

# Hunter Junior High

## Memorandum #1 School Policy and Decision Making Process

Hunter Junior High has adopted a site-based administrative philosophy. Many of the policies and procedures currently in use have been developed through the school's site-based committees. The administration of this school is convinced that the best policy will come from careful consideration of ideas and input from student, parents, and staff.

All staff is requested to be involved in policy-making, review of policy, and school reform with parents, students, and colleagues. All faculty members are expected to actively participate on one of the site-based committees. All staff members are expected to be *fully supportive of policies and practices once they are implemented and contribute to the process of continuous school improvement.*

Input and discussion concerning programs and practices can come from any of the following:

- 1) School Community Council
- 2) Building Committee
- 3) Department Chairs and Team Leaders
- 4) Staff and Faculty
- 5) PTSA and parent meetings
- 6) Hunter Jr. High standing committees

# Hunter Junior High

## Memorandum #2 Faculty and Department Meetings

### Faculty Meetings

The first Friday of the month will be reserved for faculty meetings; however, meetings will only be called as needed. Most information will be communicated through weekly bulletins and through email.

### Departmental Meetings

Department chairs may hold one departmental meeting per month in addition to the Friday PLC department time if necessary. Department chairs must notify their department members prior to holding a meeting.

**Note: Emergency meetings may be called by the administration or department chair-person as needed.**

# Hunter Junior High

## Memorandum #3 Employee Code of Ethics

HJH employees must represent the highest standards and values of our profession and of the community. This code of ethics represents the standards set for all employees of Granite School District. Following these standards will ensure that the highest levels of behavior will be adhered to, and will uphold the trust vested in us by our community.

### **All Staff Members Shall:**

Treat students, parents, fellow employees, and community members with dignity respect, demonstrating fairness and sensitivity for ethnic, religious, and cultural diversity.

Promote a safe, nurturing, and positive school and work environment.

Establish and maintain open and positive communication with patrons and fellow employees.

Maintain confidentiality concerning students, families, and employees. Avoid gossip, and rumors.

Address problems and grievances in an appropriate manner, beginning with the person closest to the problem.

Demonstrate a commitment to learning and professional growth.

Dress appropriately for the important work that each person does.

Model and promote appropriate language.

Use facilities and equipment in a manner that protects resources and property.

Protect school assets and financial resources by following accepted accounting procedures.

Abide by all district policies.

# Hunter Junior High

## Memorandum #4 Professional Growth & Evaluation

All educators must be evaluated according to the Professional Growth & Evaluation process. A yearly orientation to the evaluation process will be conducted by the end of September. Educators will receive copies of the Granite School District *Standards for Educators* and sign that this information has been provided.

### Provisional Educators

- A. Summative Evaluation Summary completed twice a year to determine if standards are being met (1<sup>st</sup> by Nov. 15, and 2<sup>nd</sup> by March 15).
- B. Evaluation conducted by supervisor or designee.
- C. Notification (at least 15 days prior to first evaluation) provided along with copies of the *Standards*, and explanation of the observation/evaluation procedure.
- D. Each provisional teacher will gather three lines of evidence. The following two lines of evidence are required: Classroom observation –at least two observations using the **Educator Observation** form; and evidence of Professional Learning. The third line of evidence will be selected by the provisional educator, or by the supervisor, if needed.
- E. Supervisors should contact the Granite School District ASK committee during any step of the evaluation process if assistance is needed.
- F. The observation and evaluation forms, available in electronic format, will be discussed and signed by the provisional educator and supervisor within 15 days after the forms have been completed. The signed **SUMMATIVE EVALUATION** form will be submitted to Human Resources.
- G. If the evaluation is unsatisfactory, the provisional educator is provided the opportunity to respond and attach the written response to the summative evaluation form. The supervisor will provide reasonable assistance to the educator, documented in written form, and will meet with the ASK committee.
- H. When recommending non-renewal of contract, the supervisor must contact the ASK committee no later than February 15. Human Resources will issue the final written letter of non-renewal to the educator no less than 60 days prior to the end of the contract date.

### Career Educator

- A. Career educators will engage in the summative evaluation process of two observations and evaluations during the year of re-licensure or if on Corrective Discipline.
- B. The **Educator Observation and Summative Evaluation** forms will be completed during the summative year to determine if standards are being met. The signed Summative Evaluation Summary will be submitted to Human Resources. All state re-licensure requirements are the responsibility of the educator.
- C. Career educators who are probationary involved in rededication or corrective discipline will be included in the summative evaluation process when necessary.

## **Formative Evaluation**

- A. The purpose of formative evaluation is to improve professional practice.
- B. Formative evaluation is for non-provisional and non-probationary educators; Educators will participate yearly including their summative year.
- C. Educators in the formative evaluation process will participate in the following:
  - ☺ Preparing goals using the *Self Assessment Worksheet*
  - ☺ Setting goals: Completing the *Professional Growth Plan*
  - ☺ Working on goals
  - ☺ Achieving goals: Completing the *Goal Review* form

## **References:**

Utah Cord 53A-10-101 et seq.

Professional Agreement 14.1, 14.2

Policies, Rules and Regulations of the Board of Education, pgs. 563-566.3

Professional Growth and Evaluation Manual

# **Hunter Junior High**

## **Memorandum #5 Teacher Contract Day**

### **Minimum Working Hours**

The Professional Agreement between the Granite Education Association and the Granite Board of Education in Article 9.2.2 states the following:

“Secondary teachers shall report to work no less than 30 minutes before the beginning time of the school day and shall remain on duty for at least 20 minutes after the regular closing time of school. In schools starting before 8:00 a.m., these time provisions may be reversed.”

Faculty members who have occasion to arrive after 7:30 a.m. or leave before 3:08 p.m. must clear with the administration. Contract hours for those teachers who have a 7<sup>th</sup> period assignment are 7:30 a.m. to 3:55 p.m.

### **Preparation Periods**

The Professional Agreement, Article 9.5, states:

“Normally secondary teachers will spend preparation and consultation periods at the school. However, teachers may on occasion be excused by the principal or the principal’s designee to utilize other facilities for school related professional purposes to aid the teacher in meeting the needs of students.”

### **Lunchroom Supervision**

The Professional Agreement, Article 9.4 states:

“All teachers shall have an uninterrupted duty-free lunch period of at least 30 minutes daily. Assigned supervisory duty shall not exceed 10 minutes in any lunch period.”

Faculty will be assigned to assist in lunchroom supervision. It is expected that during the course of the assignment, faculty members report to the assigned location at the designated time and remain for the course of the assignment.

# Hunter Junior High

## Memorandum #6 Housekeeping/Building Maintenance

Staff members are expected to keep their rooms and work areas orderly, clean, and attractive. Good housekeeping practices enhance the learning environment.

Without our help, the custodians have a difficult time keeping all of our carpeted areas clean. Pieces of paper larger than one inch squared are not picked up easily by vacuum cleaners. Please help out by having your students pick up the area around their desks or tables at the end of the period or the day. All books should be off the floor by the end of the day.

Randy Taylor, our head custodian, has general responsibility for the maintenance of our building and grounds. If you need him for an emergency, please contact the Main Office. Non-emergencies should be handled by putting a note in his box. Support from everyone is essential to maintenance of the building. Attending to simple repairs will keep them from becoming major issues.

