



Holden R-III School District

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Welcome to a new year in the Holden R-III School District! We are pleased you have chosen to be a part of our Professional Learning Community. We have been charged with the important task of preparing our students for a bright future. I am confident that as we work together, we will all have a great experience, and as a team, we will make a difference in the lives of those students that have been placed in our care throughout each school day.

This handbook has been developed to provide you with general information and a list of policies that most directly affect you while completing your work. Comprehensive policy manuals are available on-line by accessing the district's website, <http://holdenschools.org> and clicking on the following tabs--"District", "Board of Education", and "Board Policies". Please familiarize yourself with these policies, as your signed contract indicates that you have read the current policies of the board and agreed to abide by them. The board reserves the right to change policies and to add new policies as needed. Each time the board adopts a new policy, or revises an old one, the new policy is updated on the district's website.

Our district policies lay the groundwork for professional relationships between teachers, administrators, parents, students, and board members. They establish expectations and define accepted behaviors for all involved. It is imperative that we, as professionals, always work within those expectations.

In addition to board policies and procedures, you will also find information regarding teacher evaluations, grading guidelines, and Professional Learning Communities. I hope you will find this information helpful as we work to increase the academic achievement of our students. As superintendent, if there is anything I can do to assist you in completing our district mission, please let me know. I wish you all the best, and have a wonderful school year!

Sincerely yours,

Mike Hough
Superintendent

HOLDEN R-III HANDBOOK ACKNOWLEDGEMENT FORM

I have received and become familiar with the policies and procedures contained in the handbooks and training presentation listed below.

Please check all that are applicable to your position:

- ☐ **Employee Handbook (All Staff)**
- ☐ **Building Student/Parent Handbook (All Staff)**
- ☐ **Student/Parent Activities Handbook (Coaches/Sponsors)**
- ☐ **Coaches/Sponsors Handbook (Coaches/Sponsors)**
- ☐ **I completed the MUSIC online training assignments (All Staff)**
- ☐ **I attended the special education/504/AC presentation (All Staff)**

Employee Signature

Date

Holden R-III Mission, Vision, Core Values

MISSION

The mission for Holden R-III School District is for all students, upon graduation, to have marketable skills or the basis to be eligible for post-secondary educational opportunities.

VISION

The Holden R-III School District believes that:

- Education allows an opportunity for the maximum development of each individual;
- Education provides basis for the individual to achieve;
- A democratic society encourages the individual to become a productive, responsible member of society;
- A democratic society emphasizes democratic values and citizenship;
- Teachers provide opportunities for the individual to achieve;
- Teachers create a learning environment which encourages individual motivation;
- Parents/guardians embrace a basic confidence in the school;
- Parents/guardians cooperate and encourage the child to give his/her best efforts;
- Students possess attitudes conducive to fulfilling the responsibilities in the learning process

CORE VALUES

- Foster positive relationships with students, parents, co-workers, and the community.
- Maintain high expectations, and use data to measure achievement.
- Interpret data to guide instruction and practices.
- Commit to grow professionally to meet the needs of yourself and others.

WE ACCEPT RESPONSIBILITY...

We accept responsibility for children

Who put chocolate fingers everywhere,
who like to be tickled,
who stomp in puddles and ruin their new pants,
who sneak Popsicles before supper,
who erase holes in math workbooks,
who can never find their shoes.

And we accept responsibility for those

who stare at photographers from behind barbed wire,
who can't bound down the street in a new pair of sneakers,
who never "counted potatoes,"
who are born in places we wouldn't be caught dead,
who never go to the circus,
who live in a X-rated world.

We accept responsibility for children

who bring us sticky kisses and fistfuls of dandelions,
who sleep with the dog and bury goldfish,
who hug us in a hurry and forget their lunch money,
who cover themselves with Band-Aids and sing off key,
who squeeze toothpaste all over the sink,
who slurp their soup.

And we accept responsibility for those

who never get dessert,
who have no safe blanket to drag behind them,
who watch their parents watch them die,
who can't find any bread to steal,
who don't have any rooms to clean up,
who pictures aren't on anybody's dresser,
whose monsters are real.

We accept responsibility for children

who spend all their allowance before Tuesday,
who throw tantrums in the grocery store and pick at their food,
who like ghost stories,
who shove dirty clothes under the bed, and never rinse out the tub,
who get visits from the tooth fairy,
who don't like to be kissed in front of the carpool,
who squirm in church or temple and scream in the phone,
whose tears we sometimes laugh at and whose smiles can make us cry.

And we accept responsibility for those

whose nightmares come in the daytime,
who will eat anything,
who have never seen a dentist,
who aren't spoiled by anybody,
who go to bed hungry and cry themselves to sleep,
who live and move, but have no being.

We accept responsibility for children who want to be carried and for those who must,

For those we never give up on and for those who don't get a second chance.

For those we smother...and for those who will grab the hand of anybody kind enough to offer it.

--By Ina Hughes

Adapted by Craig Phillips, North Carolina Superintendent of Public Instruction

ORGANIZATIONAL STRUCTURE

The close working relationships of a school situation make it necessary for each person to clearly understand his or her duties and responsibilities and to be professional, ethical and conscientious in their performance.

Legal authority for operation of the schools is vested in the Board of Education by the State. The Holden Board of Education determines policy and serves as the legislative body of the school. Their responsibility for operation of the schools is delegated to the professional staff. The Board of Education consists of seven members who serve three year terms - their terms being staggered so that two are elected annually, except every third year in which three are elected.

The superintendent serves as chief administrative officer of the Board of Education and is responsible to the Board for the overall administration and supervision of the school. Contact with the Board on school matters should be made through the superintendent. The Board, likewise, should make its official contacts with the school through the superintendent.

The principals, supervisors and directors are responsible for all phases of the operation of their respective departments. Their responsibilities include: instructional leadership, the establishment of departmental procedures, requisitioning of instructional materials and equipment, handling of administrative details for the operation of classes, and supervision of all personnel assigned to their building. They serve as the immediate administrative contact for all staff members assigned to their departments.

Staff members whose assignments require work in more than one building will coordinate their work through the principals involved. For co-curricular duties and supervision, all such employees will be responsible to the principal of one department and shall share the supervisory assignments as a regular member of that department as much as possible.

Instructional guides will be supplied and supervision exercised. However, professional expertise is expected of the teacher in the development of a pattern of instruction that best meets the needs of the students. Well-planned experimentation with the methods and media will be conducted through the year. Teachers are requested to participate in and to study the progress of these projects.

PERSONNEL RECORDS

The following materials for each teacher **must** be on hand in the office of the superintendent:

1. Social Security number
2. A valid teaching certificate which covers the entire period of the contract
3. A complete transcript of all college credit showing degrees granted
4. A federal withholding tax exemption certificate
5. Retirement information
6. A completed application form
7. A completed Eligibility Verification Form (Form I-9)
8. Verification of successful fingerprint background check from DESE (New employees)
9. Child Abuse/Neglect Background check form

SALARY PAYMENT POLICY

The annual salary may be divided into twelve equal payments. Payments will be made on the 20th of each month or on the last day school is in session each month prior to the 20th day. A current salary schedule is provided to teachers annually.

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

Teachers are encouraged to become active members of our National, State and Local Teachers' Associations. The people who benefit from their work should support those professional organizations.

TEACHERS ATTENDANCE AT ACTIVITIES

Extra-curricular activities are very much a part of the total program for educational development in our schools. Teachers may be called upon for supervision at various events during the year and are encouraged to attend other extra-curricular functions. Volunteer staff workers will be assigned and paid for certain specific activities. If the volunteer number is sufficient, there will be no need to make assignments to other staff personnel who do not wish to work.

FACULTY MEETINGS

During the school year there will be a number of general and departmental faculty meetings. Faculty members shall attend and participate in all announced building, district-wide, and curriculum meetings, unless excused by the principal.

INSURANCE

The Board of Education will purchase some portion of the premium for health insurance. The portion paid by the Board will be determined each year.

The health insurance renewal date is July 1. The deductible year is from January 1 to December 31.

A \$20,000 life insurance policy will be purchased by the Board on each full-time staff member under the age of 65.

TEACHER AND STUDENT PURCHASES

Teachers who want to request items throughout the year should fill out a Purchase Order, which can be obtained from the Principal's Office. Purchase Orders are returned to the building principal, who in turn presents it to the Superintendent for approval. **When approval process is complete the item is ordered.**

DISTRICT TRAVEL & REIMBURSEMENTS

District employees who are required by the District to travel out of the district boundaries may complete a "Reimbursement Form" after completion of the travel. Employees are reminded to help reduce district costs by carpooling to conferences, events, etc. with other employees traveling to the same event. Conference/meeting fees should be paid through the purchase order approval process prior to making arrangements for the travel. It is also preferable that hotel arrangements be made through the purchase order approval process. If not possible and the hotel is paid for by the employee, the employee may also request reimbursement for these charges. Other reimbursable items include:

- a. Mileage reimbursement at the rate of \$0.55 per mile for actual miles traveled to and from the event;
- b. Meal reimbursement will be at a maximum rate of \$20 per day, and only if the employee is required to stay overnight. Employees attending one day meetings will be eligible for a maximum rate of \$10 for meal reimbursement.

All reimbursement requests MUST be accompanied by supporting receipts and documentation of the travel. Any request that does not accompany proper documentation is subject to denial of the request.

FIELD TRIP/ACTIVITY TRIP COSTS

The only "district paid" field trips will be for district sponsored activities, attendance award trips and Powell Garden field trips. All other field trips will have to be paid for by the group or organization. The sponsor will need to check with First Student Bus Co. regarding the transportation cost prior to scheduling. All trips have to be preapproved by the building principal or activities director.

SMOKING AND USE OF TOBACCO PRODUCTS

Because we are responsible to set examples to our students that promote a healthy life style, smoking or use of tobacco products are to be done discreetly and not in the presence of students. There is to be no use of tobacco products in any district building, facility, or bus.

EMPLOYEE'S CHILDREN

Children of an employee may not be under the employee's supervision or in the vicinity of the employee's work area while performing contracted responsibilities for the Holden School District unless it is an emergency and they have prior permission from their supervisor.

UNEMPLOYMENT

School district employees are not eligible for unemployment benefits pursuant to Section 288.040, RSMo which states "benefits shall not be paid based on services in an educational institution for any week of unemployment during the period between two successive academic years or terms if the claimant has reasonable assurance of performing such services in the second of such academic years or terms.

ABSENCE REPORTS

Regular school-year employees are allowed 10 Personal days and 2 Bereavement leave absences per year. For the first 15 years of service, professional staff employees whose assignments call for full-time employment only during the regular school term will receive 10 days of personal leave. Professional staff employees whose assignments call for 12 months of full-time employment will receive an additional two days of personal leave. After 15 years of service has been completed, professional staff employees whose assignments call for full-time employment will receive an additional five days of personal leave. Unused personal leave days convert to accumulated sick leave after the end of the fiscal year. Accumulated sick leave cannot be accessed until 50% of the employee's personal leave days have been utilized for the current year. Employees may accumulate up to 60 or 120 sick days for their first 15 years of consecutive service with the District, after 15 years of consecutive service, employees may accumulate a maximum of 200 days. Bereavement leave does not transfer to the following year. Please refer to Board Policy GCBDA, short term leave for details on the District's leave policy.

Any time that any employee is absent or plans to be absent from work, the employee must notify their supervisor as early as possible, so as to allow for a substitute to be secured. In the case of Sick Leave, it is the employee's responsibility to complete an absence report form and turn in to their supervisor upon their return or prior to the absence, if possible. In the case of Personal Leave or Professional Leave, the form should be filled out and turned in for approval **PRIOR** to the requested absence day.

Failure to complete the required absence form within the immediate pay period will constitute an "unpaid" or "docked" leave day on the employee's pay check.

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WORKER'S COMPENSATION REPORTING

Pursuant to state law, an employee of the Holden R-III School District who is injured, killed or who is exposed to and contracts any occupational disease arising out of and in the course of employment is eligible for compensation in accordance with this policy and the Missouri Workers' Compensation Law.

Reporting--An employee must report all injuries immediately to his or her immediate supervisor or school nurse by completing the district's incident report form. If the nature of the injury or illness is such that the employee cannot immediately submit the completed incident form, the employee's supervisor will assist the employee in completing the form as soon as possible, but no later than 30 days after the injury or illness. Employees who fail to report an injury or illness arising out of and in the course of employment within 30 days of such injury or illness may jeopardize their ability to receive compensation and other benefits pursuant to law and this policy.

Use of Leave--The district does not permit the use of paid leave for absences during the period when the employee receives workers' compensation wage benefits. Because by law an employee will not receive workers' compensation wage benefits for the first three (3) days of absence if the total absence is less than 14 days, the district will apply available paid leave for those days. However, the employee will only receive compensation for those days once the district knows that the employee will not receive workers' compensation wage benefits for those days.

Employees who are absent due to an illness or injury compensable under workers' compensation and who are receiving such compensation will not lose seniority or any accumulated paid leave due to the absence. However, the employee will not continue to accumulate paid leave during the absence.

Employees are required to use accumulated paid leave to receive medical treatment, evaluation or to attend physical rehabilitation during work time. If paid leave has been exhausted and the employee must be absent during work time to receive medical treatment, evaluation or to attend physical rehabilitation in conjunction with a work-related injury or illness, the employee may be granted unpaid leave.

Medical Providers--The district may designate medical providers to be used in the administration of workers' compensation claims and treatment. A list of district-designated providers are posted in each building. If a medical provider has been designated by the district and the employee chooses to use his or her own provider, the employee is responsible for all costs associated with the provision of those services.

Loss of Benefits--An injury caused by the failure of employees to use safety devices provided by the district or obey rules adopted by the district for the safety of employees will result in the reduction of benefits payable under this policy and pursuant to law.

Violation of the district's Drug-Free Workplace policy or any other district policy, procedure or rule relating to the use of alcohol or nonprescribed controlled substances will result in a reduction or loss of benefits payable under this policy and pursuant to law if the injury was sustained in conjunction with the use of alcohol or nonprescribed controlled substances.

The Board authorizes post-injury testing for nonprescribed controlled substances or alcohol in accordance with Board policy and law. Refusal to submit to the test will result in the loss of benefits.

An employee is disqualified from receiving temporary total disability workers' compensation benefits during any period of time in which the employee receives unemployment benefits.

Temporary, partial or total disability workers' compensation benefits are not payable if an employee is terminated from employment for misconduct post-injury.

SPECIAL EDUCATION REFERRAL PROCESS

It is the belief of the Holden R-II School District that all students begin their educational careers with varying needs and strengths. For many, it is the need for guidance by a professional educator who can expand their knowledge and understanding of the world around them. While each student brings a different level of knowledge and skills to his or her first class, the individual's needs are typically met by a highly-qualified teacher. However, there are children who have unique needs that may not be met by general education classroom teachers. It is during this time that the teacher (or parent, administrator, or counselor) recognizes a consistent need or problem exhibited by the student. The recognition of a discrepancy in the student's academic, social/emotional, behavioral, and/or physical ability and his or her age may signal the need for additional academic or behavioral support. At this time, the team will enter into a 4-phase process to determine if the student meets eligibility criteria for an IEP or 504 plan.

Phase 1

The Holden R-III School District uses the RtI process to address the needs of students who need additional support. RtI provides three levels of intervention for students who are experiencing problems. Generally, the first level (sometimes referred to as Tier 1) is focused on utilizing high-quality general education instruction in the core curriculum with all students. RtI theorizes that around 80% of all students will respond positively to core curriculum and behavior systems. The second level (or Tier 2) provides targeted group instruction or some form of group remediation to improve performance. The RtI model believes that second level services will improve performance for approximately 15% of all students. If performance does not improve in the second level, then students are moved to the third level which consists of intensive, individualized interventions.

Phase 2

If, after interventions in the general education classroom, the student continues to experience difficulty, school personnel may refer the child for a special education evaluation. Referrals for determination of eligibility for special education services may be initiated by:

- School personnel (including general education teachers, special education teachers, counselors, administrators, etc.);
- Child's parent(s) or legal guardian(s);
- Any other person involved in the education or care of the child.

The official referral begins the formal process of determining eligibility for special education services. Once a referral is provided, the school must obtain consent from the parent(s) or legal guardian(s) to begin the evaluation phase of the referral process.

Phase 3

IDEA requires that students referred for special education services receive a nondiscriminatory multi-factored evaluation. The school district is required to complete the evaluation within 60 days of the referral date. The evaluation is to be conducted by a multidisciplinary team that will consist of individuals who can bring different perspectives and expertise to the evaluation.

Some examples of team members include:

- Educational Diagnostician (also called Psychometrist) or School Psychologist: These professionals are qualified to conduct all types of educational assessments including intelligence (IQ), achievement, behavior, etc.
- Special Educators: These individuals are qualified to conduct some types of achievement and behavior evaluations as well as informal observations.
- General Educators: These individuals provide documentation of the challenges of the specific student.
- Parent(s) or Legal Guardian(s): The parents or legal guardians provide valuable insight into the student's behavior and personality in other environments.
- Related Service Providers (Physical Therapist, Occupational Therapist, Audiologist, Orientation and Mobility Specialist, etc.): These specialists provide information pertaining to specific areas of concern that have been assessed.
- Medical Doctors (including psychiatrists, ophthalmologists, and optometrists): Depending on the disability of the student, medical records can also be used in the determination of eligibility for special education services.

The evaluation must be comprehensive and use evaluation tools and strategies that are technically sound and accepted. Most students receive a battery of formal evaluations that measure:

- Intelligence
- Achievement
- Behavioral
- Disability-specific issues
- Medical

Phase 4

IDEA states that each child is entitled to a Free Appropriate Public Education (FAPE). Special education services are one way to accomplish that requirement for some students with disabilities. Within 30 days of the completion of the evaluation, the individuals that took part in the process thus far will meet to determine eligibility. In simple terms, a student is considered eligible for special education services if (1) the child has a disability as defined by IDEA which negatively impacts his/her educational performance, and (2) the child needs special education services in order to benefit from education.

Not all students are determined to be eligible for special education services. There are multiple reasons why a student may not qualify for special education services including not having a disability that negatively impacts his or her education. However, these students may need help to access the academic curricula. In these situations, the school will explore other services/options for the student.

We, as a district, are committed to helping **all** Holden R-III students grow in their love for learning and find success in school!

MORENET SECURITY ADVISORY

A number of companies offer to “pay you to surf” the Internet, if users download and install software to monitor web sites visited. The software is installed on a computer and the person who registers the software gets paid to surf the Web. There are two possible violations of the MOREnet Acceptable Use Policy in doing so: one is personally getting paid to use a MOREnet connection, and a second in selling access to third parties for commercial use.

Users who download such software without reading the agreement usually believe they are being paid simply to look at banner ads. In reality, the downloaded software monitors the connection and reports usage back to the company on a regular basis. The individual user, by accepting an agreement to be paid to use a state-funded MOREnet connection for the purpose of market research by an outside organization, is making a personal profit from a taxpayer-funded network. Additionally, individuals who use state-funded MOREnet networks to harvest information for sale to for-profit third parties (mass marketers) are converting those networks to their personal use and reselling the fruits of a state-funded connection.

MOREnet Security is not aware that these types of programs report information other than Web page visits, but all of these programs reviewed to date monitor traffic. The software authors state they will gather and share only certain information, but monitoring can capture passwords, credit card or information used over that connection if the authors simply include those options. Installing such software simply amounts to blind trust that the company will monitor only what it claims. Customers may wish to explore separately any security issues in allowing users to install monitoring software on networked computers, as well as any privacy issues that arise in a shared environment (i.e., a student installing such software on a shared workstation).

Although use of such software on a MOREnet connection is a violation of the MOREnet AUP, customers have not been asked to block network traffic from this software. Instead, MOREnet asks that customers make reasonable efforts to publicize MOREnet policies and ensure compliance. User education and removal of such software where found can be effective measures.

For more information about the MOREnet, visit the MOREnet website.

Instructional Video Procedures for the Holden R-III School District

The Holden R-III School District supports the use of a diverse instructional platform. Teaching staff is encouraged to use a variety of instructional methods to introduce and/or support instructional objectives. The use of full-length videos and video clips can be beneficial as an instructional resource. However, the instructor should critically evaluate whether a short clip or a portion of a video would suffice in meeting the lesson objective rather than the whole video. Full-length movies will require administrative approval prior to being shown to students. Teachers should check with their building librarian about public performance rights to a particular movie prior to submission to the administration for approval. Under no circumstances should a district employee utilize personal streaming accounts to show movies to students as this is a violation of copyright laws. When an instructor is choosing to utilize videos, the instructor should use the following criteria to determine whether the content is classroom appropriate.

School	Acceptable Viewing	Requires administrative and parent approval
Holden Elementary School	G	PG
Holden Middle School	G & PG	PG-13
Holden High School	G & PG	PG-13

The following list of topics should also be considered questionable for viewing:

Sensitive topics that discuss:

- Sex or Sexual Orientation topics
- Religion or Religious views
- Suicide or Self Harm
- Alcohol or Drug abuse

These and other topics may be necessary for certain courses and are not forbidden from use. Questionable videos do require prior approval from the building administration and in most cases parent permission prior to the showing of the video.

Classroom instructors are ultimately responsible for the content presented within their classroom. When making video choices, the video should meet the following criteria. The video is to be instructional in nature and should be directly related to the instructional objective of the course.

ASBESTOS NOTIFICATION

Due to Federal Laws, Holden R-III has contracted the services of Terracon Consultants to perform an asbestos assessment at the various district buildings.

Some areas of asbestos have been identified, but have been diagnosed as "nonfriable" for the most part and are not presently considered as a hazard to the buildings' occupants. However, the law mandates that such materials must be either removed or maintained so that no future hazard exists. The School District has opted to manage the majority of asbestos-containing materials in the schools for at least the next three (3) years and have taken positive measures to ensure its present sound condition.

All those interested in the specific procedures, location and nature of the asbestos-containing materials, are invited to view the Management Plan and Inspection Report. The report may be viewed by contacting the Superintendent.

PLEASE PAY PARTICULAR ATTENTION TO THE FOLLOWING DISTRICT POLICIES
(COMPLETE POLICY MANUAL ON OUR WEBSITE: [HTTP://HOLDENSCHOOLS.ORG](http://holdenschools.org))

- AC—NONDISCRIMINATION AND ANTI-HARASSMENT
- EBAB—HAZARDOUS MATERIALS
- EBBA—ACCIDENT RESPONSE AND PREVENTION
- EBC—EMERGENCY PLANS/SAFETY DRILLS
- EBC-AP1—EMERGENCY PLANS/SAFETY DRILLS (EMERGENCY CLOSINGS)
- EBCA—CRISIS INTERVENTION PLAN
- EGAAA—REPRODUCTION OF COPYRIGHTED MATERIALS
- EHB—TECHNOLOGY USAGE
- GBCA—STAFF CONFLICT OF INTEREST
- GBCB—STAFF CONDUCT
- GBCC—STAFF CELL PHONE USE
- GBEBA—DRUG-FREE WORKPLACE
- GBEBB—EMPLOYEE ALCOHOL AND DRUG TESTING
- GBH—STUDENT/STAFF RELATIONS (SOCIAL NETWORKING)
- GBM—STAFF COMPLAINTS AND GRIEVANCES
- GCBDA—PROFESSIONAL STAFF SHORT-TERM LEAVES AND ABSENCES
- IGBCA—PROGRAMS FOR HOMELESS STUDENTS
- IGDF—STUDENT ACTIVITIES FUNDS
- JFCF--BULLYING
- JG—STUDENT DISCIPLINE
- JG-R—STUDENT DISCIPLINE
- JO—STUDENT RECORDS

(Highlighted policies are included in the handbook, others can be accessed on the District's website)

PROHIBITION AGAINST ILLEGAL DISCRIMINATION, HARASSMENT AND RETALIATION

General Rule

The Holden R-III Board of Education is committed to maintaining a workplace and educational environment that is free from illegal discrimination, harassment and retaliation in admission or access to, or treatment or employment in, its programs, services, activities and facilities. In accordance with law, the district strictly prohibits discrimination and harassment against employees, students or others on the basis of race, color, religion, sex, national origin, ancestry, disability, age, genetic information or any other characteristic protected by law. The Holden R-III School District is an equal opportunity employer.

