individual if requested to do so. An individual who is uncomfortable or unwilling to inform the harasser of his/her complaint is not prohibited from otherwise filing an informal or a formal complaint. In addition, with regard to certain types of unlawful harassment, such as sexual harassment, the Compliance Officer may advise against the use of the informal complaint process.

An individual who believes s/he has been unlawfully harassed may make an informal complaint, either orally or in writing: (1) to a teacher, other employee, or building administrator; (2) directly to one of the Compliance Officers; and/or (3) to the Superintendent or other District-level employee.

All informal complaints must be reported to one of the Compliance Officers who will either facilitate an informal resolution as described below on his/her own, or appoint another individual to facilitate an informal resolution.

The School District's informal complaint procedure is designed to provide employees, other members of the School District community, or third parties who believe they are being unlawfully harassed with a range of options designed to bring about a resolution of their concerns. Depending upon the nature of the complaint and the wishes of the individual claiming unlawful harassment, informal resolution may involve, but not be limited to, one or more of the following:

- A. Advising the individual about how to communicate the unwelcome nature of the behavior to the alleged harasser.

- B. Distributing a copy of the anti-harassment policy as a reminder to the individuals in the school building or office where the individual whose behavior is being questioned works or attends.

- C. If both parties agree, the Compliance Officer may arrange and facilitate a meeting between the individual claiming harassment and the individual accused of harassment to work out a mutual resolution. Such a meeting is not appropriate in circumstances involving sexual violence.

While there are no set time limits within which an informal complaint must be resolved, the Compliance Officer or designee will exercise his/her authority to attempt to resolve all informal complaints within fifteen (15) business days of receiving the informal complaint. Parties who are dissatisfied with the results of the informal complaint process may proceed to file a formal complaint. And, as stated above, parties may request that the informal process be terminated at any time to move to the formal complaint process.

All materials generated as part of the informal complaint process will be retained by the Compliance Officers in accordance with the Board's records retention policy and/or Student Records policy. (See Policy [8310](#) and Policy [8330](#))

Formal Complaint Procedure

If a complaint is not resolved through the informal complaint process, if one of the parties has requested that the informal complaint process be terminated to move to the formal complaint process, or if the individual elects to file a formal complaint initially, the formal complaint process shall be implemented.

An individual who believes s/he has been subjected to offensive conduct/harassment/retaliation hereinafter referred to as the "Complainant", may file a formal complaint, either orally or in writing, with a teacher, Principal, the Compliance Officer, Superintendent, or other District employee. Due to the sensitivity surrounding complaints of unlawful harassment and retaliation, timelines are flexible for initiating the complaint process; however, individuals should make every effort to file a complaint within thirty (30) calendar days after the conduct occurs while the facts are known and potential witnesses are available. If a Complainant informs a teacher, Principal, Superintendent, or other District employee, either orally or in writing, about any complaint of harassment or retaliation, that employee must report such information to the Compliance Officer or designee within two (2) business days.

Throughout the course of the process, the Compliance Officer should keep the parties informed of the status of the investigation and the decision making process.

All formal complaints must include the following information to the extent it is available: the identity of the individual believed to have engaged in, or be engaging in, offensive conduct/harassment/retaliation; a detailed description of the facts upon which the complaint is based; a list of potential witnesses; and the resolution sought by the Complainant.

If the Complainant is unwilling or unable to provide a written statement including the information set forth above, the Compliance Officer shall ask for such details in an oral interview. Thereafter, the Compliance Officer will prepare a written summary of the oral interview, and the Complainant will be asked to verify the accuracy of the reported charge by signing the document.

Upon receiving a formal complaint, the Compliance Officer will consider whether any action should be taken in the investigatory phase to protect the Complainant from further harassment or retaliation, including, but not limited to, a change of work assignment or schedule for the Complainant and/or the alleged harasser. In making such a determination, the Compliance Officer should consult the Complainant to assess his/her agreement to the proposed action. If the Complainant is unwilling to consent to the proposed change, the Compliance Officer may still take whatever actions s/he deem appropriate in consultation with the Superintendent.

Within two (2) business days of receiving the complaint, the Compliance Officer or a designee will initiate a formal investigation to determine whether the Complainant has been subjected to offensive conduct/harassment/retaliation.

Simultaneously, the Compliance Officer will inform the individual alleged to have engaged in the harassing or retaliatory conduct, hereinafter referred to as the "Respondent", that a complaint has been received. The Respondent will be informed about the nature of the allegations and provided with a copy of any relevant Administrative Guidelines, including the Board's Anti-Harassment policy. The Respondent must also be informed of the opportunity to submit a written response to the complaint within five (5) business days. Although certain cases may require additional time, the Compliance Officer or a designee will attempt to complete an investigation into the allegations of harassment/retaliation within fifteen (15) business days of receiving the formal complaint. The investigation will include:

- A. interviews with the Complainant;
- B. interviews with the Respondent;
- C. interviews with any other witnesses who may reasonably be expected to have any information relevant to the allegations;
- D. consideration of any documentation or other information presented by the Complainant, Respondent, or any other witness that is reasonably believed to be relevant to the allegations.

At the conclusion of the investigation, the Compliance Officer or the designee shall prepare and deliver a written report to the Superintendent that summarizes the evidence gathered during the investigation and provides recommendations based on the evidence and the definition of unlawful harassment as provided in Board policy and State and Federal law as to whether the Complainant has been subjected to unlawful harassment. The Compliance Officer's recommendations must be based upon the totality of the circumstances, including the ages and maturity levels of those involved. In determining if discriminatory harassment or retaliation occurred, a preponderance of evidence standard will be used.

Absent extenuating circumstances, within five (5) business days of receiving the report of the Compliance Officer or the designee, the Superintendent must either issue a final decision regarding whether the complaint

of harassment has been substantiated or request further investigation. A copy of the Superintendent's final decision will be delivered to both the Complainant and the Respondent.

If the Superintendent requests additional investigation, the Superintendent must specify the additional information that is to be gathered, and such additional investigation must be completed within five (5) business days. At the conclusion of the additional investigation, the Superintendent must issue a final written decision as described above.

The decision of the Superintendent shall be final.

The Board reserves the right to investigate and resolve a complaint or report of unlawful harassment/retaliation regardless of whether the member of the School District community or third party alleging the unlawful harassment/retaliation pursues the complaint. The Board also reserves the right to have the formal complaint investigation conducted by an external person in accordance with this policy or in such other manner as deemed appropriate by the Board or its designee.

Privacy/Confidentiality

The School District will employ all reasonable efforts to protect the rights of the Complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the Board's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations. All records generated under the terms of this policy and related administrative guidelines shall be maintained as confidential to the extent permitted by law. Confidentiality, however, cannot be guaranteed. All Complainants proceeding through the formal investigation process will be advised that their identities may be disclosed to the Respondent.

During the course of a formal investigation, the Compliance Officer or his/her designee will instruct all members of the School District community and third parties who are interviewed about the importance of maintaining confidentiality. Any individual who is interviewed as part of a harassment investigation is expected not to disclose any information that s/he learns or that s/he provides during the course of the investigation. All public records created as a part of an investigation of a complaint of harassment will be maintained by the Compliance Officer in accordance with the School Board's records retention policy. Any records that are considered student education records in accordance with the *Family Educational Rights and Privacy Act* or under Michigan's student records law will be maintained in a manner consistent with the provisions of the Federal and State laws.

Sanctions and Monitoring

The Board shall vigorously enforce its prohibitions against unlawful harassment by taking appropriate action reasonably calculated to stop the harassment and prevent further such harassment. While observing the principles of due process, a violation of this policy may result in disciplinary action up to and including the discharge of an employee or the suspension/expulsion of a student. All disciplinary action will be taken in accordance with applicable State law and the terms of the relevant collective bargaining agreement(s). When imposing discipline, the Superintendent shall consider the totality of the circumstances involved in the matter, including the ages and maturity levels of those involved. In those cases where unlawful harassment is not substantiated, the Board may consider whether the alleged conduct nevertheless warrants discipline in

accordance with other Board policies, consistent with the terms of the relevant collective bargaining agreement(s).

Where the Board becomes aware that a prior remedial action has been taken against a member of the School District community, all subsequent sanctions imposed by the Board and/or Superintendent shall be reasonably calculated to end such conduct, prevent its recurrence, and remedy its effects.

Retaliation

Any act of retaliation against a person who has made a report or filed a complaint alleging unlawful harassment, or who has participated as a witness in a harassment investigation is prohibited.

Allegations Constituting Criminal Conduct: Child Abuse/Sexual Misconduct

State law requires any school teacher or school employee who knows or suspects that a child with a disability under the age of twenty-one (21) or that a child under the age of eighteen (18) has suffered or faces a threat of suffering a physical or mental wound, disability or condition of a nature that reasonably indicates abuse or neglect of a child to immediately report that knowledge or suspicion to the county children's services agency. If, during the course of a harassment investigation, the Compliance Officer or a designee has reason to believe or suspect that the alleged conduct reasonably indicates abuse or neglect of the Complainant, a report of such knowledge must be made in accordance with State law and Board Policy.

Any reports made to a county children's services agency or to local law enforcement shall not terminate the Compliance Officer or a designee's obligation and responsibility to continue to investigate a complaint of harassment. While the Compliance Officer or a designee may work cooperatively with outside agencies to conduct concurrent investigations, in no event shall the harassment investigation be inhibited by the involvement of outside agencies without good cause after consultation with the Superintendent.

Education and Training

In support of this Anti-Harassment Policy, the Board promotes preventative educational measures to create greater awareness of unlawful discriminatory practices. The Superintendent or designee shall provide appropriate information to all members of the School District community related to the implementation of this policy and shall provide training for District students and staff where appropriate. All training, as well as all information provided regarding the Board's policy and harassment in general, will be age and content appropriate.

Titles VI and VII of the Civil Rights Act of 1964, 42 U.S.C. 2000d et seq.

20 U.S.C. 1400 et seq., The Individuals with Disabilities Education Improvement Act of 2004 (IDEIA)

29 U.S.C. 621 et seq., Age Discrimination in Employment Act of 1967

29 U.S.C. 6101, The Age Discrimination Act of 1975

42 U.S.C. 2000e et seq.

42 U.S.C. 1983

42 U.S.C. 2000ff et seq., The Genetic Information Nondiscrimination Act

29 C.F.R. Part 1635

Title IX of the Educational Amendments of 1972, 20 U.S.C. 1681 et seq.

29 U.S.C. 794, Rehabilitation Act of 1973, as amended

42 U.S.C. 12101 et seq., Americans with Disabilities Act of 1990, as amended

The Handicappers' Civil Rights Act, M.C.L. 37.1101 et seq.
The Elliott-Larsen Civil Rights Act, M.C.L. 37.2101, et seq.
Policies on Bullying, Michigan State Board of Education, 7-19-01
Model Anti-Bullying Policy, Michigan State Board of Education, 09-2006
National School Boards Association Inquiry and Analysis – May 2008
Adopted 5/15/01
Revised 1/21/03
Revised 10/16/07
Revised 2/15/11
Revised 3/18/14

Child Abuse and Neglect Suspicions

All district personnel are considered mandatory reporters and the law requires school them to report suspicions of child abuse and/or child neglect to the Department of Social Services. Teachers may make the report directly or may report through the Macomb County Sheriff Department at 586.469.5151.

Classroom Observations

The purpose of an administrator visiting the classroom is to view the learning process and to assist teachers wherever needed. The primary focus of the observation is to monitor those goals, which have been mutually agreed upon by the teacher and the administrator. Additionally observations seek:

- A good rapport between teacher and students.
- Evidence of preplanning.
- Signs that students are assuming responsibility.
- Flexibility in planning and the willingness to capitalize on a new intense interest.
- Evidence that the students are developing the ability for critical thinking.
- Efficient organization and effective use of equipment and materials.
- Evidence a variety of strategies have been utilized to re-teach concepts not initially learned.
- Consult the district evaluation form for more details.

As part of the new evaluation process and to fulfill state evaluation recommendations and requirements, all teachers need to provide lesson plans that include the state educational standard and objective for the lesson. Additionally, we will be conducting classroom walkthroughs on a regular basis. These will be short 5-10 minute drop-in visits. Lastly, per the new state evaluation guidelines, observations will not necessarily be pre-scheduled and may be unannounced visits.

Professional Learning Community Structure

The faculty has been divided into PLC Teams according to subjects taught or grade level teams. A leader who reports directly to the principal heads each department. Leaders have been selected on the basis of experience and leadership ability. PLC Leaders are expected to attend monthly PLC Leader meetings, to offer

leadership in curriculum development, and assist in conferences with teachers in their department. Feel free to discuss problems with them.

PLC Meetings will be held twice monthly on contractual Tuesday meeting days and on designated half days.

Emergency Lesson Plan Folders

An Emergency Lesson Plan Folder is kept in the Main Office for each staff member. *Emergency Lesson Plans* should be completed and turned into the Main Office by the end of the first full week of each trimester, for each class. Please revise this folder at the beginning of each trimester. This folder should contain emergency plans, general instructions and seating charts.

Faculty Meetings

Staff will be notified via email from the administrator when meetings will be held. Additionally, PLC meetings will be held on a regular basis according to the teacher contract calendar. Details for each meeting will be provided prior to each meeting.

Family and Medical Leave Absences (FMLA)

In accordance with Federal law, the Board of Education shall provide up to twelve (12) weeks of unpaid FMLA leave in any twelve (12) month period to eligible professional staff members for the following reasons:

- A-1. the birth of a child and/or the care of a newborn child within one (1) year of the child's birth
- B-1. the placement of a child with the staff member by way of adoption or foster care and/or to care for the child within one (1) year of the child's arrival
- C-1. the staff member is needed to care for a spouse, parent or dependent child if such individual has a serious health condition, or
- D-1. the staff member's own serious health condition prevents him/her from performing the functions of his/her position

Employee Entitlement to Service Member FMLA

Leave Entitlement

Service member FMLA provides eligible employees unpaid leave for one, or for a combination, of the following reasons:

- A-2. A "qualifying exigency" arising out of a covered family member's (spouse, son, daughter, or parent) covered active duty or call to covered active duty in the United States Armed Forces including the National Guard and Reserves. Qualifying exigencies, as defined by Federal regulations, include: 1) short-notice deployment; 2) military events and related activities; 3) childcare and school activities; 4) financial and legal arrangements; 5) counseling; 6) rest and recuperation (maximum fifteen (15) calendar days); 7) post-deployment activities; 8) caring for a military member's parent who is incapable of

self-care when the care is necessitated by the member's covered active duty; and 9) additional activities not encompassed in the other categories, but agreed to by the employer and employee. Covered active duty means deployment with the Armed Forces to a foreign country.