### Daily Teacher Responsibilities

- 1) Close and lock windows
- 2) Lock door
- 3) Ordinary cleaning of sinks, counters, chalk and white boards
- 4) Turn computers and lights off
- 5) Monitor student behavior (paper on floor, graffiti on desks and walls, etc.)
- 6) No staples on doors, molding, or plaster walls, no tape on painted surfaces
- 7) Empty recycle containers

### Custodial Responsibilities

- 1) Dust, mop, or vacuum floors
- 2) Empty pencil sharpeners
- 3) Empty wastebasket

# Hunter Junior High

## Memorandum #7 Teacher Absence and Substitutes

Teacher absences fall into several categories. For information regarding types of leave and use and restrictions, please refer to the Professional Agreement of the Granite School District, Article 18.

**All absences/substitute requests are handled through Frontline which is accessed through your portal account.** Those using personal or professional leave need to have prior approval by the principal and have personally arranged for a substitute (talked with the person). The principal can only permit two personal leaves per day. If taking professional leave, whoever is sending you will give you a miscellaneous code to pay for the substitute.

**Note that if an absence/sub request is not entered into the system before 6:00 a.m. on the day of the absence, the school will be unable to pay teachers to cover a class, so whenever possible, enter your sub request prior to 6:00 a.m.**

After requesting a substitute in Frontline, the teacher must call Shirlene Teigen or Heather Bankhead, 385-646-5184, between 7:00 – 7:30 a.m. Please indicate reason for absence and tell the secretary where to find lesson plans and substitute folder. Lesson plans can be emailed to [steigen@graniteschools.org](mailto:steigen@graniteschools.org) and [hbankhead@graniteschools.org](mailto:hbankhead@graniteschools.org)

If a substitute is needed for a second consecutive day, please inform Shirlene no later than 2:15 p.m. and request a substitute in Frontline.

For those absences that may be known in advance, please plan accordingly. Inform Shirlene and provide her with the needed materials before leaving the building.

NOTE:

**See Shirlene Teigen (Principal's Secretary) for any professional leave, personal leave, or leave without pay.**



# Hunter Junior High

## Memorandum #8 Report of Injury –Accident

### Faculty & Staff

- 1) Any staff member who is injured during school hours must see Shirlene Teigen.
- 2) If treatment is needed, the employee should report to an Intermountain WorkMed Occupational Health Clinic
- 3) Life threatening injury/illness should be treated by the nearest emergency facility. All other injuries must be treated at **WORKCARE CLINIC.**

### Students

The following procedures are to take place in the event of a student injury:

- 1) If the injury is serious, the teacher is to remain with the student and send a runner to notify the Counseling Center immediately.
- 2) The administrator or designee will determine whether emergency personnel is needed.
- 3) An administrator or designee will contact the parent or guardian.
- 4) The teacher must fill out an '**Accident Report.**'
- 5) If a person has been seriously injured they are not to be moved until medical assistance is provided.
- 6) Students are not given permission to leave the building or contact parents without consent of Counseling Center personnel.

# Hunter Junior High

## Memorandum #9 Key Security

Keys are issued to teachers for their rooms at the beginning of each school year. Randy Taylor, the head custodian, is in charge of keys should there be a problem. The room key will also open faculty restrooms, the Teacher Workroom, and can be used for the elevator. Staff members are expected to keep such keys in their possession at all times.

DO NOT LEAVE THEM ANY PLACE WHERE THEY CAN BE PICKED UP.

If keys are lost, such loss must be reported to Randy Taylor and an administrator immediately.

Students are never to have access to keys without the direct supervision of the teacher.

Teachers will be issued keys only to the rooms in which they teach. District policy forbids the issuance of outside keys to unauthorized persons.

**ALL KEYS must be returned at the end of each school year during check out.**

# **Hunter Junior High**

## **Memorandum #10 Use of Mail Boxes, Bulletins, P.A. System & Announcements**

### **Mail Boxes**

Faculty and staff should check their mailboxes before and after school. Materials of particular interest to departments will be given to, and distributed by, department chairpersons. DO NOT use boxes for storage.

### **Bulletin**

The weekly staff bulletin will be sent by email by Friday for the upcoming week. Faculty and staff are expected to carefully read the bulletin each week, follow the directions, and share pertinent announcements with students.

Items for the bulletin should be submitted to Shirlene Teigen before the end of school on Wednesday.

### **Announcements**

Announcements are made by the administration and students, with administrative approval. Announcements are to be turned into the Main Office before the start of school. Sponsors must approve announcements concerning groups for which they are responsible.

**ANNOUNCEMENTS ARE IMPORTANT. ALL ACTIVITIES SHOULD STOP SO ANNOUNCEMENTS CAN BE CLEARLY HEARD BY ALL STUDENTS.**

### **Intercom Announcements**

Care will be taken to restrict the use of the intercom so that interruptions can be held to a minimum. Often students are called to the Counseling Center or Main Office during class breaks. Please help by calling student attention to the announcement.

# Hunter Junior High

## Memorandum #11 Textbook Distribution

Textbooks are provided to all students for a fee with \$10 to be refunded when all books are returned in acceptable condition. Recently, effort has been taken to provide students with a book for home and for teachers to have a classroom set. Books purchased since 2004 have been inventoried on a computerized system.

It is important that teachers maintain accurate records and perform book checks periodically. In order to avoid lost books:

- 1) Department heads should assign a set of textbooks to each teacher.
- 2) Teachers should assign textbooks for students to take home.
  - a. If the book is on the computerized system, teachers are to conduct check-out and check-in through the system.
  - b. List the student's name, year, and condition of book, on the book stamp
- 3) When the text is returned by the student, it must be returned to the issuing teacher. Students must return the same book that was checked out to them. If a different book is returned, the student will be allowed to look for the assigned book. If the student does not find the assigned book, the student is to be charged for the book's replacement.

## Damaged Books

Teachers are responsible for assessing fines for damaged books. Fine notices can be turned in throughout the year to Heather Bankhead. At the end of the year, fines are collected during the check out procedure. If the damage is in pencil and can be erased, the student should do the correction and a minimum fine of \$1 should be levied. If the damage is in ink or the book is permanently defaced (but still usable) a minimum fine of \$5 should be levied. WE DEPEND ON THE JUDGEMENT OF THE TEACHER PERTAINING TO THE ABOVE SITUATION. If the damage done to the book is permanent, and the book cannot be reissued to another student, students should be assessed as if it were a lost book.

## Lost Books

Teachers are responsible for assessing fines for lost text books. Students should be assessed according to the following schedule:

- 1<sup>st</sup> Year—full price
- 2<sup>nd</sup> Year—80% of price
- 3<sup>rd</sup> Year—60% of price
- 4<sup>th</sup> Year—40% of price
- 5<sup>th</sup> Year or older—20% of price

Paperback books are assessed at full price.

Please contact the department chairperson regarding fee scale.

### **Classroom Sets of Books**

It is the teacher's responsibility to maintain classroom sets of books. Teachers should organize their use to prohibit vandalism and loss. A system to determine use and periodic book checks will minimize loss or damage.