The board also prohibits:

1. Retaliatory actions including, but not limited to, acts of intimidation, threats, coercion or discrimination against those who:
 - a) Make complaints of illegal discrimination or harassment.
 - b) Report illegal discrimination or harassment.
 - c) Participate in an investigation, formal proceeding or informal resolution, whether conducted internally or outside the district, concerning illegal discrimination or harassment.
2. Aiding, abetting, inciting, compelling or coercing illegal discrimination, harassment or retaliatory actions.
3. Discrimination, harassment or retaliation against any person because of such person's association with a person protected from discrimination or harassment in accordance with this policy and law.

As used in this policy, "discrimination, harassment or retaliation" has the same meaning as "illegal discrimination, harassment or retaliation" and is limited to acts prohibited by law. All employees, students and visitors must immediately report to the district for investigation any incident or behavior that could constitute discrimination, harassment or retaliation in accordance with this policy. If a student alleges sexual misconduct on the part of any district employee to any person employed by the district, that person will immediately report the allegation to the Children's Division (CD) of the Department of Social Services in accordance with state law.

Sexual Harassment Reporting and District Response

Sexual harassment is prohibited under this policy and policy ACA, but policy ACA applies only to a narrower category of sexual harassment under Title IX, as defined in the federal regulations.

FILE: AC
Critical

All sexual harassment reports must be made to the Title IX coordinator identified in policy ACA and evaluated for policy ACA applicability. If a sexual harassment report is made to any other district employee, the report must be promptly referred to the Title IX coordinator for intake. Incidents of alleged sexual harassment that are not investigated under policy ACA may be referred for processing under this policy.

Additional Prohibited Behavior

Behavior that is not unlawful or does not rise to the level of illegal discrimination, harassment or retaliation might still be unacceptable for the workplace or the educational environment. The district encourages students, employees and the public to report such behavior so that it can be promptly addressed, but the grievance process in this policy is reserved for allegations of illegal discrimination, harassment and retaliation.

Boy Scouts of America Equal Access Act

As required by law, the district will provide equal access to district facilities and related benefits and services and will not discriminate against any group officially affiliated with the Boy Scouts of America, the Girl Scouts of the United States of America or any other youth group designated in applicable federal law.

School Nutrition Programs

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its agencies, offices and employees, and institutions participating in or administering USDA programs (including the district), are prohibited from discriminating based on race, color, national origin, sex, disability, age or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by the USDA. These programs include the National School Lunch Program, the Special Milk Program, the School Breakfast Program and the Summer Food Service Program.

Any person or representative alleging discrimination based on a prohibited basis has the right to file a complaint within 180 days of the alleged discriminatory action with the USDA Office of the Assistant Secretary for Civil Rights or the district's compliance officer using the process outlined in policy EF.

Interim Measures

When a report is made or the district otherwise learns of potential discrimination, harassment or retaliation, the district will take immediate action to protect the alleged victim, including implementing interim measures. Such interim measures may include, but are not limited to, altering a class seating arrangement, providing additional supervision or suspending an employee pending an investigation. The district will also take immediate steps to prevent retaliation against the alleged victim, any person associated with the alleged victim, or any witnesses or participants in the investigation. These steps may include, but are not limited to, notifying students, employees and others that they are protected from retaliation, ensuring that they know how to

report future complaints, and initiating follow-up contact with the complainant to determine if any additional acts of discrimination, harassment or retaliation have occurred.

Consequences and Remedies

If the district determines that discrimination, harassment or retaliation have occurred, the district will take prompt, effective and appropriate action to address the behavior, prevent its recurrence and remedy its effects.

Employees who violate this policy will be disciplined, up to and including employment termination. Students who violate this policy will be disciplined, which may include suspension or expulsion. Patrons, contractors, visitors or others who violate this policy may be prohibited from district property or otherwise restricted while on district property. The superintendent or designee will contact law enforcement or seek a court order to enforce this policy when necessary or when actions may constitute criminal behavior.

Students, employees and others will not be disciplined for speech in circumstances where it is protected by law.

In accordance with law and district policy, any person suspected of abusing or neglecting a child will be reported immediately to the CD.

Definitions

Compliance Officer – The individual responsible for implementing this policy, including the acting compliance officer when performing duties of the compliance officer.

Discrimination – Conferring benefits upon, refusing or denying benefits to, or providing differential treatment to a person or class of persons in violation of law based on race, color, religion, sex, national origin, ancestry, disability, age, genetic information or any other characteristic protected by law, or based on a belief that such a characteristic exists.

Grievance – A verbal or written report (also known as a complaint) of discrimination, harassment or retaliation made to the compliance officer.

Harassment – A form of discrimination, as defined above, that occurs when the school or work environment becomes permeated with intimidation, ridicule or insult that is sufficiently severe or pervasive enough that it unreasonably alters the employment or educational environment.

Behaviors that could constitute illegal harassment include, but are not limited to, the following acts if based on race, color, religion, sex, national origin, ancestry, disability, age, genetic information or any other characteristic protected by law or based on a belief that such a characteristic exists: graffiti; display of written material, pictures or electronic images; name calling, teasing or taunting; insults, derogatory remarks or slurs; jokes; gestures; threatening, intimidating or hostile acts; physical acts of aggression, assault or violence; theft; or damage to property.

Sexual Harassment – A form of discrimination, as defined above, on the basis of sex. Sexual harassment is unwelcome conduct that occurs when a) benefits or decisions are implicitly or explicitly conditioned upon submission to, or punishment is applied for refusing to comply with, unwelcome sexual advances, requests for sexual favors or conduct of a sexual nature; or b) the school or work environment becomes permeated with intimidation, ridicule or insult that is based on sex or is sexual in nature and that is sufficiently severe or pervasive enough to alter the conditions of participation in the district's programs and activities or the conditions of employment. Sexual harassment may occur between members of the same or opposite sex. The district presumes a student cannot consent to behavior of a sexual nature with an adult regardless of the circumstance. "Sexual Harassment under Title IX" is a subset of this definition, and the district's response to qualifying allegations is set forth in policy ACA.

Behaviors that could constitute sexual harassment include, but are not limited to:

1. Sexual advances and requests or pressure of any kind for sexual favors, activities or contact.
2. Conditioning grades, promotions, rewards or privileges on submission to sexual favors, activities or contact.
3. Punishing or reprimanding persons who refuse to comply with sexual requests, activities or contact.
4. Graffiti, name calling, slurs, jokes, gestures or communications of a sexual nature or based on sex.
5. Physical contact or touching of a sexual nature, including touching of intimate parts and sexually motivated or inappropriate patting, pinching or rubbing.
6. Comments about an individual's body, sexual activity or sexual attractiveness.
7. Physical sexual acts of aggression, assault or violence, including criminal offenses (such as rape, sexual assault or battery, and sexually motivated stalking) against a person's will or when a person is not capable of giving consent due to the person's age, intellectual disability or use of drugs or alcohol.
8. Gender-based harassment and acts of verbal, nonverbal, written, graphic or physical conduct based on sex or sex stereotyping, but not involving conduct of a sexual nature.

Working Days – Days on which the district's business offices are open.

Compliance Officer

The board designates the following individual to act as the district's compliance officer:

Director of Special Education
1903 S. Market, Holden, MO 64040-1605
Phone: 816-850-4444, ext. 3030 / Fax: 816-732-2008
E-mail: bmccconville@holdenschools.org

In the event the compliance officer is unavailable or is the subject of a report that would otherwise be made to the compliance officer, reports should instead be directed to the acting compliance officer:

Superintendent
1612 S. Main, Holden, MO 64040-1605
Phone: 816-732-5568 / Fax: 816-732-4336

For matters within the scope of this policy, the compliance officer or acting compliance officer will:

1. Coordinate district compliance with this policy and the law.
2. Receive all grievances regarding discrimination, harassment and retaliation in the Holden R-III School District except as provided in policy ACA.
3. Serve as the district's designated Title VI, Section 504 and Americans with Disabilities Act (ADA) coordinator, as well as the contact person for compliance with other discrimination laws.
4. Forward reports of sexual harassment and otherwise assist in Title IX compliance as directed in policy ACA.
5. Investigate or assign persons to investigate grievances; monitor the status of grievances to ensure that additional discrimination, harassment and retaliation do not occur; and recommend consequences.
6. Review all evidence brought in disciplinary matters to determine whether additional remedies are appropriate, and recommend which interim measures should be implemented.
7. Determine whether district employees with knowledge of discrimination, harassment or retaliation failed to carry out their reporting duties and recommend disciplinary action, if necessary.
8. Communicate regularly with the district's law enforcement unit or other law enforcement point of contact for the district to determine whether any reported crimes constitute potential discrimination, harassment or retaliation.

FILE: AC
Critical

9. Oversee discrimination, harassment or retaliation grievances, including identifying and addressing any patterns or systemic problems and reporting such problems and patterns to the superintendent or the board.
10. Seek legal advice when necessary to enforce this policy.
11. Report to the superintendent and the board aggregate information regarding the number and frequency of grievances and compliance with this policy.
12. Make recommendations regarding changing this policy or the implementation of this policy.
13. Coordinate and institute training programs for district staff and supervisors as necessary to meet the goals of this policy, including instruction in recognizing behavior that constitutes discrimination, harassment and retaliation.
14. Periodically review student discipline records to determine whether disciplinary consequences are applied uniformly.
15. Perform other duties as assigned by the superintendent.

Public Notice

The superintendent or designee will continuously publicize the district's policy prohibiting discrimination, harassment and retaliation and disseminate information on how to report discrimination, harassment and retaliation. Notification of the district's policy will be posted in a public area of each building used for instruction or employment or open to the public. Information will also be distributed annually to employees, parents/guardians and students as well as to newly enrolled students and newly hired employees. District bulletins, catalogs, application forms, recruitment material and the district's website will include a statement that the Holden R-III School District does not discriminate in its programs, services, activities, facilities or with regard to employment. The district will provide information in alternative formats when necessary to accommodate persons with disabilities.

Reporting

Students, employees and others may attempt to resolve minor issues by addressing concerns directly to the person alleged to have violated this policy, but they are not expected or required to do so. Any attempts to voluntarily resolve a grievance will not delay the investigation once a report has been made to the district.

Reports Involving Sexual Harassment

In cases involving sexual harassment, all persons must report incidents directly to the Title IX coordinator for evaluation under policy ACA. All district employees will instruct all persons seeking to make a report or complaint to communicate directly with the Title IX coordinator.

Even if the suspected victim of discrimination, harassment or retaliation does not report on their own behalf, district employees are required to report to the Title IX coordinator any observations, rumors or other information about actions prohibited by this policy and policy ACA.

All Other Reports

Unless the concern is otherwise voluntarily resolved, all persons must report incidents that might constitute discrimination, harassment or retaliation directly to the compliance officer or acting compliance officer. All district employees will instruct all persons seeking to file a grievance to communicate directly with the compliance officer. Even if the suspected victim of discrimination, harassment or retaliation does not file a grievance, district employees are required to report to the compliance officer any observations, rumors or other information about actions prohibited by this policy. If a person refuses or is unable to submit a written complaint, the compliance officer will summarize the verbal complaint in writing. A grievance is not needed for the district to act upon finding a violation of law, district policy or district expectations.

Even if a grievance under this policy is not directly filed, if the compliance officer otherwise learns about possible discrimination, harassment or retaliation, including violence, the district will conduct a prompt, impartial, adequate, reliable and thorough investigation to determine whether unlawful conduct occurred and will implement the appropriate interim measures if necessary.

Student-on-Student Harassment

Building-level administrators are in a unique position to identify and address discrimination, harassment and retaliation between students, particularly when behaviors are reported through the normal disciplinary process and not through a grievance. In general, administrators can immediately discipline a student for prohibited behavior in accordance with the district's discipline policy. However, if sexual harassment is observed or alleged, the administrator must consult the Title IX coordinator to determine policy ACA's applicability to the reported facts or allegations prior to imposing discipline. Administrators will report all incidents as directed in the "Reporting" section of this policy and will direct the parent/guardian and student to the compliance officer for further assistance. In cases not being handled under policy ACA, the compliance officer may determine that the incident has been appropriately addressed or recommend additional action.

Investigation

The district will use the investigation process outlined in this section for any grievance filed under this policy (AC).

The district will immediately investigate all grievances submitted under this policy. All persons are required to cooperate fully in the investigation. The district compliance officer or other designated investigator may utilize an attorney or other professionals to conduct the investigation and/or serve in other roles and capacities under the procedures for grievance processing.

The district does not assume responsibility or liability for actions that are unrelated to the district's programs or activities. However, the district may investigate any behavior that occurs on or off district property to the extent that such an investigation is necessary for the district to meet its legal obligations to address discrimination, harassment and retaliation that negatively impact the education or work environment. The district will address such behavior only to the extent that the district has the legal authority to do so.

In determining whether alleged conduct constitutes discrimination, harassment or retaliation, the district will consider the surrounding circumstances, the nature of the behavior, the relationships between the parties involved, past incidents, the context in which the alleged incidents occurred and all other relevant information. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances. If, after investigation, school officials determine that it is more likely than not (the preponderance of the evidence standard) that discrimination, harassment or other prohibited behavior has occurred, the district will take prompt and effective corrective action in accordance with law.

Collaboration with Outside Enforcement Agencies

In the event an outside enforcement agency is investigating the same allegation of discrimination, harassment or retaliation or a similar allegation, the district will make a preliminary inquiry, then follow the outside enforcement agency's investigation and response procedures instead of the formal district grievance process. During the inquiry, if the district determines that a reasonable basis for concluding this policy was violated exists, it will enforce appropriate interim measures while ensuring due process to the alleged perpetrator when required. When requested by law enforcement, the district may reasonably delay its own investigation to permit law enforcement to conduct the criminal investigation process.

Grievance Process Overview

1. If a person designated to hear a grievance or appeal is the subject of the grievance, the compliance officer may designate an alternative person to hear the grievance, or the next highest step in the grievance process will be used. For example, if the grievance involves the superintendent, the compliance officer may designate someone outside the district to hear the grievance in lieu of the superintendent, or the grievance may be heard directly by the board.
2. An extension of the investigation and reporting deadlines may be warranted if extenuating circumstances exist as determined by the district's compliance officer. The person filing the complaint will be notified when deadlines are extended. If more than twice the allotted time has expired without a response, the appeal may be taken to the next level.
3. Failure of the person filing the grievance to appeal within the timelines given will be considered acceptance of the findings and remedial action taken.

4. To the extent permitted by law, the district will investigate all grievances filed under this policy even if an outside enforcing agency, such as the Office for Civil Rights, law enforcement or the CD, is also investigating a complaint arising from the same circumstances.
5. The district will share information regarding an individually identifiable student or employee with the person filing the grievance or other persons only as allowed by law and in accordance with board policy.
6. Upon receiving a grievance, district administrators or supervisors, after consultation with the compliance officer, will implement interim measures as described in this policy if necessary to prevent further potential discrimination, harassment or retaliation during the pending investigation.

Grievance Process

1. Level I – A grievance is filed with the district's compliance officer. The compliance officer may conduct the Level I investigation or assign an administrator or other qualified individual to conduct the investigation. If the compliance officer determines that the grievance allegations involve sexual harassment under policy ACA, the report will be routed accordingly.

An investigation will commence no later than five working days after the compliance officer receives the grievance. The investigator shall conduct a prompt, impartial, adequate, reliable and thorough investigation, including the opportunity for the person filing the grievance and other parties involved to identify witnesses and provide information and other evidence. The investigator will evaluate all relevant information and documentation relating to the grievance.

Within 30 working days of receiving the grievance, the investigator will complete a written report that summarizes the investigation and makes determinations as to the facts and whether the facts constitute a violation of this policy based on the appropriate legal standards. If someone other than the compliance officer conducted the investigation, the compliance officer will receive the report and either adopt the report as submitted or modify and complete the report upon further investigation and/or review of applicable policy and law. If a violation of this policy is found, the compliance officer will recommend corrective action to the superintendent to address the discrimination, harassment or retaliation; prevent recurrence; and remedy its effects. The person who filed the grievance, the victim if someone other than the victim filed the grievance, and any alleged perpetrator will be notified in writing, within five working days of the completion of the report, in accordance with law and district policy, regarding whether the district's compliance officer or designee determined that district policy was violated.

2. Level II – Within five working days after receiving the Level I decision, the person filing the grievance, the victim if someone other than the victim filed the grievance, or any

alleged perpetrator may appeal the compliance officer's decision to the superintendent by notifying the superintendent in writing. The superintendent may designate another person (other than the compliance officer) to review the matter when appropriate.

Within ten working days, the superintendent will complete a written decision on the appeal, stating whether a violation of this policy is found and, if so, stating what corrective actions will be implemented. If someone other than the superintendent conducts the appeal, the superintendent will review and sign the report before it is given to the person appealing. A copy of the appeal and decision will be given to the compliance officer or acting compliance officer. The person who initially filed the grievance, the victim if someone other than the victim filed the grievance, and any alleged perpetrator will be notified in writing, within five working days of the superintendent's decision, regarding whether the superintendent or designee determined that district policy was violated.

3. Level III – Within five working days after receiving the Level II decision, the person filing the grievance, the victim if someone other than the victim filed the grievance, or any alleged perpetrator may appeal the superintendent's decision to the board by notifying the board secretary in writing. The person filing the grievance and the alleged perpetrator will be allowed to address the board, and the board may call for the presence of other persons the board deems necessary. The board will issue a decision within 30 working days for implementation by the administration. The board secretary will give the compliance officer or acting compliance officer a copy of the appeal and decision. The person who filed the grievance, the victim if someone other than the victim filed the grievance, and the alleged perpetrator will be notified in writing, within five working days of the board's decision, in accordance with law and district policy, regarding whether the board determined that district policy was violated. The decision of the board is final.

Confidentiality and Records

To the extent permitted by law and in accordance with board policy, the district will keep confidential the identity of the person filing a grievance and any grievance or other document that is generated or received pertaining to grievances. Information may be disclosed if necessary to further the investigation, appeal or resolution of a grievance, or if necessary to carry out interim or disciplinary measures. The district will disclose information to the district's attorney, law enforcement, the CD and others when necessary to enforce this policy or when required by law. In implementing this policy, the district will comply with state and federal laws regarding the confidentiality of student and employee records. Information regarding any resulting employee or student disciplinary action will be maintained and released in the same manner as any other disciplinary record. The district will keep any documentation created in investigating the complaint including, but not limited to, documentation considered when making any conclusions, in accordance with the Missouri Secretary of State's retention manuals and as advised by the district's attorney.

Training

The district will provide training to employees on identifying and reporting acts that may constitute discrimination, harassment or retaliation. The district will instruct employees to make all reports to the district's compliance officer or acting compliance officer (or Title IX coordinator for sexual harassment, per policy ACA) and will provide current contact information for these persons. The district will inform employees of the consequences of violating this policy and the remedies the district may use to rectify policy violations. All employees will have access to the district's current policy, required notices and complaint forms. The district will provide training to any person responsible for investigating potential discrimination, harassment or retaliation.

The district will provide information to parents/guardians and students regarding this policy and will provide age-appropriate instruction to students.

Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted: 04/13/1998

Revised: 03/19/2001; 09/10/2007; 05/14/2012; 09/08/2014; 08/21/2017; 10/14/2019;
08/16/2021

Cross Refs: BCC, Appointed Board Officials
ECG, Animals on District Property
EFB, Free and Reduced-Price Food Service
EHB, Technology Usage
GBAC, Staffing with and Employing Retirees
GBAD, Telework
GBCB, Staff Conduct
GBCC, Staff Use of Communication Devices
GBH, Staff/Student Relations
GBL, Personnel Records
GBLB, References
GCBA, Professional Staff Compensation
GCD, Professional Staff Recruiting and Hiring
GCPB, Resignation of Professional Staff Members
GCPD, Suspension of Professional Staff Members
GCPE, Termination of Professional Staff Members
GCPF, Renewal of Professional Staff Members
GDBA, Support Staff Compensation
GDC, Support Staff Recruiting and Hiring
GDPB, Resignation of Support Staff Members
GDPD, Suspension of Support Staff Members
GDPE, Nonrenewal and Termination of Support Staff Members

FILE: AC
Critical

IGAEB, Sexual Health Instruction
IGB, Accommodation of Students with Disabilities
IGBA, Special Education
IGBCB, Programs for Migratory Students
IGBH, Programs for English Learners
IGCD, Virtual Courses
IGD, District-Sponsored Extracurricular Activities and Groups
IICC, School Volunteers
INC, Speakers at District Events
IND, Ceremonies and Observances
JFCF, Bullying
JFCG, Hazing
JG, Student Discipline
JHCF, Student Allergy Prevention and Response
JHG, Reporting and Investigating Child Abuse and Neglect
KG, Community Use of District Facilities
KK, Visitors to District Property/Events
KL, Public Concerns and Complaints
KLA, Concerns and Complaints Regarding Federal Programs

MSIP Refs: G-1, I-8

Legal Refs: §§ 105.255, 160.261, 162.068, 213.010 - .137, 290.400 - .450, RSMo.
Individuals with Disabilities Education Act, 20 U.S.C. §§ 1400 - 1417
Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681
Boy Scouts of America Equal Access Act, 20 U.S.C. § 7905
Equal Pay Act, 29 U.S.C. § 206(d)
Age Discrimination in Employment Act, 29 U.S.C. §§ 621 - 631
The Rehabilitation Act of 1973, Section 504, 29 U.S.C. § 794
Title VI of the Civil Rights Act of 1964, 42 U.S.C. §§ 2000d - 2000d-7
Title VII of the Civil Rights Act of 1964, 42 U.S.C. §§ 2000e-1 - 2000e-17
Genetic Information Nondiscrimination Act, 42 U.S.C. §§ 2000ff - 2000ff-11
Age Discrimination Act of 1975, 42 U.S.C. §§ 6101 - 6107
Americans with Disabilities Act, 42 U.S.C. §§ 12101 - 12213
Richard B. Russell National School Lunch Act, 42 U.S.C. §§ 1751 - 1760
Child Nutrition Act of 1966, 42 U.S.C. §§ 1777 - 1785
7 C.F.R. Parts 210, 215, 220 and 225
34 C.F.R. Part 106
Bostock v. Clayton County, 590 U.S. ___, 140 S.Ct. 1741 (2020)
Jackson v. Birmingham Bd. of Educ., 544 U.S. 167 (2005)
Davis v. Monroe County Bd. of Educ., 526 U.S. 629 (1999)
Faragher v. City of Boca Raton, 524 U.S. 775 (1998)
Burlington Indust. v. Ellerth, 524 U.S. 742 (1998)
Gebser v. Lago Vista Ind. Sch. Dist., 524 U.S. 274 (1998)

Oncale v. Sundowner Offshore Serv., 523 U.S. 75 (1998)
Harris v. Forklift Syst., Inc., 510 U.S. 17 (1993)

Holden R-III School District, Holden, Missouri

**PROHIBITION AGAINST ILLEGAL DISCRIMINATION, HARASSMENT
AND RETALIATION**
(Notice of Nondiscrimination)

General

The Holden R-III Board of Education is committed to maintaining a workplace and education environment that is free from discrimination and harassment in admission or access to, or treatment or employment in, its programs, services, activities and facilities. In accordance with law, the district strictly prohibits discrimination and harassment against employees, students or others on the basis of race, color, religion, sex, national origin, ancestry, disability, age, genetic information or any other characteristic protected by law in its programs, activities or in employment. The board also prohibits retaliatory actions against those who report or participate in the investigation of prohibited discrimination or harassment. The Holden R-III School District is an equal opportunity employer.

Facilities

The district also provides equal access to the Boy Scouts of America, the Girl Scouts of the United States of America and other designated youth groups in accordance with federal law.