- B-2. To care for a covered family member, including next of kin as provided in the statute, who has incurred an injury or illness or aggravation of a pre-existing illness or injury while in the line of duty while on covered active duty in the United States Armed Forces, including the National Guard and Reserves, provided that such injury or illness may render the family member medically unfit to perform duties of the member's office, grade, rank, or rating. Covered active duty means deployment with the Armed Forces to a foreign country. This leave is also available to care for veterans of the United States Armed Forces, including the National Guard and Reserves, provided the veteran was a service member at any time within the five (5) years prior to the start of the treatment, recuperation or therapy. In accordance with applicable regulations, a veteran's serious injury or illness incurred or aggravated in the line of active duty can also be manifested by: 1) a physical or mental condition with a VA Service Disability Rating of fifty percent (50%) or greater and is the condition precipitating the need for leave; or 2) a physical or mental condition that substantially impairs the ability to secure or substantially follow a gainful occupation, or would do so absent treatment; or 3) an injury, including psychological, for which the veteran has been enrolled in the Dept. of V.A. Program of Comprehensive Assistance for Family Care Givers.

Duration of Service Member FMLA

- A. When leave is due to a "Qualifying Exigency": An eligible employee may take up to twelve (12) work weeks of leave during any twelve (12) month period. Such leave shall be counted with regular FMLA leave time in calculating the twelve (12) weeks of allowable leave.
- B. When leave is to care for an injured or ill service member: An eligible employee may take up to twenty-six (26) work weeks of leave during a single twelve (12) month period to care for the service member who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness. This is a one time benefit per service member. Leave to care for an injured or ill service member, when combined with other FMLA-qualifying leave, may not exceed twenty-six (26) weeks in a single twelve (12) month period.
- C. Service Member FMLA runs concurrent with other leave entitlements provided under Federal, State, and local law.

General FMLA Provisions

Professional staff members are "eligible" if they have worked for the Board for at least twelve (12) months, **and** for at least 1,250 hours over the twelve (12) months prior to the leave request. Service time may be aggregated when the break in service is less than seven (7) years for military obligation or subject to recall under a collective bargaining agreement. All full-time professional staff members are deemed to meet the 1,250 hour requirement. All periods of absence from work due to or necessitated by USERRA-covered service is counted in determining an employee's eligibility for FMLA leave.

Twelve (12) month period for determining hours worked and use of leave is defined as the twelve (12) month period measured forward from the date the staff member's first FMLA leave begins (i.e., the "leave year" is specific to each individual staff member) or a rolling twelve (12) month period measured backward from the date the staff member uses FMLA leave (i.e. the "leave year" is specific to each individual staff member).

For Service Member FMLA leave, the use of the twenty-six (26) weeks of leave will be measured forward from the first date on which the employee takes leave.

Serious health condition is defined as an illness, injury, impairment, or physical or mental condition that involves:

- A. inpatient care, including any period of incapacity or any subsequent treatment in connection with such inpatient care; or
- B. continuing treatment by a healthcare provider, including:
 1. a period of incapacity of more than three (3) consecutive full calendar days and any subsequent treatment or period of incapacity relating to the same condition, that also involves either in person treatment two (2) or more times by a healthcare provider within thirty (30) days of the first date of incapacity absent extenuating circumstances beyond the employee's control, or in person treatment by a healthcare provider on at least one (1) occasion which results in a regimen of continuing treatment under the supervision of a healthcare provider;

The first visit to the healthcare provider must occur within seven (7) days of the first date of incapacity.
 2. any incapacity due to pregnancy or for prenatal care;
 3. any period of incapacity or treatment for such incapacity due to a chronic serious health condition;
 4. a period of incapacity which is permanent or long-term due to a condition for which treatment may not be effective;
 5. any period of absence to receive multiple treatments by a healthcare provider either for restorative surgery after an accident or other injury, or for a condition that would likely result in a period of incapacity of more than three (3)

consecutive days in the absence of medical intervention or treatment, such as cancer (chemotherapy, radiation, etc.), severe arthritis (physical therapy), kidney disease (dialysis);

- C. conditions for which cosmetic treatment are administered are not "serious health conditions" unless inpatient hospital care is required or complications develop. Ordinarily, unless complications arise, the common cold, the flu, ear aches, upset stomachs, minor ulcers, headaches other than migraines, routine dental or orthodontic problems, periodontal disease, etc., are conditions that do not meet this definition and do not qualify for FMLA leave.

Whenever the leave is foreseeable, the staff member shall provide the Superintendent with thirty (30) days notice. If there is insufficient time to provide such notice because of unforeseeable events, the staff member shall provide such notice as soon as possible and practical, generally not later than the next business day after the employee realizes the need for leave. Failure to follow the leave notice requirements may result in delay of obtaining the leave. Employees will still be required to comply with the absence reporting procedures at their buildings.

When planning medical treatment, the staff member must consult with the Superintendent and make a reasonable effort to schedule the leave so as not to unduly disrupt the regular operation of the District, subject to the approval of the healthcare provider.

The staff member may request to substitute any of his/her earned or accrued paid vacation leave, personal leave or family leave (per the applicable collective bargaining agreement) for unpaid FMLA leave provided for the birth, adoption or foster care placement of a child, or qualifying exigency for a Service Member Family Leave (see A-1, B-1, and A-2 on page one).

The staff member may request to substitute any of his/her earned or accrued paid vacation, personal leave or sick leave (per the applicable collective bargaining agreement) for unpaid FMLA leave provided for the staff member's own serious health condition or to care for a spouse, parent or dependent child with a serious health condition (see C-1 and D-1 on page one and B-2 on page two).

If the staff member has not earned or accrued adequate paid leave to encompass the entire twelve (12) or twenty-six (26) week period of FMLA leave, any additional weeks of leave to which the staff member is entitled to shall be unpaid. Whenever a staff member uses paid leave for a qualifying leave under this policy, such leave will count towards the maximum allowable leave, the paid leave, and FMLA/Service Member Family leave to which the staff member is entitled will run concurrently.

The Superintendent may allow a staff member to take FMLA leave intermittently or on a reduced-leave schedule for the birth, adoption or foster care placement of a child (see A-1 and B-1 on page one). A staff member may take FMLA leave on an intermittent or reduced-leave schedule when medically necessary for his/her own serious health condition or to care for a spouse, parent or dependent child with a serious health condition (see C-1 and D-1 on page one). The taking of such leave results in the total reduction of the twelve (12) weeks only by the amount of leave actually taken. Leave will be accounted for in increments no greater

than the smallest increment used for other similar leaves, but in no event greater than one (1) hour increments. Leave entitlement will not be reduced by more than the amount of leave actually taken. If the intermittent or reduced-leave schedule is foreseeable based on planned medical treatment, the Superintendent may require the staff member to transfer temporarily to an available alternative position which better accommodates recurring periods of leave. The alternative position shall have equivalent pay and benefits but not necessarily equivalent duties. Instructional staff members (i.e. individuals whose principal function is to teach and instruct students in a class, a small group, or an individual setting) who request intermittent leave or a reduced-leave schedule which would exceed twenty percent (20%) of the total number of working days over the period of anticipated leave must elect either to:

- A. take leave for a period or periods of a particular duration, not greater than the duration of the planned treatment; or
- B. transfer temporarily to an available alternative position offered by the Superintendent for which the instructional staff member is qualified, and that has equivalent pay and benefits and that better accommodates the recurring periods of leave than the staff member's regular position.

The Superintendent will notify the staff member when the District intends to designate leave as FMLA-qualifying. Such notice may be given orally or in writing. When verbal notice is given, it will be followed by written notice within ten (10) business days. In the case of intermittent or reduced-leave schedule leave, only one (1) such notice is required unless the circumstances regarding the leave have changed. If the Superintendent does not have sufficient information about the reason for an employee's use of paid leave, the Superintendent may inquire further to ascertain whether the paid leave is FMLA-qualifying. Once the Superintendent learns that a paid leave is for an FMLA leave-qualifying reason, the Superintendent will promptly notify the staff member that the paid leave will count toward the staff member's twelve (12) week FMLA-leave entitlement.

In cases in which the Board employs both spouses, the total amount of FMLA leave is twelve (12) weeks for the couple, except when the leave is due to the serious health condition of either spouse or a child, or twenty-six (26) weeks of FMLA leave for Service Member Leave.

When FMLA leave is taken for the staff member's own serious health condition or to care for a spouse, parent or dependent child with a serious health condition (see C-1 and D-1 on page one), the staff member must provide medical certification from the healthcare provider of the eligible staff member or his/her immediate family member). When the staff member requests qualifying Service Member Leave, s/he must provide certification of a qualifying exigency or of the service member's serious illness. For service member leave, any certification permitted under 29 C.F.R. 825.310 shall be allowed.

The staff member may either:

- A. submit the completed medical certification to the Superintendent; or
- B. direct the healthcare provider to transfer the completed medical certification directly to the Superintendent, which will generally

require the staff member to furnish the healthcare provider with a HIPAA-compliant authorization.

In the event the staff member fails to provide medical certification, any leave taken by the employee will not qualify for FMLA Leave/Service Member Family Leave.

When the need for FMLA leave is foreseeable and at least thirty (30) days notice has been provided, the staff member must provide the medical certification before the leave begins. When this is not possible, the employee must provide the requested certification to the Superintendent within fifteen (15) calendar days after the staff member requests FMLA leave unless it is not practicable under the circumstances to do so despite the staff member's diligent and good faith efforts.

Any dispute over eligibility for FMLA leave shall be discussed between the employee and Superintendent. The District shall be responsible for maintaining a record of those communications.

The Board reserves the right to obtain, at its expense, the opinion of a second healthcare provider and, in the event of conflict, the opinion of a third healthcare provider whose decision shall be binding and final. The staff member may either:

- A. submit the opinion of the second healthcare provider, and the opinion of the third healthcare provider if applicable, to the Superintendent; or
- B. direct the second or third healthcare provider to transfer his/her opinion directly to the Superintendent, which will generally require the staff member to furnish the healthcare provider with a HIPAA-compliant authorization.

In the event the staff member fails to provide the medical opinion of the second or third healthcare provider, if applicable, any leave taken by the employee will not qualify for FMLA leave.

A staff member who takes leave for his/her own serious health condition prior to returning to work, must provide the Superintendent with a statement from his/her healthcare provider that s/he is able to resume work.

Upon return from any FMLA leave, the Board will restore the staff member to his/her former position or to a position with equivalent employment benefits, pay and conditions of employment. During FMLA leave, the Board shall maintain the staff member's current coverage under the Board's group health insurance program on the same conditions as coverage would have been provided if the staff member had been continuously working during the leave period. If the staff member was paying all or part of the premium payments prior to going on FMLA leave, the staff member must continue to pay his/her share during the leave.

Any leave or return from leave during the last five (5) weeks of an academic term shall be reviewed individually by the Superintendent to minimize disruption to the students' program. Special rules under the FMLA may apply for instructional staff.

The staff member shall not accrue any sick leave, vacation, or other benefits during a period of unpaid FMLA leave.

The use of FMLA leave will not result in the loss of any employment benefit that accrued prior to the start of the staff member's leave.

If the staff member fails to return to work at the end of the leave for reasons other than the continuation, recurrence, or onset of a serious health condition of the staff member or of the staff member's immediate family member, or for circumstances beyond the control of the staff member, the staff member shall reimburse the Board for the health insurance premiums paid by the Board during the unpaid FMLA leave period.

A staff member who fraudulently obtains FMLA leave is not protected by this policy's job restoration or maintenance of health benefits provisions.

The Superintendent shall prepare any guidelines that are appropriate for this policy and ensure that the policy is posted properly.

In any areas where discretion is allowed in the implementation of this policy or its guidelines for implementation, such discretion shall be exercised in a non-discriminatory manner. Similarly situated persons shall be treated similarly.

The Superintendent shall provide a copy of the policy to all staff members, and retain a record of how and when the policy was distributed. A notice of Rights and Obligations shall also be provided each time an employee requests FMLA leave or the District has sufficient information to believe that the employee may qualify for FMLA leave.

The approval, denial and administration of leave under this policy will be governed by the Family Medical Leave Act of 1993, as amended, and its published regulations, as applied and interpreted by the Superintendent.

29 U.S.C. 2601 et seq.

29 C.F.R. Part 825

P.L. 110-181, Sec. 585 – National Defense Authorization Act (January 28, 2008)

P.L. 111-84, Sec. 565 – National Defense Authorization Act (October 28, 2009)

Adopted 5/15/01

Revised 2/12/02

Revised 1/21/03

Revised 7/19/05

Revised 9/16/08

Revised 3/17/09

Revised 2/15/11

Revised 3/18/14

Freedom of Speech in Non Instructional Settings

The Board of Education acknowledges the right of its professional staff members, as citizens in a democratic society, to speak out on issues of public concern. When those issues are related to the District, however, the professional staff member's expression must be balanced against the interests of this District.

The following guidelines are adopted by the Board to help clarify and, therefore, avoid situations in which the professional staff member's expression could conflict with the District's interests. In such situations, s/he should:

- A. state clearly that his/her expression represents personal views and not necessarily those of the School District;
- B. refrain from expressions that would disrupt harmony among co-workers or interfere with the maintenance of discipline by school officials;
- C. not make threats or abusive or personally-defamatory comments about co-workers, administrators, or officials of the District;
- D. refrain from making public expressions which s/he knows to be false or are made without regard for truth or accuracy.

Adopted 5/15/01

Fundraising Projects

Teachers of student groups interested in conducting fund raising activities must first submit a written request to the Principal's Office. Following tentative written approval by the principal, sponsors must:

- Requests must be submitted to the Principal and Superintendent at least two (2) weeks prior to the sale or event
- Receive an approved date from the principal
- Fill out building permits if the sale is within the school building
- Give the forms to the Principal's secretary
- Enter the date in the appropriate Google Calendar

Proper accounting procedures must be followed. Proceeds from fund-raising projects should be given to the building secretary to be deposited in the respective team student activity account within twenty-four (24) hours of collection or the next business day following the last business day of the week for deposit in the team student activity account. Sponsors must keep their own personal ledger reflecting all expenditures and revenues. These ledgers must always be kept current and available for inspection by the principal, superintendent and auditors. Additionally, the following guidelines must be followed:

- An original invoice must be submitted for a check to be issued in payment for items related to the fund-raising project.
- Money should not be kept in classrooms overnight. It should be submitted to the office for safe-keeping on a daily basis.
- Coaches may not make purchases through the school team in order to take personal advantage of the school purchasing privileges.
- Appropriate authorization must be obtained in advance for purchases. Purchases made by students, parents and/or coaches without appropriate authorization, are not obligated for reimbursement.
- Examples of expenditures which are prohibited are:
 - salaries for services which are the responsibility of the District or District assignments;
 - all items for personal use
- No purchase may be made from an activity account unless there is sufficient cash in the account.
- Payments are never made in cash for anything.