**Teachers are required to maintain a record of books issued and their condition.**

## Hunter Junior High

### Memorandum #13 Project Fees—Sale and Use

- 1) This school is obligated to furnish, free of cost to the student, the basic materials for basic instruction in shop, art, and craft classes as outlined in the course objective. The school receives a budget amount from the district for this purpose.
- 2) The school is not obligated to provide materials for take-home projects. The student may elect to do such projects but must pay for the materials.
- 3) Grades must not be affected, in any way, by the student's ability or choice to buy or not buy materials for take-home projects. There can be no intimidation to buy materials.
- 4) Teachers cannot conduct sales of materials and then use the cash to buy what they need. All monies collected for the use in class are considered part of the class fee and are spent through the procedures outlined by Heather Bankhead or Shirlene Teigen in the main office.
- 5) Teachers must be prudent in the expenditure of class fees and charging correct amounts for special materials. Material accounts cannot be in deficit at years end.

**Basic materials are to be furnished without further charge in all classes which have district allocated budgets. Further, recent court rulings make it clear that whenever budgets are furnished, a student cannot receive a failing grade due to failure to purchase materials.**

# Hunter Junior High

## Memorandum #14 Purchases

Only the principal is authorized by the Board of Education to approve purchases from either school funds or from allocated district funds. Do not make purchases without pre-authorization. Expenditure of allocated funds for departments must be discussed with department chairperson.

### Requisitions for District Warehouse Stock Items

#### **Submitting an Order**

- 1) Request a **'Teacher Requisition Form'** from Shirlene Teigen
  - a. Make certain the correct stock number, description, unit of measure and quantity required appear on the copy, using the current district catalog and write out completely.
  - b. All stock items need to be listed in numerical order.
  - c. Requisitions with incorrect or incomplete information will be returned for correction.
- 2) If using departmental funds, approval from department chairperson is needed. Chairperson signature of the Teacher Requisition Form is required.
- 3) Submit the completed form to Shirlene Teigen in the Main Office for processing. Principal approval and the account number will be added.

#### **Receiving an Order**

- 1) When the order is received, it will be checked by the Main Office.
- 2) If department funds were used, please give the department chairperson a copy of the delivery slip.

NOTE: Any items crossed off the delivery requisition due to insufficient stock will be back ordered. When the back order item is received by the warehouse it will automatically be sent.

### Purchase Orders:

All School Purchase Orders are processed by Heather Bankhead in the Main Office.

### Personal Reimbursements

All personal reimbursements are processed by Heather Bankhead in the Main Office.

Taxes will not be reimbursed. To eliminate having to pay tax, get a **Tax Free Form** from Heather Bankhead to use at the time of purchase. Receipts must be submitted for reimbursement.

### **Legislative Funds**

Legislative funds are designated for supplies and materials. Heather Bankhead will notify teachers when the monies are available.

**All legislative funds are now tied to a District Amazon account created for each teacher and can only be spent via that account.**



# Hunter Junior High

## Memorandum #15 Fund Raising

Fund raising projects can have many implications. As a courtesy to our patrons we try to limit the number of fund raising projects a student may engage in per year. When considering fund raisers, please keep the following in mind:

- 1) With the assistance of the PTSA, the school engages in one school-wide fund raiser each year. No department or individual can schedule a fund raiser which may conflict due to dates or type of activity.
- 2) Departments or programs which charge fees for participation should not engage in fund raising activities. Exceptions can be given to performances, field trips, or activities which fall outside of normal school activities.
- 3) All fund raising activities need administrative approval before any sort of agreement is made with a company representative.
- 4) Collecting and purchasing with the collected proceeds must conform to district procedures. Please see Heather Bankhead for guidelines.
- 5) Fund raising activities must occur at a time and place that does not interfere with classroom activities. Most activities should occur before or after school.
- 6) Student participation in fund raising must be voluntary and can in no way affect grades.

## Hunter Junior High

### Memorandum #16 Supervision of Students

Young adolescents must be supervised throughout the school day and during school-sponsored activities. Teachers and staff must be relied upon to carefully and faithfully supervise students under their direction.

Teachers are expected to actively monitor students while class is in session. Teachers are to be aware of all activity taking place in the classroom. Teachers are responsible for the safety and conduct of students who are sent from their classroom. If a teacher must leave the classroom, he/she is responsible to see that the supervision of students is covered while the teacher is out of the room, preferably by another staff member.

It is expected that a teacher who has a special assignment to work with student groups (i.e. teams, SBO's, performing groups, clubs, etc.) will supervise that group before or after school when the group is meeting, performing, or working. Students must not be asked to come to before school activities or be allowed to remain after school unless a supervising faculty member is present. **Under no circumstances should students be left after school in classrooms, shops, art room, gym, locker rooms, music room, halls, etc., after the supervising teacher has left the building to go home.**

Teachers may be assigned to supervise halls and substitute classes when necessary. Teachers should be prompt in reporting to their station and actively supervise during the period assigned. Every reasonable effort will be made to minimize these assignments while providing adequate supervision for students. These assignments will be rotated as equitably as reasonably possible.

Faculty will be assigned to supervise one evening performance. Beyond the assignment, the faculty is encouraged to support after school events and evening activities. Every part of our school program is enhanced by the presence or participation of staff members.

# **Hunter Junior High**

## **Memorandum #17 After School Activity Period**

All students should be out of the building by 3:00 p.m. each afternoon unless they are directly with, and under the supervision of, a staff member. This policy is important to avoid disturbance to the classes, activities, conferences, and teacher preparation which go on in the building after school is out.

Students and parents can expect that team practices, rehearsals, tutorial help, club activities, etc. which are under the supervision of teachers or staff members will conclude at a reasonable time. Students should quickly and quietly leave the building as soon as their activity is over.

Teachers who supervise after school activities should notify students of the time activities will end so that they may prearrange transportation if needed.

The supervising teacher is responsible to instruct the students about proper behavior while in the building after school and how to leave the building following the activity. The teacher is expected to supervise the students until all students have left the building.

## **Hunter Junior High**

### **Memorandum #18 Hall Supervision and Behavior**

#### **Teachers Are Expected to:**

- 1) Keep students in the classroom under their supervision as much as possible.
- 2) Train students in the appropriate use of the hall pass vest.
  - a. Students are to put on the hall pass vest before leaving the class.
  - b. Teachers must give written permission in the Student handbook..
  - c. If a student is sick or is to go to the Main Office or Counseling Center, students are to take a written note but not the vest.
  - d. Students should take care of whatever business requiring them to be out of the class as promptly as possible.
  - e. The inappropriate use of the hall pass vest could result in the revocation of such privileges.
  - f. Only one student to use the hall pass at a time.
- 3) Please be sensitive to those students who might really be sick or need to use the restroom.
- 4) All staff members are expected to be in the hallways during passing period as often as possible.

#### **Students Are Expected to:**

- 1) Walk, not run in the hallways.
- 2) Keep feet and hands to self and not engage in play fighting.
- 3) Not engage in PDA (public display of affection) beyond holding hands.
- 4) When issued the hall pass, wear it appropriately.
- 5) Use direct routes from class to destination.
- 6) Take care of business promptly and then return directly to class.

**NO HALL PASSES SHOULD BE GIVEN AFTER 2:30 P.M.**

## **Hunter Junior High**

### **Memorandum #19 Dismissal from Class**

Teachers are expected to be aware of bell schedules and to not dismiss class early. The problem is particularly acute during the last period of the day and just before lunch time.