School Nutrition Programs

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its agencies, offices and employees, and institutions participating in or administering USDA programs (including the district), are prohibited from discriminating based on race, color, national origin, sex, disability, age or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by the USDA. These programs include the National School Lunch Program, the Special Milk Program, the School Breakfast Program and the Summer Food Service Program.

Individuals with Disabilities

The district will identify, evaluate and provide a free, appropriate education to all students with disabilities in accordance with law. Anyone who knows or believes that a child may have a disability—regardless of whether the child is currently enrolled in the Holden R-III School District—is encouraged to contact the district's compliance officer listed below.

Anyone who, because of a disability, requires an auxiliary aid or service for effective communication or requires a modification of policies or procedures to participate in a program, service or activity should contact the compliance officer listed below as soon as possible, but no later than 48 hours before the scheduled event.

Reporting

The district's nondiscrimination policy and grievance forms are located on the district's website at www.holdenschools.org [web address] or at any district office.

The following compliance officer has been designated to address inquiries, questions and grievances regarding the district's nondiscrimination policies:

Special Education Director
1903 S. Market St.
Holden, MO 64040
816-850-4444, ext. 3030
bmconville@holdenschools.org

In the event that the compliance officer is unavailable or is the subject of a grievance that would otherwise be made to the compliance officer, reports should instead be directed to the acting compliance officer:

Superintendent of Schools
1612 S. Main St.
Holden, MO 64040
816-732-5568
mhough@holdenschools.org

Inquiries about the application of Title IX or any complaint alleging sexual harassment should be directed to the Title IX coordinator.

Special Education Director
1903 S. Market St.
Holden, MO 64040
816-850-4444, ext. 3030
bmconville@holdenschools.org

Inquiries may also be made to the U.S. Department of Education's Office for Civil Rights, the U.S. Equal Employment Opportunity Commission, the Missouri Commission on Human Rights, the USDA or the U.S. Department of Justice if applicable.

Office for Civil Rights
Phone: 816-268-0550
TDD: 800-877-8339
Email: OCR.KansasCity@ed.gov

Equal Employment Opportunity Commission
Phone: 800-669-4000
TTY: 800-669-6820
Email: info@eeoc.gov

U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, DC 20250-9410
Phone: 866-632-9992
Fax: 202-690-7442
TDD: 800-877-8339
Email: program.intake@usda.gov

U.S. Department of Justice
Phone: 202-514-4609
TTY: 202-514-0716
Email: AskDOJ@usdoj.gov

Missouri Commission on Human Rights
Phone: 877-781-4236
TDD: 800-735-2966
Relay Missouri: 711 or 866-735-2460
Email: mchr@labor.mo.gov

See also the district's Title IX sexual harassment policies and notices, derived from policy ACA, Sexual Harassment under Title IX.

Note: The reader is encouraged to review policies and/or procedures for related information in this administrative area.

Implemented: 10/14/2019

Revised: 8/1/2021

Holden R-III School District, Holden, MO

**PROHIBITION AGAINST ILLEGAL DISCRIMINATION, HARASSMENT
AND RETALIATION**
(Grievance Form)

Special Rules for Sexual Harassment and Related Retaliation Cases

If you file a grievance on this form alleging sexual harassment (or retaliation for participating in a sexual harassment case resolution) without having first reported your complaint to the district's Title IX coordinator and having been advised by the Title IX coordinator that you may proceed under policy AC's grievance process, your filed documents will be routed to the Title IX coordinator for review under policy ACA. The steps and timelines of the policy AC grievance process will be paused pending that review. If the Title IX coordinator is the subject of the complaint, the AC compliance officer or alternate compliance officer will process the complaint.

Once completed, file this form with the compliance officer. If you have any questions or need assistance, contact the compliance officer at:

Special Education Director
1903 S. Market St.
Holden, MO 64040
816-850-4444, ext. 3030
bmconville@holdenschools.org

Grievant's Contact Information

Name: _____
Address: _____
Phone Number(s): _____
School (if applicable): _____
Relationship to the District: __ Student __ Parent/Guardian __ Employee __ Other: _____

Discrimination/Harassment/Retaliation Grievance (Use additional sheets if necessary.)

Please list all factual information you have regarding the alleged discrimination, harassment or retaliatory actions, as well as the reasons you believe these actions violate district policy. Be complete and use full names/titles, dates, exact locations and specific occurrences, if appropriate.

FILE: AC-AF2
Critical

List the names of witnesses to the alleged misconduct.

List the names of any persons who may have been victims of this alleged discrimination/harassment/retaliation.

Have you brought your concern to the attention of a district employee or any other person? If so, list the names of those individuals: _____

What results are you seeking by filing this form?

I have read policy AC, including the time limits and other provisions governing the grievance process.

Signature of Grievant

Date

Note: The reader is encouraged to review policies and/or procedures for related information in this administrative area.

Implemented: 4/13/1998

Revised: 7/12/2018, 8/1/2021

Holden R-III School District, Holden, MO

HAZARDOUS MATERIALS

To promote the health and safety of the students, staff and patrons of the district, and to ensure that hazardous materials are handled appropriately, the Board of Education of the Holden R-III School District directs the administration, under the guidance of the superintendent, to develop procedures that address the purchase, storage, handling, transportation and disposal of hazardous materials for all school facilities and operations of the district.

The Board directs district staff to avoid using hazardous materials to the extent feasible and to minimize the quantities of such substances used by or stored in the school district. In addition, district employees shall follow the procedures developed by the administration and shall take the necessary precautions recommended by manufacturers' warnings when handling or transporting hazardous materials.

The procedures developed by the administration shall comply with all local, state and federal laws and regulations that pertain to the proper management of hazardous materials. The superintendent or designee is responsible for identifying any substances that may be hazardous and ensuring such substances are properly disposed in a state-approved facility or landfill.

Emergency Plans

The superintendent or designee will include in district emergency plans appropriate responses and evacuation plans for situations where hazardous materials threaten the health or safety of persons on district property or when hazardous materials on district property threaten the health or safety of people in the surrounding area.

Asbestos

The district will use appropriately accredited professionals and laboratories and will follow all federal and state laws regarding the identification, management and abatement of asbestos in district buildings.

The superintendent will designate an employee to supervise the implementation of the district's asbestos management plan and federal laws regarding asbestos management in the district. The employee designated will receive adequate training to perform his or her duties as required by law.

Hazardous Chemicals

The superintendent or designee will provide information to district employees about the hazardous chemicals used in their workplaces by developing, implementing and maintaining a written chemical

FILE: EBAB
Critical

hazard communication program. Employees will be provided appropriate training and safety devices when handling these materials.

Lead

The superintendent or designee is directed to identify and develop plans to eliminate all potential sources of lead poisoning from district property.

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Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted: 04/13/1998

Revised: 11/20/2000; 06/29/2016

Legal Refs: § 643.225, RSMo.
The Asbestos Hazard Emergency Response Act of 1986, 15 U.S.C. §§ 2641–2656
Asbestos School Hazard Abatement Reauthorization Act, 20 U.S.C. §§ 4011–4022
29 C.F.R. § 1910.1200
40 C.F.R. Part 763

Holden R-III School District, Holden, Missouri

HAZARDOUS MATERIALS

To promote the health and safety of the students, staff and patrons of the district, and to ensure that hazardous materials are handled appropriately, the board of education of the Holden R-III School District directs the administration, under the guidance of the superintendent, to develop procedures that address the purchase, storage, handling, transportation and disposal of hazardous materials for all school facilities and operations of the district.

The board directs district staff to avoid using hazardous materials to the extent feasible and to minimize the quantities of such substances used by or stored in the school district. In addition, district employees shall follow the procedures developed by the administration and shall take the necessary precautions recommended by manufacturers' warnings when handling or transporting hazardous materials.

The procedures developed by the administration shall comply with all local, state and federal laws and regulations that pertain to the proper management of hazardous materials. The superintendent or designee is responsible for identifying any substances that may be hazardous and ensuring such substances are properly disposed of in a state-approved facility or landfill.

Emergency Plans

The superintendent or designee will include in district emergency plans appropriate responses and evacuation plans for situations where hazardous materials threaten the health or safety of persons on district property or when hazardous materials on district property threaten the health or safety of people in the surrounding area.

Asbestos

The district will use appropriately accredited professionals and laboratories and will follow all federal and state laws regarding the identification, management and abatement of asbestos in district buildings.

The superintendent will designate an employee to supervise the implementation of the district's asbestos management plan and federal laws regarding asbestos management in the district. As required by law, the district will ensure that designated employees receive adequate training in the performance of their duties.

Hazardous Chemicals

The superintendent or designee will provide information to district employees about the hazardous chemicals used in their workplaces by developing, implementing and maintaining a written chemical hazard communication program. Employees will be provided appropriate training and safety devices when handling these materials.

FILE: EBAB
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Lead

The superintendent or designee is directed to identify and develop plans to eliminate all potential sources of lead poisoning from district property. The board encourages the superintendent or designee to include in the district's lead eradication program periodic testing of drinking water. If lead levels exceed recommended standards, the district will provide notification to the school community as required by law.

Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted: 04/13/1998

Revised: 11/20/2000; 06/29/2016; 08/16/2021

Legal Refs: §§ 643.225, 701.200, RSMo.
The Asbestos Hazard Emergency Response Act of 1986, 15 U.S.C. §§ 2641 -
2656
Asbestos School Hazard Abatement Reauthorization Act, 20 U.S.C. §§ 4011 -
4022
29 C.F.R. § 1910.1200
40 C.F.R. Part 763

Holden R-III School District, Holden, Missouri

TECHNOLOGY USAGE

The Holden R-III School District's technology exists for the purpose of enhancing the educational opportunities and achievement of district students. Research shows that students who have access to technology improve achievement. In addition, technology assists with the professional enrichment of the staff and increases engagement of students' families and other patrons of the district, all of which positively impact student achievement. The district will periodically conduct a technology census to ensure that instructional resources and equipment that support and extend the curriculum are readily available to teachers and students.

The purpose of this policy is to facilitate access to district technology and to create a safe environment in which to use that technology. Because technology changes rapidly and employees and students need immediate guidance, the superintendent or designee is directed to create procedures to implement this policy and to regularly review those procedures to ensure they are current.

Definitions

For the purposes of this policy and related procedures and forms, the following terms are defined:

Technology Resources – Technologies, devices and services used to access, process, store or communicate information. This definition includes, but is not limited to: computers; modems; printers; scanners; fax machines and transmissions; telephonic equipment; mobile phones; audio-visual equipment; Internet; electronic mail (e-mail); electronic communications devices and services, including wireless access; multi-media resources; hardware; and software. Technology resources may include technologies, devices and services provided to the district by a third party.

User – Any person who is permitted by the district to utilize any portion of the district's technology resources including, but not limited to, students, employees, School Board members and agents of the school district.

User Identification (ID) – Any identifier that would allow a user access to the district's technology resources or to any program including, but not limited to, e-mail and Internet access.

Password – A unique word, phrase or combination of alphabetic, numeric and non-alphanumeric characters used to authenticate a user ID as belonging to a user.

Authorized Users

The district's technology resources may be used by authorized students, employees, School Board members and other persons approved by the superintendent or designee, such as consultants, legal

FILE: EHB
Critical

counsel and independent contractors. All users must agree to follow the district's policies and procedures and sign or electronically consent to the district's User Agreement prior to accessing or using district technology resources, unless excused by the superintendent or designee.

Use of the district's technology resources is a privilege, not a right. No potential user will be given an ID, password or other access to district technology if he or she is considered a security risk by the superintendent or designee.

User Privacy

A user does not have a legal expectation of privacy in the user's electronic communications or other activities involving the district's technology resources including, but not limited to, voice mail, telecommunications, e-mail and access to the Internet or network drives. By using the district's network and technology resources, all users are consenting to having their electronic communications and all other use monitored by the district. A user ID with e-mail access will only be provided to authorized users on condition that the user consents to interception of or access to all communications accessed, sent, received or stored using district technology.

Electronic communications, downloaded material and all data stored on the district's technology resources, including files deleted from a user's account, may be intercepted, accessed, monitored or searched by district administrators or their designees at any time in the regular course of business. Such access may include, but is not limited to, verifying that users are complying with district policies and rules and investigating potential misconduct. Any such search, access or interception shall comply with all applicable laws. Users are required to return district technology resources to the district upon demand including, but not limited to, mobile phones, laptops and tablets.

Technology Administration

The Board directs the superintendent or designee to assign trained personnel to maintain the district's technology in a manner that will protect the district from liability and will protect confidential student and employee information retained on or accessible through district technology resources.

Administrators of district technology resources may suspend access to and/or availability of the district's technology resources to diagnose and investigate network problems or potential violations of the law or district policies and procedures. All district technology resources are considered district property. The district may remove, change or exchange hardware or other technology between buildings, classrooms or users at any time without prior notice. Authorized district personnel may install or remove programs or information, install equipment, upgrade any system or enter any system at any time.

Content Filtering and Monitoring

The district will monitor the online activities of minors and operate a technology protection measure ("content filter") on the network and all district technology with Internet access, as required by law. In accordance with law, the content filter will be used to protect against access to visual depictions that are obscene or harmful to minors or are child pornography. Content filters are not foolproof, and the district cannot guarantee that users will never be able to access offensive materials using district equipment. Evading or disabling, or attempting to evade or disable, a content filter installed by the district is prohibited.

The superintendent, designee or the district's technology administrator may fully or partially disable the district's content filter to enable access for an adult for bona fide research or other lawful purposes. In making decisions to fully or partially disable the district's content filter, the administrator shall consider whether the use will serve a legitimate educational purpose or otherwise benefit the district.

The superintendent or designee will create a procedure that allows students, employees or other users to request that the district review or adjust the content filter to allow access to a website or specific content.

Online Safety, Security and Confidentiality

In addition to the use of a content filter, the district will take measures to prevent minors from using district technology to access inappropriate matter or materials harmful to minors on the Internet. Such measures shall include, but are not limited to, supervising and monitoring student technology use, careful planning when using technology in the curriculum, and instruction on appropriate materials. The superintendent, designee and/or the district's technology administrator will develop procedures to provide users guidance on which materials and uses are inappropriate, including network etiquette guidelines.

All minor students will be instructed on safety and security issues, including instruction on the dangers of sharing personal information about themselves or others when using e-mail, social media, chat rooms or other forms of direct electronic communication. Instruction will also address cyberbullying awareness and response and appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms.

This instruction will occur in the district's computer courses, courses in which students are introduced to the computer and the Internet, or courses that use the Internet in instruction. Students are required to follow all district rules when using district technology resources and are prohibited from sharing personal information online unless authorized by the district.

FILE: EHB
Critical

All district employees must abide by state and federal law and Board policies and procedures when using district technology resources to communicate information about personally identifiable students to prevent unlawful disclosure of student information or records.

All users are prohibited from using district technology to gain unauthorized access to a technology system or information; connect to other systems in evasion of the physical limitations of the remote system; copy district files without authorization; interfere with the ability of others to utilize technology; secure a higher level of privilege without authorization; introduce computer viruses, hacking tools, or other disruptive/destructive programs onto district technology; or evade or disable a content filter.

Closed Forum

The district's technology resources are not a public forum for expression of any kind and are to be considered a closed forum to the extent allowed by law. The district's webpage will provide information about the school district, but will not be used as an open forum.

All expressive activities involving district technology resources that students, parents/guardians and members of the public might reasonably perceive to bear the imprimatur of the district and that are designed to impart particular knowledge or skills to student participants and audiences are considered curricular publications. All curricular publications are subject to reasonable prior restraint, editing and deletion on behalf of the school district for legitimate pedagogical reasons. All other expressive activities involving the district's technology are subject to reasonable prior restraint and subject matter restrictions as allowed by law and Board policies.

Inventory and Disposal

The district will regularly inventory all district technology resources in accordance with the district's policies on inventory management. Technology resources that are no longer needed will be disposed of in accordance with law and district policies and procedures related to disposal of surplus property.

Violations of Technology Usage Policies and Procedures

Use of technology resources in a disruptive, inappropriate or illegal manner impairs the district's mission, squanders resources and shall not be tolerated. Therefore, a consistently high level of personal responsibility is expected of all users granted access to the district's technology resources. Any violation of district policies or procedures regarding technology usage may result in temporary, long-term or permanent suspension of user privileges. User privileges may be suspended pending investigation into the use of the district's technology resources.

Employees may be disciplined or terminated, and students suspended or expelled, for violating the district's technology policies and procedures. Any attempted violation of the district's technology policies or procedures, regardless of the success or failure of the attempt, may result in the same discipline or suspension of privileges as that of an actual violation. The district will cooperate with law enforcement in investigating any unlawful use of the district's technology resources.

Damages

All damages incurred by the district due to a user's intentional or negligent misuse of the district's technology resources, including loss of property and staff time, will be charged to the user. District administrators have the authority to sign any criminal complaint regarding damage to district technology.

No Warranty/No Endorsement

The district makes no warranties of any kind, whether expressed or implied, for the services, products or access it provides. The district's technology resources are available on an "as is, as available" basis.

The district is not responsible for loss of data, delays, nondeliveries, misdeliveries or service interruptions. The district does not endorse the content nor guarantee the accuracy or quality of information obtained using the district's technology resources.

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Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted: 10/15/2001

Revised: 03/17/2003; 06/09/2008; 05/14/2012; 09/10/2012; 01/08/2018

Cross Refs: AC, Prohibition against Discrimination, Harassment and Retaliation
DID, Inventory Management
DN, Surplus Property
GBCC, Staff Use of Communication Devices
GBH, Staff/Student Relations
IGAEB, Teaching about Human Sexuality
IGDB, Student Publications

FILE: EHB
Critical

IGDBA, Distribution of Noncurricular Student Publications
JFCF, Bullying
JFCG, Hazing
JG-R1, Student Discipline
JO, Student Records
KB, Public Information Program

MSIP Refs: I-11

Legal Refs: §§ 170.051, 182.827, 431.055, 537.525, 542.402, 569.095 - .099, 610.010 - .028,
RSMo.
Chapter 109, RSMo.
Chapter 573, RSMo.
Electronic Communications Privacy Act, 18 U.S.C. §§ 2510 - 2520
Stored Communications Act, 18 U.S.C. §§ 2701 - 2711
Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g
Children's Internet Protection Act, 47 U.S.C. § 254(h)
47 C.F.R. § 54.520
Federal Rule of Civil Procedure 34
City of Ontario v. Quon, 130 S. Ct. 2619 (2010)
Reno v. ACLU, 521 U.S. 844 (1997)
Hazelwood Sch. Dist. v. Kuhlmeier, 484 U.S. 260 (1988)
Bethel Sch. Dist. No. 403 v. Fraser, 478 U.S. 675 (1986)
Sony Corp. of America v. Universal City Studios, Inc., 464 U.S. 417 (1984)
FCC v. Pacifica Foundation, 438 U.S. 726 (1978)
Ginsberg v. New York, 390 U.S. 629 (1968)
Biby v. Bd. of Regents of the Univ. of Nebraska, 419 F.3d 845 (8th Cir. 2005)
Henerey v. City of St. Charles Sch. Dist., 200 F.3d 1128 (8th Cir. 1999)
Bystrom v. Fridley High Sch. Ind. Sch. Dist., 822 F.2d 747 (8th Cir. 1987)
Beussink v. Woodland R-IV Sch. Dist., 30 F.Supp. 2d 1175 (E.D. Mo. 1998)
Parents, Families, and Friends of Lesbians and Gays, Inc. v. Camdenton R-III Sch. Dist., 853 F.Supp. 2d 888 (W.D. Mo. 2012)

Holden R-III School District, Holden, Missouri

STAFF CONDUCT

The Board of Education expects every employee to act professionally, ethically and responsibly; use good judgment; and do what is necessary to maintain a safe learning environment and positive relations with students, parents/guardians, coworkers and the public. In addition to expectations in other Board policies and directives from supervisors, district expectations for employees include, but are not limited to, the following:

1. Become familiar with, enforce and follow all applicable Board policies and regulations, administrative procedures, other directions given by district administrators and supervisors, and state and federal laws.
2. Maintain courteous and professional relationships with students, parents/guardians, other district employees and the public. Transmit constructive criticism to the particular school administrator or supervisor who has the administrative responsibility to address the concern. Employees will not be disciplined for speech that is protected by law and are encouraged to share concerns with their supervisors.
3. Actively participate in professional development and obtain information necessary to effectively perform the employee's job duties.
4. Conduct all official business in a professional and timely manner. Meet deadlines set by the district, administrative staff and supervisors. Conduct business with the appropriate designated person or department.
5. Care for, properly use and protect school property. Immediately report all dangerous building conditions to the building supervisor and take action to rectify the situation in order to protect the safety of students and others. Take appropriate action to prevent loss or theft of district property, and immediately report loss or theft of district property.
6. Attend all meetings called by supervisors or the district administration unless excused. Arrive at work and leave work at the time specified by the district or as directed by a supervisor, and follow district policies, procedures and directives regarding absences. All nonexempt employees must receive permission from a supervisor prior to working overtime.
7. Maintain records as required by law, Board policy and procedure, and do not destroy records unless authorized to do so. Keep all student records, medical information and other legally protected information confidential. Submit all required documents, information, data or reports at the time requested. Employees must not falsify records, create misleading records or compromise the accuracy and security of district data.

FILE: GBCB
Critical

8. Properly supervise all students. The Board expects all students to be under assigned adult supervision at all times during school and during any school activity. Employees must not leave students unsupervised except as necessary to handle an emergency situation.
9. Obey all safety rules, including rules protecting the safety and welfare of students.
10. Communicate clearly and professionally. Employees will not use profanity and will not raise their voices unless necessary. Written communication must be grammatically correct. Employees will not be disciplined for speech that is protected by law and are encouraged to share concerns with their supervisors.
11. Dress in a professional manner that does not interfere with the educational environment and as directed by administrators or supervisors.
12. Other than commissioned law enforcement officers, school employees shall not perform strip searches, as defined in state law, of students except in situations where an employee reasonably believes that the student possesses a weapon, explosive or substance that poses an imminent threat of physical harm to the student or others and a commissioned law enforcement officer is not immediately available.
13. School employees shall not direct a student to remove an emblem, insignia or garment, including a religious emblem, insignia or garment, as long as such emblem, insignia or garment is worn in a manner that does not promote disruptive behavior.
14. State law prohibits teachers from participating in the management of a campaign for the election or defeat of a member of the Board of Education that employs such teacher.
15. Unless otherwise allowed by law, employees may not engage in political campaigning during the working day or during times when they are performing their official duties.
16. Employees will not represent their personal opinions as the opinions of the district and, to avoid confusion, are required to clearly indicate when they are speaking or writing as an individual and not a representative of the district.

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Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted: 01/21/2002

Revised: 03/14/2005; 01/13/2020

Cross Refs: AC, Prohibition against Discrimination, Harassment and Retaliation
CH, Policy Implementation and Dissemination
DCB, Political Campaigns
DJF, Purchasing
HPA, Employee Walkouts, Strikes and Other Disruptions
IGDF, Student Fundraising
IND, Ceremonies and Observances
JFG, Interrogations, Interviews and Searches
JO, Student Records
KI, Public Solicitations/Advertising in District Facilities

Legal Refs: §§ 105.055, 167.166, 168.114, .130, RSMo.
U.S. Const., amend. I

Holden R-III School District, Holden, Missouri

STAFF USE OF COMMUNICATION DEVICES

The Holden R-III School District encourages district employees to use technology, including communication devices, to improve efficiency and safety. The district expects all employees to use communication devices in a responsible manner that does not interfere with the employee's job duties. Employees who violate district policies and procedures governing the use of communication devices may be disciplined, up to and including termination, and may be prohibited from possessing or using communication devices while at work. Communication devices may not be used in any manner that would violate the district's policy on student-staff relations.

Definitions

Communication Device – Any mobile telephone, personal digital assistant, pager, tablet, laptop or other portable device that sends, receives or retrieves calls, text messages, e-mail, other electronic communications or data, or provides access to the Internet.