Housekeeping

Maintaining an organized, presentable room at all times is the responsibility of the teacher. The teacher assigned to a room will be held responsible for the general condition of that room. Floors should be free of litter and clutter to assist the custodians. The last teacher using a room is responsible for locking the door before leaving the building and when the room is left unattended.

Student desks are to remain free from graffiti. Teachers must check desks before students leave class. Students who write on desks are responsible for cleaning the desks.

Job-Related Expenses

The Board of Education may provide for the payment of the actual and necessary expenses, including traveling expenses, of any professional staff member of the District incurred in the course of performing services for the District, whether within or outside the District, under the direction of the Board and in accordance with the Superintendent's administrative guidelines.

The validity of payments for job-related expenses shall be determined by the Business Office.

The Board shall pay the expenses of professional staff members when they attend professional meetings approved in accordance with the policy of this Board and in accordance with the administrative guidelines of the Superintendent.

Expenses which are incurred by professional staff members as a result of authorized travel in and outside of the District will be reimbursed to the extent provided for in these guidelines. Reimbursement is intended to provide for transportation, lodging, and food of reasonable and adequate quality. When traveling on school business, a professional staff member is expected to use the same care in incurring expenses that a prudent person would exercise if traveling on personal business.

Authorization

Travel within or outside the District is to be authorized by the principal.

Travel to conventions or conferences away from the District which involve overnight stay will be authorized by the principal for approval by the Director of Curriculum. All such requests must be received in the Central Office at least fifteen (15) work days prior to the date a decision is needed. Forms are available in each school office.

Procedure

- A. Each request for travel or conference funds should detail the reasons for the expenditures and should not be labeled in broad general terms. (See [Form 3243 F1](#))
- B. Under normal conditions, officers and professional staff members traveling on official business shall provide themselves with sufficient funds of their own for ordinary expenses.
- C. Travel should be by the most direct and economical route.
- D. All persons authorized to travel on official business should keep a memorandum and receipts of expenditures properly chargeable to the Board. Professional staff members might find it advantageous to charge as many expenditures as possible on credit cards. The itemized statement may serve as a receipt, with reimbursement available to pay the charges.
- E. In all instances of travel reimbursement, full itemization of expenditures is required.
- F. Those doing such traveling should be expected to exercise the same care in incurring expenses that they would in travel on personal business of their own. Excessive and unnecessary travel will not be approved or reimbursed.

Reimbursement

- A. Reimbursement will be at the current rates approved by the Board. Requests for reimbursement

will be submitted on [Form 3243 F2](#) provided for that purpose.

- B. Travel outside the School District will be reimbursed at the regular fare rate charged the general public by common carrier, unless travel by private conveyance is more economical, in which case mileage will be reimbursed at the IRS rate.
- C. Lodging and meals will be reimbursed at a reasonable per diem rate. All claims must be supported by original receipted bills.
- D. Reimbursement for reasonable charges for tolls, lodging, parking, taxis, official telephone calls, and tips will be made upon presentation of supporting receipts.
- E. Registration fees are reimbursable.
- F. Sales tax on hotel bills is reimbursable.

Keys and Badges

Keys will be furnished to each teacher at the beginning of the school year. **Do not give keys to students for ANY reason.** Report to the principal *immediately* if keys are lost.

Lost badges need to be reported to administration as soon as possible so they can be deactivated. Replacement badges will be available for \$10.

Military Leave

The Board of Education provides military leave, reemployment, and other rights as established by the Federal Uniformed Services Employment and Reemployment Rights Act (USERRA) and State law. To qualify:

- A. the employee (or an appropriate officer in the uniformed service in which the employee's military service is performed) gave advance written or verbal notice of his/her military duty unless excused;
- B. the cumulative length of all periods of military service with the employer do not exceed five (5) years, except as provided under State statute;
- C. the employee timely reports to work after the period of military service ends;
- D. the employee has not separated from service with a disqualifying or other than honorable conditions.

The Superintendent shall post notices of employees' right under USERRA at conspicuous locations within the District.

Employees may contact the U.S. Department of Labor or the Michigan Department of Military and Veteran's Affairs to obtain more information regarding their rights under these statutes.

This policy is intended to comply with and explain the service person's rights under USERRA and State law. To the extent there is any conflict, the USERRA, State law and their regulations prevail.

38 U.S.C. 4301-4333

M.C.L.A. 32.271 et seq.

Adopted 1/17/05

Revised 3/17/09

Nondiscrimination

Any form of discrimination or harassment can be devastating to an individual's academic progress, social relationship and/or personal sense of self-worth.

As such, the Board of Education does not discriminate on the basis of race, color, national origin, sex (including sexual orientation or transgender identity), disability, age (except as authorized by law), religion, military status, ancestry, or genetic information (collectively, "Protected Classes") in its educational programs or activities.

The Board also does not discriminate on the basis of Protected Classes in its employment policies and practices as they relate to students, and does not tolerate harassment of any kind.

Equal educational opportunities shall be available to all students, without regard to the Protected Classes, age (unless age is a factor necessary to the normal operation or the achievement of any legitimate objective of the program/activity), place of residence within the boundaries of the District, or social or economic background, to learn through the curriculum offered in this District. Educational programs shall be designed to meet the varying needs of all students.

Curriculum Content

Teachers are encouraged to review current and proposed courses of study, textbooks, and assessments to detect any bias based upon Protected Classes, ascertaining whether or not supplemental materials, singly or taken as a whole, fairly depict the contribution of both genders, various races, ethnic groups, etc. toward the development of human society;

Student Evaluation

Teachers are encouraged to verify that tests, procedures, or guidance and counseling materials, which are designed to evaluate student progress, rate aptitudes, analyze personality, or in any manner establish or tend to establish a category by which a student may be judged, are not differentiated or stereotyped on the basis of Protected Classes.

Section 504/Disability

Pursuant to Section 504 of the Rehabilitation Act of 1973 ("Section 504"), the Americans with Disabilities Act of 1990, as amended ("ADA") and the implementing regulations (collectively "Section 504/ADA"), no otherwise qualified individual with a disability shall, solely by reason of his/her disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance. The Board of Education does not discriminate in admission or access to, or participation or treatment in its programs or activities. As such, the Board's policies and practices will not discriminate against students with disabilities and will make accessible to qualified individuals with disabilities its facilities, programs, and activities. No discrimination will be knowingly permitted against any individual with a disability on the sole basis of that disability in any of the programs, activities, policies, and/or practices in the District.

"An individual with a disability" means a person who has, had a record of, or is regarded as having, a physical or mental impairment that substantially limits one or more major life activities. Major life activities are functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, eating, sleeping, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working.

Major life activities also include the operation of a major bodily function, including, but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.

An impairment that is episodic in nature or in remission is considered a disability if it would substantially limit a major life activity when active.

The determination of whether an impairment substantially limits a major life activity must be made without regard to the ameliorative effects of mitigating measures such as medication, medical supplies, equipment or appliances, low-vision devices (not including ordinary eyeglasses or contact lenses), prosthetics (including limbs and devices), hearing aids and cochlear implants or other implantable hearing devices, mobility devices, oxygen therapy equipment or supplies, assistive technology, reasonable accommodations or auxiliary aids or services, or learned behavioral or adaptive neurological modifications.

With respect to public preschool, elementary and secondary educational services, a qualified person with a disability means a disabled person:

- A. who is of an age during which nondisabled persons are provided educational services;
- B. who is of any age during which it is mandatory under Michigan law to provide educational services to disabled persons; or
- C. to whom the State is required to provide a free appropriate public education pursuant to the Individuals with Disabilities Education Improvement Act (IDEIA).

With respect to vocational education services, a qualified person with a disability means a disabled person who meets the academic and technical standards requisite to admission or participation in the vocational program or activity.

Outside Activities of Staff

The Board of Education directs the Superintendent to promulgate the following guidelines so that professional staff members may avoid situations in which their personal interests, activities, and associations may conflict with the interests of the District. If such situations threaten a staff member's effectiveness within the school system, the Superintendent shall evaluate the impact of such interest, activity, or association upon the professional staff member's responsibilities.

- A. Staff members should not give work time to an outside interest, activity, or association without valid reason to be excused from assigned duties.
- B. Staff members shall not use school property or school time to solicit or accept customers for private enterprises without written administrative permission.
- C. Staff members shall not engage in business transactions on behalf of private enterprises in which s/he may profit by virtue of his/her official position or authority or benefit financially from confidential information which the employee has obtained or may obtain by reason of his/her position or authority.
- D. Staff members shall not campaign on school property during duty hours on behalf of any political

issue or candidate for local, State, or National office.

- E. Staff members may not accept fees for tutoring when such tutoring is conducted during the normal work day.
- F. Staff members may not accept fees for remedial tutoring of students currently enrolled in one (1) or more of their classes.

Research and Publishing

- A. Professional staff members are encouraged to contribute articles to professional publications and to engage in approved professional research.
- B. Materials which might be considered for publication and/or production, which identify the District in any manner, shall be cleared with the Superintendent prior to publication and/or production.
- C. Publications and productions shall be subject to the following copyright provisions:
 - 1. Rights to copyrights or patents of books, materials, devices, etc. developed by professional staff members on their own time will be relinquished by the Board upon request of the staff member provided that:
 - a. the books, materials, devices, etc. were prepared without the use of District data, facilities, and/or equipment;
 - b. the District is granted the privilege of purchasing the materials or products free of any copyright or royalty charges;
 - c. the staff member does not become involved in any way in the selling of the product to the District.

The final decision regarding whether materials were produced independently of any work assignment, and/or without using school equipment, facilities, data, or equipment rests with the Superintendent.

Professional staff members who desire to publish or produce materials on their own time should make such action known to the Superintendent prior to the time such work is started in order that proper procedures can be established to assure that District interests and the interests of the staff member are protected.

- 2. All books, materials, devices, or products which result from the paid work time and/or prescribed duties of professional staff members shall remain the property of the District. The District shall retain all rights and privileges pertaining to the ownership thereof.

In the event that any of these products have commercial possibilities, the Superintendent is authorized to secure copyrights, patents, etc. which will ensure the ownership of the product by the District.

The Superintendent is authorized to negotiate with appropriate agencies for the production and distribution of products with commercial appeal. Such negotiations shall ensure fair and appropriate compensation, including sharing of royalties, for the staff member(s) who developed the products.

Parent Conferences

During the school year we will hold evening parent conferences. The following are a few guiding principles which may help in preparing for and carrying out successful conferences.

- Attempt to put the parent at ease by starting the conference on a positive note. If you have a problem with the student, lead into the problem with the attitude that they, the parents, can be of help to you. Try to focus on what the student needs to do to pass the class instead of dwelling on what he or she has not done in the past.
- It often is helpful to have examples of students' work handy if the parent would like an evaluation of recent grades.
- Never talk down to a parent. If they are interested enough in the student and school to come in for a conference, they deserve our utmost respect. Be honest about the student's progress. If progress is poor, be as diplomatic as possible, but don't tell them everything is fine if it is not.
- Never discuss the methods or techniques of other teachers except in a positive tone. Never permit a parent to draw you into a critical conversation about the school or other teachers. If they have questions, refer them to either the school administration or the teacher directly.
- Do not talk about how "bad" a particular class might be or how "poorly" other students behave. Focus on the behavior and performance of that parent's child.
- If the parent wants to talk, let him/her. Remember a conference is a sharing of information and we can learn from them as well.
- Always try to end a conference on a positive note. Encourage parents to call or stop in any time they have further questions. In short, make them feel that they are individually important to you and your efforts, and that you are personally concerned with the progress of their child.
- Never get into an argument with a parent. Allow the parent to express his/her feelings, and then discuss matters calmly.
- Conferences are critical in promoting public relations. Citizens of our community have been generous in their support of our school and when they find that the school staff is enthusiastic and complimentary about the program, they feel they have made a good investment.
- Keep conferences brief. If more time is needed, set up a meeting at a later date. Avoid having a line form of parents waiting to meet you.

Parking Facilities

School employees who drive cars to school are requested to use the parking lot provided for them. Please display your Staff Parking pass whenever on school grounds. Staff passes can be obtained in the Attendance Office. Your pass number should be recorded on your Staff Emergency form. Students are not permitted to use the staff parking lot. Please follow the one-way signs from 7:10 am until 4pm.

Participation in Political Activities

One of the primary purposes of the school is to create an environment that will permit students to grow and develop. To be of maximum effect, this environment must extend to both the formal academic program as well

as to the many extra-curricular activities sponsored by the school. Because of the ages of the students and the significance of the task, it is important that this environment be protected from interference by external, sometimes coercive or disruptive, forces and influences that do not substantially contribute to the learning process.

Nonschool related activities, including political activities, do not contribute to a positive learning climate and may be disruptive, divisive and distracting. Therefore, such activities are not appropriate within the school setting. It is the intention of the Board of Education to regulate such activities on all Board owned or used property, within all school buildings and at all school sponsored activities.

Specifically:

A. Literature

- A. Literature supporting or opposing one or more candidates, issues, or a particular point of view; commercial literature, and other nonschool related literature shall not be distributed on or in Board owned or occupied buildings or grounds, inside of school buildings or on school buses immediately before or after school or while school is in session. (The distribution of materials to students by other students is governed by the regulations contained in Board of Education Policy).
- B. Literature supporting or opposing one or more candidates, issues, or a particular point of view; commercial literature, and other non-school related literature shall not be distributed at school sponsored extracurricular activities or athletic events wherever they may occur. This regulation shall not prohibit the distribution of literature outside of the entrances and exits of athletic events providing that any such distribution does not interfere with the ability of individuals to freely enter or leave the facility, is not disruptive, and does not take place when school is in session.
- C. Nonschool related, political, and/or commercial literature, or campaign posters supporting one or more candidates, issues or a particular point of view shall not be displayed within the schools or on school owned or occupied property, unless done as part of any approved teaching unit.
- D. When the school facilities are used as a polling place, state regulations will be followed with respect to political activities, the display of political posters, and distribution of political literature on school property.
- E. Employees of the School District shall not engage, during the course of their employment, in any activities that support or oppose one or more candidates, issues or a particular point of view during working hours. The right to express political or other opinions and exercise their constitutional rights as citizens is naturally reserved to all employees.

Parental Leave

Eligible employees are entitled to use accumulated sick, personal or bonus days towards up to three (3) weeks paid parental leave following the birth, adoption or foster care placement of a child. To be eligible for paid parental leave, you must have been employed by the Armada Area Schools for twelve (12) months when the

parental leave period begins and must have a sufficient number of accumulated sick days to use to offset absences.

