



**QUINTER  
PUBLIC  
SCHOOLS**

**2020-2021**

**FACULTY  
HANDBOOK**

# *U.S.D. No. 293*

## *Mission Statement*

*Each student will be positively encouraged and intentionally directed*

- to **reach** rigorous academic goals
- to **develop** social and emotional skills
- to **attain** physical and nutritional growth
- to **acquire** the tools necessary to succeed in all aspects of life
- to **achieve** his/her full potential in the ever changing society of the 21<sup>st</sup> Century.

*This must be a cooperative effort among family, community, and school to ensure that students are life-long learners who*

- **reflect** and **grow**
- **apply** knowledge
- **show** compassion and **display** courage.

**Unified School District No. 293, Quinter Public Schools**

**Quinter Elementary School**

P.O. Box 540, 601 Gove Street  
Elementary Office (785)-754-3741  
District Office: (785) 754-2470

**Quinter Junior/Senior High School**

P.O. Box 459, 600 Long Street  
Quinter, KS 67752-0459  
Jr./Sr. High Office: (785) 754-3660

**QUINTER PUBLIC SCHOOL  
FACULTY HANDBOOK  
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## INTRODUCTION

Dear Faculty of QES & QJSHS,

This handbook provides specific information for you along with some inspirational quotes about our profession.

- The first section explains expectations and policies for all teachers. It notes simple variances between buildings.
- The 2<sup>nd</sup> section is additional information that applies to only QJSHS
- The 3<sup>rd</sup> section is additional information that applies to only QES.

This guide is to be used in cooperation with each school's student handbook, which provides a more complete view of responsibilities and expectations for all stakeholders.

Thank you for choosing to be in education and thank you for sharing your gifts with the children served by Quinter Public Schools! I look forward to working with each and every one of you!

Sincerely,

Kurt Brown  
Superintendent, Quinter Public Schools

### **Non-Discrimination Statement**

U.S.D. #293, Quinter, Kansas does not discriminate on the basis of race, color, national origin, religion, sex, age, or handicap in admission or access to, treatment or employment in its programs and activities. If an exceptional need arises, U.S.D. #293 is committed to provide services to all students who qualify according to Kansas State Law. The following person has been designated to handle inquiries regarding the nondiscrimination policies: Superintendent, **Kurt Brown**, 601 Gove Street, Quinter, KS 67752.

### **Civil Rights Comprehensive Notification**

In compliance with the Executive Order 11246: Title II of the Educational Amendments of 1976; Title VI of Civil Rights Acts of 1964, as amended by the Equal Employment Opportunity Act of 1972; Title IX Regulations Implementing Education amendments of 1972, Section 504 of the Rehabilitation Act of 1973; and all other Federal State, School rules, laws regulations, and policies, Quinter Public Schools/U.S.D. #293, Quinter, Kansas 67752 shall not discriminate on the basis of sex, race, color, national origin, or handicap in the educational programs or activities which it operates.

### **Complying with the Law**

It is the intent of Quinter Public School U.S.D. #293, Quinter, Kansas 67752, to comply with both the letter and spirit of the law in making certain discrimination does not exist in its policies, regulations, and operations. Grievance procedures for Title IX and Section 504 have been established for student, their parents, and employees who feel discrimination has been shown by the local education agency. Specific complaints alleged discrimination under Title IX (sex) and Section 504 (handicap) should be referred to: Title IX Coordinator, Superintendent of Schools, U.S.D. #293, P.O. Box 540, Quinter, Kansas 67752. Ph.785-754-2470. Title VI, Tile IX, and Section 504 complaints can also be filed with the Regional Office for Civil Rights. Address correspondence to: Regional Office of Civil Rights, 1010 Walnut Street, 3rd floor, Suite 320, Kansas City, MO 64106.

## ATTENDANCE

### Teachers

**ABSENCE OF A TEACHER:** When a teacher is to be absent from his or her teaching duties, the teacher should notify the building **secretary or principal** by 6:30 a.m. or arrange to have some other responsible person give notification.