Use/Using – Dialing, answering or talking on the phone; sending, reading or responding to a text, e-mail or other communication; opening and viewing pictures or digital recordings; opening and listening to music or audio communications; continuously checking a communication device; or any activity with a communication device that interferes with the employee's job duties or appropriate supervision of students. An employee is considered to be using a device even when the use is hands-free.

General Use

The district prohibits employees from using any communication device that interrupts or disrupts the performance of duties by the employee or otherwise interferes with district operations, as determined by the employee's supervisor. This prohibition applies regardless of whether the communication device used is owned by the employee or provided by the district.

Employees are responsible for keeping communication devices secure and, if possible, password protected.

Supervision of students is a priority in the district, and employees who are responsible for supervising students must concentrate on that task at all times. Employees shall not use communication devices when they are responsible for supervising students unless any of the following conditions occur:

1. The device is being used to instruct the students being supervised at the time.
2. The use is necessary to the performance of an employment-related duty.

FILE: GBCC
Critical

3. The employee has received specific and direct permission from a supervisor.
4. There is an emergency.

Even when these conditions exist, the employee is responsible for obtaining assistance in adequately supervising students during the approved use so that students are supervised at all times.

Use in Vehicles

Regardless of other provisions of this policy and in accordance with law, employees shall not use communication devices when:

1. Driving district-provided vehicles, regardless of whether the vehicle is owned, leased or otherwise obtained for district use in a district activity.
2. Operating any vehicle in which a student is being transported when the transportation is provided as part of the employee's job.
3. Supervising students who are entering or exiting a vehicle, crossing thoroughfares or otherwise safely reaching their destinations when such supervision is part of the employee's job.

The district will make an exception to the rules in this section when the communication device is used to:

1. Report illegal activity.
2. Summon medical or other emergency help.
3. Prevent injury to a person or property.
4. Relay necessary, time-sensitive information to a dispatcher with a device permanently affixed to the vehicle, in the manner allowed by law.
5. Play music, as long as the employee operating the vehicle does not turn on, select or otherwise manipulate the device while operating the vehicle or supervising students as described above.
6. Obtain directions from a global positioning or navigational system, as long as the system is being used in association with the employee's job and adequate safety precautions are taken.

Even in these situations, employees should first take all possible safety precautions before using communication devices.

Use of District-Provided Communication Devices

The district may provide communication devices and service to some employees to assist them in carrying out their employment-related duties on and off district property. Use of a district-provided communication device is a privilege. The superintendent or designee has sole discretion as to which employees will be provided communication devices and may recall any previously issued communication device. Employees do not have any expectation of privacy in district-provided communication devices or any information stored on them, and such devices may be confiscated and searched at any time.

Employees are expected to exercise reasonable care to protect district-provided communication devices from damage or theft and must report any such incidents immediately. The district may require employees to reimburse the district for any damage or theft that was the result of the employee's negligence. Users of district-provided communication devices must abide by any use limitations included in the district's service contract.

Personal Use of District-Provided Communication Devices

Personal use of district-provided communication devices is permissible as long as the use does not exceed the limits of the applicable plan. An employee whose use exceeds plan limitations will be required to reimburse the district for all expenses beyond those covered by the plan and may have privileges suspended or revoked unless the employee can show that all use was for employment-related duties and the device was not used for personal reasons. The amount of personal use of a communication device or service paid for under E-Rate can be no greater than the cost allocation submitted in the request for the E-Rate discount.

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Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted: 05/10/2010

Revised: 06/10/2013; 06/09/2014

FILE: GBCC
Critical

Cross Refs: AC, Prohibition against Discrimination, Harassment and Retaliation
EHB, Technology Usage

Legal Refs: § 304.820, RSMo.
U.S. Const. amend. IV
47 C.F.R. §§ 54.500, .513

Holden R-III School District, Holden, Missouri

DRUG-FREE WORKPLACE

Student and employee safety is of paramount concern to the Board of Education. In recognition of the threat to safety posed by employee use or possession of drugs or alcohol, the Board of Education commits itself to a continuing good-faith effort to maintain a drug-free workplace. The Board of Education shall not tolerate the manufacture, use, possession, sale, distribution or being under the influence of controlled substances, alcoholic beverages or unauthorized prescription medications by district employees on any district property; on any district-approved vehicle used to transport students to and from school or district activities; off district property at any district-sponsored or district-approved activity, event or function, such as a field trip or athletic event, where students are under the supervision of the school district; or during any period of time such employee is supervising students on behalf of the school district or is otherwise engaged in school district business.

When it is evident that an employee has consumed alcoholic beverages or controlled substances off school property before or during a district activity, the staff member will not be allowed on school property or to participate in the activity and will be subject to the same disciplinary measures as for possession or consumption on district property.

Staff members will be tested for alcohol and controlled substances if the district has reasonable suspicion that the staff member has violated this policy. In addition, staff members who operate district transportation must submit to alcohol and drug testing as otherwise required by law. All testing will be conducted in accordance with Board policy, administrative procedures and law.

Any employee who violates this policy will be subject to disciplinary action, which may include suspension, termination and referral for prosecution. Employees may be required to satisfactorily participate in rehabilitation programs.

Each employee of this school district is hereby notified that, as a condition of employment, the employee must abide by the terms of this policy and notify the superintendent or designee of any criminal drug statute conviction for a violation occurring in or on the premises of this school district, or while engaged in regular employment. Such notification must be made by the employee to the superintendent or designee in writing no later than five (5) calendar days after conviction. The superintendent or designee will provide notice in writing of such violation to the United States Department of Education or other appropriate federal agency within ten (10) calendar days after the superintendent or designee receives such notification if the district receives any federal grants directly from such agency, as opposed to federal grants received through the Department of Elementary and Secondary Education (DESE).

The district will take appropriate disciplinary action within 30 days.

FILE: GBEBA
Critical

The district will institute a drug-free awareness program to inform employees of the dangerous and harmful nature of drug and alcohol abuse in the workplace, of this policy of maintaining a drug-free workplace, of available counseling and rehabilitation, and of the penalties that may be imposed upon employees for drug abuse violations occurring in the workplace.

The Board of Education recognizes that employees who have a drug abuse problem should be encouraged to seek professional assistance. Although the district will not assume financial responsibility, an employee who requests assistance shall be referred to a treatment facility or agency in the community if such facility or agency is available.

Upon the request of DESE or an agency of the United States, the district shall certify that it has adopted and implemented the drug prevention program described in this policy. The district shall conduct a biennial review of this policy to determine its effectiveness, implement necessary changes and ensure that the disciplinary sanctions are consistently enforced.

This policy shall be communicated in writing to all present and future employees. Compliance with this policy is mandatory.

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Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted: 04/13/1998

Revised: 12/08/2005

Cross Refs: EBBA, Accident Response and Prevention
JFCH, Student Alcohol/Drug Abuse

Legal Refs: § 287.120, RSMo.
Controlled Substances Act, 21 U.S.C. § 812(c)
21 C.F.R. 1300.11-1308.15
Drug-Free Workplace Act of 1988, 41 U.S.C. §§ 701 - 707

Holden R-III School District, Holden, Missouri

EMPLOYEE ALCOHOL AND DRUG TESTING
(District Contracts for Transportation Services)

Provisions Applicable to All Employees

Alcohol and Drug Prohibitions

No employee may manufacture, use, possess, sell, distribute or be under the influence of alcohol or drugs in violation of the district's Drug-Free Workplace policy. All employees may be tested for alcohol and drugs if the district has reasonable suspicion that the employee has consumed alcohol or drugs in violation of Board policy.

Program Coordinator

The superintendent or designee will serve as the program coordinator to implement the district's alcohol and drug testing program within the guidelines of this policy.

Training

All staff who have supervisory duties over other staff members will be provided training on the effects of drug and alcohol use. The training will include physical, behavioral, speech and performance indicators of drug and alcohol use.

Testing Program

The district will use testing facilities with appropriately trained personnel for alcohol and drug testing. The district's drug and alcohol testing program shall provide individual privacy in the collection of specimen samples to the maximum extent possible. The specimen collection procedures and chain of custody shall ensure that specimen security, proper identification and integrity are not compromised.

Refusal to Submit to Tests

Drug or alcohol tests administered pursuant to this policy are mandatory. An employee refuses to submit when he or she fails to provide adequate breath or urine for testing when notified of the need to do so or engages in conduct that clearly obstructs the testing process.

Consequences

Employees who refuse to submit to a test, who test positive for prohibited substances or who take deliberate action with the intent to falsify test results will be subject to discipline, including termination, in accordance with Board policy and law.

FILE: GBEBB
Critical

Treatment

In addition to any disciplinary action taken, the district will provide employees a list containing the names, addresses and telephone numbers of substance abuse professionals and counseling and treatment programs when employees have a positive drug or alcohol test, refuse to take a test or otherwise request information about substance abuse treatment.

District Records and Reports

Alcohol and drug test results and records shall be maintained under strict confidentiality and released only in accordance with law. Upon written request, an employee shall receive copies of any records pertaining to his or her use of alcohol or drugs, including any records pertaining to his or her tests. Test records shall be maintained with the separate medical files of each employee. The district shall maintain records and reports of its alcohol and drug prevention program as required by law.

Records of drug and alcohol tests and other related records shall be made available to a subsequent employer only as expressly requested in writing by the employee.

Notification to Employees

The program coordinator shall ensure that all employees receive written materials explaining the district's drug and alcohol misuse prevention program, including copies of or access to applicable policies, procedures or handbooks.

Employees shall sign statements certifying that they have received the materials.

Provisions Applicable to Drivers

In addition to the drug testing provisions applicable to all employees, the Holden R-III School District, which contracts with an outside vendor for the district's student transportation services, will contract only with vendors that follow the guidelines of the Omnibus Transportation Employee Testing Act and comply with state reporting requirements. In meeting these guidelines, the vendor must provide a comprehensive program that includes conducting pre-employment drug testing and reasonable suspicion, random and post-accident testing for use of alcohol or drugs by operators of commercial motor vehicles; notifying such operators of the requirements and consequences of the program; maintaining appropriate records; participating in the Commercial Driver's License Drug and Alcohol Clearinghouse; and complying with the Missouri Department of Revenue's reporting requirements. The contract between the vendor and the district will specify this condition.

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Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted: 04/13/1998

Revised: 07/19/1999; 12/08/2005; 02/16/2021

Cross Refs: EEA, Student Transportation Services

Legal Refs: § 287.120, RSMo.
Omnibus Transportation Employee Testing Act of 1991, 49 U.S.C. § 31306
Controlled Substances Act, 21 U.S.C. § 802(6)
49 C.F.R. Parts 40 and 382

Holden R-III School District, Holden, Missouri

STAFF/STUDENT RELATIONS

Definitions

Educational Purpose – An activity reasonably considered to be part of the staff member's duties in the district including, but not limited to, counseling and the treatment of a student's physical injury, depending on the employee's job description.

Staff Member – For the purposes of this policy, a staff member is a district employee or volunteer.

Student – For the purposes of this policy, the term "student" only applies to a student currently attending school in the Holden R-III School District.

General

Staff members are expected to maintain courteous and professional relationships with students. All staff members have a responsibility to provide an atmosphere conducive to learning through consistently and fairly applied discipline and the maintenance of physical and emotional boundaries with students. These boundaries will be maintained regardless of the student's age, the perceived consensual nature of the relationship, the location of the activity or whether the staff member directly supervises the student.

Staff members will maintain these physical and emotional boundaries unless there is an educational purpose justifying deviation from these standards. When such justification exists, the staff member must be prepared to articulate the appropriate educational purpose of the deviation and must demonstrate that appropriate precautions were taken. When possible, the staff member should consult his or her supervisor prior to engaging in behaviors or activities that might violate professional boundaries. Such notification is not required when a behavior is part of the employee's duties. For example, a nurse does not need to notify a supervisor each time he or she must be alone with a student to provide nursing care.

Electronic Communication

Employee personal communication with students, in all forms including verbal and nonverbal shall be appropriate and consistent with Board policy. Public school district employees, while engaged in work-related activities for educational purposes or work-related district sponsored extracurricular activities shall at all times maintain appropriate professional conduct and demeanor with students in all interactions, electronic communications, activities and conduct with students pursuant to the standards of their profession, in compliance with all Board policies, regulations, administrative procedures, other directions given by district administrators and state and federal laws as they affect the performance of job duties. The superintendent or designee will, as appropriate, develop written

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procedures or make detailed arrangements for appropriate staff communication with students consistent with this policy.

Violations

Unless an educational purpose exists, examples of situations where professional physical and emotional boundaries are violated include, but are not limited to:

1. Being alone with a student in a room with a closed or locked door or with the lights off on district property, in district transportation or any time the employee is serving in his or her capacity as an employee.
2. Caressing, fondling or kissing students.
3. Dating a student or discussing or planning a future romantic or sexual relationship with a student.
4. Making advances toward a student or engaging in a sexual relationship with a student.
5. Meeting students in non-work settings without the parent/guardian being present, even if the parent/guardian grants permission.
6. Associating with students in any setting that involves the use of alcohol, tobacco or drugs.
7. Discussing sexual topics with students verbally or by any form of written, pictorial or electronic communication.
8. Discussing the staff member's personal problems with students.
9. Sponsoring parties for students outside of school unless as part of an extracurricular activity that is appropriately supervised by additional staff members.
10. Telling sexual jokes or engaging in conversation that includes sexual innuendos verbally or by any form of written, pictorial or electronic communication.
11. Being present when students are fully or partially nude.
12. Sending students on personal errands.
13. Allowing the student to drive the staff member's vehicle.

14. Providing students with private cell phone numbers or e-mail addresses without the prior approval of a supervisor.
15. Allowing any student to engage in behavior that would not be tolerated if done by other students.
16. Giving gifts to individual students.
17. Frequently pulling a student from another class or activity to be with the staff member.

Additionally, staff members may not:

1. Knowingly allow students access to the staff member's personal social networking website or webpage that discusses or portrays sex, nudity, alcohol or drug use or other behaviors associated with the staff member's private life that would be inappropriate to discuss with a student at school.
2. Knowingly grant students access to any portion of the member's personal social networking website or webpage that is not accessible to the general public.
3. Post information about identifiable students on a personal website or webpage on a social networking site without the permission of a supervisor.

Staff members who engage in any of the above behaviors or in any other conduct that intrudes on a student's physical or emotional boundaries without a valid educational or health purpose will be disciplined, up to and including termination of employment. Depending on the circumstances, the district may report staff members to law enforcement and the Children's Division (CD) of the Department of Social Services for further investigation, and the district may seek revocation of a staff member's license(s) with the Department of Elementary and Secondary Education.

Reporting

Any staff member who possesses knowledge or evidence of possible violations of this policy must immediately make a report to the district's administration. All staff members who know or have reasonable cause to suspect child abuse shall immediately report the suspected abuse in accordance with Board policy. Staff members must also immediately report a violation or perceived violation of the district's discrimination and harassment policy (AC) to the district's nondiscrimination compliance officer. Staff members may be disciplined for failing to make such reports.

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Training

The district will provide training to district staff that includes current and reliable information on identifying signs of sexual abuse in children and potentially abusive relationships between children and adults. The training will emphasize legal reporting requirements and cover how to establish an atmosphere where students feel comfortable discussing matters related to abuse.

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Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted: 01/21/2002

Revised: 11/08/2004; 05/10/2010; 02/13/2012; 03/12/2012

Cross Refs: AC, Prohibition Against Illegal Discrimination and Harassment
JG, Student Discipline
JHG, Reporting and Investigating Child Abuse/Neglect

Legal Refs: §§ 162.069, 168.114, 210.115, RSMo.
Ross v. Robb, 662 S.W.2d 257 (1983)
Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681
Davis v. Monroe County Bd. of Educ., 526 U.S. 629 (1999)
Gebser v. Lago Vista Ind. Sch. Dist., 524 U.S. 274 (1998)

Holden R-III School District, Holden, Missouri

PROFESSIONAL STAFF SHORT-TERM LEAVES

Consistent contact with students and staff is important to the learning environment and district operation and therefore is an essential duty of a professional staff member's position. However, the board recognizes that there are circumstances that require an employee to miss work, and the purpose of this policy is to identify situations where paid and unpaid leave from work are appropriate.

The district may require an employee to provide the district verification of illness from a healthcare provider or supply other documentation verifying the absence before the district applies sick leave or other applicable paid leave to the absence. In accordance with law, the district may require an employee to present a certification of fitness to return to work whenever the employee is absent from work due to the employee's health.

The following leaves with pay will be provided to full-time professional staff employees. Regular part-time professional staff employees will receive these leaves on a pro rata basis. This policy does not apply to temporary or substitute staff members unless otherwise noted.

1. **Sick Leave** – Professional staff employees whose assignments call for 12 months of full-time employment will receive seven days of sick leave. For the first 15 years of service, professional staff employees whose assignments call for full-time employment only during the regular school term will receive five days of sick leave. Unused sick leave for those employees will be cumulative to either 60 or 120 sick leave days. Employees will be allowed to choose which cumulative cap they prefer by completing a form for Central Office. Once the chosen cumulative cap has been reached an employee may choose to move up to the next cap level or be paid the reimbursement rate of \$40 per day for each day over their current cap at the end of the fiscal year.

After 15 years of service has been completed, professional staff employees whose assignments call for full-time employment only during the school term will receive ten days of sick leave. Unused sick leave for these employees will also include a 200 cumulative cap option.

An absence of over one through four hours shall be counted as a half-day of sick leave.

Retirees receive current certified substitute teacher rate for each day of unused sick leave. Teachers leaving the district but not retiring will be reimbursed for unused sick leave at the rate of \$40 per day. Payment for unused sick leave days will not be made to employees who break their contracts or are terminated for cause.

Absences may be charged against sick leave for the following reasons:

- a. Illness, injury or incapacity of the employee. The board reserves the right to require a healthcare provider's certification attesting to the illness or incapacity of the claimant and/or inclusive dates of the employee's incapacitation. FMLA health

certification procedures apply to FMLA-qualifying absences, even if such absences are paid sick leave.

- b. Illness, injury or incapacity of a member of the immediate family. The board defines "immediate family" to include:
- The employee's spouse.
 - The following relatives of the employee or the employee's spouse: parents, children, children's spouses, grandparents, grandchildren, siblings and any other family member residing with the employee.
 - Any other person over whom the employee has legal guardianship or for whom the employee has power of attorney and is the primary caregiver.

(Note: "Family" for FMLA purposes is more limited.

- c. Illness, injury or incapacity of other relatives, with permission granted by the superintendent.
- d. Pregnancy, childbirth and adoption leave in accordance with this policy.
- e. Additional bereavement leave (for member of immediate family or extended family) granted for three days of sick leave. Additional bereavement days may be granted by superintendent in cases of need. ("Immediate family" is previously defined in this section, #1.b.).

Staff members who are ill are encouraged to stay home to promote healing and reduce the risk of infecting others, especially during a pandemic or other significant health event. In the event of a pandemic or other significant health event, schools may be closed to all staff and students or just students. If schools are closed only to students, staff members are expected to work regular schedules or use appropriate leave.

A district employee may not use sick leave during the period the employee receives Workers' Compensation for time lost to work-related incidents.

Any certificated employee who is a member of a retirement system shall remain a member during any period of leave under sick leave provisions of the district or under Workers' Compensation. The employee shall also receive creditable service credit for such leave time if the employee makes contributions to the system equal to the amount of contributions that he or she would have made had he or she been on active service status.

2. **Personal Leave** – A maximum of five days of personal leave will be available per school year. Unused personal leave days convert to sick leave after the end of the fiscal year.

Retirees will be reimbursed for unused personal leave at the conclusion of their last contract with the district at a rate of the current certified substitute teacher rate.

Whenever possible, it is expected that requests for leave will be made in writing to the designated administrator at least 48 hours in advance of the time leave is requested. However, 30 days' notice is required by law if the leave qualifies as FMLA leave and such notice is practical. The administrator will respond promptly to the employee's written request.

A district employee may not use personal leave days during the period the employee receives Workers' Compensation for time lost to work-related incidents.

3. **Bereavement Leave** – Professional staff members will be granted a maximum of two days of bereavement leave for a member of the employee's immediate family. "Immediate family" is previously defined in Section #1b.) Unused bereavement leave will not convert to sick leave at the end of the year. A funeral notice will be required with this leave request
4. **Vacation** – All professional staff employed on a 12-month basis will receive ten days of vacation per year unless otherwise contracted by board of education. An employee must submit a written request for vacation to the superintendent or designee and receive written authorization before taking vacation days. If the employee's absence may disrupt district operations, the superintendent or designee has the discretion to deny a request for vacation or to limit the time of year the employee may take his or her vacation.

A district employee may not use vacation days during the period the employee receives Workers' Compensation for time lost to work-related incidents.

Unless otherwise provided, the following leaves will be provided to full-time and part-time professional employees.

1. **Holidays** – The district will grant paid and unpaid holidays in accordance with the academic calendar adopted by the board. Holidays may be modified or eliminated as needed when the academic calendar is changed due to inclement weather or for other reasons. Holidays may change from year to year.
2. **Professional Days** – Employees may be granted professional days to attend classes or conferences, meet with mentors or participate in other approved professional growth activities. Professional days must be approved by the superintendent or designee, arranged well in advance and are not considered PDO leave.
3. **Jury Duty Leave** – An employee will be granted paid leave for time spent responding to a summons for jury duty, time spent participating in the jury selection process or time spent actually serving on a jury. An employee will not be terminated, disciplined, threatened or otherwise subjected to adverse action because of the employee's receipt of or response to a jury summons.

4. **Military Leave** – The board shall grant military leave as required by law. Members of the National Guard or any reserve component of the U.S. Armed Forces who are engaged in the performance of duty or training will be entitled to a leave of absence of 120 hours in any federal fiscal year (October 1 – September 30) without impairment of efficiency rating or loss of time, pay, regular leave or any other rights or benefits. Employees shall provide the district an official order verifying that they are required to report to duty.
5. **Election Leave** – Any employee who is appointed as an election judge pursuant to state law may be absent on any election day for the period of time required by the election authority. The employee must notify the district at least seven days prior to any election in which the employee will serve as an election judge. No employee will be terminated, disciplined, threatened or otherwise subjected to adverse action based on the employee's service as an election judge.
6. **Leave to Vote** – Employees who do not have three successive hours free from work while the polls are open will be granted a leave period of up to three hours to permit the employees three successive hours while the polls are open for the purpose of voting. Requests for such leave must be made prior to election day, and the employee's supervisors will designate when during the workday the leave should be taken. Any employee who properly requests leave to vote and uses the leave for that purpose will not be subject to discipline, termination or loss of wages or salary.
7. **Leave for Court Subpoena** – If the subpoena is directly related to the employee's school duties, the employee will be released for court appearance without loss of leave. Other court appearances will be deducted from PDO leave.
8. **Firefighter Leave** – Employees will be allowed to use PDO, vacation and/or unpaid leave for any time taken to respond to an emergency in the course of performing duties as a volunteer firefighter. For the purposes of this section, "volunteer firefighter" includes members of Missouri-1 Disaster Medical Assistance Team, Missouri Task Force One, Urban Search and Rescue Team or those activated by the Federal Emergency Management Agency (FEMA) in times of national disaster. Employees covered under this section shall not be terminated from employment for joining a volunteer fire department or for being absent from or late to work in order to respond to an emergency. Employees shall make every reasonable effort to notify the principal or supervisor if the employee may be absent from or late to work under this section. Employees are required to provide their supervisors with a written statement from the supervisor or acting supervisor of the volunteer fire department stating that the employee responded to an emergency along with the time and date of the emergency.
9. **Crime Victim Leave** – Any employee who is a crime victim, who witnesses a crime or who has an immediate family member who is a crime victim will not be required to use vacation, PDO or sick leave in order to honor a subpoena to testify in a criminal proceeding, attend a criminal proceeding or participate in the preparation of the criminal proceeding.