- Parental leave must be taken within the first ten (10) weeks after the birth or adoption of a child. This is inclusive of school vacation and holiday breaks - i.e. summer vacation would be included in the ten (10) week calculation.
- Parental Leave runs concurrently with, and will be applied to, any qualifying Family and Medical Leave to the extent consistent with applicable law. For example, the three (3) weeks would be included as part of the twelve (12) week limit on FMLA leave - 3 weeks would be paid and 9 would be unpaid.
- Employees will use their accumulated sick, personal, and bonus days during the parental leave.
- Parental leave cannot be used more than once in a twelve month period.

Procedure

To be eligible for parental leave an employee must complete the following:

- Submit a formal, written request for paternity leave to his supervisor and business office, mentioning:
 - the date of expected birth or adoption;
 - the starting date of the leave and;
 - the ending date of the leave
 - submit your request at least [*three weeks*] in advance.
- Submit your request at least three weeks in advance of the anticipated start of the leave.
- Submit any relevant formal documents (e.g. certification of partner's pregnancy) as soon as possible.

Once administration receives this request, they will:

- Review the request and determine the employee's eligibility for paternity leave.
- Notify the employee for his eligibility status and the amount of leave he is entitled to.

Unforeseen circumstances

Employees begin their paternity leave at the specified date unless their child is born early. In these cases, please notify us as soon as possible to be able to begin your leave on the day of birth.

Personal Property of Staff Members

From time-to-time, staff members may wish to bring personal property to school either for reasons associated with their professional responsibilities or for use during off-duty time. This practice is authorized provided it is understood that the District will not be responsible for any loss, damage, or misuse of such property.

The District will not allow staff members, however, to possess electronic pagers, cellular telephones, or other forms of personal (nondistrict-assigned) communication devices during their work time, since any use will tend to disrupt the educational process. In the case of an emergency, the caller should contact the school office which will immediately notify the staff member. Exemptions may be made by the principal in cases where the health and/or safety of the staff member would be jeopardized.

If the staff member needs to make personal calls during his/her off-duty time, s/he may use a District telephone in accordance with AG [7530](#) - Personal Use of District Equipment and Facilities.

Staff members may, however, keep cellular telephones and other electronic communication devices in their automobiles when parked on District property.

PowerTeacher (Gradebook)

Teachers are to maintain accurate and up-to-date student academic records using the PowerTeacher system. Parents frequently check the parent portal for updates on their son/daughter's progress. Assignments should be scored and entered into the electronic gradebook within seven (7) school days. Large assignments and projects are allowed ten (10) school days for grade posting.

Probationary Teachers

The Board of Education recognizes its obligation to employ only those professional staff members best trained and equipped to meet the educational needs of the students of this District. The Board shall discharge that obligation by retaining in service only those probationary teachers who meet those standards.

Teachers, new to the District, who have not previously acquired tenure in the State of Michigan, will be in a probationary status for the first five (5) years of employment before becoming eligible for tenure in the District, except as provided below. A teacher must receive ratings of Effective or Highly Effective on the last three (3) annual performance evaluations to achieve tenure.

Probationary teachers who are rated highly effective on the annual performance evaluation in years 2, 3 and 4 achieve tenure after four (4) years. Any probationary teacher under contract prior to July 19, 2011, is in a probationary period for only four (4) years. Any teacher having tenure in the district as of July 19, 2011, will not be required to serve additional probation.

Teachers, new to the District, who have previously acquired tenure in any other Michigan school district, shall be required to serve no more than two (2) years of probation before becoming eligible for tenure in the District but may, at the Board's option, be placed immediately on continuing tenure.

The Superintendent shall ensure that all probationary teachers are provided an Individualized Development Plan, evaluated in a timely manner by appropriate administrators, notified of areas of which performance is not meeting expectations, and are provided assistance in improving their performance.

The Board shall annually review the performance of all probationary teachers by a date adequate to ensure timely compliance with all statutory, contractual, and other applicable timelines. The Superintendent shall provide to the Board a written recommendation with regard to each such teacher specifically noting the extent to which the probationary teacher's performance is meeting District expectations. On the basis of its review, the Board may, in its discretion, (1) grant tenure, if otherwise eligible; (2) non-renew employment based on unsatisfactory performance; or (3) continue the probationary period of employment if not otherwise eligible for tenure (not to exceed the statutory probation periods). The Board's review of such recommendation shall comport with all applicable statutory, contractual, and other legal requirements.

The Superintendent shall ensure that appropriate notices of the Board's actions are timely sent and delivered to all affected probationary teachers. The Superintendent shall further ensure that appropriate guidelines are drafted implementing the requirements of the Teacher Tenure Act.

M.C.L. 38.81 et seq.

Adopted 5/15/01

Professional Growth Requirements

The Board of Education believes that study is a prerequisite for professional growth of staff and, therefore, encourages the participation of professional staff members in in-service and other training programs.

The Superintendent shall plan and implement a program of staff development for professional staff members, and support staff members, and explore other training programs.

Such staff development programs should be designed to address the professional development needs of staff members who are working at a particular level, involved in a particular course or subject, or need to be prepared for a new assignment. Whenever feasible, principals should participate with their staff members in order to ensure better follow-up and support. The Board may reimburse staff members for the costs incurred in participation therein, subject to prior approval of the Superintendent. Participation in the program shall be voluntary unless considered part of the duties of any participating staff member according to provisions in a negotiated, collectively-bargained agreement or other contractual arrangements.

During the first three (3) years of employment, each nontenured professional staff member shall be provided fifteen (15) days of professional development related to his/her Individual Development Plan. The Superintendent shall also arrange for the assignment to each such staff member of one or more mentors who have demonstrated proficiency in the teaching skills established in the staff member's IDP.

The Superintendent shall arrange to provide each member of the teaching staff with at least five (5) days of professional development annually. These days shall be in addition to any of the required fifteen (15) of professional development provided to non-tenured teachers during their first three (3) years of teaching.

M.C.L.A. 380.1526, 380.1527

Adopted 5/15/01

Revised 1/21/03

Report Cards

The scheduled dates for report cards, progress reports and final exams is included as follows:

- Progress Report T1 - October
- Report Card T1 - November
- Progress Report T2 - January
- Report Card T2 - February
- Progress Report T3 - April
- Report Card T3 - June

Sexual Harassment

Student sexual harassment consists of overt activity of a sexual nature when that activity has a substantial adverse effect on a student in the school or creates an intimidating, hostile or offensive learning environment.

Such overt activity may include, but is not limited to, the following:

1. Making unwelcome sexual advances
2. Demands for sexual favors accompanied by threats
3. Demands for sexual favors accompanied by promise of preferential treatment
4. Verbal, written, visual, auditory or graphic communication of a sexual nature
5. Patting, punching or unnecessary contact with a student's body

All students and all school employees are expected to respect the dignity of others.

Complaint Procedure

If a student has concerns about the nature of any conduct or physical contact by an adult employed by the school system, by a fellow student, or by a member of the public, the student should immediately report this concern to the counselor or building administrator (Principal or Assistant Principal).

All reports will be investigated immediately by the administration. In determining whether the alleged conduct constitutes sexual harassment, totality of the circumstances, the nature of the harassment, and the context in which the alleged incidents occurred, will be investigated. Anyone found to have violated this policy will be subject to disciplinary action up to and including exclusion from school or termination of employment.

Sick and Injured Students

Please follow the following procedures:

- If the student is ambulatory, send the student directly to the Main Office or Attendance Office accompanied by another student or adult.
- If the student is hemorrhaging, unconscious, or unable to move, contact 911 and administration immediately.
- If necessary, the office or an administrator will contact the student's parents or other responsible parties. Please do not contact the parents first; established procedures are efficient and thorough and designed for prompt medical care within legal parameters.
- Avoid indiscriminately calling an ambulance without consultation with an administrator. (Note: Generally epileptic seizures or diabetic reactions do NOT require hospitalization).
- If an injury or accident occurs, the adult present, or first on the scene, must fill out an accident report to be turned in to the principal's office after the appropriate medical procedures are handled.
- Report all injuries to the main office. Complete an accident report. All information should be on file for future legal or medical reference even though the injury does not appear serious at the time.

Social Media Guidelines

Social Media can play an important role in the classroom and in extra-curricular activities. Below are some of the best practices as developed by the National Education Association, American Federation of Teachers, the U.S. Department of Education, and Edutopia magazine.

1. **Keep personal and professional social media separate—** Maintain separate (Email, Facebook, Twitter, etc.) accounts to avoid any gray areas. Never share your personal information with students or parents. Also, never friend, follow or connect with non-staff members on your personal accounts.
2. **Understand the accepted definition of professional and personal —** If the relationship began as a result of your employment in a school, it is considered a professional relationship, whether it is a parent or student. A good rule of thumb is to keep these contacts professional until two years after the person is no longer affiliated with the district.
3. **Social media is an extension of your classroom—** Do not say anything on social media that you would not say in front of your entire class. The same classroom guidelines apply in the social media space.

4. **Limit individual communication**— Create a habit of responding to individual communications with whole-class responses. For example, if a student emails you directly to inquire about a due date or deadline, respond with a reminder using Remind 101 or Schoolway to the entire class. Not only will this avoid individual communication, but it will answer questions other students might have had as well.
5. **Understand social media interactions are generally not protected speech**— There have been three major cases dealing with social media and teachers—teachers have lost all of them. First amendment and contractual protections often do not follow in the arena of social media.
6. **Create a list of rules for students who follow your professional accounts**—Set guidelines for students who wish to follow your professional accounts—and then strictly adhere to them (i.e. unfriend students who violate those guidelines). You are responsible for your account and any information that might end up being disseminated through your account.
7. **Limit pictures of students and activities to public performances**—A classroom is generally protected by FERPA—do not post pictures of students unless they are performing in public or you have received permission from a parent or guardian.
8. **Closely monitor any organizational platforms**—If you are a club sponsor, make sure you are personally entering any social media updates. Avoid delegating this responsibility to students.
9. **Make sure all social media information complies with school rules**— Any comments or pictures should contain words or acts that are consistent with school policies.
10. **Keep all posts and communications positive**— Just as your mother used to tell you, if you cannot say anything nice, do not say anything at all. Most social media issues come from ill-advised posts that are sent when the author is in an emotional state and not using the best judgment.

Sponsors of Student Activities

Sponsors of student activities are responsible for the supervision of all school-sponsored events. A sponsor must be in attendance throughout any scheduled school event and the sponsor must ensure that all students leave the building. If the activity extends late into the evening, the sponsor must ensure each student has a way home.

School Dances

Individual classes or special school organizations sponsor all school dances. The sponsor must clear arrangements for a dance date through the school calendar, at least one month in advance. All dances are considered closed school affairs and are not open to other students unless they are registered as a guest of our student, with a limit of one (1) guest per student.

Every school dance will have in attendance not less than four staff members. Parents may chaperone and observe dances. The handling of any disciplinary problems must be by a regular member of the staff.

Procedures for Dance Sponsors:

- Ask the principal for tentative approval
- Clear the scheduled date one month in advance. Submit a Facility Use Form.
- Seek approval from an administrator for posters or signs used for advertising the dance.
- Make arrangements for music.

- Supervise the setting up of the cafeteria or gym.
- Make arrangements for the guest book to be available in the office prior to the event. The full name of both the host student and guest must be included.
- Arrange for staff supervisors and turn in those names to the administration at least three days prior to the dance.
- Supervise the clean up after the dance.

Responsibilities of Dance Chaperones:

- One chaperone should be present at the entrance at all times. Careful checks should be made to see that every student that enters is:
 - A member of Armada High School or a registered guest
 - Not under the influence of a controlled substance
 - Properly dressed
- At least one chaperone should be present in the dance area to prevent any improper conduct.
- Smoking is not permitted anywhere in the building, or on the school grounds.
- Students are not permitted to leave the dance and return unless specific permission has been obtained from the sponsor of the dance.
- Any trouble created during the dance should be promptly and firmly settled by the sponsors present. A report of any trouble should be filed with the principal the next day of school.

Staff Discipline

Introduction

This discipline procedure seeks to:

- address incidents of inappropriate employee conduct;
- prevent reoccurrence of inappropriate employee conduct;
- remediate poor job performance.

Staff members will be disciplined according to the severity and frequency of the conduct at issue. Discipline may be in the form of a verbal reprimand, written reprimand, suspension without pay or termination depending on the circumstances of each case. Such discipline should only be applied for a reason(s) that is not arbitrary or capricious.

This procedure applies to all personnel who are teachers, as defined in Section 1 of Article I of the Teachers' Tenure Act, 1937 PA 4, MCL 38.71.

Complaints

Complaints or concerns regarding a teacher's performance or conduct should be brought to the attention of the Superintendent or designee. The Superintendent or designee should review the complaints or concerns, including any supporting documentation, and should make an initial assessment of whether to proceed and, if so, how. If the Superintendent or designee concludes that the complaints or concerns, if true, would justify some type of adverse employment action against the teacher, then the Superintendent or designee should schedule an initial interview with the teacher. Under the *Weingarten* Doctrine, the teacher has a right to insist

on the presence of a union representative in an investigatory interview that the teacher reasonably believes might result in discipline.

Further, if the Superintendent or designee thinks the complaints or concerns have merit, and if s/he believes further action is warranted, the Superintendent or designee may direct or advise the teacher's principal regarding further actions for the principal to take, including further investigation, further documentation, or a building level reprimand.

Investigations

After the Superintendent or designee has had the initial interview with the teacher regarding the teacher's alleged conduct, s/he should investigate the matter thoroughly. The investigation shall be conducted as expeditiously as possible.

Teachers are required to cooperate and provide assistance with any type of investigation conducted by the Superintendent or designee. This includes activities such as cooperating in interviews, answering questions related to the performance of official duties, and producing requested documents. Failure to adhere to these requirements will be considered insubordination and may result in disciplinary action.

The Superintendent or designee shall review all the evidence gathered, including any response provided by the teacher, and determine if corrective action may be necessary.

Administrative Leave

The Superintendent or designee shall determine whether administrative leave with pay is necessary to protect the interests of students, the teacher, or other staff, or to conduct an appropriate investigation. Administrative leave with pay is not a punitive or corrective action, and is not an indicator that a matter has been prejudged. If criminal charges have been filed against the teacher, the Board of Education may place the teacher's salary in escrow during any suspension. The Board may continue the teacher's health and/or life insurance benefits at its option. Before placing the teacher's salary in escrow or discontinuing his/her insurances, the Board will provide the teacher with notice of the charges, an explanation of the District's evidence and an opportunity for the teacher to respond, either in writing or in person.

Disciplinary Meeting

The Superintendent or designee will inform the teacher of the preliminary intent to consider disciplinary action, and schedule a meeting to discuss the possible discipline. At the meeting, the teacher shall be given an opportunity to respond to the allegations and the investigation results, which the principal or designee should share with the teacher at that time. If the teacher fails to meet with the Superintendent or designee at the designated date, time and location, such failure will not limit the District's right to impose discipline. Upon consideration of any additional information/response provided by the teacher at the meeting, the Superintendent or designee shall complete any necessary follow-up to the investigation, and then determine if disciplinary action will be imposed.