### Students

Be reminded that under ordinary circumstances, students will **not** be permitted to leave the building once they arrive at school for classes. Any student, who finds it necessary to leave the building during school hours, should be directed to the office before he/she leaves in order to secure administrative permission. Without office permission, the departure from school during school hours will be considered an unexcused absence. *Students should not leave the building to run personal errands for teachers.*

## RESPONSIBILITIES

### Daily Routines

According to the negotiated agreement, teachers are to be at school 30 minutes before school starts and may leave 15 minutes after class ends. Teachers are also entitled to a duty free lunch period. If a teacher chooses to eat breakfast at school, he/she should be ready to perform routine morning activities at the official arrival time. On Fridays, or the days preceding holidays or vacations, the teachers' day shall end at the same time as students' classroom instruction.

**QES:** Teachers and staff are to be at school by 7:50 and should stay until 4:00.

Students will be released to go to class at 8:00; teachers will be in their classroom at 8:00.

**QJSHS:** Teachers and staff are to be at school by 7:45 and should stay until 4:00.

Students will be released to go to class at 8:05; teachers will be in their classroom at 8:05.

#### • **Morning**

**QES:** The same teachers and staff have morning duty all year. They welcome students and help direct them to breakfast or their classroom.

**QJSHS:** Duties are served on a weekly basis and rotate among the teachers. There will be someone on duty for JH students and another person on duty for HS students.

- **Accelerated Reader:** Students will be allowed to test in both schools at 8:00 (in the classroom at QES). Students should be finished testing and in the classroom at first bell unless teachers have been informed. **Please keep in mind students need to have some time to test.** Encourage testing at a time that does not interfere with your class.
- **Extra Help for Students:** Teachers should be available in the morning to assist students. Study sessions could be scheduled before tests for groups of students or individual help can be given for a specific student.

#### • **Lunch**

Classroom teachers may elect to have a duty free lunch. Teachers are expected to escort their classes to and from lunch for supervision purposes.

**QES:** Teachers check off names on a roster of those that eat the school lunch. A monitor checks trays for appropriate servings then supervises students, helps children cut meat, opens cartons, etc. The monitor receives \$5.00 compensation per lunch shift. Each lunch period, a staff member will assist the monitor (no extra compensation).

**QJSHS:** Teachers may volunteer for lunch duty and will receive a free lunch for each time of volunteering. (2 people per shift: 1 as the lunchroom monitor and 1 assists with trays.) *Additional guidelines and specific directions for the lunchroom are in the QJSHS section of this handbook.*

#### • **After School**

**QES:** Teachers escort students for dismissal, helping to guide bus riders onto the correct bus, then dismiss walkers after the buses leave. Students must be outside for dismissal promptly at 3:40.

**QJSHS:** Paras take turns with this short duty to provide supervision as students load the buses and leave school.

**Teachers will be available by staying accessible to intercom until 4:00 or they will inform the office of other plans.**

### **Supervision**

**Proximity does make a difference and is essential no matter what the age.** Students shall be under the supervision of appropriate school personnel at all times when they are under jurisdiction of the school. Teachers shall observe the following safety rules:

- All students must be supervised while in school or at school activities, ***including direct supervision of locker rooms and shower areas as related to PE and athletics.*** Never leave a student at the building unattended.
- Students must wear safety glasses while in lab classes such as industrial arts, vocational agriculture, or lab science classes.
- If the teacher needs to leave the classroom (for an extreme emergency) a suitable, temporary replacement must be found.
- If the classroom is unattended, the professional is responsible for any situation which occurs during the absence.

**QES:** Teachers will escort students to other classrooms and areas for safety and supervision reasons.

**QJSHS:** Teachers are expected to be at their doors between classes for safety and supervision reasons.

### **Staff Use of Communication Devices**

Staff members may bring their personal cell phones, smart phones, iPads, and tablets to school. The devices shall only be used in a responsible manner that does not interfere with the employee's job duties. These devices should not be used during meetings. Please keep the phone on silent and not on vibrate.

- Under no circumstance, may staff phone or text while working with students.
- Phones should only be used to make calls before and after school, during a plan period, or during a duty free lunch period.
- Please do not receive calls when students are in the room.
- **Rare situations:** After informing the office of the situation, teachers may receive an emergency call. Explain this situation to students before it happens so they know the problem and please keep conversation brief.