10. **Civil Air Patrol Leave** – Any employee who is a member of Civil Air Patrol and has qualified for a Civil Air Patrol emergency service specialty or who is certified to fly counternarcotics missions shall be granted unpaid leave to perform Civil Air Patrol emergency service duty or counternarcotics missions without loss of time, regular leave or any other rights or benefits in accordance with law. The leave is limited to 15 working days in any calendar year, but is unlimited when responding to a state- or nationally declared emergency in Missouri. The district may request that the employee be exempted from responding to a specific mission.
11. **Coast Guard Auxiliary Leave** – Employees who are members of the United States Coast Guard Auxiliary will be granted an unpaid leave of absence for periods during which they are engaged in the performance of United States Coast Guard or United States Coast Guard Auxiliary duties, including travel related to such duties, when authorized by the director of auxiliary or other appropriate United States Coast Guard Authority. Such leaves of absence will be given without loss of time, regular leave or any other rights or benefits to which such employees would otherwise be entitled. The leave is limited to 15 working days in any calendar year, but is unlimited when responding to a state- or nationally declared emergency in Missouri or upon any navigable waterway within or adjacent to the state of Missouri. The district may request that an employee be exempted from responding to a specific mission.
12. **Victims' Economic Safety and Security Act (VESSA) Leave** – Employees may take unpaid leave in accordance with law for absences related to domestic or sexual violence where an employee, an employee's family member or a person residing in the employee's household has been the victim of domestic or sexual violence. Leave may be taken intermittently or on a reduced work schedule. Two workweeks of unpaid leave will be available in a 12-month period, except that employees of districts with fewer than 50 employees but at least 20 employees will be limited to one workweek of unpaid leave. Employees may use accumulated paid leave or compensatory time concurrently with unpaid VESSA leave. VESSA leave does not create a right for employees to take unpaid leave that exceeds the amount of unpaid leave time under FMLA. Employees are required to give 48 hours' notice of the need for leave unless such notice is not practicable. The district may require certification of the need for leave, which may include documentation from an entity aiding the victim, a police or court record, or other corroborating evidence. Information provided by the employee in conjunction with the use of this leave will be confidential in accordance with law.

Pregnancy, Childbirth and Adoption Leave

This section creates no rights extending beyond the contracted period of employment. FMLA certification and recertification procedures apply to FMLA-eligible employees. An employee must notify the district of the need for and anticipated duration of the leave at least 30 days before leave is to begin, if foreseeable. If 30 days' notice is not practical, the employee must give as much notice as possible. A pregnant employee shall continue in the performance of her duties

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as long as she is able to do so and as long as her ability to perform her duties is not impaired, based on medical opinion.

Employees eligible for FMLA leave for the birth, first-year care, adoption or foster care of a child will have such leave applied in accordance with the FMLA. The district shall only apply up to six weeks of accrued paid leave to such absences.

Employees who are ineligible for FMLA leave may take up to six weeks of leave for the birth, first-year care, adoption or foster care of a child and may use any combination of accrued sick leave, PDO leave, vacation or unpaid leave. Pregnant employees who need more than six weeks of paid or unpaid leave for a pregnancy-related incapacity must provide certification of the medical necessity for such leave.

Search the index for this section and the cross references to identify related policies, administrative procedures and forms.

Adopted: 04/13/1998

Revised: 03/14/2005; 04/09/2007; 06/09/2008; 04/13/2009; 05/14/2012; 06/10/2013;
06/25/2015; 04/14/2020 (Effective 07/01/2020); 08/16/2021; 06/30/2022

Cross Refs: DLB, Salary Deductions
HA, Negotiations with Employee Representatives
IC, Academic Calendar

Legal Refs: §§ 41.1000, .1005, 105.270 - .271, 115.102, .639, 168.122, 169.595, 285.625 -
.670, 320.200, .330 - .339, 494.460, 595.209, RSMo.
Fair Labor Standards Act, 29 U.S.C. §§ 201 - 218(c)
Family and Medical Leave Act of 1993, 29 U.S.C. §§ 2611 - 2619
Title VII of the Civil Rights Act of 1964 as amended by the Pregnancy
Discrimination Act, 42 U.S.C. § 2000e-1 - 2000e-17
29 C.F.R. § 1604.10

Holden R-III School District, Holden, Missouri

BULLYING

General

In order to promote a safe learning environment for all students, the Holden R-III School District prohibits all forms of bullying. The district also prohibits reprisal or retaliation against any person who reports an act of bullying among or against students.

Definitions

Bullying – In accordance with state law, bullying is defined as intimidation, unwanted aggressive behavior, or harassment that is repetitive or is substantially likely to be repeated and causes a reasonable student to fear for his or her physical safety or property; that substantially interferes with the educational performance, opportunities or benefits of any student without exception; or that substantially disrupts the orderly operation of the school. Bullying includes, but is not limited to: physical actions, including violence, gestures, theft, or property damage; oral, written, or electronic communication, including name-calling, put-downs, extortion, or threats; or threats of reprisal or retaliation for reporting such acts.

Cyberbullying – A form of bullying committed by transmission of a communication including, but not limited to, a message, text, sound or image by means of an electronic device including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer or pager. The district has jurisdiction over cyberbullying that uses the district's technology resources or that originates on district property, at a district activity or on district transportation. Even when cyberbullying does not involve district property, activities or technology resources, the district will impose consequences and discipline for those who engage in cyberbullying if there is a sufficient nexus to the educational environment, the behavior materially and substantially disrupts the educational environment, the communication involves a threat as defined by law, or the district is otherwise allowed by law to address the behavior.

School Day – A day on the school calendar when students are required to attend school.

Designated Officials

The principal of each building is hereby designated as the individual to receive and investigate reports of bullying. Each building principal shall designate at least two teachers or administrators in the building who are authorized to receive and investigate reports of bullying in the principal's absence or at the principal's discretion.

The district compliance officer appointed in policy AC will serve as the districtwide antibullying coordinator. The antibullying coordinator will receive all completed investigative reports from all

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buildings and analyze the reports to identify any information that would inform the district's antidiscrimination and antibullying education and training programs. In addition, the antibullying coordinator will assist in making any relevant reports as required by state and federal law.

Reporting Bullying

School employees, substitutes or volunteers are expected to intervene to prevent student bullying, appropriately discipline the perpetrator, assist the victim and report the incident to the building principal or designee for further investigation and action. Any school employee, substitute or volunteer who witnesses or has firsthand knowledge of bullying of a student must report the incident to the building principal or designee as soon as possible, but no later than two school days after the incident.

Students who have been subjected to bullying, or who have witnessed or have knowledge of bullying, are encouraged to promptly report such incidents to a school employee. Any school employee receiving such a report shall promptly transmit the report to the building principal or designee.

If the bullying incident involves students from more than one district building, the report should be made to the principal or designee of the building in which the incident took place or, if more appropriate, to the principal or designee of the building attended by the majority of the participants in the incident.

Investigation

Within two school days of receiving a report of bullying, the principal or designee will initiate an investigation of the incident. Reports that involve students from multiple buildings will be investigated cooperatively by the principals of each building involved, or those principals may request that the district's compliance officer designated in policy AC conduct the investigation. If at any time during the investigation the principal determines that the bullying involves illegal discrimination, harassment or retaliation as described in policy AC, the principal will report the incident to the compliance officer designated in that policy, who will assist in the investigation. If the alleged bullying involves a special education student or a student with disabilities, the principal will also notify the special education director.

The investigation shall be completed within ten school days of the date the report of bullying was received unless good cause exists to extend the investigation. Upon completion of the investigation, the principal will decide whether bullying or harassment occurred and, if so, whether additional discipline is warranted in accordance with the district's student discipline code. The principal will generate a written report of the investigation and findings and send a copy of the completed report to the district's antibullying coordinator. The principal or designee will document the report in the

files of the victim and the alleged or actual perpetrator of bullying. All reports will be kept confidential in accordance with state and federal law.

If the incident involved allegations of illegal discrimination or harassment, the principal's decision may be appealed in accordance with policy AC. Student discipline may be appealed when allowed by law in accordance with Board policy.

The principal or other appropriate district staff will work with victims and their families to access resources and services to help them deal with any negative effects that resulted from the incident.

Consequences

Students who participate in bullying or who retaliate against anyone who reports bullying will be disciplined in accordance with the district's discipline code. Such discipline may include detention, in-school suspension, out-of-school suspension, expulsion, removal from participation in activities, exclusion from honors and awards, and other consequences deemed appropriate by the principal or superintendent. The district will also contact law enforcement when required by law or notify social media companies of inappropriate online activity when appropriate.

Even in situations where the district does not have jurisdiction to discipline a student for bullying, such as when the acts take place off campus and there is an insufficient nexus to the district, the principal or designee will take appropriate actions to assist student victims. Such actions may include, but are not limited to, contacting the parents/guardians of the victim and the alleged perpetrators, communicating that this behavior is not allowed on district grounds or at district activities, notifying the appropriate district staff to assist the victim, and taking additional action when appropriate, such as notifying law enforcement or social media companies of inappropriate online activity.

District employees and substitutes who violate this policy will be disciplined or terminated. Discipline may include suspension with or without pay, a negative evaluation, prohibition from being on district property or at district activities, mandated training or other appropriate remedial action. Volunteers who violate this policy will no longer be permitted to volunteer.

Policy Publication

The district shall annually notify students, parents/guardians, district employees, substitutes and volunteers about this policy and the district's prohibition against bullying. A copy of this policy shall be included in student handbooks and posted on the district's website.

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Training and Education

The district's antibullying coordinator will provide information and appropriate training designed to assist employees, substitutes and volunteers who have significant contact with students in identifying, preventing and responding to incidents of bullying.

The district will provide education and information about bullying and this policy to students every year. The principal of each school, in consultation with school counselors and other appropriate school employees, will determine the best methods for facilitating the discussion. Methods may include, but are not limited to: assemblies; homeroom presentations; class meetings; team or club meetings; special presentations by counselors, social workers or mental health professionals; and open-house events. When practical, parents/guardians will be invited to attend.

In addition to educating students about the content of this policy, the district will inform students of:

1. The procedure for reporting bullying.
2. The harmful effects of bullying.
3. Any initiatives the school or district has created to address bullying, including student peer-to-peer initiatives.
4. The consequences for those who participate in bullying or engage in reprisal or retaliation against those who report bullying.

School counselors, social workers, mental health professionals, school psychologists or other appropriate district staff will educate students who are victims of bullying about how to overcome the negative effects of bullying including, but not limited to:

1. Cultivating the student's self-worth and self-esteem.
2. Teaching the student to defend him- or herself assertively and effectively without violence.
3. Helping the student develop social skills.
4. Encouraging the student to develop an internal locus of control.

Additional School Programs and Resources

The Board directs the superintendent or designee to implement programs and other initiatives to address bullying, respond to such conduct in a manner that does not stigmatize the victim, and make

resources or referrals available to victims of bullying. Such initiatives may include educating parents/guardians and families on bullying prevention and resources.

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Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted: 04/13/1998

Revised: 06/14/2004; 03/19/2007; 01/09/2017

Cross Refs: AC, Prohibition against Discrimination, Harassment and Retaliation
EHB, Technology Usage
GCPD, Suspension of Professional Staff Members
GCPE, Termination of Professional Staff Members
GDPD, Nonrenewal, Suspension and Termination of Support Staff Members
IGD, District-Sponsored Extracurricular Activities and Groups

Legal Refs: §§ 160.261, .775, 565.090, RSMo.

Holden R-III School District, Holden, Missouri

HOLDEN

R-III



**Teacher Evaluation
Handbook**

HOLDEN R-III TIMELINE FOR TEACHER AND PRINCIPAL EVALUATIONS

**If any of these dates fall on a weekend or holiday, the item is due on the next scheduled day of work.*

***September 1** - NEE Implementation dashboard goals completed.

***September 1**- Reflect on evaluation for Assistant Principals from prior year's evaluation.

***September 30**- Building Improvement Plan completed.

***October 15**- Professional Development Plan written and approved for all teachers.

***December 15**- Professional Development Plan reviewed with each tenured and non-tenured teacher and **4 observations** completed on all non-tenured teachers.

***February 15**- Teacher survey completed for building administrators.

***March 31**- **6-8 observations** completed on all teachers (one full lesson can count for 2 observations). Meetings with all non-tenured teachers conducted and classroom observations reviewed. Don't do summative reports yet as all comparison data will not be entered. Notify non-tenured staff if you are recommending rehire or not to rehire.

***May 1**- Have student surveys completed (grades 3-12).

***May 1**- All Professional Development Plans and Units of Instruction scored in NEE. Summative reports may be printed after this date.

Last Day of School for Staff- All summative evaluation meetings completed.

Holden R-III District Policy GCN

To assure high quality professional staff performance, and to advance the instructional programs of the Holden R-III School District, the Board will require a program of comprehensive, performance-based evaluations for each professional staff member it employs. The evaluation shall be ongoing and of sufficient specificity and frequency to provide for demonstrated standards of competency and academic ability.

The primary purpose of a performance-based evaluation is to facilitate and improve instruction that enhances student learning. An effective evaluation system should identify areas of teaching/administrative strength and weakness and provide direction of maintaining and improving teacher/administrator skills through professional staff development activities. The secondary purpose is to determine whether performance meets the degree of competency required for continued employment and/or tenure.

Teachers are expected to perform at the expectation level on all criteria on the district's performance-based evaluation instrument. Failure to maintain this level of performance is a ground for non-renewal.

The procedures and instruments for professional staff evaluation will be developed by the administration, in consultation with the district's professional staff, and will be approved by the Board. One copy of the completed evaluation form shall be given to the staff member concerned, one copy filed in the employee's personnel file at the office of the Board of Education and one copy retained by the appropriate administrator/evaluator.

SEVEN ESSENTIAL PRINCIPLES OF EFFECTIVE EVALUATION

- Measuring performance based on research-based and proven practices
- Using differentiated levels of performance
- Highlighting the probationary period as a significant time of intensive support
- Including measures of growth in student learning as evidence of performance
- Providing regular, timely and meaningful feedback on performance
- Including standardized and ongoing training for evaluators
- Using evaluation results to inform employment decisions and policy

**A complete description of each essential principle is located at the back of this manual*

NETWORK FOR EDUCATOR EFFECTIVENESS SYSTEM

The Holden R-3 teacher evaluation system is based on the University of Missouri's Network for Educator Effectiveness System (NEE). The NEE system is flexible and can be adapted to the needs of the district. It is a web-based, shared access platform. Evaluators are required to attend training with periodic retraining. Each evaluation criteria has a valid, measurable scoring guide. The five components of the NEE model are 1) student learning outcomes, 2) classroom observations, 3) unit of instruction, 4) professional development plan and 5) student surveys. The system provides online PD resources and is tailored to educators at all levels of experience and need. The website for the Network for Educator Effectiveness is <http://nee.missouri.edu/>.

HOLDEN R-3 COMPONENTS

CLASSROOM OBSERVATIONS- Non-tenured and tenured teachers will have 6-8 classroom observations per year. Observations will be 10-15 minutes in length each time. During each classroom observation, most teachers will be evaluated on the same **four** district-wide indicators. There may be teaching areas where other criteria will be substituted for that area. Additional criteria may also be added on an individual basis or to a group of teachers.

A scoring guide for each indicator will be used during the observation*. The indicators selected for observation are aligned to district goals, building goals and research based best practices. The district and building indicators will remain the same throughout the school year.

Classroom observations may be conducted by multiple district administrators who have received evaluation training. Following each classroom observation, an administrator will follow-up with the teacher regarding the classroom observation. The follow-up should take place within 24-48 hours following the observation. The NEE system contains a total of twenty-nine indicators which came from the Missouri Model Teacher and Leader Standards adopted by the Missouri State Board of Education in June, 2011*.

District Indicators-

- 1.1 The teacher demonstrates content knowledge through the use of academic and disciplinary language and facilitates students' accurate use of academic and disciplinary language.
- 4.1 The teacher uses instructional strategies leading to student problem-solving and critical thinking
- 5.1 Motivates and affectively engages students
- 5.3b Establishes secure teacher-child relationships (H.S.)
- 7.4 The teacher monitors the effect of instruction on individual and class learning

*Scoring Guides for all indicators are located at the back of this manual.

PROFESSIONAL DEVELOPMENT PLAN- All teachers will write a Professional Development Plan*. The purpose of the Professional Development Plan is to help teachers grow professionally. The teacher will identify an indicator from the list of indicators that he/she wants to personally improve upon and to outline the steps to be taken in order to improve. An administrator may also provide the teacher with the indicator that needs to be improved. All first year teachers will be assigned the indicator they will be working on during their first year of teaching. Once the teacher has developed the plan using the online format, he/she will confer with their building principal to discuss the plan and determine if any revisions need to be made. Once the principal and teacher confer, the plan will be approved and can be implemented. At semester, administrators will meet with each teacher to review their progress on their PDP. At the end of the school year, each teacher will meet with the building principal to review the actions they took to improve upon the indicator designated in the plan and review any results of improvement. The plan will be signed by both the teacher and principal at the conclusion of the year and the following year's plan will be discussed at that time. A score will be assigned for the PDP based on the PDP scoring guide.

STUDENT SURVEYS-As part of the NEE model, students in fourth grade through twelfth grade are asked to complete an online survey on their teacher's practices. Student response options are 1) Not True; 2) Sort of True; 3) True; 4) Very True; 5) I don't know or this does not apply. The surveys will include questions on eight indicators that are the same for all teachers and all districts. The four district and building indicators specific to a district and building will also be included. At the elementary level, each regular teacher's class would be surveyed each year. A class will be selected to survey each year for elementary specialty teachers (art, music, P.E., guidance and library). A schedule will be created in grades six through twelve to obtain at least 25 surveys for each teacher at the middle school and high school.

UNIT OF INSTRUCTION: Each teacher will write a Unit of Instruction. (UOIs will be reviewed with teachers at the end of the first semester and scored according to the rubric at the end of the year.)

FORMATIVE REPORTS

Following each classroom observation, the administrator will follow-up with the teacher and the teacher will have access to the report. It is the responsibility of the teacher to make the follow-up appointment with their evaluating administrator. In addition to the score from the scoring guide being on the formative report, comments may be added. Professional development is provided through Ed. Hub (on the NEE website) for teachers wishing to improve upon an indicator.

SUMMATIVE REPORTS

The summative report will provide teachers with their mean score on each indicator from the classroom observations. It will also provide the mean score for a comparison group. In a separate column it will show the mean score on each indicator on the student survey and will provide a mean score for a comparison group. In addition to the classroom observations and student survey, a score will also be given for the PDP plan and the UOI. PDP scores will be based on the teacher's implementation of the plan. The Summative report will be discussed with each teacher by the end of the school year. Teachers will receive a copy of the summative report and the summative report will become part of their employment file kept in Central Office. As required by law, non-tenured teachers will be notified by **April 15** if they are not being recommended for rehire the following school year.



Teacher Standards and Indicators

Standard 1: Uses Content Knowledge and Perspectives Aligned with Appropriate Instruction

Indicator 1.1 – The teacher demonstrates content knowledge through the use of academic and disciplinary language and facilitates students' accurate use of academic and disciplinary language.

Indicator 1.2 – The teacher cognitively engages students in the content.

Indicator 1.3 – The teacher uses disciplinary research and inquiry methodologies, and teaches the tools of inquiry used in the content area.

Indicator 1.4 – The teacher uses interdisciplinary instruction.

Indicator 1.5 – The teacher incorporates diverse social and cultural perspectives on content.

Standard 2: Understands and Encourages Student Learning, Growth, and Development

Indicator 2.1 – The teacher supports cognitive development of all students.

Indicator 2.2 – The teacher sets and monitors student goals.

Indicator 2.3 – The teacher uses theory- and research-based strategies.

Indicator 2.4 – The teacher promotes the emotional competence of students.

Indicator 2.5 – The teacher builds on students' prior experiences, learning strengths, and needs.

Indicator 2.6 – The teacher incorporates students' language, culture, family, and community.

Standard 3: Implements the Curriculum

Indicator 3.1 – The teacher implements curriculum standards.

Indicator 3.2 – The teacher develops lessons for diverse learners.

Indicator 3.3 – The teacher analyzes instructional goals and differentiated instructional strategies.

Standard 4: Teaches for Critical Thinking

Indicator 4.1 – The teacher uses instructional strategies that lead students to problem-solving and critical thinking.

Indicator 4.2 – The teacher effectively uses appropriate instructional resources to enhance student learning.

Indicator 4.2b – The teacher effectively uses appropriate technology to facilitate student learning.

Indicator 4.3 – The teacher employs cooperative learning.

Standard 5: Creates a Positive Classroom Learning Environment

Indicator 5.1 – The teacher uses motivation strategies that affectively engage students.

Indicator 5.2 – The teacher manages time, space, transitions, and activities.

Indicator 5.2b – The teacher uses effective discipline that promotes self-control.

Indicator 5.3 – The teacher uses strategies that promote kindness and social competence among students in the classroom community.

Indicator 5.3b – The teacher establishes secure teacher-student relationships.

Standard 6: Uses Effective Communication

Indicator 6.1 – The teacher uses effective verbal and nonverbal communication.

Indicator 6.2 – The teacher's communications with students are sensitive to cultural, gender, intellectual, and physical differences.

Indicator 6.3 – The teacher supports effective student expression and communication in speaking, writing, and other media.

Indicator 6.4 – The teacher uses technology and media tools to communicate with students and parents when available and appropriate.

Standard 7: Uses Student Assessment Data to Analyze and Modify Instruction

Indicator 7.1 – The teacher uses effective, valid, and reliable assessments.

Indicator 7.2 – The teacher uses assessment data to improve learning.

Indicator 7.3 – The teacher promotes student-led assessment strategies.

Indicator 7.4 – The teacher monitors the effect of instruction on the whole class and individual learning.

Indicator 7.5 – The teacher communicates student progress and maintains records.

Indicator 7.6 – The teacher participates in the collaborative data analysis process.

Standard 8: Develops Professional Practices

Indicator 8.1 – The teacher engages in self-assessment and improvement.

Indicator 8.2 – The teacher seeks and creates professional learning opportunities.

Indicator 8.3 – The teacher observes, promotes, and supports professional rights, responsibilities, and ethical practices.

Standard 9: Participates in Professional Collaborations

Indicator 9.1 – The teacher participates in collegial activities to build relationships and encourage growth within the educational community.

Indicator 9.2 – The teacher collaborates within historical, cultural, political, and social contexts to meet the needs of students.

Indicator 9.3 – The teacher cooperates in partnerships to support student learning.