If the alleged conduct could result in a suspension or termination that cannot be appealed to the Tenure Commission, the disciplinary meeting shall be conducted in accordance with the following procedures:

- A. The right of the teacher to have counsel of their own choice present and to receive the advice of counsel or other person the employee may select [Under the *Weingarten Doctrine*, the teacher has a right to insist on the presence of a union representative in an investigatory interview that the teacher reasonably believes might result in discipline.],

- B. The right of the teacher and his/her counsel or advisor to hear or read a full report of testimony of witnesses against the employee,
- C. The right of the teacher and/or his/her counsel to confront and cross-examine witnesses who appear in person at the meeting,
- D. The right of the teacher to present his/her own witnesses,
- E. The right of the employee to testify in his/her own behalf and give reasons for his/her conduct and address the accusations against him/her, and
- F. The right of the employee to a fair and impartial decision based on substantial evidence.

In these procedures, "counsel" means any person the employee selects to represent and advise him/her at all proceedings conducted according to these procedures.

Discipline

The District, Superintendent, or principal should pursue discipline against a teacher when s/he has engaged in misconduct or violated a directive, work rule, Board policy, or job duty.

Disciplinary action may include one (1) or a combination of the following:

- A. *Verbal Reprimand*: The Superintendent or designee will outline the nature of the problem and listen to any comments from the teacher. The Superintendent or designee will indicate compliance with specified procedures or cessation of certain conduct is required and future consequences if directives are ignored.
- B. *Letter of Warning*: A Letter of Warning constitutes written notice to the teacher that certain types of behavior are prohibited and that future misconduct may result in more serious corrective action or other discipline up to and including termination. A copy of this letter may, at the discretion of the Superintendent or designee, be placed in the teacher's personal file. If it is to be placed in the teacher's file, the teacher must be told of such decision and provided with an opportunity to review the Letter of Warning and to sign the copy of the letter as an acknowledgement of receipt. If the teacher refuses or fails to sign the copy of the Letter of Warning, the letter will still be placed in the teacher's personnel file with an indication that the teacher refused to sign it.
- C. *Letter of Reprimand*: A Letter of Reprimand constitutes written notice to the teacher that certain types of behavior are prohibited and that future misconduct may result in more serious corrective action or other discipline up to and including termination. A copy of a Letter of Reprimand is ordinarily placed in the teacher's personnel file. The teacher must be provided with an opportunity to review the Letter of Reprimand and to sign the copy of the letter as an acknowledgment of receipt. If the teacher refuses or fails to sign the copy of the letter, the letter will still be placed in the teacher's personnel file with an indication that the teacher refused or failed to sign it.

NOTE: The distinction between a Letter of Warning and Letter of Reprimand:

1. A Letter of Reprimand is ordinarily placed in the teacher's personnel file whereas a Letter of Warning may be placed in the file at the discretion of the principal or Superintendent.
 2. A Letter of Reprimand is usually reserved for serious or repeated infractions.
- D. *Suspension without pay:* A teacher may be suspended without pay as a sanction for the teacher's actions or inaction. A suspension of fifteen (15) or more consecutive days or thirty (30) or more accumulative days for a school year without pay must be dealt with in accordance with the Teachers' Tenure Act.
- A suspension will be implemented by providing the teacher with a written decision, which may be included in the Letter of Reprimand, finding that the District has determined that the suspension of the teacher is appropriate for a specific period of time. The duration of the suspension will be determined at the discretion of the Superintendent based upon the severity of the particular situation under consideration.
- E. *Termination:* An employment contract of a teacher may be terminated upon a majority vote of the Board of Education.

Termination

A. Probationary Teachers

Probationary teachers may be terminated at any time. Written notice of intended dismissal must be given to the teacher prior to Board action on the dismissal.

B. Tenured Teachers

The Board of Education may proceed with charges to terminate a tenured teacher upon recommendation by the Superintendent. The Superintendent shall file the written tenure charges with the Board (secretary, clerk or other designated officer) specifying discharge as the proposed outcome. The charges must adequately describe the actions that justify dismissal.

Staff Ethics

An effective educational program requires the services of men and women of integrity, high ideals, and human understanding. To maintain and promote these essentials, the Board of Education expects all professional staff members to maintain high standards in their working relationships, and in the performance of their professional duties, to:

- A. recognize basic dignities of all individuals with whom they interact in the performance of duties;
- B. represent accurately their qualifications;
- C. exercise due care to protect the mental and physical safety of students, colleagues, and subordinates;

- D. seek and apply the knowledge and skills appropriate to assigned responsibilities;
- E. keep in confidence legally-confidential information as they may secure;
- F. ensure that their actions or those of another on their behalf are not made with specific intent of advancing private economic interests;
- G. avoid accepting anything of value offered by another for the purpose of influencing judgment;
- H. refrain from using position or public property, or permitting another person to use an employee's position or public property for partisan political or religious purposes. This will in no way limit constitutionally or legally protected rights as a citizen.

In keeping with the ethical responsibilities of the professional staff, the Board of Education requires that staff not engage in any romantic or sexual relationship of any kind with students of this District, regardless of their age. Professional staff should not provide alcohol, drugs, cigarettes, or any other contraband to a student.

M.C.L.A. 750.520b, 750.520c, 750.520d, 750.520e

Adopted 5/15/01

Revised 2/20/04

As educators, we have one primary goal in the teaching profession: To promote the academic and social welfare of every student regardless of his/her ability or social status.

Ethical practices regarding students

1. We recognize the dignity of the individual and never degrade a student in our efforts to educate.
2. We recognize the right of the student to seek recourse from cruel or unusual punitive measures imposed by teachers or administrators.
3. We are willing to devote a reasonable amount of time outside of class to students who are in need of academic help.
4. We are willing to devote a reasonable amount of time in the sponsorship of extra-class activities.
5. We must show caution when meeting alone with students and in developing close personal relationships with students.
6. We do not speak negatively about other school personnel, especially in front of students. If you have an issue with another staff member give them the common courtesy of speaking directly with that individual.

Ethical practices regarding colleagues

1. We attempt to refrain from discussing personal problems of students with other teachers unless they are directly concerned.
2. We avoid critical remarks about our fellow teachers' methods or techniques unless we are honestly reporting a situation that needs the attention of the school administration.
3. We feel an obligation to offer aid and assistance to new teachers and substitutes.
4. We feel an obligation to *actively* support the existing policies of our school district and building.

5. If we are discontented with a situation within our building, we should feel free to discuss the problem with the principal before making an issue of the problem among our fellow teachers. If a satisfactory solution cannot be found, we recognize the right to follow the grievance procedure as defined in the Board of Education MEA-NEA Local 1 Agreement. Also, see Article IV Teacher Rights and Responsibilities in the Agreement between the Board and the MEA-NEA Local 1 Agreement.

Confidentiality/Undue Influence

It is a professional expectation that teacher will not provide undue influence on students and provide them with district information for personal gain or to influence administration, the board, or the community.

Staff Gifts

It is the policy of the Board that professional staff members may accept gifts of nominal value from students or parents and/or gifts from the professional staff member to individual students are strongly discouraged.

The Superintendent may approve acts of generosity to individual staff members in unusual situations.

Upon the recommendation of the Superintendent, the Board shall consider, as appropriate, the presentation of token gifts to retiring members of the staff who have rendered service for a period of time.

Adopted 5/15/01

Student Assembly

Please submit requests for student assembly to the building administrator. Upon approval, the assembly details should be forwarded to the entire staff. Teachers should review the purpose of the assembly, as well as remind students of proper/expected behavior prior to bringing their class to the assembly. Teachers must remain in attendance of their class during the entire assembly.

The moderator of the assembly should ensure that all the students are seated and attentive prior to beginning the assembly. If the students are not exercising proper courtesy, the moderator should be prepared to interrupt and require proper behavior/attention.

Student Field Trips

A field trip is defined as any group of students leaving the campus under the direction of a teacher for an educational purpose. Field trips are encouraged to provide students with experiences which they would not normally receive in the classroom. The following are approved procedures for planning a field trip:

- Discuss proposed trips with the principal before announcing plans to your class.
- Contact personnel in charge of the place of your desired visit. Inquire as to the feasibility of your visit, indicating the approximate number of students, and whether there are any special considerations such as entrance fees, need for guides, etc. Also ask for two or three possible dates in case of conflict.
- Complete the "Application for Student Travel" form, which can be obtained in the Main Office.
- After the principal approved the request, please contact the transportation department to obtain a confirmation number (Ext. 2586); fax or email a copy to the Transportation Director before forwarding the application to the Superintendent's Office. Note: Superintendent must approve all requests for overnight trips or to a destination out of the state of Michigan. Forward these applications to the Superintendent's Office as soon as possible.

- Unless ALL of your students are attending the field trip, you *must arrange for a substitute teacher*; alternate arrangements may be possible if you only have one or two classes to be covered, or if there are only one or two students not attending.
- All student groups leaving the campus, regardless of whether transportation is involved or not, must be personally cleared with the principal.
- Parent permission slips must be obtained from every student attending. The slip must indicate the parent's knowledge of where the students are going, means of transportation, and the approximate time of return. Also, include a statement absolving the school of responsibility.
- Inform students of appropriate attire, business casual, and appropriate conduct.
- Where large groups are involved, parents are welcome as chaperones.
- Upcoming field trips will be posted in the principal's office.
- Distribute field trip information: list of students attending, date and time of trip at least three (3) days prior to the field trip to ALL Armada High School staff members, including offices and the Academy.
- No field trips should be scheduled on Count Days or near exam days.

On the day of the trip

Prior to leaving school grounds, submit the following information to the Main Office and Attendance Office:

1. After taking attendance, submit the list of all students attending (revised from the original list distributed to staff); include names of all adult chaperones.
2. EMERGENCY NUMBERS: Include your cell phone number and at least one cell phone number of another adult on the trip. Include address and phone number of destination.

A medical kit is located in the Main Office. If approved for a weekend field trip, be sure to request the medical kit prior to leaving on the field trip.

The Student Code of Conduct is in force at all school-sponsored activities.

Student Restrictions

Any organization, if it is to exist with any degree of success, must have uniformity and regulations. The following regulations are to be followed during the school year. Please read and discuss with your students.

1. Students are not to leave the school building during the passing of classes or during lunch periods.
2. Students wishing to be excused from school for special reasons will be excused only when a parent has requested.
3. Visitors/former students are not allowed during regular school hours. Please schedule all visits after classes have been dismissed.

Student Supervision and Welfare

Professional staff members because of their proximity to students are frequently confronted with situations which, if handled incorrectly, could result in liability to the District and personal liability to the professional

staff member. It is the intent of the Board of Education to direct the preparation of guidelines that would minimize that possibility.

A professional staff member shall not associate or fraternize with students at any time in a manner which may give the appearance of impropriety, including, but not limited to, the creation or participation in any situation or activity which could be considered abusive or sexually suggestive or involve harmful substances such as illegal drugs, alcohol, or tobacco. Any sexual or other inappropriate conduct with a student by any staff member will subject the offender to potential criminal prosecution and disciplinary action by the Board up to and including termination of employment.

This provision should not be construed as precluding a professional staff member from associating with students in private for legitimate or proper reasons. However, dating, romantic and/or sexual relationships with students, regardless of their age and regardless of consent are absolutely prohibited, unless the staff member and student are legally married.

If a student approaches a staff member to seek advice or to ask questions regarding a personal problem related to sexual behavior, substance abuse, mental or physical health, and/or family relationships, the staff member may attempt to assist the student by facilitating contact with certified or licensed individuals in the District or community who specialize in the assessment, diagnosis, and treatment of the student's problem. Under no circumstances should a staff member attempt, unless properly licensed and authorized to do so, to counsel, assess, diagnose, or treat the student's problem or behavior, nor should such staff member inappropriately disclose personally identifiable information concerning the student to third persons not specifically authorized by law.

Staff members shall only engage in electronic communication with students via email, texting, social media and/or online networking media, such as Facebook, Twitter, YouTube, MySpace, Skype, blogs, etc., when such communication is directly related to curricular matters or co-curricular/extracurricular events or activities with prior approval of the principal.

Staff members are prohibited from electronically transmitting any personally identifiable image of a student(s), including video, photographs, streaming video, etc. via email, text message, or through the use of social media and/or online networking media, such as Facebook, Twitter, YouTube, MySpace, Skype, blogs, etc., unless such transmission has been made as part of a pre-approved curricular matter or co-curricular/extracurricular event or activity such as a school-sponsored publication or production in accordance with Policy [5722](#).

The Superintendent shall maintain and enforce the maintenance of these standards.

Pursuant to the laws of the State and Board Policy [8462](#), each professional staff member shall report to the proper legal authorities immediately, any sign of suspected child abuse or neglect.

M.C.L.A. 722.621 et seq., 750.520b, 750.520c, 750.520d, 750.520e

Revised 5/17/11

Liability of Staff for Student Welfare

Professional staff members are responsible for the safety of students on the grounds and within District facilities. In addition to requirements specified in Policy [3213](#), the following guidelines are provided to minimize the occurrence of situations in which staff members may incur liability for actions related to students:

- A. Each professional staff member:
1. should not leave students unattended;
 2. should not leave an unqualified person in charge of students;
 3. should accompany students wherever they are assigned and remain with them until supervision is assumed by another responsible person;
 4. should ensure students do not use nondistrict-owned and/or maintained equipment or other equipment which may be potentially dangerous or use facilities or equipment except for the intended purpose;
 5. should organize classroom materials and equipment so as to minimize danger of injury to students and to self.
- B. Each professional staff member is to enforce the following rules established for student activity in high-risk areas:
1. Students should not work in a shop, kitchen, or laboratory at other than the regularly scheduled period, and then only under qualified supervision and in accordance with the prescribed safety procedures.
 2. Only students enrolled in shop classes or laboratory classes, are to use power tools or other dangerous equipment.
- C. With the ever-increasing demand for the use of gyms and other such facilities, it is imperative that the professional staff ensure the safety of District students.
1. If permission is granted for a student or group of students to use a facility, a professional staff member or authorized adult must be present in the facility throughout the time it is in use.
 2. Under no circumstances are students to be left in charge.
 3. If for any reason an area is unlocked for anyone, the professional staff member or authorized adult is responsible for ensuring the area is locked up after its use.
 4. Under no circumstances are custodians authorized to open a facility for unsupervised students to use.

Substitute Teacher Information

It is essential that lesson plans, class lists, and seating charts be available for substitute teachers. Substitutes are expected to teach; therefore, it is vital that sound lesson plans are formulated and available.

Each teacher should have a brief outline of classroom procedures written and placed with a seating chart in their *Substitute Folder*, which will be kept in the Principal's Office.