Teachers should establish the policy of dismissal from class by the teacher saying "class dismissed." This statement, not the bell, should become the signal for class dismissals. Students are to be restricted from crowding at the door, or hanging out in the hallway minutes or seconds before the bell is to ring. A bell will ring 5 minutes before the end of the class period to indicate the clean up period. Students should stay in their seats and away from the door until the teacher's dismissal has been given.

# Hunter Junior High

## Memorandum #20 Classroom Parties

**CLASS PARTIES ARE NOT TO BE HELD!** Students are expected to have a meaningful educational experience every day. All classroom activities should be related to the curriculum.

Activities which serve as rewards for achievement, good behavior, etc., need to be more meaningful than just a treat, food, or games. They need to be tied to a learning activity.

# Hunter Junior High

## Memorandum #21 Grades and Use of Computer Grading Program

Grades should be an indication of student learning and accomplishment. They should reflect a student's growth and achievement. Regular and on-going feedback on progress is important to maintaining student interest and involvement in the curriculum. Teachers are encouraged to develop grading practices which reward mastery and growth and reflect student effort. Please remember the following:

- 1) Grades should be an indication of the degree to which a student has mastered the material presented during the grading period.
- 2) Grades must be based on objective evidence.
- 3) Grades must reflect accommodations made for students with IEP, 504, or ILDP (Individualized Learning Development Plan for Limited English Proficient Students). Student under such plans cannot be given a failing grade without having been provided accommodations.
- 4) Grades cannot be bought or sold. Grades cannot be given for items brought to class that do not pertain to an individual assignment (i.e. Kleenex, paper towels, etc).
- 5) Because we strongly encourage parents to be involved in their student's education, **teachers need to update grades on the computer system weekly.**
- 6) In the effort to sustain student interest and motivation, the grading scale should be structured to allow for improvement. In other words, if a student receives a failing grade at the mid-term report, and can do nothing to improve the grade, then it will be a long rest of the term for the teacher and student.
- 7) A student cannot be given an "F" without parent notification.

Hunter Junior High is linked by computer to a Granite School District network grading system that allows grades to be electronically submitted and provides students and parents access via the internet to review academic progress.

All teachers are required to maintain accurate records on the computer.

When using the network grading system, teachers need to remember the following:

- 1) Students' grades are classified as private records. **Under no circumstances are students to have access to any record other than their own. Students are not allowed to input grades on the computer.**
- 2) When finished, the teacher is to exit the grading program. Information is not to be left on the computer screen for public perusal.
- 3) Grades need to be submitted in a manner which allows for disclosure of assignments and their worth. Teachers need to indicate points received, points possible, and name of assignment, the more information the better.

Parents are provided with two official notification of grades, one mid-term reports and one end of term grade. The mid-term grade can serve as official notification for a failing grade.

# Hunter Junior High

## Memorandum #22 Attendance Procedures

Attendance reporting is an important and mandatory part of your teaching assignment. Student's attendance factors into citizenship credits for high school graduation, eligibility for extracurricular activities, and is required by law. Teachers are expected to take roll every period and keep accurate attendance records.

Hunter Junior High is on the district computer attendance accounting program. If you have questions, please contact Dean Bressler.

If a student arrives after the tardy bell rings, and does not have an excuse note, mark the student as tardy. A student arriving late to class should have a note from the counseling center or administration admitting that student or excusing the tardy.

Because your attendance record becomes an official school record for the student, it is imperative that you are accurate. Any corrections should be made promptly and the teacher should have ways of determining whether the student was actually in class. This can be done through the use of participation points or daily assignments.

If a student misses three or more days, please consult the student's counselor. Parents may request make up work after three days. Mrs. Linder in the Counseling Center will contact teachers and it is important that teachers respond promptly.

Updated rolls or seating charts must be placed in teachers' substitute folders.

Teachers will receive a district attendance summary at each mid-term and for final term grades. Please make sure that it is accurate according to your records. Report any discrepancies to Dixie Swiatocha in the Counseling Center.

When reading a computer-generated printout for attendance, the following initials mean:

|                           |                           |                    |                      |
|---------------------------|---------------------------|--------------------|----------------------|
| <b>A</b> —Absent          | <b>F</b> —funeral         | <b>V</b> —Vacation | <b>T</b> —Tardy      |
| <b>E</b> —Excused Absence | <b>M</b> —Medical Absence | Excused by Doctor  | <b>S</b> —Suspension |
| <b>D</b> —Detention       | <b>R</b> —Released        | School Function    | <b>U</b> —Unexcused  |

**For all of the above codes except 'U' and 'T' students should be allowed to make up work. If a freshman student has in excess of 8 absences the student should receive no credit for the term.**



## Absentee 'Check-In' and 'Check-out'

### When a student:

- 1) Misses a day of school:
  - a. Bring a note from parent or guardian to the Counseling Center  
OR
  - b. Parent/Guardian may call the Counseling Center.
  - c. **Parents have two weeks to excuse an absence.**
2. Comes to school late:
  - a. The student must always check in with an administrator for an admit note.
3. Leaves school early:
  - a. If sick:
    1. Student gets note from teacher to go to the Counseling Center.
    2. Student may spend one class in the sickroom or call home.
    3. If student is to leave, a 'street pass' is issued.
    4. Street pass serves as excuse note for the next day.
    5. A parent or responsible adult must sign the student out in the Counseling Center.
  - b. If student is leaving for another reason (i.e. appointment)
    1. Student will bring note from parent to the Counseling Center before school where Mrs. Linder will verify it.
    2. Student will pick up 'street pass' when instructed and return to the Counseling Center at the appointed time.
    3. Parent/guardian will sign out student.
    4. Street pass serves as excuse note for the following day.

**Hunter Junior High is a 'closed' campus. Students are not allowed to leave during the day without permission from the parent and the Counseling Center. Students leaving the school without permission cannot be excused "after the fact."**

# Hunter Junior High

## Memorandum #23 Truancy

Regular attendance is crucial to school success. *Utah State Code 53A-11-101 Compulsory Education Requirements* requires regular attendance and that every parent or guardian of a minor (ages 6 to 18) shall send their student to school. It is a class B misdemeanor for a parent to knowingly: (a) fail to enroll a school-age minor in school; or (b) refuse to respond to a written request which is delivered to the parent. The responsibility for regular attendance is *shared* between the student, parent/guardian, teacher, and administrator.

Teachers are legally required to mark and keep accurate attendance rolls for every class. Students who are absent from any period are required to bring a written excuse or have a parent call the Attendance Office in the Counseling Center. The excuse for the absence must be provided within 2 weeks of the absence.

**Teachers cannot excuse a student from a class without prior permission of the teacher or an administrator.**

**Students are considered absent from school or from class if they are not present.** There are three types of school absences:

- 1) **Excused Absences** include the following: illness, medical emergencies, death of a family member, family activity or travel consistent with district policy. A parent may excuse 7 absences total before medical or court notes will be required. Vacation must be excused by the principal.
- 2) **Unexcused Absences** are those not authorized by state law, or by district or school policy but occur with parental knowledge or consent (i.e. shopping, babysitting, leaving school without checking out). This also includes absences not excused by a doctor or judge after 7 days of excused absences by parents.
- 3) **Truancy Absences** are those absences that occur without parent knowledge and school approval. Teachers who are aware of a student sluffing a class are to make referral to the administration.