Classroom Observation Scoring Rubric

Standard 1: Uses Content Knowledge and Perspectives Aligned with Appropriate Instruction

SCORING RUBRIC		EXAMPLES OF EVIDENCE AND “LOOK-FORS”	
Indicator 1.1 – The teacher demonstrates content knowledge through the use of academic and disciplinary language and facilitates students’ accurate use of academic and disciplinary language.			
NOTE: Some students must demonstrate an understanding of academic and disciplinary language to score above 2. Some students must use academic and disciplinary language to score above 4.			
0 – The teacher does not communicate the concepts of the discipline(s) and does not use academic and disciplinary language.	<ul style="list-style-type: none">Does not communicate key concepts and themes in the disciplineDoes not support student learning of academic and disciplinary language or content knowledgeEarly Childhood Education (ECE) – Does not provide opportunities for learners to expand vocabulary or develop early literacy skills*		
1 – The teacher demonstrates limited depth and/or breadth of content knowledge using academic and disciplinary language. Does not facilitate students’ accurate use of academic and disciplinary language.	<ul style="list-style-type: none">Conveys a merely rudimentary understanding of key concepts and themes in the disciplineLittle use of academic and disciplinary language, or uses academic language that does not match the disciplinary focus of the content, so students are confusedSeldom corrects student misuse of academic languageECE – Provides few opportunities for learners to expand vocabulary or develop early literacy skills*; Language practice occurs infrequently		
3 – The teacher demonstrates some depth and breadth of content knowledge using academic and disciplinary language. Facilitates students’ accurate use of academic and disciplinary language less than half of the time, or with fewer than half of the students.	<ul style="list-style-type: none">Conveys moderate understanding of key concepts and themes in the disciplineOnly moderate use of academic and disciplinary languageOccasionally draws academic and disciplinary language from studentsStudent dialogue occasionally involves academic and disciplinary languageOccasionally corrects student misuse of academic languageECE – Occasionally provides opportunities for learners to expand vocabulary or develop early literacy skills*; Language practice occurs occasionally		
5 – The teacher demonstrates solid depth and breadth of content knowledge using academic and disciplinary language. Facilitates students’ accurate use of academic and disciplinary language more than half of the time, or with more than half of the students.	<ul style="list-style-type: none">Conveys solid understanding of key concepts and themes in the disciplineMay use limited examples or demonstrations of the relationship between key disciplinary conceptsOften draws academic and disciplinary language from studentsStudent dialogue often involves academic and disciplinary languageCorrects student misuse of academic language most of the timeECE – Often provides opportunities for learners to expand vocabulary and develop early literacy skills*; Language practice occurs frequently		
7 – The teacher demonstrates excellent depth and breadth of content knowledge using academic and disciplinary language. Facilitates students’ accurate use of academic and disciplinary language almost all the time and with almost all the students.	<ul style="list-style-type: none">Conveys excellent understanding of key concepts and themes in the disciplineIf applicable, integrates recent knowledge or development of the fieldStrongly conveys relationships between key concepts or history of the conceptsConstantly draws academic and disciplinary language from studentsStudent dialogue is infused with academic and disciplinary languageStudents are able to articulate their learning in academic and disciplinary languageECE – Constantly provides opportunities for learners to expand vocabulary and develop early literacy skills*; Learners interact with content linguistically; Language practice occurs constantly		
<i>* In ECE, opportunities to expand vocabulary include using and defining uncommon words, pairing uncommon words with objects/visuals/activities, and frequently using enriching words. Early literacy skills include phonological awareness, print concepts, letter recognition, engaging with books, and age-appropriate writing.</i>			

Indicator 1.1 Clarification

Indicator 1.1 addresses the teacher's ability to **use appropriate academic language and promote use of academic language in students**. Academic language used in textbooks and classrooms differs in structure and vocabulary from everyday spoken English. Student use of academic language promotes precision of thinking and deeper understanding of content. It helps students learn from reading because it facilitates comprehension and speeds up information processing.

There are various ways that teachers can facilitate academic language.

- Directly teach academic language through vocabulary lessons.
- Model its use in the teacher's own talk.
- Require students to use academic language in both verbal and written communication.
- Correct or clarify student use of academic language.

To attain a high score on this indicator, teachers must draw correct use of academic language from students. This is done in spoken language (e.g., classroom discussions) or writing assignments (e.g., lab reports, essays). Students typically need repeated, in-context exposure to understand academic vocabulary. English Language Learner (ELL) students who may be adequately fluent in "everyday language" may still need extra support for academic language.

Note that academic language includes both content-general and content-specific language. Content-general academic language (e.g., corollary, conclusion, argument, evidence) should be used in every class, whereas content-specific is limited to only some classes (e.g., "hypotenuse" in a math class or "scapula" in an anatomy class). Content-general language includes words used infrequently or sophisticated words that contribute to precision of thinking and communication.

In some performance classes, students may demonstrate understanding of academic language (e.g., "sharp" or "tempo" in a music class) by responding to the teacher's instruction (e.g., changing their performance), but not verbalize the academic language.

Indicator 1.1 Student Survey Questions

- This teacher makes us use the vocabulary we learn.
- This teacher explains new vocabulary in a way that helps us understand the subject.
- This teacher helps us learn the correct vocabulary words in this subject.
- This teacher knows a lot about the subject of this class.
- This teacher is a real expert in this subject.

Standard 4: Teaches for Critical Thinking

SCORING RUBRIC		EXAMPLES OF EVIDENCE AND "LOOK-FORS"
Indicator 4.1 – The teacher uses instructional strategies that lead students to problem-solving and critical thinking.		
0 – The teacher does not use instructional strategies to promote student problem-solving or critical thinking skills.		<ul style="list-style-type: none"> Students are not involved in problem-solving or critical thinking
1 – The teacher seldom uses instructional strategies that require students to problem-solve and think critically.		<ul style="list-style-type: none"> Seldom uses questions that demand more than basic recall or mere opinion Almost always responds to own questions without wait time for student response Uses routine applications of known procedures, or highly guided or constrained tasks
3 – The teacher occasionally uses instructional strategies that require students to problem-solve and think critically less than half of the time, or with fewer than half of the students.		<ul style="list-style-type: none"> Occasionally uses instructional strategies that require some students to reason, problem-solve, and think critically (e.g., to assess or develop an informed argument, weigh credibility of evidence, justify or evaluate thinking, use cause-and-effect charts) Uses some higher-order questions with skill (e.g., "how do you know?" or "why do others come to a different conclusion?"), but is not consistent May provide opportunities for higher-order thinking (e.g., compare, analyze, infer, evaluate, explain, justify) without appropriate follow-through Mostly uses routine applications of known procedures May provide too much or too little scaffolding for problem solving
5 – The teacher often uses instructional strategies that require students to problem-solve and think critically more than half of the time, or with more than half of the students.		<ul style="list-style-type: none"> Often uses instructional strategies that require most students to reason, problem-solve, and think critically Models critical thinking and steps necessary to problem-solve for students, but misses some opportunities May allow students to problem-solve independently instead of providing step-by-step instructions Implements meaningful learning experiences that require most students to apply disciplinary knowledge to real-world problems
7 – The teacher almost always uses instructional strategies that engage almost all students in learning activities to promote problem-solving and critical thinking continuously through almost all the lesson.		<ul style="list-style-type: none"> If time allows, progresses fluently through multiple instructional strategies that require almost all students to think critically and problem-solve Consistently requires students to explain or justify their thinking, problem-solve, formulate questions, predict, be creative, or make informed decisions Almost all students consistently engage in individual or collaborative critical thinking and problem-solving, analysis, synthesis, interpretation, and creation of original products Strongly models critical thinking
<p>NOTE: In ECE, critical thinking may involve allowing learners to use materials in unique ways, looking at problems in different ways, generating their own ideas, or actively discovering, investigating, exploring, constructing, and creating. Also may involve letting learners take risks, experiment, and make mistakes. Another example includes allowing learners to lead and then following their lead.</p> <p>RL Environments</p> <ul style="list-style-type: none"> The teacher consistently requires students to explain/justify their thinking, practice problem-solving skills, formulate questions, predict outcomes, be creative, and/or make informed decisions. The teacher provides students with guidance and resources on how to show evidence of critical thinking or decision making. The teacher evaluates learning activities to ensure that students are engaged in critical thinking and/or problem-solving skills. 		

Indicator 4.1 Clarification

Indicator 4.1 addresses the teacher's ability to **draw students into skillfully applying, analyzing, synthesizing, and evaluating information to reach a conclusion or solve a problem**. Promoting critical thinking (CT) and problem-solving skills is difficult and fairly uncommon in typical classrooms.

There are various ways that teachers can promote CT.

- Ask challenging questions – not just yes/no questions.
- Give students complex, demanding tasks that require persistent effort, concentration, and various cognitive and metacognitive strategies.
- Require students to determine what makes an argument valid, assess possible solutions, categorize problems, map concepts, or explain a worked example.
- Ask students to justify their thinking or evaluate others' thinking.
- Ask students to generate questions and problems, independently collect and assess relevant information in the content, and come to an extended conclusion/justification that works to solve complex issues.

Every incident of the phrase "solve a problem" does not necessarily involve CT. For example, a teacher in a math class may ask students to "solve the problems on page 17" or "come to the board and solve the problem." These tasks are CT only if they have the properties listed above. However, if the tasks merely involve a student applying a scripted algorithm, then the "problem-solving" is not CT.

Note that CT is not always appropriate in a given observation period. There are times when students should be practicing and over-learning skills that are foundational to higher-level CT. However, CT should occur at some point in every classroom. For school districts in which CT is a prioritized indicator, we recommend that evaluators come back at another time if an activity is occurring in a classroom that is appropriate, but affords little opportunity for CT (e.g., practicing multiplication tables so that these become automatic). To maintain the "drop in" nature of classroom observations, but increase the likelihood that CT will be in evidence, the evaluator may ask the teacher for multiple suggested times to "drop in" and then randomly select one of them.

Indicator 4.1 Student Survey Questions

- This teacher asks "how?" and "why?" questions to make us think more.
- This teacher makes us explain our answers.
- This teacher waits a while before letting us answer questions, so we have time to think.
- This teacher makes us compare different ideas or things.
- This teacher makes us use what we learn to come up with ways to solve problems.

Standard 5: Creates a Positive Classroom Learning Environment

SCORING RUBRIC	EXAMPLES OF EVIDENCE AND "LOOK-FORS"
Indicator 5.1 – The teacher uses motivation strategies that affectively engage students.	
0 – The teacher does not use motivation strategies that affectively engage students.	<ul style="list-style-type: none"> No evidence of motivation strategies* in use ECE – Centers do not engage learners
1 – The teacher seldom uses motivation strategies that affectively engage students.	<ul style="list-style-type: none"> Uses a few motivation strategies* with limited success Uses motivation strategies* in ways that undermine long-term motivation (e.g., sarcasm, threats) Uses gimmicks that distract rather than engage students Students may express boredom or frustration ECE – Centers seldom engage learners or engage few learners; Learners seldom have opportunities to make choices and work independently
3 – The teacher occasionally uses motivation strategies that affectively engage students less than half of the time, or with fewer than half of the students.	<ul style="list-style-type: none"> Uses motivation strategies* with some success Some students appear moderately motivated some of the time Some students express positive emotions (e.g., interest, excitement, amusement, pride) for the learning activity some of the time Lesson occasionally drags ECE – Centers engage some learners some of the time; Learners occasionally have opportunities to make choices and work independently
5 – The teacher often uses motivation strategies that affectively engage students more than half of the time, or with more than half of the students.	<ul style="list-style-type: none"> Uses multiple motivation strategies* with much success Most students appear motivated most of the time Most students express positive emotions (e.g., interest, excitement, amusement, pride) for the learning activity most of the time Some students may be unmotivated, but many are motivated ECE – Centers engage most learners much of the time; Learners often have opportunities to make choices and work independently
7 – The teacher almost always uses motivation strategies that affectively engage almost all of the students.	<ul style="list-style-type: none"> Uses multiple motivation strategies* with great success Adjusts and refines use of motivation strategies* based on effectiveness Almost all students appear highly motivated almost all of the time Almost all students express positive emotions (e.g., interest, excitement, amusement, pride) for the learning activity almost all of the time Students may be engaged in self-directed learning ECE – Centers are fully engaging so that learners want to play; Lessons are developmentally appropriate, quick, and relevant; Teacher is enthusiastic
<p><i>* This indicator emphasizes intrinsic motivation more than external motivation. Research-based motivation strategies may include using interesting materials, providing attractive choice (autonomy), praise (avoiding criticism), pointing out progress, communicating enthusiasm for the content, setting and achieving goals, promoting self-efficacy, and communicating that success is due to effort (not ability). In ECE, setting up centers is foundational and central to the lesson plan. Centers should motivate and affectively engage learners.</i></p> <p>RL Environments – For this indicator, it is important to note that whole-class lectures may not keep students motivationally engaged.</p> <ul style="list-style-type: none"> The teacher motivates students by selecting interesting topics, choosing topics that are applicable, allowing for student choice, encouraging students to set goals, and working with small groups and individuals. The teacher promotes student confidence by providing detailed feedback to each student. <p>NOTE: This indicator refers to positive emotions toward the content or lesson activities. Indicator 5.3b is about positive emotions toward the teacher.</p> <p>NOTE: There are three distinct types of engagement in the classroom – cognitive, affective, and behavioral. This indicator addresses affective engagement only. The other forms of engagement are addressed in Indicators 1.2 and 5.2.</p>	

Indicator 5.1 Clarification

Indicator 5.1 addresses the teacher's ability to **motivate and affectively (or emotionally) engage students in the lesson**. Motivation initiates and directs behavior. Teachers can influence student motivation in a variety of ways. One way is to increase student self-efficacy (confidence), which is a strong predictor of achievement. Students high in self-efficacy are more willing to take on and stick with challenging tasks, put effort into learning, and learn more. Also, teachers can influence student motivation by promoting autonomy in the classroom. Autonomy is the sense that one is engaging in learning activities that reflect one's own choice and self-identity, rather than being compelled to do so. Teachers foster autonomy by deemphasizing external reinforcement, encouraging students to solve problems in their own way, acknowledging student feelings, and listening more than talking. In contrast, teachers who use directive, commanding statements and use coercive techniques, such as rewards and punishments, diminish feelings of autonomy. Teachers also increase motivation by affectively engaging students, or making lessons enjoyable, fun, and interesting.

There are various ways that teachers can promote motivation and affective engagement.

- Use materials and activities that students find interesting.
- Emphasize intrinsic motivators more than external motivators.
- Connects instruction/activities with students' lives to show relevance.
- Use authentic examples.
- Provide attractive choices (autonomy).
- Praise students for genuine achievement (and avoiding criticism).
- Communicate enthusiasm for the content.
- Help students set achievable, but challenging, goals.
- Promote students' self-efficacy.
- Communicate to students that success is due to effort and good strategies (not ability).

Success may be indicated by students expressing positive emotions, energy, persistence in the face of difficulty, preference for difficult tasks, and enthusiasm in the learning activity.

Indicator 5.1 Student Survey Questions

- This teacher makes lessons interesting.
- This teacher points out how this topic is important to our lives.
- This teacher gives us choices in our classwork.
- This teacher tells us that we can all be successful if we try hard.
- This teacher gets us excited about the subject.

SCORING RUBRIC	EXAMPLES OF EVIDENCE AND "LOOK-FORS"
Indicator 5.2 – The teacher manages time, space, transitions, and activities.	
0 – The teacher does not manage time, space, transitions, and activities well.	<ul style="list-style-type: none"> • No procedures for transitioning or managing time efficiently • Most students are on task less than 10% of the time • ECE – Learners are not involved in learning activities; No apparent procedures or expectations
1 – The teacher seldom manages time, space, transitions, and activities well. Time is not used efficiently for most students.	<ul style="list-style-type: none"> • A few students are on task • Class time is centered on learning less than 20% of the time • Does not redirect students who are off-task, or has to stop frequently to redirect because students are unsure of directions • Back frequently turned to students; unaware of student behavior • Students have to wait for teacher because of poor management or planning • Seldom uses strategies* for managing time, space, and transitions • Directions unclear • Transitions are too long or not relevant • Teacher talks about transition, but then does not make transition • ECE – Many learners wandering the room; Few learners are involved in classroom routines
3 – The teacher occasionally manages time, space, transitions, and activities well less than half of the time, or with fewer than half of the students.	<ul style="list-style-type: none"> • Some students are on task • Class time is centered on learning about 35-50% of the time • Teacher manages time rather than students (i.e., is inflexible in scheduling) • Sometimes uses strategies* for managing time, space, and transitions • Does not fully minimize distractions or interruptions • Teacher may change directions too often • ECE – Some learners wandering the room; Some learners are involved in classroom routines
5 – The teacher often manages time, space, transitions, and activities well more than half of the time, or with more than half of the students.	<ul style="list-style-type: none"> • Most students are on task most of the time and appear to know classroom routines • Class time is centered on learning about 65-80% of the time • Students know what to do when the bell rings • Mostly uses strategies* for managing time, space, and transitions • Only minor redirects are needed • Transitions between instruction, demonstration, guided practice, and independent practice are fairly smooth • ECE – Most learners are involved in classroom routines; Learning occurs during most transitions (e.g., not standing in line doing nothing)
7 – The teacher almost always organizes, allocates, and manages time, space, transitions, and activities well. Manages class so fluidly that management is invisible with almost all the students.	<ul style="list-style-type: none"> • Almost all students are on task • Class time is centered on learning more than 90% of the time • Strong evidence that students already know classroom routines and transitions • Students appear to be self-directed • Always uses strategies* for managing time, space, and transitions • Students collaborate on the effective management of time, space, transitions, and activities • ECE – Adequate amount of quality materials in room (e.g., realistic, developmentally appropriate); Visual schedules are present and actively used; Transitions are well organized (e.g., with lights, cues, movement, music); Learning occurs during transitions; Learners are busy and active; Learners are involved in routines; Room is warm, inviting, and organized
<p>* Strategies may include having effective seating structures, having sufficient materials in the room, clearly communicating procedures for entering or finishing work, and clearly communicating behavioral expectations.</p>	
<p>Note: There are three distinct types of engagement in the classroom – cognitive, affective, and behavioral. This indicator addresses behavioral engagement only. The other forms of engagement are addressed in Indicators 1.2 and 5.1.</p>	

Indicator 5.2 Student Survey Questions

- We are learning almost all the class time.
- We each know what we are supposed to be doing all the time in this class.
- This teacher is ready to teach when the class begins.
- We each know where to find all the materials we need in this classroom.
- The space in our classroom is well organized.

SCORING RUBRIC		EXAMPLES OF EVIDENCE AND "LOOK-FORS"
Indicator 5.3b – The teacher establishes secure teacher-student relationships.		
0 – The teacher has a neutral to negative relationship with students.		<ul style="list-style-type: none"> Students do not seem to enjoy the teacher's presence and the teacher does not seem to enjoy students
1 – The teacher seldom has positive interactions, or has a positive relationship with only a few students.		<ul style="list-style-type: none"> Has a few positive interactions with students A few students appear to enjoy interacting with the teacher Is sensitive and responsive to a few students once or twice ECE – Has a personal relationship with a few learners
3 – The teacher occasionally has positive interactions less than half of the time, or has a positive relationship with fewer than half of the students.		<ul style="list-style-type: none"> Has some positive interactions with students Several students appear to enjoy interacting with the teacher Occasionally creates an inviting atmosphere by greeting students at the door, calling students by name, and acknowledging students' perspectives Is sensitive and responsive to some students some of the time ECE – Has a personal relationship with some learners; Occasionally gives hugs, high-fives, and smiles; Occasionally uses a warm, calm voice and makes eye contact at the learner's level; Learners occasionally seek comfort and guidance from the teacher; Learners occasionally freely participate with teacher versus sit and wait for permission
5 – The teacher often has positive interactions more than half of the time, or has positive relationships with more than half of the students.		<ul style="list-style-type: none"> Has many positive interactions with students Most students appear to enjoy interacting with the teacher Most students appear eager to participate in activities with the teacher Is sensitive and responsive to most students most of the time ECE – Has a personal relationship with most learners; Often gives hugs, high-fives, and smiles
7 – The teacher almost always interacts positively with students, and conveys a strong, positive relationship with almost all students encouraging risk-taking and enjoyment of learning.		<ul style="list-style-type: none"> Constantly has positive interactions with students Almost all students appear to enjoy interacting with the teacher Almost all students appear eager to participate in activities with the teacher Constantly creates an inviting atmosphere for all students Is sensitive and responsive to almost all students almost all of the time ECE – Has a personal relationship with all learners; Creates an exceptionally warm and caring environment
<p>RL Environments – For this indicator, the look-fors are consistent with a traditional classroom setting. However, it is important to note that there are unique challenges because many student-student and student-adult relationships are missing from lives of individual students. This makes the teacher-student relationship even more important.</p> <ul style="list-style-type: none"> The teacher makes great effort to maintain personal contact with each student. The teacher holds small-group and whole-group online sessions using available software (e.g., Zoom, Google Meet, Microsoft Teams, etc.) and uses email and text messages to socially engage students. The teacher builds and maintains a relationship that goes beyond academics to demonstrate caring for the whole child. <p><i>Note: This indicator refers to positive emotions toward the teacher. Indicator 5.1 is about positive emotions toward the content or lesson activities.</i></p>		

Indicator 5.3b Clarification

Indicator 5.3b addresses the **quality of relationships the teacher has with students**. Ideally, teachers convey a strong, positive relationship with almost all students.

Positive teacher-student relationships predict reduced retention or special education referrals and higher GPA and test scores. Also, positive teacher-student relationships protect children from behavior problems, like aggression, bullying or being bullied, drug use, and delinquency. Students who feel cared for in class are more engaged and learn more. These effects have been found from preschool age through high school age (e.g., Bergin & Bergin, 2009; E. O'Connor & McCartney, 2007; E. O'Connor, Dearing, & Collins, 2011; Roorda, Koomen, Spilt, & Oort, 2011). The effects tend to be higher for males and for high-risk students (e.g., immigrants, students who move a lot, students with difficult home lives). The effect size is quite large and tends to be larger than which instructional approach or curriculum is used (Cornelius-White, 2007).

There are various ways that teachers can foster positive teacher-student relationships.

- Create an inviting atmosphere for all.
- Have frequent, positive interactions with students.
- Be sensitive and supportive of students.
- Be responsive to the agendas and interests of students.
- Acknowledge the perspectives of students.
- Greets students at the door.
- Have high expectations for student learning.
- Show caring about students' achievement.

Bergin, C., & Bergin, D. A. (2009). Attachment in the classroom. *Educational Psychology Review*, 21(2), 141-170. doi: 10.1007/s10648-009-9104-0

Cornelius-White, J. (2007). Learner-centered teacher-student relationships are effective: A meta-analysis. *Review of Educational Research*, 77(1), 113-143.

Dominance, prosocial orientation, and female preferences: Do nice guys really finish last? (1995). *Journal of Personality & Social Psychology*, 68(3), 427-440.

O'Connor, E., & McCartney, K. (2007). Examining teacher-child relationships and achievement as part of an ecological model of development. *American Educational Research Journal*, 44(2), 340-369.

O'Connor, E. E., Dearing, E., & Collins, B. A. (2011). Teacher-child relationship and behavior problem trajectories in elementary school. *American Educational Research Journal*, 48(1), 120-162.

Roorda, D. L., Koomen, H. M. Y., Spilt, J. L., & Oort, F. J. (2011). The influence of affective teacher-student relationships on students' school engagement and achievement. *Review of Educational Research*, 81(4), 493-529. doi: 10.3102/0034654311421793

Indicator 5.3b Student Survey Questions

- This teacher knows me and cares about me.
- Students enjoy being with this teacher.
- This teacher enjoys working with students.
- Students can talk to this teacher if they have a problem.
- This teacher is friendly.

SCORING RUBRIC		EXAMPLES OF EVIDENCE AND "LOOK-FORS"
Indicator 7.4 – The teacher monitors the effect of instruction on the whole class and individual learning.		
NOTE: Must take corrective action, if needed and appropriate, to score above a 2.		
0 – The teacher does not check the effect of instruction on the whole class or individual learning.	<ul style="list-style-type: none"> Does not assess whether students have achieved the lesson objective Does not engage in on-the-spot assessment 	
1 – The teacher seldom conducts formative, on-the-spot assessment of learning for the whole class or individual students and does not take needed corrective action.	<ul style="list-style-type: none"> Seldom monitors learning progress May superficially use question and answer as assessment Minimal follow-up or checking for understanding Monitors learning somewhat, but does not take corrective action 	
3 – The teacher occasionally conducts formative, on-the-spot assessment of learning for the whole class and individual students and takes corrective action as needed, less than half of the time, or for fewer than half of the students.	<ul style="list-style-type: none"> Occasionally quickly assesses understanding of some students before moving on to the next learning activity Occasionally uses techniques to monitor learning progress (e.g., observing classroom interactions or student work, questioning, thumbs up, fist-to-five, white boarding, exit slips) May monitor progress of the class as a whole If needed and appropriate, some corrective action is taken 	
5 – The teacher often conducts formative, on-the-spot assessment of learning for the whole class and individual students and takes corrective action as needed more than half of the time, or for more than half of the students.	<ul style="list-style-type: none"> Often monitors learning progress of most students Monitors the whole class and many individuals May use multiple checks for understanding Often adjusts instruction using students' responses to questions and discussions, correcting misconceptions, or monitoring other feedback Takes corrective action as needed and appropriate for the class as a whole and most individual students 	
7 – The teacher almost always conducts formative, on-the-spot assessment of learning and takes corrective action as needed for both the whole class and almost all individual students.	<ul style="list-style-type: none"> Systematically monitors learning progress Continuously monitors progress in attaining instructional objectives for the whole class and for each student On-the-spot assessment is seamless throughout instruction Strong, appropriate corrective action is taken to ensure learning of almost all students 	
<p><i>In ECE, the same look-fors are applicable, but the method of assessment may place greater reliance on informal teacher observation, portfolios, data tracking sheets, and anecdotal notes. In addition, evaluators may want to focus on percentage of time rather than percentage of students. Teachers often cannot assess all three-year-olds at once, although some activities may provide quick checks for understanding among all learners. Assessment should be developmentally appropriate, may involve scaffolding, and be tailored to individual learner's zone of proximal development.</i></p> <p>RL Environments</p> <ul style="list-style-type: none"> The teacher consistently gathers data from each student to determine the current level of understanding and then adjusts instruction to help each student progress towards mastery. The teacher communicates with every student to ensure understanding of the learning target, the current level of achievement, and what is left to learn or complete in order to reach mastery. The teacher employs strategies to monitor individual mastery in asynchronous learning. The teacher provides detailed feedback to each student to promote growth. 		