Substance Abuse

The Board of Education recognizes alcoholism and drug abuse as treatable illnesses. When such illnesses impair the performance of professional staff members, the Board recognizes the responsibility to assist in a manner recommended by appropriate specialists in the treatment of those illnesses.

A professional staff member having an illness or other problem relating to the use of alcohol or other drugs will receive the same careful consideration and offer of assistance that is presently extended to professional staff members having any other illness.

The responsibility to correct unsatisfactory job performance or behavior resulting from a suspected health problem rests with the professional staff member. Failure to do so will result in appropriate corrective or disciplinary action as determined by the Board.

No professional staff member will have his/her job security or promotion opportunities jeopardized by his/her request for counseling or referral assistance.

Professional staff members who suspect they may have an alcohol or other drug abuse problem are encouraged to seek counseling and information on a confidential basis by contacting resources available for such service.

Adopted 5/15/01

Employee Assistance Program

The Board of Education believes that early recognition and treatment of illegal drug use, controlled substance abuse, or alcohol abuse is important for successful rehabilitation, return to productive work, and reduced personal, family, and social disruption.

The District encourages the earliest possible diagnosis and treatment for illegal drug use or controlled substance abuse and supports sound treatment efforts. Whenever feasible, the District will assist staff members in overcoming illegal drug use or controlled substance abuse. However, the decision to seek diagnosis and accept treatment for illegal drug use or controlled substance abuse is primarily the individual staff member's responsibility. Any costs associated with treatment in excess of those costs covered by the staff member's medical insurance plan shall be borne by the individual.

Staff members with personal drug or controlled substance abuse problems should request assistance from the District's employee assistance program. Assistance will be provided on a confidential basis, and each staff member will be referred to the appropriate treatment and counseling services.

Although the District will assist a staff member to the extent feasible through the Employee Assistance Program, the Board cannot guarantee that the staff member's use of illegal drugs or abuse of alcohol or controlled substances will not impact adversely the staff member's employment status through disciplinary procedures.

Adopted 5/15/01

Teacher Absences

In the event that you will be absent from school and a substitute is needed, please enter the absence into AESOP before 6:00am.

E-mailing Emergency Lesson Plans

Emergency Lesson Plans should be complete, up-to-date and on file with the main office at all times. Be sure to email all Main Office secretaries with revised lesson plans, if necessary.

Teaching Supplies/Purchase Orders

Most of the supplies needed for classroom instruction are provided through the Main Office. Specialty items or items specific to your department may be purchased with prior approval from the principal. Please allow at least ten days to receive items.

Purchase Orders

Instructional materials and equipment are usually ordered in the spring for the following fall. Additional instructional materials and equipment occasionally may be ordered throughout the year, but a reasonable delay in shipment must be expected. Procedure for purchasing is as follows:

1. See the accounts secretary in the Main Office to obtain a Purchase Order Form
2. Locate equipment in the available school catalogs
3. Record the catalog number of the equipment and include the address and telephone number of the manufacturer or source of its price
4. Return the Purchase Order form to the accounts secretary or department chairperson.

Termination and Resignation

Termination

An employment contract may be suspended or terminated, upon a majority vote of the Board of Education. In such cases, the Board shall abide by due process and such terms as may be set forth in a negotiated, collectively-bargained agreement, the Teacher Tenure Act or the individual contract, as applicable.

Employees and those under contract to work regularly and continuously in the schools, whether part-time or full-time, may not continue employment with the Board if a criminal history records check or other authoritative source reveals a conviction of a "listed" offense under M.C.L. 28.722.

Individuals convicted of a non-listed felony may not continue to work unless both the Superintendent and the Board give written approval. Such conviction(s) may subject professional staff to discharge or demotion of a teacher on continuing tenure. The State Board of Education will be notified of the report of conviction(s) as required by law.

Resignation

A professional staff member may resign in accordance with the terms of the negotiated, collectively-bargained agreement or his/her employment contract.

An administrator may resign by filing a written resignation with the Superintendent at least thirty (30) days prior to the effective date of the resignation.

The Superintendent may act for the Board in the acceptance of a resignation.

M.C.L. 28.722, 38.74, 380.1230 et seq., 380.1535a

Adopted 5/15/01

Revised 8/15/06

Tobacco Use by Professional Staff

The Board of Education recognizes that the use of tobacco presents a health hazard which can have serious consequences both for the user and the nonuser and is, therefore, of concern to the Board.

In order to protect students and employees who choose not to use tobacco from an environment noxious to them and potentially damaging to their health, the Board prohibits the use of tobacco on District premises, in District vehicles, and in all school buildings owned and/or operated by the District.

For purposes of this policy,

- A. "tobacco product" means a preparation of tobacco to be inhaled, chewed, or placed in a person's mouth.
- B. "use of a tobacco product" means any of the following:
 - 1. the carrying by a person of a lighted cigar, cigarette, pipe, or other lighted smoking device
 - 2. the inhaling or chewing of a tobacco product
 - 3. the placing of a tobacco product within a person's mouth
 - 4. and/or the smoking of electronic, "vapor," or other substitute forms of cigarettes, clove cigarettes or other lighted smoking devices for burning tobacco or any other substance.

M.C.L.A. 333.12601 et seq.

M.C.L.A. 750.473

Revised 6/11

Unauthorized Work Stoppage

The Board of Education is obligated and committed to provide certain basic services to students participating in District programs. Therefore, if the schools are open and the students are in attendance, those basic services will be provided.

Recognizing the fact that the District, for various reasons, could experience an unauthorized work stoppage, the Board remains committed to providing educational and related services to the schools and will fulfill its obligations to operate the schools when possible.

Professional staff members who fail to perform their normal duties when so required as part of a concerted unauthorized work stoppage will be subject to loss of pay and fringe benefits, including paid insurance coverage, as well as disciplinary measures in accordance with the laws of the State.

M.C.L.A. 423.201 et seq.

Adopted 5/15/01

Use of School Vehicle for School Business

The District has established the following guidelines for the use of school-owned vehicles in the performance of assigned duties.

- A. Regularly scheduled use will be authorized by the Director of Transportation.
- B. School personnel who are required to be on-call in case of after hour emergencies may be assigned a District vehicle for daily use. Such use will be authorized by the Assistant Superintendent.
- C. **Requirement for Continuation of School Vehicle Use:**
 - 1. No repair work will be performed on the vehicle without the Director of Transportation approval.
 - 2. All accidents will be reported immediately (no matter how minor) to the Director of Transportation.
 - 3. All accidents must be reported to the law enforcement agency where the accident takes place at the time of the accident.
 - 4. The designated operator is responsible for cleanliness of the vehicle both inside and outside.
 - 5. Before any out-of-district trips are made with the vehicle, the authorized driver shall check the vehicle for any maintenance problems.

Use of Private Car for School Business

The District has established the following means for providing reimbursement for the use of privately-owned vehicles used in the performance of assigned duties.

- A. All professional staff will be assigned to a school or office which becomes the home station. It will be the responsibility of each individual to provide his/her own transportation from his/her residence to his/her assigned station and to any other assigned spot to attend meetings for administrative or training purposes.
- B. Payments for authorized travel will be made provided itemized daily records are submitted. Persons who travel are advised to keep a daily log of their required business trips.

Work Orders

If you desire something repaired or built for classroom instruction, a work order must be completed. The work order should include a clear written description of the proposed project, including dimensions and, if possible, a drawing of the project. Work orders must be given to the principal or assistant principal.

Weapons

The Board of Education prohibits professional staff members from possessing, storing, making, or using a weapon in any setting that is under the control and supervision of the District for the purpose of school activities approved and authorized by the District including, but not limited to, property leased, owned, or contracted for by the District, a school-sponsored event, or in a District vehicle.

The term "weapon" means any object which, in the manner in which it is used, is intended to be used, or is represented, is capable of inflicting serious bodily harm or property damage, as well as endangering the health and safety of persons. Weapons include, but are not limited to, firearms, guns of any type, including air and gas-powered guns (whether loaded or unloaded), knives, razors, clubs, electric weapons, metallic knuckles, martial arts weapon, ammunition, and explosives.

The Superintendent shall refer a staff member who violates this policy to law enforcement officials. The staff member will also be subject to disciplinary action, up to and including termination, as permitted by applicable Board policy and the terms of existing collective bargaining agreements.

Exceptions to this policy include:

- A. weapons under the control of law enforcement personnel;
- B. items approved by a principal as part of a class or individual presentation under adult supervision, if used for the purpose of and in the manner approved;
(Working firearms and ammunition shall never be approved.)
- C. theatrical props used in appropriate settings;
- D. starter pistols used in appropriate sporting events.

Staff members shall report knowledge of dangerous weapons and/or threats of violence by students, staff members, or visitors to the building principal. Failure to report such information may subject the staff member to disciplinary action, up to and including termination.

Adopted 5/15/01

Revised 2/12/02

Revised 1/21/03

Whistleblower Protection

The Board of Education expects all its employees to be honest and ethical in their conduct, and to comply with applicable State and Federal law, Board policies and administrative guidelines. The Board encourages and requires staff to report possible violations of these Board expectations. Parents, volunteers, contractors and concerned citizens are encouraged to report possible violations, when done in good faith belief.

It is the responsibility of an employee who is aware of conduct on the part of any Board member or employee that possibly violates Federal or State law, or Board policy, to call this conduct to the attention of his/her immediate supervisor. If the employee's immediate supervisor is not responsive or is the employee whose behavior is in question, the employee may report to the Superintendent. If the reported conduct relates to the Superintendent, the report may be filed directly with the Board President.

After such a report is made, the employee will be asked to put the report in writing. Any employee making such a report shall be protected from discipline, retaliation, or reprisal for making such report as long as the employee had a good faith belief as to the accuracy of any information reported. Employees are subject to disciplinary action, up to and including termination, for knowingly making a false report under this policy. Employees may also be subject to disciplinary action, up to and including termination, if they are aware of a violation of Federal, State, or local law involving or relating to the business of the District and they do not make a report confirmed in writing to a supervisor in accordance with this policy.

The Superintendent shall develop administrative guidelines necessary for implementation of this policy, including the development of forms upon which such reports may be made.

Workplace Safety

All members of the staff are responsible for maintaining a safe work environment and participating in investigations as necessary. Reasonable action will be taken to ensure that persons involved in an investigation, or in providing information during an investigation do not suffer any form of retaliation, because of their good faith participation. Steps to avoid retaliation may include placing a party to the investigation on administrative leave or other reasonable action. Additional steps may be taken to address workplace safety issues.

It is the Board's desire to create and maintain an environment free from disruptive, threatening, and violent behavior. The Board will not tolerate inappropriate or intimidating behavior within the workplace (see examples below).

PROCEDURE

The Board will respond appropriately to every reported incident of disruptive, threatening, or violent behavior.

A. Definitions:

Examples of inappropriate behavior by staff members include but are not limited to:

1. Behavior that distracts, interferes with, or prevents normal work functions or activities. This behavior includes but is not limited to yelling, using profanity or vulgarity, verbally abusing others, making inappropriate demands for time and attention; making unreasonable demands for action (demanding an immediate appointment or a response to a complaint on the spot) or refusing a reasonable request for identification.
2. Behavior that includes physical actions short of actual contact/injury (e.g., moving closer aggressively), oral or written threats to a person or property, whether in person, over the telephone or through other means of communication.
3. Behavior that includes physical assault, with or without weapons behavior that a reasonable person would interpret as being violent, (e.g., throwing things, pounding on a desk or door, or destroying property), and specific threats to inflict physical harm.

B. Reporting:

When appropriate, complaints under this policy may be reported to the local law enforcement agencies, by the Board's administrative representatives. All reports or complaints under this policy will be investigated and include confidentiality where appropriate. Once an investigation is complete, a recommendation on how to handle the complaint will be submitted to the Superintendent for disposition. Some behaviors may also be prohibited under criminal law, and where appropriate, the Superintendent will report such cases to the proper authorities and shall inform the Board of such report(s).

Counseling for staff may be available through the EAP for both the victim and any others within the School District affected by a violent traumatic incident.

C. **Protective Orders:**

Members of the staff who have obtained a protective order should supply a copy of the order to the Superintendent. Other parties may also be informed when deemed necessary for the safety of the School District personnel.

D. **Discipline/Corrective Steps:**

Staff who violate this policy may be subject to discipline up to and including discharge.

Adopted 1/21/03

INSTRUCTIONAL EXPECTATIONS

Classroom Instruction that Works

Classroom Instruction that Works is a research based set of strategies that are not meant to add work to what teachers usually do in the classroom, but are enhancements and best practices that improve upon many of the routine classroom activities. This program has been adopted by the district as part of its school and district improvement goals. Therefore, the following strategies are an expected part of the classroom delivery model across all classrooms.