**Teachers can promote good attendance by making the class inviting. We all have the responsibility for creating a safe environment, for making students feel welcome, and for providing a meaningful experience. Make sure your students know that you appreciate their presence and take the appropriate steps when you notice attendance problems.**

# Hunter Junior High

## Memorandum #24 Tardy Policy

According to Granite School District Policy, tardies affect the citizenship grade in the following manner:

|           |                    |
|-----------|--------------------|
| 0-1 Tardy | 4 (Honor)          |
| 2 Tardies | 3 (Good)           |
| 3 Tardies | 2 (Satisfactory)   |
| 4 Tardies | 1 (Poor)           |
| 5 Tardies | 0 (Unsatisfactory) |

**No more than 5 tardies for any class period can be excused.** Teachers should be considerate of their colleagues and refrain from holding students after class so that they may be tardy for the next period.

In addition to citizenship being affected, the following consequences for being tardy are assigned:

- 1<sup>st</sup> tardy = warning, pass to class
- 2<sup>nd</sup> tardy = warning, pass to class
- 3<sup>rd</sup> tardy = tardy contract sent home, ASD if not signed
- 4<sup>th</sup> tardy = 30 minute ASD
- 5<sup>th</sup> tardy = 45 minute ASD
- 6<sup>th</sup> tardy = 1 hour Friday ASD
- 7<sup>th</sup> tardy = Overnight suspension/parent conference
- 8<sup>th</sup> tardy = out of school suspension

**Teachers are expected to send tardy students to the commons area each class period, where the tardy will be processed.**

### Handling Tardies (A Positive Approach)

- 1) Greet students at the door; be in hallway during passing periods.
- 2) Hold students accountable for being late, make eye contact, smile, start class activities at the bell.
- 3) Teach students what to do when they enter the classroom
  - Proceed to seat quietly and prepare to get started
  - Quietly ask a neighbor what needs to be done
  - Teacher reinforces behavior with cues

**Model the behavior you seek of your students. Be ready to start with the bell. Minimize disruptions by welcoming students even if they are late without sarcasm or without yelling.**

## **Hunter Junior High**

### **Memorandum #25 Classroom Management Plan**

Students are expected to follow the behavioral guidelines that you have established in your classroom. These classroom rules, coupled with fair consequences for misbehavior and rewards for positive behavior, need to be made clear to students and should be included in your class disclosure statement that is sent home to parents at the beginning of the year. Teachers should also provide the assistant principal with a copy of the disclosure statement prior to the first day of school.

It is recommended that classroom rules be posted in each classroom. Teachers may seek the assistance of the assistant principal in developing these rules, consequences, and rewards if necessary.

# Hunter Junior High

## Memorandum #26 Student Behavior

Students are expected to be courteous and respectful to peers and adults. Disruption of classroom or school activities, which take away from students' right to learn and the teacher's right to teach should not be tolerated. Teachers will take action to correct the situation. Other teachers, counselors, assistant principals, and the principal can be called upon as needed to help improve student behavior.

The following should be remembered and adhered to:

- 1) Young adolescence is a period where one experiences tremendous cognitive, physiological, and emotional growth. Young adolescents need to learn how to interact appropriately with peers and adults. With this in mind, correcting inappropriate behavior should involve teaching correct skills and disciplinary actions should be progressive. Adults should always address inappropriate behavior in a calm, professional manner.
- 2) Adults are to never use physical contact when disciplining students.
- 3) Students who need to be removed from class because of disciplinary problems may be placed in another classroom for a short period. **Parents must be notified of such placement.** Putting a student outside of the classroom in the hallway for long periods of time should be avoided.
- 4) Students who do not respond to your efforts to help them with behavioral problems **and parents have been contacted/involved** should be referred to the administration.
- 5) If a student engages in extreme disruption, or engages in behavior that presents a danger to self or others, the student is to be referred to the administration immediately. If a student refuses to cooperate, the teacher is to summon assistance to the classroom by paging the Main Office.

## **Hunter Junior High**

### **Memorandum #27 Student Referral and Intervention**

**An entry into Educator's handbook is needed for each student who is sent to an assistant principal for further disciplinary action.** If the incident does not require immediate attention (exceptions fight, extreme disruption or defiance, substance abuse, etc.) the administrator will deal with the student as soon as possible. The referral provides the administrator with essential information concerning the problem and the steps the teacher has taken to remedy the situation. Teacher interventions using a variety of behavior modifications, **particularly phone calls home**, should be done prior to referring a student. Counselors, mentors, instructional coaches and administrators are good sources for intervention ideas.

**Referrals for non-emergency situations sent to an administrator without prior teacher interventions will be returned back to the teacher for action.** Documentation provided by the teacher helps the administration to determine the history of the problem and establishes a record substantiating problems and justifying school actions. It also allows the administration to fully communicate the nature of the problem to the parent without requiring the teacher's presence.

In an emergency situation, (i.e., the student is uncontrollable, drugs/alcohol involved, is involved in a fight, etc.) the student should be brought to administration immediately and if escorted by the teacher, the referral form will not be necessary.

**In non-emergency situations, students are not to be sent to an administrator.**

# Hunter Junior High

## Memorandum #28 Detention Time

### Teacher Assigned Detentions

Teachers are encouraged to use before and after school for detention in their own classroom as a consequence for inappropriate classroom behavior, etc. Requiring students to make up time with the teacher is an effective tool in changing a student's behavior.

Please remember the following:

- 1) Do not hold students the last period of the day without prearranging with parent. Many of our students ride buses which depart 5 minutes after the dismissal bell. If students are detained for even a few seconds they run the risk of missing the bus.
- 2) Students and parents should be given advanced notice, **date and time**, of when a student is to be detained to allow them the opportunity to solve transportation or other complications created by the detention. This is an important public relations step.
- 3) Students who have been adequately notified and have not fulfilled their detention in a reasonable time should be referred to an Assistant Principal.

### Administrator Assigned Detentions

The administration will assign a variety of detentions dependent upon the infraction. Detentions can be served before or after school or during lunch. Administrative detentions usually supersede all other activities, (i.e. involvement in after school activities) and always involve parent contact.

Sometimes a student or teacher may opt that the student spends the administrative detention in Homework Club. If that is the case the student must spend the same obligated time with the teacher and receive a note to that effect which is brought to the administrator at the conclusion of the Homework Club.

Students who do not make up their detention after having been given a second opportunity will be assigned additional detentions, in school suspension, or suspension out of school. A parent conference will be requested.

## Hunter Junior High

### Memorandum #30 Requirements for Teacher and Office Aides

It is a privilege for a student to be asked to be an aide or to have this request granted should the student take the initiative in securing an aide's position.

In order to qualify for an aide's position the following guidelines should be enforced:

- 1) The student should be successful academically in all classes.
- 2) The student should maintain good citizenship.
- 3) The student must follow all school rules.

In order to have a student aide, the teacher must do the following:

1. Provide the counselor with a copy of the disclosure statement detailing the aide's responsibilities and a justification for grades. Student aides and their parents must sign disclosures to affirm that they will abide by school rules and maintain the privacy rights of other students.
2. Direct students to bring homework to do for times when the teacher does not have a task for the aide. Students are not to be allowed to wander the halls or visit other classrooms.

**Since attendance and grades are part of a teacher's legal responsibility, student aides are prohibited from taking attendance or inputting attendance or grades on the teacher's computer.**

Teachers need administrative approval to have more than one aide per period.