Indicator 7.4 Clarification

Indicator 7.4 addresses the teacher's ability to **monitor the effect of instruction on individual students and the whole class**. It is about formative assessment of a particular kind. Formative assessment has multiple meanings, but in NEE we use the term to refer to quick checks for understanding as the lesson is progressing. The purpose is to inform modification of teaching and learning activities in real time. It is information used to guide instruction as part of the instructional process.

There are various ways that teachers can conduct quick checks for understanding.

- Questioning (most common form)
- Solving problems on a whiteboard
- Answering spot quizzes with fist-to-five, thumbs up, or clicker techniques

To score high on Indicator 7.4, the teacher must also take appropriate corrective action when modifications to instruction need to be made. Strong, corrective action can be in the form of modifying the lesson if a high number of students are not understanding, providing scaffolding as students work through cognitive errors or incorrect answers, or asking further questions to ascertain whether students are mastering the objectives of the lesson.

Indicator 7.4 Student Survey Questions

- This teacher explains the lesson in different ways if we don't get it at first.
- This teacher knows when we understand the lesson.
- This teacher checks often to make sure we understand the lesson as we go along.
- This teacher has a way to make sure everyone is learning.



Student Survey Items by Indicator

This document contains a listing of the Student Survey items by Indicator. The Student Survey items are subject to data-based revisions and all revisions are made in between school years.

Standard 1: Uses Content Knowledge and Perspectives Aligned with Appropriate Instruction

Indicator 1.1 – The teacher demonstrates content knowledge through the use of academic and disciplinary language and facilitates students' accurate use of academic and disciplinary language.

- This teacher makes us use the vocabulary we learn.
- This teacher explains new vocabulary in a way that helps us understand the subject.
- This teacher helps us learn the correct vocabulary words in this subject.
- This teacher knows a lot about the subject of this class.
- This teacher is a real expert in this subject.

Indicator 1.2 – The teacher cognitively engages students in the content.

- This teacher expects us to think a lot and concentrate in this class.
- This teacher's lessons make us think deeply.
- This teacher's lessons make us think the whole class time.
- This teacher makes us think about how we might use the subject in everyday life.
- This teacher wants us to ask questions during lessons.

Indicator 1.3 – The teacher uses disciplinary research and inquiry methodologies, and teaches the tools of inquiry used in the content area.

- This teacher explains how experts develop knowledge in this subject.
- This teacher has taught us how to learn more about the subject on our own.
- This teacher expects us to judge or question information in this subject.
- This teacher has us learn through experimenting or discussion.

Indicator 1.4 – The teacher uses interdisciplinary instruction.

- This teacher talks about how this class subject relates to things we learn in other classes.
- This teacher uses what we learn in other classes to help us understand this subject.
- This teacher expects us to use what we learn in other classes in our work for this class.

Indicator 1.5 – The teacher incorporates diverse social and cultural perspectives on content.

- This teacher tells us how different people view this subject.
- This teacher uses examples from across the world.
- This teacher uses examples from different cultures in our country.

Standard 2: Understands and Encourages Student Learning, Growth, and Development

Indicator 2.1 – The teacher supports cognitive development of all students.

- The work this teacher gives me is just right for me – not too easy and not too hard.
- This teacher teaches to my level – not too far above or below me.
- This teacher helps all the students learn, not just some students.

Indicator 2.2 – The teacher sets and monitors student goals.

- This teacher tells us the goals for each lesson.
- This teacher knows when we have each reached our own learning goals.
- This teacher expects us to set learning goals for ourselves in this class.

Indicator 2.3 – The teacher incorporates theories of learning.

- This teacher shows us or gives examples of what we are supposed to learn or do.
- This teacher helps us become better learners.
- This teacher clearly tells us how we did, and how to improve.
- This teacher expects us to know or do things weeks or months after we learned them.
- This teacher has us summarize our learning.
- This teacher has us practice things again weeks after we have learned them.

Indicator 2.4 – The teacher promotes the emotional competence of students.

- This teacher talks about how to deal with emotions.
- This teacher talks about understanding others' feelings.
- This teacher would be helpful if students were dealing with anger or sadness.
- This teacher helps students feel happy in this class.

Indicator 2.5 - The teacher builds on students' prior experiences, learning strengths, and needs.

- This teacher connects what we are learning with things we already know.
- This teacher reminds us of things we learned earlier.
- This teacher begins lessons by asking what we already know about a subject.

Indicator 2.6 - The teacher incorporates students' language, culture, family, and community.

- This teacher helps us treat people who are different with respect.
- This teacher treats all students equally.
- This teacher knows about and respects each student's family background.
- This teacher knows and respects differences in students' language and culture.

Standard 4: Teaches for Critical Thinking

Indicator 4.1 – The teacher uses instructional strategies that lead students to problem-solving and critical thinking.

- This teacher asks “how?” and “why?” questions to make us think more.
- This teacher makes us explain our answers.
- This teacher waits a while before letting us answer questions, so we have time to think.
- This teacher makes us compare different ideas or things.
- This teacher makes us use what we learn to come up with ways to solve problems.

Indicator 4.2 – The teacher effectively uses appropriate instructional resources to enhance student learning.

- This teacher uses lots of different things to help us learn (such as readings, maps, or objects).
- This teacher uses the things in this classroom in ways that help us learn.
- This teacher uses materials in class that help us understand the subject.

Indicator 4.2b –The teacher effectively uses appropriate technology to facilitate student learning.

- This teacher often uses technology (e.g., tablets, computer, blogs, email, PowerPoint) in a way that helps us learn.
- This teacher uses technology in a way that helps us learn better.
- This teacher shows us how to judge the quality of information on the internet.
- This teacher helps us learn to use computers and other technology better.

Indicator 4.3 – The teacher employs cooperative learning.

- When our teacher assigns work in small groups, we each know exactly what we are supposed to do.
- When we work in small groups, the teacher makes sure everyone in the group does some of the work.
- When our teacher assigns work in small groups, we learn a lot.

Standard 5: Creates a Positive Classroom Learning Environment

Indicator 5.1 – The teacher uses motivation strategies that affectively engage students.

- This teacher makes lessons interesting.
- This teacher points out how this topic is important to our lives.
- This teacher gives us choices in our classwork.
- This teacher tells us that we can all be successful if we try hard.
- This teacher gets us excited about the subject.

Indicator 5.2 – The teacher manages time, space, transitions, and activities.

- We are learning almost all the class time.
- We each know what we are supposed to be doing all the time in this class.
- This teacher is ready to teach when the class begins.
- We each know where to find all the materials we need in this classroom.
- The space in our classroom is well organized.

Indicator 5.2b – The teacher uses effective discipline that promotes self-control.

- This teacher talks respectfully with students when they misbehave.
- This teacher explains why the rules are important when students break them.
- This teacher never threatens or "loses it" when students misbehave.
- Most students want to behave well for this teacher.

Indicator 5.3 – The teacher uses strategies that promote social competence in the classroom, school, and community and between students.

- This teacher encourages us to be kind and help each other.
- This teacher makes sure we only say positive things about each other in this class.
- This teacher points out each student's strengths to the rest of the class.
- This teacher makes sure no one is left out.
- This teacher would help students figure out how to get along if there were conflicts.
- This teacher has something positive to say about every student.

Indicator 5.3b – The teacher establishes secure teacher-student relationships.

- This teacher knows me and cares about me.
- Students enjoy being with this teacher.
- This teacher enjoys working with students.
- Students can talk to this teacher if they have a problem.
- This teacher is friendly.

Standard 6: Uses Effective Communication

Indicator 6.1 – The teacher uses effective verbal and nonverbal communication.

- This teacher gives clear, precise explanations.
- Students can almost always understand what this teacher is talking about.
- This teacher talks slowly enough for us to understand.
- This teacher gives clear instructions.

Indicator 6.3 – The teacher supports effective student expression and communication in speaking, writing, and other media.

- This teacher expects us to use proper, full sentences in class discussions.
- This teacher corrects us when we do not speak or write properly.
- This teacher helps us write better.
- This teacher helps us speak better.

Standard 7: Uses Student Assessment Data to Analyze and Modify Instruction

Indicator 7.2 – The teacher uses assessment data to improve learning.

- This teacher often tests us to see what we know or can do.
- This teacher tells us how we did on tests soon after we take them.
- After a test, this teacher re-teaches parts we need help with.
- This teacher tests us over the long run – more than once on the same content.

Indicator 7.3 – The teacher promotes student-led assessment strategies.

- This teacher teaches us how to judge our own progress in this class.
- This teacher expects me to keep track of how well I am learning in this class.
- This teacher asks us to think about how we are doing in the class.

Indicator 7.4 – The teacher monitors the effect of instruction on the whole class and individual learning.

- This teacher explains the lesson in different ways if we don't get it at first.
- This teacher knows when we understand the lesson.
- This teacher checks often to make sure we understand the lesson as we go along.
- This teacher has a way to make sure everyone is learning.

In affiliation with the



University of Missouri

Essential Principles of Effective Evaluation

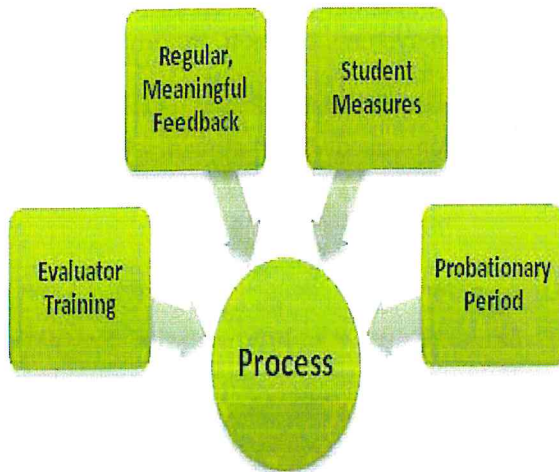
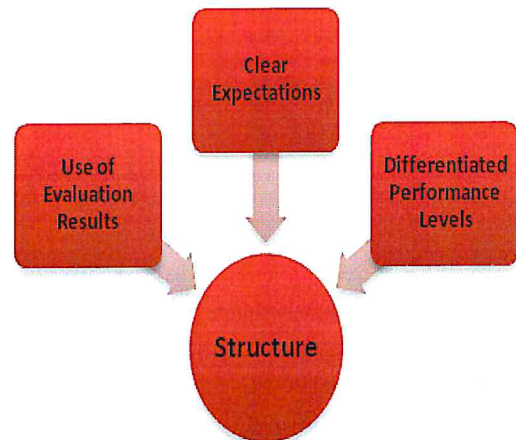
The growth and learning of children is the primary responsibility of those who teach in our classrooms and lead our schools. Student growth and learning can be observed and measured. Educators, in partnership with students, parents and community, are accountable for ensuring the improvement of student achievement. Effective educator evaluation systems promote the improvement of professional practice resulting in the improvement of student performance.

An effective evaluation system includes the following research-based essential principles:

- Measures educator performance against research-based, proven performance targets associated with the improvement of student performance
- Uses multiple ratings to differentiate levels of performance
- Highlights a probationary period of adequate duration to ensure sufficient induction and socialization support for new teachers and leaders
- Uses measures of growth in student learning as a significant contributing factor in the evaluation of professional practice at all levels and ensures that a proficient or a distinguished rating cannot be received in educator performance if student growth is low
- Provides ongoing, timely, deliberate and meaningful feedback on performance relative to research-based targets
- Requires standardized, initial and periodic training for evaluators to ensure reliability and accuracy
- Utilizes the results and data to inform decisions regarding personnel, employment determinations and policy regarding employment



Three of the seven principles primarily address the structure of the evaluation process while the other four of the seven address its implementation, or the process used in the evaluation process. The use of research-based expectations and targets, differentiated development levels and creating policy and basing employment decisions on evaluation results focuses on components of the structure of the evaluation system.



The other four principles reflect the research about how the process of educator evaluation is implemented. This includes support for novice educators during the probationary period, how measures of growth in student learning are incorporated into the evaluation of educators as a significant, contributing factor, the inclusion of regular and meaningful feedback to all educators for the improvement of practice, and the systematic initial and periodic training of those doing the evaluation as well as for those being evaluated.



Essential Principle 1: Research-Based and Proven Performance Targets

To ensure that student performance continually improves through the work of excellent teachers and leaders, an evaluation system must use measurement of clearly articulated, research-based and proven performance targets. These targets align to appropriate state and/or national standards and include evidence linked to the impact of student performance. Clear language reduces subjectivity and provides direction for improvement. Practices must be aligned to Senate Bill 291 passed by the Missouri Legislature in June 2010 which directs districts to adopt local teaching standards which include:

- *students actively participate and are successful in the learning process;*
- *various forms of assessment are used to monitor and manage student learning;*
- *the teacher is prepared and knowledgeable of the content and effectively maintains students' on-task behavior;*
- *the teacher uses professional communication and interaction with the school community;*
- *the teacher keeps current on instructional knowledge and seeks and explores changes in teaching behaviors that will improve student performance; and*
- *the teacher acts as a responsible professional in the overall mission of the school.*

**Differentiated
Performance
Levels**

Essential Principle 2: Differentiated Levels of Performance

Increasing effective practice requires opportunities for growth. Achieving growth, given the complexity of educator practice, will require clear statements of differentiated levels of performance across a professional continuum capable of determining growth and improvement. Effective differentiation includes a minimum of three levels and each is precise enough to allow for discrete, independent, measureable elements which reliably describe current practice as well as a clear direction for growth. Levels must be characterized by performance as opposed to years of service and should move beyond sorting and classifying to ensuring opportunities for the improvement of effective practice.

**Probationary
Period**

Essential Principle 3: Probationary Period for New Educators

Missouri statute indicates that the first five years of teaching is a probationary period for new teachers. This time period provides for the accurate and appropriate accumulation of performance data on the practice of the novice educator. Mentoring for teachers is required within the first two years. Principals, special education directors and career education directors also receive two years of mentoring and superintendents one year of mentoring. During the probationary period, intensive induction and socialization support, aligned to the state's teacher mentor standards and a component of an overall, comprehensive induction process, must be provided. This confidential and non-evaluative support is focused on essential principles of particular significance for the novice practitioner at a critical time of growth and development.

**Student
Measures**

Essential Principle 4: Use of Measures of Student Growth in Learning

Missouri educators have as their ultimate goal the improvement of student performance. As such, they are held accountable for this improvement. Multiple measures of growth in student learning, a positive change in student achievement between two or more points in time, should be included as a significant contributing factor in the evaluation process. Measures of growth in student learning that provide multiple years of comparable student data may include, but are not limited, to: common, benchmark and formative and summative district-generated assessments; peer reviewed performance assessments; mutually developed student learning objectives by evaluator and teacher; student work samples such as presentations, papers, projects, portfolios; individualized student growth objectives defined by the teacher; valid, reliable, timely and meaningful information from standardized testing; as well as state assessments where available.

Essential Principle 5: Ongoing, Deliberate, Meaningful and Timely Feedback

A collaborative culture enabling professional conversations about educator practice supports and promotes growth. Deliberate and timely feedback that is delivered effectively as a part of those professional conversations and is meaningful encourages formative development. Feedback is valuable for any teacher or leader at any stage of their career and should be provided formally, informally or both each year. It is provided using multiple sources of evidence from a variety of different measures, including the use and analysis of student data, in close proximity to the data gathering process. Information and data that is provided through meaningful feedback may include but is not limited to:

- *observations focused on professional practice and the extent of student learning;*
- *analysis of the improvement of student performance;*
- *survey results from students, families, and community members;*
- *new learning and its application to improve the overall performance of students;*
- *self-reflection on practice;*
- *analysis of artifacts including lesson plans, professional development plans, supplemental resources, participation in coursework, improvement plans; and*
- *evidence of educators as responsible professionals supporting the overall mission, vision and goals of the school and district.*

Essential Principle 6: Standardized and Periodic Training for Evaluators

Reliable and valid measures of performance are an essential factor in ensuring that annual growth for teachers and leaders results in growth for students. Evaluators who collect these measures of evidence and provide feedback must be highly trained to ensure that ratings are fair, accurate and reliable. To ensure ongoing reliability, evaluators should be trained both initially and periodically. Evaluators demonstrating skills aligned to minimum quality assurance standards established by districts and/or the state may include master teachers and peers as well as other external, trained third party people from within or outside the district that assist in the overall responsibility of moving staff to increased levels of effective practice. Evaluator training may include topics such as:

- *conducting effective classroom observations and walk-throughs focused on the quality of instruction;*
- *assessing student data and the analysis of artifacts;*
- *interpreting survey information; and*
- *effectively providing clear, constructive, timely and meaningful feedback.*

Essential Principle 7: Evaluation Results to inform Personnel Employment Determinations, Decisions, and Policy

Ratings of educator effectiveness should guide district decisions regarding determinations, recognition, development, interventions and policies that impact the extent of student learning in the system. As a result of the evaluation system, districts are empowered to recognize and utilize highly effective educators to improve student learning. Highly effective educators may serve their system in ways such as:

- *mentors, peer observers, coaches and as a resource for less effective educators;*
- *contributing through key leadership roles;*
- *assisting with the challenges of high need students in high need locations; and*
- *assuming other critical additional duties that contribute to a school system's overall success.*

Ineffective educators are those demonstrating sustained periods lacking desired growth as documented by unsatisfactory evaluations. These educators receive targeted interventions and support to encourage ongoing formative development. Established timelines should be articulated through local policy and provide further clarification in terms of duration of interventions and the nature of additional support. If sustained demonstration of unacceptable performance occurs, a local dismissal protocol should be enacted.

**HOLDEN R-III
SCHOOL DISTRICT**



**Professional Learning
Community Manual**

PLC Team Collaboration Outcomes

Core Values:

Foster positive relationships with students, parents, co-workers and community.

Maintain high expectations and use data to measure achievement.

Interpret data to guide instruction and practices.

Commit to grow professionally to meet the needs of yourself and others

****If any of these dates fall on a weekend or holiday, the item is due on the next scheduled day of work.***

Norms-

- By ***September 15th**, teams will collaboratively create/revise their team meeting norms.
- Norms will be reviewed at every meeting and revised as needed.

Smart Goals-

- By ***September 30th**, teams will write a SMART Goal for the year.
- Teams will work interdependently and hold each other mutually accountable to achieve the goal.

Staff Communication-

- Teams will post their agendas and meeting notes following each team meeting. They should be placed in the location designated by your building principal.

Common Assessments-

- Common assessments will be given to measure student mastery of essential learning outcomes.
- Elementary grade level teachers will administer the same common assessments.
- Teachers teaching the same subject will administer the same common assessments.

Intervention/POI/Tutorial-

- Teachers will follow their building's process for referring students for interventions.

Student/Parent Communication-

- M.S. & H.S. teachers will use SIS gradebook and Elem. teachers will use K-5 data notebooks to keep track of student progress.
- Essential Learning Outcomes will be marked for each student in SIS.
- Progress reports will be sent to parents at the end of the term or quarter.

Professional Learning Communities In Action

Professional Learning Communities (PLC) is the philosophy by which the district operates. Every decision the district makes supports one or more of the PLC four essential questions:

- 1) What do we want students to know and be able to do?
- 2) How do we know when students have learned it?
- 3) What do we do when students haven't learned it?
- 4) What will we do to extend the learning when they already know it?

Purpose of Standards-Based Grading

The purpose of standards-based grading is to improve student achievement by focusing instruction and the alignment of curriculum with the essential standards. Standards-based grading and reporting will provide better communication to students, parents, teachers and administrators on what each student knows and is able to do according to the identified standards and separately assess the influence of positive and consistent work habits on student learning.

Standards-Based Grading

Standards-based grading measures the mastery of the learning objectives, or how well students understand the material in class. It is based on a specific set of standards that students need to meet for each grade/content level. Marks are not a comparison of one student to another, but rather a way to measure how well students are doing on grade/course level standards. A standards-based approach allows parents and students to understand more clearly what is expected of students and how to help them be successful in their educational program.

A standards-based approach:

- Indicates what students know and are able to do
- Scores indicate a student's progress toward the attainment of a standard
- Clearly communicates expectations ahead of time
- Is based on complex tasks, as opposed to rote memory
- Occurs when appropriate, not just on scheduled days.
- Emphasizes the most recent evidence of learning
- Utilizes methods of grade calculation to determine grades

District Grading Practices:

Grading Practice #1:

Only include scores that relate to the achievement of the standards.

- Be clear about what students must know and be able to do.
- Have a clear understanding of what each level of performance looks like before students begin work by utilizing scoring guides.
- Ensure that questions are tied to essential standards to verify that assessments measure what is intended.
- Data collected on non-academic factors (effort, participation, attendance, attitude, adherence to class rules, late work, etc..) should be reported separately. **The only exceptions to this grading practice will be for Physical Education, Band and Choir classes.**
- Students will be allowed to make-up work missed due to absences. There is no grade reduction for late work. Teachers may apply other consequences for late work.
- Base grades/scores on individual achievement not group scores. Cooperative learning is a researched based instructional strategy that all teachers are required to incorporate into their lesson planning, however, no grades are generated from this strategy.
- Don't give points for extra credit or use bonus points; seek only evidence that more work has resulted in a higher level of achievement.
- Apply other consequences for academic dishonesty other than reduced grades/scores.
- Homework cannot be included in the students' academic score. Homework should be a risk-free chance to experiment and practice with newly acquired skills without penalty.

Benefits

By reporting on specific learning standards, standards-based grading provides considerably more feedback about how a student is progressing toward learning each standard. This will allow us to report student learning more accurately and to the degree to which students have attained mastery of learning objectives.

It is essential for students to do homework that is tied closely to learning objectives and for students to see those connections. Teachers provide feedback on homework that is assigned to practice new skills.

Attendance, effort, behavior, participation and other factors are important, but separating these from achievement factors will give parents a clearer picture about their student's learning. Students will be held accountable for these factors and they will be reported separately.

Grading Practice #2

Use a variety of assessment methods to collect high quality, organized evidence of achievement.