1. Identifying Similarities & Differences
2. Summarizing & Notetaking
3. Reinforcing Effort & Providing Recognition
4. Homework & Practice
5. Nonlinguistic Representations
6. Cooperative Learning
7. Setting Objectives & Providing Feedback
8. Generating & Testing Hypotheses
9. Questions, Cues & Organizers

Part I: Creating an Environment for Learning

I. Setting objectives and providing feedback

- Learning objectives (target) to be posted and discussed throughout the day
 - Set objectives that are appropriately specific but not restrictive
 - Communicate the learning objectives to students and parents
 - Connect objectives to previous and future learning
 - Engage students in setting personal objectives
- Objectives referenced and reflected upon throughout day
 - Provide feedback that addresses what is correct and what to do next
 - Provide feedback in time to meet student needs
 - Provide criterion referenced feedback relevant to the learning goal
 - Engage students in the feedback process

II. Reinforcing effort and providing recognition

- Teach students about the relationship between effort and achievement
 - Use stories about oneself or others
 - Ask students to share examples or design lessons to include effort
- Use a student effort rubric for test or assignment preparation
 - Explicitly teach and remind students about what effort looks like
 - Use examples to show what good effort sounds like, feels like

- Ask students to keep track of their effort and achievement
 - Ask students to discuss what they're learning and look at their efforts
 - Design an effort rubric for a task with behavior examples for each rating
 - Design a tracking chart between effort and achievement for student use
 - Promote a mastery goal mindset

- Provide praise specific to expected performance and effort
 - Use sincere praise that is specific to the task
 - Use specific praise focused on attainment of specific goals and/or efforts

- Use concrete rewards as symbols of recognition
 - Use rewards to recognize quality in student work or progress to goals
 - Use concrete rewards such as stickers, coupons, treats, awards
 - Use rewards for rote learning and routine tasks rather than creativity

III. Cooperative learning

- Use key elements of cooperative learning
 - Positive interdependence
 - Face to face promotive interaction
 - Individual and group accountability
 - Interpersonal and small group skills
 - Group Processing

- Keep group size small
 - Keep no more than five in a group

- Use cooperatively learning consistently and systematically
 - Balance the use of cooperative learning with independent work
 - Assign students to groups randomly such as by colors, numbers, etc
 - Teach the steps of the cooperative learning process and practice steps
 - Vary the three types of cooperative learning: formal, informal, and base groups

Part II: *Helping Students Develop Understanding*

I. Cues. questions, advance organizers

- Focus on what is important
 - Restrain from focusing on asking about interesting aspects
 - Focus on the important aspects in case some students did not get those

- Use explicit cues
 - Use cues that are direct and not those related to other topics
 - Tell students what to pay attention to as they read or listen
 - Provide or reflect a list of questions that they will be able to answer later

- ___ Ask inferential questions
 - ___ Use how, what effect, and broader pattern questions
- ___ Ask analytical questions
 - ___ Ask question that identify and articulate personal perspectives
 - ___ Ask questions that require proof or evidence
 - ___ ask questions that foster connections within the content
- ___ Use advance organizers
 - ___ Use expository graphic organizers
 - ___ Use narrative graphic organizers
 - ___ Use skimming as an advance organizer
 - ___ Use graphic advance organizers such as videos clips

II. Nonlinguistic representations

- ___ Use graphic organizers
 - ___ 6 types of graphic organizers
 - ___ Descriptive
 - ___ Time sequence
 - ___ Process/cause-effect
 - ___ Episode
 - ___ Generalization/principle
 - ___ Concept
- ___ Make physical models/manipulatives
 - ___ Make sure materials don't detract from the concept
- ___ Generate mental pictures
 - ___ Provide details that reflect sound, smell, visual details
 - ___ Model the process of abstract concepts several times
- ___ Create pictures, pictographs, illustrations
 - ___ Use symbolic pictures to represent information
 - ___ Have students create pictures that are personally meaningful
- ___ Use kinesthetic activities
 - ___ Activities include role playing, acting out vocab words
 - ___ Includes arranging cards for sentence parts, tapping out poem rhythms
 - ___ Includes hand gestures/movement for comprehension strategy memory,

III. Summarizing and notetaking

- ___ Teach students the rule-based summarizing strategy
 - ___ Take out non-important material
 - ___ Take out repeated words
 - ___ Replace lists with one word that describes them
 - ___ Find or create a topic sentence

- ___ Use summary frames
 - ___ Series of questions to highlight text structure
 - ___ Narrative
 - ___ Topic-restriction-illustration
 - ___ Definition
 - ___ Argumentation
 - ___ Problem-solution
 - ___ Conversation

- ___ Engage students in reciprocal teaching
 - ___ Four comprehension strategies
 - ___ Summarizing
 - ___ Questioning
 - ___ Clarifying
 - ___ Predicting

- ___ Give students teacher prepared notes
 - ___ Notes can be in visual/picture/grid formats

- ___ Teach a variety of note taking formats
 - ___ Use webbing, informal outlining, or combination notes
 - ___ Teacher feedback guides students through multiple opportunities

- ___ Give opportunities to revise and review notes
 - ___ Teach students how to prepare and review notes for tests and learning

IV. Assigning homework and providing practice

- ___ Communicate a school homework policy
 - ___ Time on homework less important than the quality of homework
 - ___ How parents are involved is of key importance

- ___ Design homework that communicates purpose and learning
 - ___ Homework should support practice of skills and processes
 - ___ Homework should prepare students for extended learning

- ___ Provide feedback on assigned homework in a timely manner
 - ___ Preferable to support students with feedback -- not homework grades
 - ___ Feedback should be tied to the objective
 - ___ Teacher feedback can be peer, whole group, individual, said or written

Part III: Helping Students Extend and Apply Knowledge

I. Identifying similarities and differences

- Teach students a variety of ways to identify similarities and differences
 - Teach serves as the significant word
 - Use explicit instruction
 - Use a familiar context
 - Model the process first
 - Provide multiple practice opportunities
 - Use comparing, with Venn diagrams, matrixes, classifying
 - Use metaphors, analogies
- Guide students in identifying similarities and differences
 - Use a number of teacher-directed tasks to reach comfort level
 - Also use student generated comparisons without teacher input
 - Teacher guidance should come as corrective feedback, not 'yes'/'no' feedback
- Provide support cues
 - Effective interventions use targeted knowledge
 - Use problem features, labeled diagrams, pointing out patterns, guiding prompts

II. Generating and testing hypotheses

- Engage students in a variety of structured tasks for generating and testing hypotheses
 - Use multiple practices for problem solving, experimental inquiry, investigation
 - Model the process, using familiar context
 - Provide relevant graphic organizers and guidance as needed
 - Use systems analysis, identifying the purpose, parts, and functions
- Ask students to explain their hypotheses and conclusions
 - Provide templates for reporting work
 - Provide sentence frames to help articulate explanations
 - Have students create audio recordings of explanations
 - Provide rubrics that identify criteria for evaluation
 - Help students create or use graphic organizers
 - Create events/opportunities where students can explain to parents or others

Part IV: Putting Instructional Strategies to Use

I. Instructional planning using the nine categories of strategies

- Identify learning objectives
- Identify criteria for evaluating student performance
- Attend to effort and metacognition
- Help students develop understanding
- Teach two types of knowledge -- declarative and procedural
- Help student extend and apply knowledge
- Move from knowing to doing

Assessment

The purpose of assessment is to evaluate student learning and to diagnose misconceptions. Towards this end, assessments need to follow the following guidelines:

- Ensure assessments are tied directly to state and district standards
- Follow appropriate test construction techniques
- Neither are biased or contain content that is offensive or inappropriate
- Provide the ability for students to retake the assessments as needed to demonstrate mastery
- Are scored in a reasonable time period
- Are returned to student with appropriate feedback

Student Feedback

Feedback is an essential part of effective teaching as it helps students to understand the subject being taught and gives them clear guidance on how to improve their learning. Student feedback should adhere to the following guidelines:

1. **Be as specific as possible -**

Grades alone are not considered feedback. Comments such as “Great job!” and “Nice work!” while well meaning, are also not appropriate feedback when used in isolation. Comments should explain where the student missed the standard or competency and provide guidance as to what the student needs to improve upon.

2. **Timely-**

Research on adolescent learning shows that feedback is best when it is received within 2-7 days. All assignments that are to be included in determining final grades must be scored and entered within one calendar week of submission. Assignments scored after 7 days can be entered into a gradebook, but should not be included as part of a final grade.

3. **Address advancement towards a goal -**

Competency-based learning is based on encouraging students to reach a standard of performance. It is often said that FAIL means First Attempt At Learning. Students should not be scored down for first attempts if they demonstrate proficiency in the end. Grading should not be about how many attempts it takes to reach mastery, but mastery. Feedback should provide students with a clear picture of what they need to do to get to mastery.

4. **Involve the student in the process as much as possible -**

Before assigning a project or assignment, discuss with the students what the expectations are and/or show exemplars. Provide written guidelines as well. Ask students to self-score assignments or explain how they would score themselves. Seek student input on rubrics/assessment as much as possible. Provide an opportunity for review before submitting for final scoring.

5. **Use rubrics with all projects or complex tasks -**

If a task or assignment is included in a final grade, and it is more complex than a typical paper and pencil assessment, students need to be provided with a rubric that is tied to the standards or competencies being assessed.

6. Return Assessed and Graded Items To Students -

In order for students to best learn from their mistakes, it is important for them to be able to take graded assignments home to discuss with parents and tutors. If an assignment is to be included as part of a portfolio, make a copy, or consider an electronic record keeping system.

7. Involve Parents As Much As Possible -

An essential part of feedback is involving parents in the process. For major assignments, consider having students get parents to sign off on the rubric before submission. Likewise, if a student scores below a certain threshold (Does not Meet Standard or a 0 or 1 score) it is important to contact parents and discuss the misconception or error that exists (or publish on a platform for parents to review).

Teacher Feedback Rubric

Criteria	1 - Unacceptable	2 - Emerging	3 - Satisfactory	4 - Exemplary
Specific	No feedback provided for projects/assignments	Feedback is brief/vague; single words; coded feedback with no specific examples	Detailed/actionable/precise example(s) that provide where student went right/wrong	Detailed/actionable/precise directions that describe where student went right/wrong and path for improvement
Timely	No feedback given or greater than 5 school days	Within a school week (5 school days)	48 hours (2 school days)	Immediate or by next school day
Accurate	Vague; e.g. "Good job; Nice; focus on negative only" Does not provide reasoning	Focuses on what student can do to improve but does not give direction for how to do it; e.g. "see this Khan Acad or Bozeman Science video."	Focuses on what student can do to improve, includes some indication of what can be done, references examples from student work, and provides guidance as to where to get assistance; e.g. "see this Khan Acad or Bozeman Science video."	Focuses on where the student is and what they can do to improve. Honest, encouraging comments that references the specific aspects of the students work as evidence of achievement and additional needed work and assistance.
Targeted	The rubric does not adequately relate to a standard. No exemplars are provided.	The rubric is directly related to a standard. Criteria related to the standard is provided, but does not reference what students need to do to improve. Only limited exemplars are provided for some levels.	The standards are translated into student friendly language. Criteria related to standard is clear and easy to understand. Exemplars for each level are provided.	Students are involved in translating the language of the standard. Based on the standard, students develop the criteria. Students distinguish between different levels of exemplars.

Curriculum

Curriculum Development

The Board of Education recognizes its responsibility for the quality of the educational program of the schools. To this end, the curriculum shall be developed, evaluated, and adopted on a continuing basis and in accordance with a plan for curriculum growth established by the Superintendent.

For purposes of this policy and consistent communication throughout the District, curriculum shall be defined as all the planned activities of the schools, including formal classroom instruction and out-of-class activity, both individual and group, necessary to accomplish the educational goals of the District.

The Board directs that the curriculum of this District:

- A. provides instruction in courses required by statute and State Department of Education regulations;
- B. ensures, to the extent feasible, that special learning needs of students are provided for in the context of the regular program or classroom and provides for effective coordination with programs or agencies that are needed to meet those needs that cannot be dealt with in the regular program or classroom;
- C. be consistent with the District's philosophy and goals and ensure the possibility of their achievement;
- D. incorporate State-recommended performance standards for students as the basis for determining how well each student is achieving the academic outcomes for each area of the District's core curriculum;
- E. allows for the development of individual talents and interests as well as recognizes that learning styles of students may differ;
- F. provides a strategy for continuous and cumulative learning through effective articulation at all levels, particularly of those skills identified as essential and life-role skills;
- G. utilizes a variety of learning resources to accomplish the educational goals;
- H. encourages students to utilize guidance and counseling services in their academic and career planning;
- I. provides for multi-cultural education by including, at each level, courses or units which help students understand the culture and contributions of various ethnic groups comprising American society, including, but not limited to Euro-Americans, African-Americans, Asian-Americans, Hispanic-Americans, and Native-Americans.

Board Policy 2210

Adoption of New Courses

The Board of Education shall provide a comprehensive instructional program to serve the educational needs of the students of this District. In furtherance of this goal and pursuant to law, the Board shall periodically adopt courses of study.

No course of study shall be taught in the schools of this District unless it has been adopted by the Board. The Board shall determine which units of the instructional program constitute courses of study and are thereby subject to the adoption procedures of the Board.

The Superintendent shall recommend to the Board such courses of study as are deemed to be in the best interests of the students. The Superintendent's recommendation shall include the following information about each course of study:

- A. the intended learning objective(s), defined in terms of how the learning is applied
- B. its scope and sequence and a statement of the rationale used to determine the amount and type of instructional time needed to accomplish the objectives at each level
- C. its justification in terms of the goals of this District, especially when it is proposed to take the place of an existing course of study
- D. the resources that its implementation will require, including instructional materials, equipment, specially-trained personnel, etc.
- E. the plan for its continuous assessment which includes criteria and standards

The learning that results from each course of study should be durable, significant, and transferable and require a high level of student achievement of clearly-defined, cumulative performance objectives.

The plan for student assessment for each course of study should include the criteria and standards that will be used to determine when students may need to participate in remedial, supplemental, or accelerated activities in order to ensure that each student has been provided the opportunity to achieve at his/her optimum level.

Each course of study is intended to provide a basic framework for instruction and learning. Within this framework, each teacher shall use the course of study in a manner best designed to meet the needs of the students for whom s/he is responsible. Deviation from its content must be approved in accordance with the Superintendent's administrative guidelines.

The Superintendent shall maintain a current list of all courses of study offered by this District.

The list shall include the data on each furnished with the recommendation for its adoption.

M.C.L.A. 380.1277, 380.1278, 380.1282, 388.1621

Board Policy 2220 - Adopted 5/15/01

Course Syllabi

In order to provide the best experience for students and parents, each teacher should provide a packet of information that is to be sent home at the beginning of each term that contains the following information:

- Classroom guidelines
- Major projects and assessments
- Content Standards
- Grading policy

Lesson Plans

Every teacher is responsible for planning on a weekly and daily basis. Lesson plans are to be developed within the context of the applicable courses of study and learning units and should be designed for individual student programs being cognizant of student strengths and weaknesses. (See AG [2231](#))

- A. Each lesson plan should contain, in addition to whatever else a teacher may wish to include, the following elements:

1. purpose of the lesson
 2. expected student behavior when purpose has been achieved
 3. needed resources
 4. how students will be organized throughout the lesson
 5. how students will be oriented to the lesson
 6. how the lesson will begin
 7. how lesson will conclude
- B. Lesson plans for individualized programs should reflect a general overview and purpose of the instructional program based on the Course of Study. Individual student records may serve as an integral part of the lesson plan.
- C. A copy of the weekly plans is to be submitted to the principal each Thursday for the following week for review by appropriate administrative and supervisory personnel.
- D. Lesson plans as well as adequate directions are to be provided for substitutes so they can continue the ongoing program as closely as possible.

Standards Based Grading

- Grades should be assigned 0-4.
- The following grading scale will be locked in PowerSchool to be used for calculating final grades:

Grade	Low	High
A	3.6	4
A-	3.3	3.59
B+	3	3.29
B	2.7	2.99
B-	2.4	2.69
C+	2.1	2.39
C	1.8	2.09
C-	1.5	1.79
F	0	0

- No conversions should occur.

- Assessments should include questions that are leveled and based on depth of knowledge rather than strict percentage.
- D's will not receive credit.
- Rubrics that clearly define what a 4, 3, 2, and 1 are should be utilized and given to students **prior to** assessments.
- Emphasis should be placed on the most recent learning.
- Categories are limited to formative, summative, homework, and miscellaneous. If you do not enter a score in these areas, it will only score summarize. If you enter zeroes or any other number, it will include the categories. The category weights are set 95 (summative), 0 (formative), 5 (homework), and 0 (miscellaneous).
- Departments can require students to pass all standards.
- Relearning opportunities in order to take retakes can and should be utilized.
- It is expected that all student work will be returned within 7 days of submitting and that work is returned with appropriate feedback.