# Hunter Junior High

## Memorandum #31 Field Trips

Field trips are valuable additions to school experiences. All field trips must meet the following guidelines:

1. Conform to school policy, serving as an enhancement of the curriculum.
2. **Permission from the principal** at least three weeks prior when possible.
3. See Kirby Bauer for placement on the school calendar and notation on weekly bulletin.
4. Arrangements must be made with people at the place to be visited.
- 5) **A Field Trip Request** must be completed three weeks in advance in order to ensure buses. This is processed through the Principal's Secretary, Shirlene Teigen, and must be signed by the principal, assistant principal and secretary.
- 6) If the number of students is less than 10, private vehicles may be used. If so, the form '**Use of Private Vehicles**' must be completed by the activity sponsor. These forms are available in the Main Office. (See GSD Memo # 58)
- 7) The form, '**Parental Permission for Field Trip**' must be completed and on file for each participating student.
- 7) An excuse list must be completed (see HJH Memorandum #32)
- 9) The group must have adequate supervision—teachers, staff, volunteers-- with a ratio of about 1 adult per 20 students.
- 10) Arrangements for covering classes at school must be done. These arrangements need to be given to an administrator.

Students or groups whose behavior keeps others from benefiting from the experience or do not represent the school well should not be included in future field trips during the year.

# Hunter Junior High

## Memorandum #32 Student Excuse List

When a school activity requires students to be absent from classes, the staff member in charge must publish and distribute an excused list meeting the following specifications:

- 1) The activity must be given administrative approval *at least three weeks prior*.
- 2) The excuse list must identify the activity, the supervisor, the date and time students are to be released, and the time students will return to class.
- 3) The list of students must be circulated at least three full days in advance of the expected activity.
- 4) Preferably, the list should go out on email. To do so, please route the list to the Principal's Secretary, Shirlene Teigen.
- 5) Give a copy of the list to Bonnie Linder in the Attendance Office at least two days before the activity.
- 6) Students should understand that they are not excused from any missed assignments.
- 7) Students on school approved excused lists must have the opportunity to make up the missed work.
- 8) If the students will not be eating lunch at the school, notify the cafeteria supervisor at least one week prior to the event.
- 9) It is the responsibility of the activity's supervisor to notify Bonnie Linder if a student who is excused fails to attend the activity, and thus should be in class.

An alternate method of distribution of an excused list, especially when the number of students excused is less than ten, is to have those students excused carry an excuse note with them and show it to their teachers and have them initial it. However, all other rules still apply.

## **Hunter Junior High**

### **Memorandum #33 Student Illness during the Day—Use of Sick Room**

If a student becomes ill during the day, they may be sent with a written hall pass to the Counseling Center. Teachers should do what they can to screen the sick referral. Parents will be contacted and the student sent home or returned to class with an admit slip which will include the date and time.

A sick room will not be provided except in cases of serious emergency. Because we lack a school nurse or have adequate supervision, students who are ill will either be released to their parents or returned to class except in cases of serious emergencies.

Teachers are not authorized to send students home for any reason. Students are not allowed to personally call a parent/guardian from a school phone or cell phone, other than the phone in the Counseling Center. If a teacher allows a student to leave without receiving permission from the Counseling Center, the act could have serious liability implications. Students are sent home only with Counseling Center or administrative authority.

## **Memorandum #34 Confiscation of Student Property**

Students sometime bring items to school that are not needed, become a nuisance, or have items out that need to remain in their locker. If it becomes necessary to confiscate property from a student, the following procedure should be followed:

- 1) Explain to the student why the item is being confiscated. Inform the student that the item can be reclaimed at the main office by a parent or guardian.
- 2) Always get the student's name and grade level.
- 3) Bring the item to the Main Office as soon as possible. Give the item to one of the secretaries for them to bag, label, and place in the school vault as well as record the information in the school logbook.
- 4) Do not leave the item in your classroom overnight or take it home. If the item is in your possession you are liable for it
- 5) If the item is dangerous or illegal, it should be brought immediately to an administrator.

## **Hunter Junior High**

### **Memorandum #35 Student Appearance/Dress Code**

The purpose of the school's dress code is to ensure that students are safe and that dress and appearance does not adversely affect a positive learning environment. Our dress code is supported by Granite School District policy (Administrative Memorandum #7).

It is the responsibility of every adult in the school to help to enforce the dress code throughout the school day and at all school activities held before and after school, as well as evening functions.

The administration asks that teachers conduct dress code checks during the first hour of school and throughout the day. This can be facilitated by being in the hallway and taking note of students' dress as they enter the classroom. Those students out of compliance are to be referred to the Main Office. Referred students will call home, then be given alternative clothing or parents can bring a change of clothes, or will be suspended.

## **Memorandum #36 Assembly Behavior**

### **Teachers are to:**

- 1) Note when assemblies are to occur according to monthly calendar or weekly bulletin.
- 2) Know which door your students are to use to enter the auditorium and know where your students are assigned to sit.
- 3) Accompany your students to the auditorium, take roll, and sit with them in your assigned section.
- 4) Actively participate in helping to reinforce the behavior expectations for the auditorium.
- 5) Report any students who are not sitting in the assigned area as a sluff to the assistant principal.

### **Students are to:**

- 1) Accompany their teacher to the auditorium. Classes that take longer than 5 minutes to get in and seated will be sent back to class.
- 2) Sit in the assigned area of the auditorium with their teacher. Students are not allowed to sit with friends in other areas.
- 3) Take their seats and get quiet before the assembly may begin.
- 4) Keep feet on the floor and not on seats, chair back, or arm rests.
- 5) **NOT TAKE** food, candy, or drinks into the auditorium (adults are to model this as well).
- 6) **NOT** boo, whistle, or act rowdy when inappropriate to the program. Students are to be taught that clapping is usually the appropriate way to show approval, appreciation, and enthusiasm at school assemblies.

### **Consequences for Improper Assembly Behavior**

- 1) Any student found eating or drinking in the auditorium will be required to help clean the auditorium following the assembly.
- 2) Any student who is removed from the auditorium will be given a consequence as determined by administration. Continuing problems could result in a student being barred from attending any assemblies or performances for the semester.
- 3) The administration reserves the right to call off the assembly at any time if behavior is inappropriate.

## **Memorandum #37 Profanity and Inappropriate Language**

**Students, faculty, and staff are expected to use acceptable language and be respectful of others at school.**

Since we are a public institution, we are expected to establish an atmosphere in which profanity, obscenities, suggestive language, degrading name calling, verbal teasing or harassment are not acceptable.

### **Faculty and Staff Members Are Expected To:**

1) Take notice of instances when students indulge in improper language. **ALWAYS INTERVENE.** Tell students of your disapproval, counsel, etc. Do this everywhere in the school and at all school activities. Refer to counselors or administration those who continue to use inappropriate language.

2) When appropriate, use the teaching moment to instruct as to what is expected and appropriate behavior.