There is a \$2.00 charge for a personal long distance call from the school's landline phone.

### **Online Activities**

Employees are encouraged to use district electronic mail and other district technology resources to promote student learning and communication with parents of students and education-related entities. The primary purpose of these resources should be work-related. School email should only be checked at times when employees are not responsible for supervising students.

District employees may set up blogs and other social networking accounts using district technological resources and following district policy and guidelines to promote communication with students, parents and community concerning school related activities. Please request prior permission from administration.

District staff shall protect the health, safety, and emotional well-being of students and confidentiality of student information both in the school setting and in their online actions.

Staff members are discouraged from creating personal social networking accounts to which they invite current or future students to be friends. Employees taking such action do so at their own risk.

### **Wellness Policy**

All public schools that participate in the National School Lunch Program are required to have a local wellness policy and a wellness policy committee. The wellness committee meets two times per year and is responsible for updating and disseminating the wellness policy to all relevant stakeholders. If you would like to serve on the wellness committee, please inform the school nurse.

All school employees shall serve as positive role models by adhering to the *Quinter Public Schools Wellness Policy*, which may be reviewed on the district website – [www.quinterschools.org](http://www.quinterschools.org).



## TEACHER PLANNING AND CLASS PREPARATION

*In this room we don't do easy. We make EASY happen through HARD WORK and learning. I'm not telling you it's going to be EASY, I'm telling you it's going to be WORTH IT.*

### Planning Periods

Planning periods are provided for class preparation and should be used for these purposes. Teachers may leave the building to **address personal needs** when they are not assigned to supervise pupils during their planning period after **signing out** in the office. Teachers will also **sign in** upon returning to the building.

### Lesson Planning

Teachers shall design lesson plans and turn a copy or post to **Build Your Own Curriculum** of these plans in to the building principal on a weekly basis. When absent, the lesson plan should be written in more detail to insure that the substitute will have a productive day with the students. Administration may not ask for these plans to be turned in if a teacher has already demonstrated his/her ability to plan lessons for that specific class from past experience.

*For learning to take place with any kind of efficiency, students must be motivated. To be motivated, they must become interested. And they become interested when they are actively working on projects which they can relate to their values and goals in life. - Tuberville*

- Information to be included in Lesson Plans:
  - Date
  - Subject taught
  - Topic(s)
  - Goal
  - Objective(s) for the unit taught
  - Teaching methods or strategies
  - Student activities
  - Evaluation methods
  - KS Teaching Standards (KCCRS, NGSS, etc.)

- **Curriculum**

Each teacher is responsible to teach the curriculum established for his/her grade level and subject area(s). Teaching all Kansas state standards is required and evidence should be available to show student performances for those standards.

**All students must be instructed using the curriculum at their grade level unless their IEP states otherwise.**

Teachers should use **differentiation of instruction** to meet individual needs.

- **Time for Feedback**

Daily instruction will incorporate numerous instructional techniques and multiple presentation styles. It should also include time for students to work on their assignments and receive teacher feedback. Please build this time into your lesson plans.

- **Videos**

The utilization of films and videos can enhance a lesson and bring real life situations to a classroom. Using them in this manner is encouraged, however using videos just to fill time is not appropriate and is not a practice which is supported by the administration or the U.S.D. # 293 Board of Education. Before showing a video, go to [swank.com/k-12-schools](http://swank.com/k-12-schools) to make sure the movie is covered by our movie license. Anything not labeled "single event" is covered.

### Assessment and Grading

**Multiple types of assessments** are encouraged at all grade levels and in as many subjects as appropriate. Individual and group data should direct instruction and give teachers objectives to focus on as they plan their instruction. Teachers will collect data from multiple assessments to use as evidence in their own evaluation as **Student Performance Indicators**.

Each teacher shall be responsible for properly evaluating students participating in his/her classes. Teachers should provide an adequate number of evaluation opportunities for students each nine weeks – at least **two grades per week for classes that meet daily**. All final grades are the responsibility of the individual teacher.

### **Teacher's Aides**

A high school senior serving as a teacher aide will receive one pass/fail credit. Seniors must be enrolled in eight classes on campus and will receive no pay for their work. A teacher is permitted to have only one student aide.