- Use multiple measures to determine student achievement. Include more than one kind of assessment to examine the same kind of knowledge or skills (ex: paper/pencil assessments, essay assessments, performance assessments, lab assignments, oral presentations, etc..) to evaluate student achievement on grade/course level standards.
- Gather evidence using quality assessments.
- Organize and report evidence of learning by essential learning outcomes.
- Provide clear descriptions of achievement expectations and mark each assessment on clear, pre-established criteria. Scoring guides should be used for each essential learning outcome.
- Compare each student's performance to preset standards not based on student's achievement compared to other students.
- Provide students with multiple opportunities to demonstrate they have acquired the knowledge or skill expected with proficiency on a standard. Students may be reassessed after following the process established by the building and teacher.
- The following process will be used prior to reassessment:
 - ❖ The student gets a copy of the reassessment agreement from the teacher and completes the "Standards to Reassess" section to choose what standards the student wants to be reassessed on and at what levels.
 - ❖ The student completes the "Preparation Information" by picking a few activities that would help with relearning the material. The student then arranges a meeting with the teacher to discuss the agreement. The teacher may require specific activities to prepare for the reassessment, such as completing missing assignments. Any activities selected by the student or teacher must have evidence that it has been completed.
 - ❖ Together, the student and teacher will decide when, where, and how the student will be reassessed in the "Reassessment Information" section.
 - ❖ Once all of the relearning activities have been completed, the student will show the necessary evidence to the teacher, and both the teacher and student will sign the "Reassessment Approval" section of the agreement.
 - ❖ The student is now ready to be reassessed as described in the "Reassessment Information" section.
 - ❖ The reassessment agreement supports students' learning by:
 - Ensuring that relearning takes place before reassessment.
 - Identifying the specific steps the student must complete to be reassessed.
 - Clarifying the reassessment process for both the student and the teacher.
 - Identifying exactly how the student will be reassessed so there are no surprises.

Benefits

Links the basis for curriculum instruction, assessment and intervention, provides clear focus and makes grading consistent, accurate, meaningful, and supportive of learning.

Grading Practice #3

Use appropriate grade calculation.

- Use a 4 point scale on the content standard, describing the level of proficiency, rather than the 100 point scale. (Link to 4 point scoring guide). Grades K-5 will use a 3 point scale and will work on adding a score of 4.0 where appropriate. Decimal places will not be utilized for ELO scoring.
 - ❖ 4.0 The student demonstrates an in-depth understanding of the material by completing advanced application of the material (Advanced)
 - ❖ 3.0 The student has mastered the targeted knowledge and skills for the class. (Proficient/Mastery)
 - ❖ 2.0 The student understands the foundational material that supports the targeted learning, but is still working to master the complex material for the class. (Basic/Partial Mastery)
 - ❖ 1.0 The student is able to demonstrate and understanding of the foundational material for the class with help from the teacher, but still struggles when working independently (Below Basic/Not Mastered)
 - ❖ 0.0 Even with assistance from the teacher, the student shows no understanding of the material. A permanent zero will not be given for missing work until the end of the semester. (Below Basic/ No evidence)
- Eliminate zeroes in grade determination when evidence is missing or as punishment; use alternatives, such as reassessing to determine real achievement or use "I" for Incomplete or Insufficient Evidence.
- The technology department will enter the grading formula to be used in each class. The most recent summative will be what is utilized in the formula calculation.
- Grades will be converted to a letter grade at the end of each grading period for students in grades 6-12. The most recent summative for each Essential Learning Outcome will be averaged and the following scale will be used to determine the letter grade. The conversion scale is as follows:

4.0	A+
3.9	A+
3.8	A+
3.7	A+
3.6	A+
3.5	A
3.4	A
3.3	A
3.2	A
3.1	A
3.0	A
2.9	B+
2.8	B+
2.7	B

2.7	B
2.6	B
2.5	B
2.4	C+
2.3	C+
2.2	C
2.1	C
2.0	C
1.9	D+
1.8	D
1.7	D
1.6	D
1.5	F

- A grade weighting system will be used for the computation of honor roll. Weighted classes will count as shown below in computation of cumulative and semester grade point averages. No middle school classes are weighted.

Grade Points for:	Regular Class	Weighted Class
A+	4.33	4.99
A	4.00	4.66
B+	3.33	3.99
B	3.00	3.66
C+	2.33	2.99
C	2.00	2.66
D+	1.33	1.99
D	1.00	1.66

Benefits:

Accurate grade determination provides the real measure of an individual's achievement and is fair to all learners. The use of a grading scale that is unequal, such as the 100 point scale, distorts the final grade as true indicator of mastery. The smaller equal interval scale will cause grading practices to be more accurate and consistent.

Grading Practice #4

Use grading and assessment procedures that support learning.

- Use only evidence from assessments to determine grades.
 - Teachers carefully consider using a variety of the following in determining progress: independent daily written or oral tasks; application of skill; periodic assessments (quizzes, test), performance tasks, and teacher-student questioning.
 - Information from formative assessments should be used to provide feedback on progress towards mastery of the standards and to develop interventions and re-teaching opportunities.
- The information that provides the most accurate depiction of students' learning is the most current information. If students demonstrate that past assessment information no longer accurately reflects their learning, that information must be dropped and replaced by the new information.
- **Homework will not be included in the student's academic score.** Homework is a risk-free chance to experiment and practice with newly acquired skills without penalty.
- Include students in the grading process. Students should track their own progress on identified standards.
- Communicate with students and parents using a standard-based grading/reporting system.
- Assessments should be graded and entered into SIS in a timely manner (within 1 week). It is important to provide students with timely feedback and to keep parents informed of student progress. If the class is working on a longer project that will span several days, this can be indicated in the notes section of SIS.

Benefits:

The goal of frequent assessment is to modify learning. Formative assessments are scored but they are mainly used to track student learning so that appropriate instruction can be planned. Including students in classroom assessment practices and scoring ensure that the expectations are clear to all, promotes student learning and encourages self- assessment and mastery of the standards. Where learning is developmental and will grow with time, repeated practice and assessment provides evidence of progress.

Standard Based Grading Questions & Answers

1. What is Standards Based Grading?

Standards based grading measures the mastery of the learning objectives, or how well students understand the material in class. It is based on a specific set of standards that students need to meet for each grade/content level. Marks are not a comparison of one student to another, but rather a way to measure how well students are doing on grade-level/course level standards. A standards based approach allows parents and students to understand more clearly what is expected of students and how to help them be successful in their educational program.

2. What is the goal of Standards Based Grading?

The primary goal of standards based grading is to improve student achievement by focusing instruction and the alignment of curriculum with the essential learning outcomes. Standards based grading and reporting will provide better communication to students, parents, teachers and administrators on what each student knows and is able to do according to the identified standards and separately assess the influence of positive and consistent work habits on student learning.

3. How does Standards Based Grading differ from traditional grading?

Standards based grading informs us what students have actually learned and know. Standards based grading measures students' knowledge of grade level content over time by reporting the most recent, consistent level of performance. So, a student might struggle in the beginning of a grading period with new content, but then learn and demonstrate proficient performance by the end of the grading period. In traditional grading, the student's performance for the whole grading period would be averaged and early quiz scores that were low would be averaged together with proficient performance later in the course resulting in a lower grade. In standards based grading, a student who reaches proficiency would be reported proficient and the grade would reflect current performance level.

4. Why have we chosen to utilize standards-based grading versus traditional grading?

Traditional grading often measures many different factors such as homework, extra credit, attendance, behavior, etc... and sometimes compares how well students do to their classmates. Standards based grading measures how well an individual student is doing in relation to each grade level standard/skill. Standards based grading gives students and parents/guardians specific information on what the student does know and can do. It eliminates many of the factors that can distort a traditional grade.

To illustrate the lack of clarity in a traditional grading system, consider three different students, all of whom earned a 75% C in their traditionally graded science class.

	Student 1	Student 2	Student 3
Homework	100%	50%	75%
Tests & Labs	50%	100%	75%
Overall Grade	75%	75%	75%

While these three students all have identical grades, their understandings of science are likely quite different. Student 1 may have the most questionable understanding of class concepts, as he only averages a 50% on major assessments. Student 2 might very well be quite a gifted scientist, but it seems she's not very good at turning in homework. Student 3 is likely legitimately struggling to master the content, as his consistency suggests this grade is a good representation of what he actually understands.

Standards Based Grading aims to clear up the uncertainty about what grades mean. The goal is to do all we can to make sure that a grade is the best representation of what a student actually knows in the content, and not a measure of anything else.

5. What is the effect on the GPA?

Standards based grading will have no effect on GPA. The 4.0 scale will be converted to a letter grade which is used to determine GPA. The GPA will be used to determine eligibility for MSHSAA activities and to determine honor roll students. Elementary students will not receive any letter grades.

6. What student evidence is used to determine mastery of the standard?

Summative assessments will be used to determine mastery. An assessment of learning does not necessarily have to be a paper/pencil test. It may be a presentation, oral questioning, demonstration, performance task, product, etc.. The assessment will be any evidence that shows the student has achieved mastery of a particular standard. Students can retest as many times as they need to, to show they know the concept or skill. The goal is for all students to learn the material.

The information that provides the most accurate depiction of students' learning is the most current information. If students demonstrate that past assessment information no longer accurately reflects their learning, that information must be dropped and replaced by the new information.

7. Why does homework not count in the grade?

Homework should be used to practice a skill. Practice can't be a good measure of what we have already learned, because we engage in practice to learn it in the first place.

To illustrate this, think of a math class where a series of problems have been given as homework after the day's lesson is taught. The teacher assigns the problems so students can practice this new skill. The teacher then uses the results of the homework to determine what additional instruction is necessary. It is not fair to make how well a student does on these problems part of their permanent grade when more instruction may be needed for the student to fully understand.

If we think in terms of an athletic competition, practice is never used as part of the final score in an actual game.

8. What about extra credit?

Extra credit does not measure learning. In a standards based system, students are actually able to demonstrate their learning in many different ways and timeframes. In a traditional system in which points determine everything, extra credit and extra points will influence a grade and not reflect any additional learning. For instance, a student that has a 2.0 on a specific learning goal may have multiple opportunities to demonstrate their learning at the 3.0 level. However, in a traditional system in which extra points are simply added in to the overall grade, extra points can be earned regardless of whether or not learning may have occurred.

9. When did the district fully convert to a standards-based grading system?

Beginning the 2016-2017 school year, all students in grades K-12 were assessed on each Essential Learning Outcome (standards). Mastery of the ELOs are marked at each grading interval using a three point scale at the elementary and a four point scale at the high school and middle school levels. A conversion scale to determine a letter grade at the end of the grading period will be used at the middle school and high school levels.

10. What research has the district used in developing standards-based assessment and grading?

The district has utilized research from the following experts in the field: Dr. Robert Marzano, Ken O'Connor, Jay McTighe, Rick Wormeli, Thomas Guskey, Douglas Reeves and Ricky Stiggins.

GLOSSARY OF STANDARDS BASED GRADING TERMS

Assessment:	Gathering and interpreting information about student achievement using a variety of tools.
Benchmark Assessment:	An assessment that measures a student's achievement level on all standards in a course that will be repeated periodically to check for improvement.
Common Assessment:	The same assessment that is given and graded by common grade level/subject classrooms at about the same time to collect data.
Essential Learning Outcomes:	Statements that define what students should know, understand and be able to do for each course. They are aligned to the Missouri Learning Standards.
Formative Assessment:	Periodic assessment tool for learning that is used to adjust instruction for individual students or a whole class.
Grade:	A simple, clear and concrete summary representation of student achievement based on what a student knows at the end of a period. The number (or letter) reported at the end of a period of time as a summary statement of student performance.
Mastery:	Demonstration of student performance against standard criteria at a pre-established level.
Score:	To mark, evaluate, or place a value on a single product as compared to a standard or objective. The number (or letter) "score" given to any student test or performance.

Standards:

See Essential Learning Outcomes

Standards Based Grading:

Achievement level based on mastery of essential learning outcomes- a grading system where scores denote progress toward the understanding of a specific standard.

Summative Assessment:

An evaluation tool designed to show information about a student's achievement at the end of a period of instruction.

PROFESSIONAL LEARNING COMMUNITIES

GUIDELINES FOR PLC TEAMS

Cultural Shifts in a Professional Learning Community-Review this document at the beginning of the year in your PLC team. This can serve as a review of the purpose of PLC teams and help guide your work as a team during the school year.

Non-Negotiables/Negotiables- In your PLC teams review the non-negotiable and negotiable items.

PLC Team Etiquette Guiding Questions- Use these questions to guide your team at your first meeting when you are setting your meeting norms for the year.

PLC Member Information- You should have each team member complete this form and share the information with all team members.

Professional Learning Community Agenda/Meeting Notes- Use this form to create your meeting agendas for each meeting. Following each meeting, enter your notes for the agenda items and complete the remainder of the form in preparation for your next team meeting. Once the form has been completed, it should be posted as instructed by your building principal. **This form can be found on our district website under Staff Documents and can be completed online.**

Survey on Team Norms- This form should be completed by each member of your PLC team at mid-year and at the end of the year. Your team can then discuss the results of the survey.

Critical Issues for Team Consideration-Use these 18 items to guide the work of your team throughout the year. By the end of the year, your team should be scoring 9 & 10 on each item using the scale at the top of the page.

Team SMART Goal-Setting Plan- This form is to be used as you analyze data and begin to develop your Team SMART goal.

Holden R-3 Team Planning Tool- Once you have decided on your team SMART goal you can use this form to state the goal, list your action steps to achieve the goal and complete how each action step will be accomplished, who will be responsible, timeframe and the formative and summative measures you will use to assess your progress on meeting the goal. **This form may be accessed from our district's website under Staff Documents and can be completed online.**

Cultural Shifts in a Professional Learning Community

A Shift in Fundamental Purpose	
From a focus on teaching . . .	to a focus on learning
From emphasis on what was taught . . .	to a fixation on what students learned
From coverage of content . . .	to demonstration of proficiency
From providing individual teachers with curriculum documents such as state standards and curriculum guides . . .	to engaging collaborative teams in building shared knowledge regarding essential curriculum
A Shift in Use of Assessments	
From infrequent summative assessments . . .	to frequent common formative assessments
From assessments to determine which students failed to learn by the deadline . . .	to assessments to identify students who need additional time and support
From assessments used to reward and punish students . . .	to assessments used to inform and motivate students
From assessing many things infrequently . . .	to assessing a few things frequently
From individual teacher assessments . . .	to collaborative team-developed assessments
From each teacher determining the criteria to use in assessing student work . . .	to collaborative teams clarifying the criteria and ensuring consistency among team members when assessing student work
From an over-reliance on one kind of assessment . . .	to balanced assessments
From focusing on average scores . . .	to monitoring each student's proficiency in every essential skill
A Shift in the Response When Students Don't Learn	
From individual teachers determining the appropriate response . . .	to a systematic response that ensures support for every student
From fixed time and support for learning . . .	to time and support for learning as variables
From remediation . . .	to intervention
From invitational support outside of the school day . . .	to directed (that is, required) support occurring during the school day
From one opportunity to demonstrate learning . . .	to multiple opportunities to demonstrate learning

A Shift in the Work of Teachers	
From isolation . . .	to collaboration
From each teacher clarifying what students must learn . . .	to collaborative teams building shared knowledge and understanding about essential learning
From each teacher assigning priority to different learning standards . . .	to collaborative teams establishing the priority of respective learning standards
From each teacher determining the pacing of the curriculum . . .	to collaborative teams of teachers agreeing on common pacing
From individual teachers attempting to discover ways to improve results . . .	to collaborative teams of teachers helping each other improve
From privatization of practice . . .	to open sharing of practice
From decisions made on the basis of individual preferences . . .	to decisions made collectively by building shared knowledge of best practice
From "collaboration lite" on matters unrelated to student achievement . . .	to collaboration explicitly focused on issues and questions that most impact student achievement
From an assumption that these are "my students, those are your students" . . .	to an assumption that these are "our students"
A Shift in Focus	
From an external focus on issues outside of the school . . .	to an internal focus on steps the staff can take to improve the school
From a focus on inputs . . .	to a focus on results
From goals related to completion of projects and activities . . .	to SMART goals demanding evidence of student learning
From teachers gathering data from their individually constructed tests in order to assign grades . . .	to collaborative teams acquiring information from common assessments in order to inform their individual and collective practice and respond to students who need additional time and support
A Shift in School Culture	
From independence . . .	to interdependence
From a language of complaint . . .	to a language of commitment
From long-term strategic planning . . .	to planning for short-term wins
From infrequent generic recognition . . .	to frequent specific recognition and a culture of celebration that creates many winners

A Shift in Professional Development

From external training (workshops and courses) . . .	to job-embedded learning
From the expectation that learning occurs infrequently (on the few days devoted to professional development) . . .	to an expectation that learning is ongoing and occurs as part of routine work practice
From presentations to entire faculties . . .	to team-based action research
From learning by listening . . .	to learning by doing
From learning individually through courses and workshops . . .	to learning collectively by working together
From assessing impact on the basis of teacher satisfaction ("Did you like it?") . . .	to assessing impact on the basis of evidence of improved student learning
From short-term exposure to multiple concepts and practices . . .	to sustained commitment to limited focused initiatives

The 4 Critical Questions:

- What do we want all students to learn?
- How will we know when they have learned it?
- How will we **respond** when some students do not learn?
- How will we **respond** when some students have already learned it?

DuFour - 2006

PLC NON-NEGOTIABLES/NEGOTIABLES

NON-NEGOTIABLES	NEGOTIABLE
Core Values *Foster positive relationships with students, parents, co-workers and the community. *Maintain high expectations, and use data to measure achievement. *Interpret data to guide instruction and practices. *Commit to grow professionally to meet the needs of yourself and others.	
Professional Courtesy *Chain of Command *Make decisions best for students	
Purpose The purpose of PLC's is to ensure that all students are learning at high levels.	
Demonstration of the Big Ideas <ol style="list-style-type: none"> 1. Accept <u>learning</u> as the fundamental purpose of our school and be willing to examine all practices in light of their impact on learning. 2. Cultivate a <u>collaborative culture</u>. 3. Assess effectiveness on the basis of <u>results</u>. 	
Scheduling/Collaboration Time *Teachers will collaborate with their PLC team as designated by the building Principal	
Norms *Each PLC must create a set of norms. *Norms should be reviewed each meeting.	Norms *The method of creating the set of norms. And the method of review may be determined by each PLC.
SMART Goals *Each team must set SMART goals both on a long term and short term basis that pertain to that team's commonality, and that are the focus of the PLC.	SMART Goals *The SMART Goals created are determined by each PLC.
Data/Evidence *Each PLC must analyze data and provide evidence as a basis for decisions.	Data/Evidence *The method for data analysis may be determined by each PLC.
Team Products *Products of PLC collaboration will be given a due date and are expected to be turned in on time.	Team Products *Each PLC may determine its own smaller due dates and/or individual assignments.

PLC Team Etiquette Guiding Questions

- TIME—At what time should everyone arrive and expect to leave?
- PREPARATION – What does each member need to come prepared with and how will this be communicated?
- SPEAKING – What should we expect when speaking and listening to each other?
- CELL PHONES, LAPTOPS, and OTHER DISTRACTIONS (i.e. grading papers, eating) – What guidelines would we like to have for each other concerning these?
- CONFLICT – How do you want to address conflict within and outside of our team?
- PROFESSIONALISM – How do we define professionalism and what professionalism do we expect from each other?
- PARTICIPATION – What do we expect from each other in terms of participation?



Professional Learning Communities Member Information

Name		Teaching Assignment	
College(s)		Hometown	Years Experience in Education
Address		Home/Cell Phone #	Birthday
Favorite Sweet/Salty Snack	Favorite Vending Machine/Drive- thru Drink(s)	Favorite Restaurant(s)	Least Favorites (Food/Drink/ Allergies)
Must See TV	Favorite Movie Genre	Favorite Book/Magazine Genre	
Hobbies	Favorite Travel Location(s)	Way(s) to Relieve Personal Stress	
If someone at school wanted to do something to make your day, what would that be?			
What inspires you?			



Professional Learning Communities Agenda/Meeting Notes

Norms

DuFour's Critical questions that should guide our work.

1. What do we want our students to learn?
2. How will we know they have learned it?
3. How will we respond when a student experiences difficulty?
4. How will we respond when a student already knows it?

SMART Goal-Long-Term:

Benchmark Goal (Quarter):

Date:

Beginning Time:

Location:

End Time:

Team Members Present:

Team Member(s) Absent:

Agenda: (1.Celebrations...5. Common Message)

Notes from Meeting:

Classroom Application Before the Next Meeting:

Data used/Instructional changes made as a result:

Plans for the Next Meeting:

Individual assignments for next meeting:

Needs from principals/instructional coach before next meeting:

Professional Learning Communities

Survey on Team Norms

Team:

Date:

Use the following ratings to honestly reflect on your experiences as a member of a collaborative team:

Strongly Disagree
1

Disagree
2

Agree
3

Strongly Agree
4

☐ I know the norms and protocols established by my team.

Comments:

☐ Members of my team are living up to the established norms and protocols.

Comments:

☐ Our team maintains focus on the established team goal(s).

Comments:

☐ Our team is making progress toward the achievement of our goal(s).

Comments:

☐ The team is having a positive impact on my classroom practice.

Comments:

Critical Issues for Team Consideration

Team Name:

Team Members:

Use the following rating scale to indicate the extent to which each statement is true of your team.

1 2 3 4 5 6 7 8 9 10

Not True of Our Team

Our Team Is Addressing This

True of Our Team

1. _____ We have identified team norms and protocols to guide us in working together.
2. _____ We have analyzed student achievement data and established SMART goals to improve on this level of achievement we are working interdependently to attain (SMART goals are specific and strategic, measurable, attainable, results oriented, and time bound. SMART goals are discussed at length on page 89).
3. _____ Each team member is clear on the knowledge, skills, and dispositions (that is, the essential learning) that students will acquire as a result of our course or grade level and each unit within the course or grade level.
4. _____ We have aligned the essential learning with state and district standards and the high-stakes assessments required of our students.
5. _____ We have identified course content and topics we can eliminate to devote more time to the essential curriculum.
6. _____ We have agreed on how to best sequence the content of the course and have established pacing guides to help students achieve the intended essential learning.
7. _____ We have identified the prerequisite knowledge and skills students need in order to master the essential learning of each unit of instruction.
8. _____ We have identified strategies and created instruments to assess whether students have the prerequisite knowledge and skills.
9. _____ We have developed strategies and systems to assist students in acquiring prerequisite knowledge and skills when they are lacking in those areas.
10. _____ We have developed frequent common formative assessments that help us determine each student's mastery of essential learning.
11. _____ We have established the proficiency standard we want each student to achieve on each skill and concept examined with our common assessments.

12. _____ We use the results of our common assessments to assist each other in building on strengths and addressing weaknesses as part of an ongoing process of continuous improvement designed to help students achieve at higher levels.
13. _____ We use the results of our common assessments to identify students who need additional time and support to master essential learning, and we work within the systems and processes of the school to ensure they receive that support.
14. _____ We have agreed on the criteria we will use in judging the quality of student work related to the essential learning of our course, and we continually practice applying those criteria to ensure we are consistent.
15. _____ We have taught students the criteria we will use in judging the quality of their work and provided them with examples.
16. _____ We have developed or utilized common summative assessments that help us assess the strengths and weaknesses of our program.
17. _____ We have established the proficiency standard we want each student to achieve on each skill and concept examined with our summative assessments.
18. _____ We formally evaluate our adherence to team norms and the effectiveness of our team at least twice each year.

Team SMART Goal-Setting Plan

Team/Department: _____

What is our team's "current reality"? (Areas of strength and potential areas of focus)

Based upon our current reality, we have identified the following area of focus to improve student learning...

We have collectively created the following SMART goal(s) to address this area of focus:

To achieve this goal...

Action Steps: What steps or activities will be initiated to achieve this goal?

Designation: Who will be responsible?

Time Frame: What is a realistic timeframe for each step/activity?

Outcomes/Evidence: What outcomes on student learning do we expect? What evidence will we have to show that we are making progress.

This goal was created collectively, and we are committed to achieving this goal...(Team Signatures)

HOLDEN R-III TEAM PLANNING TOOL

PLC TEAM

SMART Goal: (Specific, Measurable, Attainable, Results Oriented, Time-bound):

Action Step: What steps/activities will be initiated to achieve this goal?	How will this be done?	Who will be responsible for initiating or sustaining each action step?	Timeframe— What is a realistic timeframe for each phase of the activity?	Formative Measures— How will we know if we are making progress to achieve this goal?	Summative Measure— How will we determine if the goal was met?