**3) BE SURE TO MODEL RESPECTFUL AND APPROPRIATE LANGUAGE. DO NOT USE PROFANITY OR LANGUAGE WHICH IS DEMEANING OR INSULTING.**

# Hunter Junior High

## Memorandum #38 Lunchtime Behavior

Students are encouraged to relax and enjoy the lunchtime break. Please encourage students to adhere to the following expectations:

- 1) Students are to be in the commons area or outside on the east side of the school by the time the 5 minute tardy bell rings. Students are not allowed to stay in hallways and should be prohibited from being in classrooms.
- 2) All food and drink is to be opened and consumed in the commons area. Opened food or drinks are not to be taken into the hallways, outdoors, or in the classroom. Such items are to be confiscated and thrown away.
- 3) Students must clean up any litter or mess they make in the commons area. It is not the duty of the custodian to clean up after individual students.
- 4) Food throwing is not tolerated. Violations will result in the assignment of detentions.
- 5) Socializing is an important part of the lunch period. Behavior should be kept to a level that is not disturbing to others. Sack popping or creating loud noises is not allowed. Just as elsewhere in the building, running, playing tag, play fighting, etc, is not allowed in the commons area.
- 6) Students are encouraged to go outside to the east of the building to play basketball, other games, or walk around. Students must stay in designated areas away from classrooms, windows, or cars in the parking lot.
- 7) Hunter Junior High is a closed campus and the lunch period is part of the school day. Leaving the grounds without the school's permission will be considered a sluff and those students will be dealt with by the administration.

Faculty members will share in supervision assignments during lunch times. It is important that those assigned show up where and when needed.



# Hunter Junior High

## Memorandum #39 Snowballs

Snowballs can be dangerous and, therefore, cannot be allowed.

Snowballs are against the West Valley City Code #21-4-103:

### **THROWING ROCKS, BOTTLES, OR OTHER MISSILES**

“It shall be unlawful for any person within the limits of the City to willfully or carelessly throw any stone, stick, snowball, or other missile whereby any person shall be hit, any property injured or destroyed, in such a manner as to render travel upon the public streets and places of the city dangerous, or in such a manner as to frighten or annoy any other person.”

Students should not snowball as they come to and from school. Since the school day is technically defined as beginning when you leave home to come to school and ending when you arrive home after school, students and parents should be aware that the school may be required to get involved with snowballing infractions.

**Students who violate this policy will be given a consequence as determined by administration. The student will always be responsible for any damages to persons or property.**

**The expectation at Hunter Junior High is to keep the snow on the ground.**

# Granite School District STANDARDS FOR EDUCATORS

## I. INSTRUCTION AND ASSESSMENT

### A. The educator consistently communicates clearly and accurately.

*Indicators of effective communication include but are not limited to:*

- Using language that is developmentally appropriate for students.
- Writing clearly, legibly and coherently.
- Avoiding vulgar, profane or crude language.
- Providing timely and constructive feedback for learner.

### B. The educator uses a variety of effective instructional strategies.

*Indicators of effective instructional strategies include but are not limited to:*

- Demonstrating proficiency in explicit instruction.
- Selecting strategies that are developmentally and contextually appropriate (e.g., cooperative learning, teaming and Sheltered English Strategies).
- Enriching instruction through proficient use of technology.
- Assigning work and setting time limits, allowing sufficient time for mastery.
- Using a variety of instructional materials and methods.

### C. The educator uses a variety of engagement strategies.

*Indicators of effective engagement strategies include but are not limited to:*

- Displaying enthusiastic, positive demeanor.
- Modeling and encouraging positive interaction.
- Eliciting confidence and respect.
- Stimulating interest and enthusiasm.
- Praising strengths and constructively addressing weaknesses.
- Actively listening.
- Connecting to cultural perspectives (e.g., gender, ethnicity, etc.)

### D. The educator involves students and/or staff in meaningful learning.

*Indicators of involvement in meaningful learning include but are not limited to:*

- Using a variety of teaching strategies to promote problem solving activities and task completion.
- Focusing on quality work and high expectations.
- Reflecting on and evaluating student performance for the purpose of improvement.
- Using prior knowledge to connect new knowledge, skills and understanding.
- Teaching integrated content and skills for real world application.

### E. The educator makes reasonable and appropriate individual accommodations.

*Indicators of the ability to make individual accommodations include but are not limited to:*

- Identifying special conditions that are in need of accommodations (e.g. language, disabilities, emergencies, etc.)
- Designing and implementing a variety of accommodations.
- Using available resources to inform and support the design and implementation of accommodations.

**F. The educator uses assessment to guide instruction and verify that meaningful learning is taking place.**

*Indicators that assessment is being used to guide instruction and verify meaningful learning include but are not limited to:*

- Using both formal and informal measures.
- Demonstrating flexibility and responsiveness to assessment results.
- Providing timely and constructive feedback to learners.
- Evaluating student progress by such means as class participation, performance, tests, projects, work samples, portfolios, homework, student self-evaluation, etc.

**G. The educator systematically reviews and reinforces concept to support long term learning.**

*Indicators of the development of long-term learning include but are not limited to:*

- Providing opportunities for guided practice and independent performance.
- Systematically reviewing essential concepts.
- Using a variety of strategies for application and review of concepts.

## **II. PLANNING AND PREPARATION**

**A. The educator uses appropriate curriculum materials in planning for instruction.**

*Indicators that demonstrate the use of appropriate materials in planning for instruction include but are not limited to:*

- Using the prescribed concepts from the Utah State Core Curriculum, Board of Education Goals and Granite School District curriculum guidelines to define instructional content.
- Consistently using materials adopted by Granite School District.
- Using adopted materials in accordance with district guidelines.

**B. The educator plans and prepares for the needs of diverse learners.**

*Indicators of effective planning and preparation for diverse learners include but is not limited to:*

- Identifying the range of student needs and applying a variety of appropriate instruction (e.g. learning styles, English language learners, gifted and talented, disability, etc.)
- Utilizing a variety of instructional materials and methods for skill development.

**C. The educator sets goals and makes instructional decisions based on data gathered from multiple sources.**

*Indicators of effective instructional decisions based on multiple forms of data include but are not limited to:*

- Using data from standardized tests to make adjustments to lesson design and instruction strategies.
- Using data from formal and informal measures to select instructional strategies, materials and opportunities for review and practice.

**D. The educator applies knowledge of developmentally appropriate practices when planning instruction.**

*Indicators of developmentally appropriate practices include but are not limited to:*

- Maximizing student time on task.
- Establishing performance outcomes.
- Using differentiated instructional strategies.

**E. The educator collaborates with colleagues in planning instruction, effectively using resources and providing support for improved student learning.**

*Indicators of effective collaboration include but are not limited to:*

- Participating in professional work group (e.g., grade level, departmental, IEP and 504 meetings)
- Collaborating and exchanging student information with professional colleagues.
- Seeking and using support from ancillary staff.

### **III. LEARNING ENVIRONMENT**

**A. The educator shows and elicits respect while developing and maintaining positive rapport.**

*Indicators of respect and rapport include but are not limited to:*

- Facilitating a caring and motivating environment.
- Encouraging positive social interaction.
- Administering constructive discipline that does not demean the individual.
- Promoting cooperation and collaborative learning.
- Formulating rules and expectations collaboratively.

**B. The educator supports colleagues.**

*Indicators of collegial support include but are not limited to:*

- Participating in schoolwide discipline plans.
- Supporting colleagues in proper discipline procedures.
- Consulting with other adults regarding the academic, social, physical and emotional well being of students.
- Working with other professionals to improve the overall learning environment.  
Guiding and supporting new colleagues.

**C. The educator advocates, nurtures and sustains a culture for learning.**

*Indicators of a culture that promotes learning include but are not limited to:*

- Setting and maintaining high expectations.
- Developing self-motivation and active engagement in learning.
- Recognizing the importance of peer relationships in establishing a climate for learning.
- Connecting curriculum with other environments familiar to the learner.