### **Emergency Situations**

If an emergency occurs with less than one hour of warning time, the district may keep all students under school jurisdiction and supervision.

## **PROFESSIONALISM**

*Growth Mindset is the belief that we can work hard and improve. We must tell ourselves: I want to learn from criticism, I am comfortable making mistakes, I find lessons and inspiration in other people's success, I have a positive internal dialogue, and I can't do it yet!*

All staff members are expected to maintain relationships with members of the student body, which are conducive to an effective educational environment. The simplest way to obtain respect is for the teacher to always conduct himself or herself in a professional manner. Appearance, mannerisms, and respect for all are a must in a professional setting. Respect is earned over time and is a valuable tool for all professionals.

**As professionals we must consider what we say, when we say it, where we say it, how we say it, why we say it, and to whom we say it.** For example, when a student makes an inappropriate comment about something in front of the class, discipline may occur in front of the other students. However, when something inappropriate happens in another class or outside of school, concerns, when needed, should be discussed with the student in a more private manner.

### **Conduct Becoming a Professional**

- **Chain of Command**

A professional should not criticize school policies in a group outside of school. If you do not agree with a policy or decision, work with the framework of the school to affect change. If you have a complaint, follow the chain of command:

- Discuss it with your building principal
- Discuss it with the superintendent of schools
- If you are still not satisfied, you should request to be put on the agenda of a school board meeting in order to speak with all school board members.

The Board as a whole, or any individual member of the board, will direct any complaints from employees, parents, or patrons using the chain of command. The Board will refer these patrons to the employee, building principal and/or superintendent. Only in those cases where satisfactory adjustment cannot be made by the principal or superintendent shall communications and complaints be referred to the Board.

- **Commitment – Working Together**

Performing our jobs with a feeling of commitment certainly benefits this district and each employee. Through cooperation and collaboration new ideas can flow and all of us can obtain a feeling of support which works to build strong relationships. There are numerous ways we can help each other, whether it is to cover a duty, a classroom, or a specific student. This type of assistance is expected and appreciated. Of course, working together also means respecting each other's time and obligations.

- **Positive School Environment**

Every staff member has a responsibility to provide a positive learning environment for students and for staff. All people should feel accepted, respected and valued.

Bullying is prohibited in any form either by students, staff members, or parents towards a student, staff member, or parent on or while using school property, in a school vehicle or at a school sponsored activity or event.

- **Our Own Children**

All students have an expectation of fairness at school. Therefore, it is important that school personnel's children do not seem favored. Please do not treat your child any different than you would any other student. For example, your child should be waiting with the other students before the first bell rings. When school is out, he/she may be with you until you leave, unless you have a meeting. Our children should always be appropriately supervised. Discussions about any students must not occur when our children are present.

### Confidentiality

It is extremely important that staff members use good judgment when confronted by those wanting to discuss a student or students in public. **Keep comments to a minimum and share positive thoughts please.** Using generalities, NOT specifics, for a good way of communicating how things are going at school.

### Faculty Meetings

Faculty meetings will be held as scheduled on the school calendar and as needed. It is important for all to attend and to be timely. If you are unable to attend, report to the office; it is your responsibility to obtain an agenda so you are aware of the information shared at the meeting.

### Professional Development

Teachers who attend out-of-district conferences or in-services may be asked to share the information with their colleagues during a formal meeting.

- **Grant Money**

Each certified personnel will be granted \$100 per year for each year in USD #293 after July 1, 1984. The grant may be used anytime for educational seminars, workshops, educational classes, and online classes on non-contract hours/days. The first \$500 shall be used in the teacher's field and shall require prior approval by the building administrator and the superintendent. After the first \$500 has been used, the teacher may use the funds to attend educational seminars, workshops, educational classes, and online classes in any field the teacher may choose. However, prior approval by the superintendent is required. Non-field hours will not count as hours on schedule. Teachers will be allowed to accumulate a maximum of \$1000. The grant is non-transferable and any accumulated grant will be forfeited if the teacher leaves USD #293.