1 RESPONSIBILITY TO THE PROFESSION

Trust in the educational system depends upon a level of professional conduct and responsibility that may be higher than required by law. This entails holding one and others to the same ethical standards.

A. Demonstrates responsibility to oneself as an ethical professional by:

1. Acknowledging that lack of awareness, knowledge, or understanding of the Code is not, in itself, a defense to a charge of unethical conduct;
2. Knowing and upholding the procedures, policies, laws, and regulations relevant to professional practice regardless of personal views;
3. Holding oneself responsible for ethical conduct;
4. Monitoring and maintaining sound mental, physical, and emotional health necessary to perform duties and services of any professional assignment; and taking appropriate measures when personal or health-related issues may interfere with work-related duties;
5. Refraining from professional or personal activity that may lead to reducing one's effectiveness within the school community;
6. Avoiding the use of one's position for personal gain and avoiding the appearance of impropriety; and
7. Taking responsibility and credit only for work actually performed or produced, and acknowledging the work and contributions made by others.

B. Fulfills the obligation to address and attempt to resolve ethical issues by:

1. Confronting and taking reasonable steps to resolve conflicts between the Code and the implicit or explicit demands of a person or organization;
2. Maintaining fidelity to the Code by taking proactive steps when having reason to believe that another educator may be approaching or involved in an ethically compromising situation;
3. Neither discriminating nor retaliating against a person on the basis of having made an ethical complaint;
4. Neither filing nor encouraging frivolous ethical complaints solely to harm or retaliate; and
5. Cooperating fully during ethics investigations and proceedings.

C. Promotes and advances the profession within and beyond the school community by:

1. Influencing and supporting decisions and actions that positively impact teaching and learning, educational leadership and student services;
2. Engaging in respectful discourse regarding issues that impact the profession;
3. Enhancing one's professional effectiveness by staying current with ethical principles and decisions from relevant sources including professional organizations;
4. Actively participating in educational and professional organizations and associations; and
5. Advocating for adequate resources and facilities to ensure equitable opportunities for all students.

2 RESPONSIBILITY FOR PROFESSIONAL COMPETENCE

Commitment to the highest levels of professional and ethical practice, including demonstration of the knowledge, skills and dispositions required for professional competence.

A. Demonstrates commitment to high standards of practice through:

1. Incorporating into one's practice state and national standards, including those specific to one's discipline;
2. Using the Michigan Code of Educational Ethics and other ethics codes unique to one's discipline to guide and frame educational decision-making;
3. Advocating for equitable educational opportunities for all students;
4. Accepting the responsibilities, performing duties and providing services corresponding to the area of certification, licensure, and training of one's position;
5. Reflecting upon and assessing one's professional skills, content knowledge, and competency on an ongoing basis; and
6. Committing to ongoing professional learning.

B. Demonstrates responsible use of data, materials, research and assessment by:

1. Appropriately recognizing others' work by citing data or materials from published, unpublished, or electronic sources when disseminating information;
2. Using developmentally appropriate assessments for the purposes for which they are intended and for which they have been validated to guide educational decisions;
3. Conducting research in an ethical and responsible manner with appropriate permission and supervision;
4. Seeking and using evidence, instructional data, research, and professional knowledge to inform practice;
5. Creating, maintaining, disseminating, storing, retaining and disposing of records and data relating to one's research and practice, in accordance with district policy, state and federal laws; and
6. Using data, data sources, or findings accurately and reliably.

C. Acts in the best interest of all students by:

1. Increasing students' access to the curriculum, activities, and resources in order to provide a quality and equitable educational experience;
2. Working to engage the school community to close achievement, opportunity, and attainment gaps; and
3. Protecting students from any practice that harms or has the potential to harm students.

3 RESPONSIBILITY TO STUDENTS

A primary obligation to treat students with dignity and respect, including promoting the health, safety and well-being of students by establishing and maintaining appropriate verbal, physical, emotional and social boundaries.

A. Respects the rights and dignity of students by:

1. Respecting students by taking into account their age, gender, culture, setting, and socioeconomic context;
2. Interacting with students with transparency and in appropriate settings;
3. Communicating with students in a clear, respectful, and culturally sensitive manner;
4. Taking into account how appearance and dress can affect one's interactions and relationships with students;
5. Considering the implication of accepting gifts from or giving gifts to students;
6. Engaging in physical contact with students only when there is a clearly defined purpose that benefits the student and continually keeps the safety and well-being of the student in mind;
7. Avoiding multiple relationships with students which might impair objectivity and increase the risk of harm to student learning or well-being or decrease educator effectiveness;
8. Acknowledging that there are no circumstances that allow for engagement in romantic or sexual relationships with students; and
9. Considering the ramifications of entering into an adult relationship of any kind with a former student, including but not limited to, any potential harm to the former student, public perception, and the possible impact on the educator's career. The professional educator ensures that the adult relationship was not started while the former student was in school.

B. Demonstrates an ethic of care through:

1. Seeking to understand students' educational, academic, personal, and social needs as well as students' values, beliefs, and cultural background(s);
2. Respecting the dignity, worth, and uniqueness of each individual student including, but not limited to, actual and perceived gender, gender expression, gender identity, civil status, family status, sexual orientation, religion, age, disability, race, ethnicity, socio-economic status, and culture; and
3. Establishing and maintaining an environment that promotes the emotional, intellectual, physical, and sexual safety of all students.

C. Maintains student trust and confidentiality when interacting with students in a developmentally appropriate manner and within appropriate limits by:

1. Respecting the privacy of students and the need to hold in confidence certain forms of student communication, documents, or information obtained in the course of professional practice;
2. Upholding parents'/guardians' legal rights, as well as any legal requirements to reveal information related to legitimate concerns for the well-being of a student; and
3. Protecting the confidentiality of student records and releasing personal data in accordance with prescribed state and federal laws and local policies.

4 RESPONSIBILITY TO THE SCHOOL COMMUNITY

Promotion of positive relationships and effective interactions with all members of the school community, while maintaining professional boundaries.

A. Promotes effective and appropriate relationships with parents/guardians by:

1. Communicating with parents/guardians in a timely and respectful manner that represents the students' best interests;
2. Demonstrating a commitment to equality, equity, and inclusion as well as respecting and accommodating diversity among members of the school community;
3. Considering the implication of accepting gifts from or giving gifts to parents/guardians; and
4. Maintaining appropriate confidentiality with respect to student information disclosed by or to parents/guardians unless required by law.

B. Promotes effective and appropriate relationships with colleagues by:

1. Respecting colleagues as fellow professionals and maintaining civility when differences arise;
2. Resolving conflicts, whenever possible, privately, and respectfully and in accordance with district policy;
3. Keeping student safety, education, and health paramount by maintaining and sharing educational records appropriately and objectively in accordance with local policies and state and federal laws;
4. Collaborating with colleagues in a manner that supports academic achievement and related goals that promote the best interests of students;
5. Enhancing the professional growth and development of new educators by supporting effective field experiences, mentoring or induction activities across the career continuum;
6. Ensuring that educators who are assigned to participate as mentors for new educators, cooperating teachers, or other leadership positions are prepared and supervised to assume these roles;
7. Ensuring that educators are assigned to positions in accordance with their credentials, preparation, and experience in order to maximize students' opportunities and achievement; and
8. Working to ensure a workplace environment that is free from harassment.

C. Promotes effective and appropriate relationships with the community and other stakeholders by:

1. Advocating for policies and laws that the educator supports as promoting the education and well-being of students and families;
2. Collaborating with community agencies, organizations, and individuals in order to advance students' best interests without regard to personal reward or remuneration; and
3. Maintaining the highest professional standards of accuracy, honesty, and appropriate disclosure of information when representing the school or district within the community and in public communications.

D. Promotes effective and appropriate relationships with employers by:

1. Using property, facilities, materials, and resources in accordance with local policies and state and federal laws;
2. Respecting intellectual property ownership rights when sharing materials (e.g. original lesson plans, district level curricula, syllabi, grade books, etc.);
3. Exhibiting personal and professional conduct that is in the best interest of the organization, learning community, school community, and profession; and
4. Considering the implications of offering or accepting gifts and/or preferential treatment by vendors or an individual in a position of professional influence or power.

E. Understands the problematic nature of multiple relationships by:

1. Considering the risks that multiple relationships might impair objectivity and increase the likelihood of harm to students' learning and well-being or diminish educator effectiveness;
2. Considering the risks and benefits of a professional relationship with someone with whom the educator has had a past personal relationship and vice versa;
3. Considering the implications and possible ramifications of engaging in a personal or professional relationship with parents and guardians, student teachers, colleagues, and supervisors; and
4. Ensuring that professional responsibilities to paraprofessionals, student teachers or interns do not interfere with responsibilities to students, their learning, and well-being.

5 RESPONSIBLE AND ETHICAL USE OF TECHNOLOGY

Consideration of the impact of consuming, creating, distributing and communicating information through all technologies. Vigilance to ensure that appropriate boundaries of time, place, and role are maintained when using electronic communication.

A. Uses technology in a responsible manner by:

1. Using social media responsibly, transparently, and primarily for purposes of teaching and learning per school and district policy. The professional educator considers the ramifications of using social media and direct communication via technology on one's interactions with students, colleagues, and the general public;
2. Staying abreast of current trends and uses of school technology;
3. Promoting the benefits of and clarifying the limitations of various appropriate technological applications with colleagues, appropriate school personnel, parents, and community members;
4. Knowing how to access, document, and use proprietary materials and understanding how to recognize and prevent plagiarism by students and educators;
5. Understanding and abiding by the district's policy on the use of technology and communication;
6. Recognizing that some electronic communications are records under the Freedom of Information Act (FOIA) and state public access laws and should consider the implications of sharing sensitive information electronically either via professional or personal devices/accounts; and
7. Exercising prudence in maintaining separate and professional virtual profiles, keeping personal and professional lives distinct.

B. Ensures students' safety and well-being when using technology by:

1. Being vigilant in identifying, addressing and reporting (when appropriate and in accordance with local district, state, and federal policy) inappropriate and illegal materials/images in electronic or other forms;
2. Respecting the privacy of students' presence on social media unless given consent to view such information or if there is a possibility of evidence of a risk of harm to the student or others; and
3. Monitoring to the extent practical and appropriately reporting information concerning possible cyberbullying incidents and their potential impact on the student learning environment.

C. Maintains confidentiality in the use of technology by:

1. Taking appropriate and reasonable measures to maintain confidentiality of student information and educational records stored or transmitted through the use of electronic or computer technology;
2. Understanding the intent of Federal Educational Rights to Privacy Act (FERPA) and how it applies to sharing electronic student records; and
3. Ensuring that the rights of third parties, including the right of privacy, are not violated via the use of technologies.

D. Promotes the appropriate use of technology in educational settings by:

1. Advocating for equal access to technology for all students, especially those historically underserved;
2. Promoting the benefits of and clarifying the limitations of various appropriate technological applications with colleagues, appropriate school personnel, parents, and community members; and
3. Promoting technological applications (a) that are appropriate for students' individual needs, (b) that students understand how to use and (c) that assist and enhance the teaching and learning process.

GLOSSARY

Boundaries:

The verbal, physical, emotional and social distances that an educator must maintain in order to ensure structure, security, and predictability in an educational environment. Most often, the boundaries that are transgressed relate to role, time and place. By respecting contracted roles, appropriate working hours, and the location of the learning environment, secure boundaries are in place for all members of the schooling community.

District/School District:

This is often referred to as a “local education agency.” A “district” in this document is defined as a public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a State, or for a combination of school districts or counties that is recognized in a State as an administrative agency for its public elementary schools or secondary schools. This can include charter schools, magnet schools, virtual magnet schools, regional educational school districts, or other entities falling under the definition above.

Culture:

The customary beliefs, social forms, and material traits of a racial, religious, or social group, including the characteristic features of everyday existence shared by people in a place or time .

Educator:

Educators are the target audience for the MCEE, and are defined as licensed educators. These include paraprofessionals, teachers, teacher leaders, student support personnel and administrators. However, others who interact with students who are not under the auspices of an education-related licensing organization such as coaches, school secretaries, custodians or other school staff are encouraged to adopt or adapt this Model Code of Educator Ethics. See a separate definition for “professional educator.”

Ethic of Care:

Responding with compassion to the needs of students.

Ethical Decision-Making Model:

A framework utilized by educators to guide decision-making which includes professional dispositions; applicable laws, statutes, and policies; the Model Code of Educator Ethics; and other guidelines that have been adopted and endorsed by educational organizations.

Fiduciary relationship:

A fiduciary relationship is one in which a person justifiably places confidence in another whose aid, advice, or protection is assumed. Inherent in such fiduciary relationships is an imbalance of power. Educators have a unique responsibility, as the relationship between student and teacher differs from other professional/client relationships (e.g., attorneys, physicians, clergy). Educators are entrusted with the safety and welfare of students during and after school hours and serve “in loco parentis.”

Implicit or Explicit Demands of an Organization:

Implicit demands are often subjective or implied and reflect the culture of the schooling environment. Explicit demands are clearly articulated through mandates, policies, or statutes.

Harm:

The impairment of learning or any potential action which may lead to physical, emotional, psychological, sexual, or intellectual damage to a student or a member of the school community.

Learning Community:

A group of educators who work with one another to achieve the shared goals of their school and engage in collaborative professional learning to strengthen practice and increase student results.

Multiple Relationships:

Multiple relationships occur when the educator is in a professional role with one or more members of the school community and also has a personal relationship with that person or a member of that person's family. Multiple relationships have the potential to impair objectivity, competence, or effectiveness in performing his or her functions as an educator.

New Educators:

New educators include individuals in an educator preparation program or newly employed in the education profession, including paraprofessionals, teachers, administrators, and student support personnel.

Professional educator:

A licensed educator who demonstrates the highest standards of ethical and professionally competent practice and is committed to advancing the interests, achievement and well-being of students. The professional educator is also committed to supporting the school community and the education profession.

Proprietary materials:

Materials that are protected from unauthorized use by copyright or other forms of intellectual property rights.

Safe environments/Safety and well-being:

A school setting which promotes the well-being of all members of the school community and is characterized by the absence of physical, psychological, sexual or emotional harm

School Community:

This term usually refers to those stakeholders invested in the welfare of a school and its community. A school community includes school administrators, teachers, school staff members, students, their parents and families, school board members and other community members.

Sensitive Information:

This includes but is not limited to student information and educational records, including medical or counseling records.

Student:

A learner attending a P-12 school.

Technology:

Tools, systems, applications and processes that can include, but are not limited to, electronic communications networks such as the internet and electronic devices such as computers, laptops, phones and other hardware/software that deliver text, audio, images, animation, and streaming video.

Transparency:

Openness and accountability with respect to one's behaviors, actions and communications as an educator.