**D. The educator manages procedures.**

*Indicators of managing procedures include but are not limited to:*

- Arranging and directing classroom and/or school procedures with minimum disruption.
- Effectively managing transition.
- Supporting school and district policies and procedures with minimum disruption.
- Maximizing the amount of class time spent in learning.
- Applying procedures and enforcing rules.
- Responding to school crisis drills and situations.

**E. The educator manages student behavior.**

*Indicators of managing student behavior include but are not limited to:*

- Explaining rules, expectations and consequences.
- Explaining reasons for disciplinary actions.
- Using a range of strategies.
- Administering discipline that fits the infraction in a calm, professional demeanor.
- Using fair and consistent practices.
- Investigating and considering both sides of interpersonal conflicts.

**F. The educator prepares and maintains an environment conducive to learning.**

*Indicators of an environment conducive to learning include but are not limited to:*

- Organizing the physical environment to maximize learning and to accommodate individual differences.
- Creating a safe environment for learning.
- Managing available resources to encourage and stimulate learning.

## **IV. PROFESSIONAL RESPONSIBILITIES**

**A. The educator participates in professional growth.**

*Indicators of participation in professional growth include but are not limited to:*

- Seeking out opportunities for professional learning.
- Applying professional learning to individual educational settings.
- Evaluating and refining educational practices on an on-going basis.
- Engaging in annual self-reflection and evaluation of personal educational practices.
- Demonstrating that students are learning (i.e., academic improvement).
- Staying current with advancements and developments within the areas of responsibility.

**B. The educator interacts and communicates with all constituency groups.**

*Indicators of interacting and communicating with all constituency groups include but are not limited to:*

- Developing positive and cooperative relationships with educational communities, students, parents, faculty, administration, staff and community.
- Establishing effective communications with students, parents, faculty, administration, staff and community.
- Consulting with individual parents regarding academic, social and emotional needs.

- Maintaining confidentiality of records, releasing information only to those persons with legal access to information.

**C. The educator maintains professional appearance and behavior.**

*Indicators of maintaining professional appearance and behavior include but are not limited to:*

- Dressing appropriately and practicing cleanliness.
- Modeling and encouraging positive behaviors.
- Demonstrating and promoting integrity, fairness and ethical behavior.
- Following educational codes of ethics as well as state, district and school policies.
- Solving problems at the appropriate level.

**D. The educator performs necessary non-instructional duties.**

*Indicators of performing such duties include but are not limited to:*

- Utilizing consultation and preparation time for professional purposes.
- Accepting necessary job-related responsibilities including support of school programs and activities.
- Performing necessary record keeping and reporting duties in a timely manner.
- Directing, observing, evaluating and providing feedback to paraeducators, volunteers and peer tutors.

**E. Educator demonstrated professional leadership.**

*Indicators of professional leadership include but are not limited to:*

- Having professional vision and setting goals accordingly.
- Participating in problem solving.
- Facilitating a progressive and goal-oriented environment.
- Making informal and timely decisions.
- Actively soliciting feedback from constituents.

## **Article V.C.1. Prohibition of Discrimination, Harassment, and Retaliation**

A. Statement of Policy Granite School District endeavors to maintain safe and supportive learning and working environments where all students and employees can be successful. Federal and Utah State statutes and regulations mandate and provide authority to school districts to prohibit conduct that violates the civil rights of individuals. Granite School District prohibits discrimination, harassment (including sexual harassment), or retaliation on the basis of race, color, sex, pregnancy, religion, national origin, marital status, disability, sexual orientation, gender identity, or any other legally protected classification in all educational programs, activities, admissions, access, treatment, or employment practices and provides equal access to scouting groups and other designated youth groups. Related inquiries and complaints may be directed to a school administrator or to Charlene Lui, Director of Educational Equity, (385) 646-7413, 2500 South State Street, Salt Lake City, Ut. 84115. Individuals may also directly contact the Office for Civil Rights, Denver, CO 80204-3582, (303) 844-5695.

(The full policy can be found on the Granite District website on the “Policy and Legal Services Department page.

## **Use of Videos and DVDs in Educational Settings Use of Commercially Obtained Video Programs:**

Videos/DVDs obtained from video rental stores CANNOT be shown in schools. This is because the written contract that accompanies each rental specifically states that videos rented will NOT be used for public performance, nor for any use, other than home viewing. Therefore, the use of rented videos in schools is strictly prohibited. Commercial videos brought by students or provided by their parents CANNOT be shown. Purchased videos can be used for “face-to-face” instruction IF a direct connection can be established between the content of the video/DVD and the instructional objectives found in the Utah State Core Curriculum. Teachers must fill out a “Request to Show” form if the video is not from the district or school media center. (\*See attachment #1 - Request to Show Commercially Purchased Video / DVD.)

**Guidelines for Purchasing Videos/DVDs with School Monies:** When purchasing videos for use in educational settings make certain that: 1) the content of the video directly correlates with the Utah State Core Curriculum, 2) the teacher requesting the video provides evidence of a direct link to state/district educational objectives, 3) you indicate on the requisition or purchase order that “This video/DVD is being purchased for public display in an educational setting”, and 4) videos/DVDs purchased by schools can NEVER be shown for entertainment, motivation or reward purposes UNLESS public performance rights have been obtained.

**Selection and Viewing of Videos/DVDs:** Granite School District does not allow for the showing of “R” or “X” rated materials. Use of materials with “PG” or “PG-13” ratings are left up to the approval of the principal and require a signed parental permission slip. (\*See attachment #2 - Parental Permission to View PG or PG-13 Video/DVD.)

**Permission Slips:** Ratings of videos/DVDs in the “PG” or “PG-13” categories contain at least one of the following: violence, profanity, sexual innuendo, partial nudity. Before showing such a video/DVD, send home a note stating the rating and cause for the rating. Explain the educational purpose of the video’s viewing and its related curriculum. Parents not wishing their children to view the video should indicate their objection on the return slip. An alternative activity should be provided.

**March 15, 2013 Selection and Viewing of Unrated Videos and Audiovisual Clips:** Much of the audiovisual content available to teachers, including content accessed via the Internet or hosted on district servers, is unrated. Before showing any video clip in class, regardless of the source, a teacher must preview the clip and determine that: 1) the material has a direct link to state/district educational objectives and supports Utah State Core Curriculum, and 2) the material does not contain any content that would warrant an MPAA rating other than “G.” Unrated videos or clips that contain content that would warrant a “PG” or “PG-13” rating—such as violence, profanity, sexual innuendo, or partial nudity—are subject to the same procedures provided for videos that are rated “PG” or “PG-13.” Use of an unrated clip with “PG” or “PG-13” type content is left to the approval of the principal, and requires a signed parental permission slip before the clip may be used in class. (\*See attachment #2 - Parental Permission to View PG or PG-13 Video/DVD.)

Unrated videos or clips with content that would warrant an “R” rating should not be used in the classroom. For a resource to aid in evaluating the content of unrated videos, (\*See attachment #4 – RATING RUBRIC FOR AUDIOVISUAL CONTENT) or visit the Motion Picture Association of America’s “What Each Rating Means” page at <http://www.mpa.org/ratings/what-eachrating-means>.