- **Individual Development Plans**

All staff members must have an Individual Development Plan (IDP) and will be required to sign when present for all district-wide in-services regardless whether they participate in the point system or not. Teachers should periodically check their files to determine if it is completed and that all points awarded are correct. For any out-of-district conferences and in-services, participants are to include an agenda of the activity. All paperwork must be completed as soon as possible, or before June 1<sup>st</sup> of the school year.

- **Flex Time Options**

Teachers will be given a number of choices for which to pursue professional development options that include topics identified as district or individual needs. Groups may meet to provide opportunity for professional learning through on-line learning through PD 360, book studies, discussions, or hands-on learning. Flex time should accumulate to a minimum of 3 ½ hours. This learning time will give teachers an early release option for a specific in-service day.

- **Mentoring Program**

The purpose of the mentoring program is to help teachers new to the district or teachers assigned to a new position within the district to transition smoothly into their new roles. Regular meetings will be scheduled with mentors, mentees and a facilitator. Meetings will occur both formally and informally throughout the year. Each mentor teacher will do observations and provide feedback to the new teacher. The new teacher will also have an opportunity to observe his/her mentor teacher.

### Standard Attire

- **For Teachers-** Teachers are to dress professionally Monday through Thursday. **Fridays are more relaxed so nice jeans and shirts are appropriate. Please consider the expectations for student dress and be a model with your attire.**

**QES:** Teachers may dress according to the theme a class has for a particular day.

**QJSHS:** On “spirit days” it is appropriate to dress according to the theme for the day.

- **For Students-** Teachers are required to help regulate the student dress code. Teachers should send any student to the office who they believe is not in compliance with the student dress code. Student dress code violations should be handled promptly.

## EXPECTATIONS FOR TEACHERS

### Evaluations

Teachers who have been in the district for one or two years are evaluated at least twice per year (by the 60<sup>th</sup> school day of each semester). Teachers who have served for three or four years are evaluated at least once by February 15<sup>th</sup> during the third and fourth years. Teachers who have taught in the district for five years or more will be evaluated a minimum of one time every three years.

### Parent/Teacher Conferences

Parent-teacher conferences will be held twice a year. Every teacher is to be present for both conferences. Whenever a teacher has a conference with a parent, the teacher should start with positives - every child has them! Please give a parent an accurate assessment of their son's or daughter's progress along with evidence to prove what you are saying. If it appears to you their child is not working up to his/her potential, tell parents and together try to get a plan to solve the problem. If there is a need for the principal to attend, please do not hesitate to let the principal know.

Plan for conferences by having ready the student's file, consisting of grades and recent work which shows the student's strong and weak points. Be specific in giving advice. Remember, the conference is being held to benefit your students.

**A Parent/Student/Teacher Conference** will be held with K-8<sup>th</sup> students once a year. This helps the student take responsibility for his/her academics and behaviors by discussing his/her school performance with both teacher and parents present.

**QES:** Students will have their student-directed conference in the spring.

**QJHS:** Students will have their student-directed conference in the fall.

### Contracted Duties

Additional activities, (such as music programs, awards night etc.) are part of the signed contract and expected for all teachers. However, if a teacher cannot attend due to extenuating circumstances, he/she should inform administration and find another teacher in that building to fulfill that contracted duty. Leave will not be deducted when this situation occurs.

### Driving a School Vehicle

**The USD #293 Board of Education has implemented a Fleet Safety Program.** The objective of this program is to reduce or eliminate motor vehicle accidents and associated injuries by following the safe practices established in the program.

Compliance with the program is mandatory for anyone who may operate a school-owned motor vehicle, a rented/leased motor vehicle, and/or a personal motor vehicle on school business. Drivers must: meet all minimum qualification criteria established by the program, maintain an acceptable motor vehicle record, be medically qualified to drive their assigned motor vehicle, and maintain a valid KS driver's license appropriate for the vehicle to be driven. Drivers shall have full authority and responsibility for the passengers riding in that school vehicle. Upon initial assignment of driving privileges, each driver will be required to attend a training session. Ongoing training will be offered to all drivers, at least annually.

### Drug-Free Workplace

Maintaining a drug and alcohol free work place is important in establishing an appropriate learning environment for the students of the district.

\*Reference Policy GAOA *Drug and Alcohol Free Workplace*. (Policy provided at enrollment for employment.)

The possession, use, sale, distribution, or being under the influence of controlled substances and/or alcohol by school employees on school premises or as part of any school activity is prohibited.

\*Reference Policy GAOB *Drug Free Schools*. (Policy provided at enrollment for employment.)

The use of tobacco products in any form and/or of any nicotine delivery device is prohibited for staff members at all times in or on all district owned, leased or rented property.

\*Reference Policy GAOC *Use of Tobacco Products in School Buildings*.

### Family and Medical Leave Act (FMLA)

Employees are eligible for family and medical leave if they have been employed in the district for at least 12 months and have worked at least 1,250 hours during the 12-month period immediately preceding the commencement of the FMLA leave. Family and medical leave shall be granted for a period of up to 12 weeks during a single school year. For more information about eligibility for and coverage under FMLA, see Policy GARI *Family and Medical Leave* and the accompanying form *Family and Medical Leave Act Plan*. A copy of this plan will be distributed to all staff at the beginning of each school year.

### Harassment

**Sexual harassment** will not be tolerated in the school district by board members, administrators, certified and support personnel, students, vendors, and any others having business or other contact with the school district is strictly prohibited.

\*Reference Policy GAAC, *Sexual Harassment*.

**Racial harassment** is unlawful discrimination on the basis of race, color or national origin under Titles VI and VII Civil Rights Act of 1964, and the Kansas Acts Against Discrimination.

**Disability harassment** is unlawful discrimination on the basis of disability under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.

All forms of racial and disability harassment are prohibited at school, on school property, and at all school-sponsored activities, programs or events. Racial or disability harassment against individuals associated with the school is prohibited, whether or not the harassment occurs on school grounds.

\*Reference Policy GAACA, *Racial and Disability Harassment*.

### **Housekeeping Items**

- **Workrooms**

Workrooms are available for the convenience and enjoyment of all staff. It is each person's responsibility to take care of his/her own coffee cups, papers, and materials in this room. It is not the custodian's responsibility to clean up after staff. (Please purge your items from the refrigerator or they will be discarded. Also, please make sure you check and empty your mailbox daily since there are times that important memos are put into mailboxes.)

According to the *Quinter Public Schools Wellness Policy*, the sale of unauthorized products is not allowed on school property in areas accessible to students until 30 min. after the end of the school day. Therefore, workrooms cannot be accessible to students if we want to use our vending machines throughout the day. Additionally, employees wishing to consume the unauthorized products outside the workroom must conceal the product and consume it away from the presence of students.

- **Care of School Property**

Teachers shall be responsible for the proper care of all books, apparatus, supplies, and furniture owned by the school district. Please be on the alert for misuse of school property and equipment. Please do not permit students to sit on tables or desks. Please shut all of your classroom windows and lock your classroom door when you leave for the day. Teachers are asked to turn out all lights in your classroom, gym, auditorium, and other areas when you are not using them.

- **Injuries/Workers Compensation**

Whenever an employee is absent from work and is receiving workers compensation benefits due to a work-related injury or is receiving district paid disability insurance, the employee may use available paid sick leave to supplement the workers compensation or district paid disability insurance payments. In no event shall the employee be entitled to a combination of workers compensation benefits, district paid disability insurance, and salary in excess of his/her full salary.

### **USD 293 DISTRICT WORKERS COMPENSATION NOTIFICATION POLICY**

\*Reference Policy GAOE, *Workers Compensation*

Workers compensation coverage is provided for all employees regardless of assignment, length of assignment, and/or hours worked per day. Benefits are for personal injury from accident or industrial diseases arising out of and in the course of employment in the district. For workers' compensation, work must be a prevailing factor of injury (i.e. no aggravation from previous condition, no horseplay which caused injury, no volunteer participation in a fight, no reckless violation of safety rules).

**Notify Your Workers Compensation Officer:** Per K.S.A. 44-520, a claim may be denied if an employee fails to notify his/her employer within the earliest of the following dates: (A) 20 calendar days from the date of accident or the date of injury by repetitive trauma; (B) if the employee is working for the employer against whom benefits are being sought and such employee seeks medical treatment for any injury by accident or repetitive trauma, 20 calendar days from the date such medical treatment is sought; or (C) if the employee no longer works for the employer against who benefits are being sought, 10 calendar days after the employee's last day of actual work for the employer. Notice may be given orally or in writing. The forms are available with the employer's workers compensation officer.

**USD 293 Workers Compensation Officer is the Clerk of the Board, Evone Waggoner. Notice to any other individual or department shall be insufficient. The notice, whether provided orally or in writing, shall include the time, date, place, person injured and particulars of such injury.**

- **Inventory**

An inventory list should be updated at the beginning of the school year and should be revised at the end of the year. Any items, other than consumables, should be added to the inventory as they are received.

- **Meal Reimbursement**

A maximum of \$8.00 per meal for all state sponsored activities for which individuals are qualified will be allowed. All other activities must have prior board approval to qualify for meal and lodging allowances. Strong consideration will be given to any activity trip where the faculty members and students cannot make it back to Quinter by midnight.

Due to rulings by the IRS, the meal policy has changed. When an employee is at a one-day meeting, any meal reimbursements will be through the regular payroll. Meetings that require an over-night stay will allow the district to reimburse the employee through a vendor cycle.

- **Use of supplies**

Make copies using two sides when possible. Please pay when making personal copies. Our schools have not limited supplies to staff; making good use of what we have will help us continue that policy. Consider how we can conserve our supplies.

- **Lactation Accommodations**

District employees who are nursing mothers will be provided with an adequate location for the expression of milk and reasonable break times for doing so for at least one year after birth or the employee's child. Employees must give their principal notice of the need for lactations accommodations, preferably prior to return to work following the birth of the employee's child(ren), to allow the principal the opportunity to establish a location and to attempt work out scheduling issues. Employees utilizing these accommodations are also responsible for maintaining the designated area by wiping utilized surfaces with disinfectant wipes after each use so the area is clean for the next user.

## **PURCHASE ORDERS**

### **General Fund**

The superintendent or his/her designated representative shall be the sole purchasing agent for the school district. In order for teachers to purchase supplies, a blank requisition must be filled out and submitted to the building principal for his/her approval. The principal must secure the approval of the superintendent for final purchase. A signed purchase order will then be sent to the company. Please remember that if you order something without prior approval, you may be responsible for reimbursing the school.

### **Activity Fund**

The high school has an activity account that is composed of various sub-accounts, each for a club or organization. When ordering for a club, class, or organization, please complete the Activity Fund requisition and submit it to the building principal for approval. It is the responsibility of the sponsor to first check the account to determine if there are enough available funds. If a P.O. is submitted and there are not enough funds to cover the item, the sponsor will pay for the item. **Do not allow students to submit a P.O. for a club. It is the sponsor's responsibility.**

### **Reimbursable Purchases (Student)**

Occasionally teachers or sponsors will collect money from students to pay for a project or to reimburse an activity or general fund purchase. When this occurs, it is important to turn the money in to the office ASAP. Any money lost is the responsibility of the teacher or sponsor and therefore must be reimbursed by the teacher or sponsor. Please be sure that the money is organized with receipts so that the school secretary can accurately credit the correct account.

## **EMERGENCY PROCEDURES AND SCHOOL CANCELLATIONS**

**A detailed outline of all emergency procedures can be found in the Crisis Intervention Plan.** Each room has been supplied with a Crisis Bag. This bag and the Crisis Intervention Plan (located in the bag) should be utilized in the event of an emergency.

- **Emergency Drills (Fire, Tornado, Intruder)**

Maps are placed in each room stating instructions for fire and tornado evacuation. Please follow route instructions as labeled. Teachers are to take their rosters with them. Teachers are to take role and remain with the students until the principal or designee releases them.

During tornado drills, students are to sit down next to the wall, place their head between their knees and protect their head as much as possible. In the event of a tornado warning or actual tornado during school, students will be sheltered in the designated shelters. Buses will not run and all school activities will be centered on the safety of the students until an “All Clear” has been issued. The district Crisis Plan will be followed if such a situation occurs.

Intruder drills will be conducted in both buildings. These drills will help us practice different scenarios so that in the event of this type of crisis, an appropriate solution will be found to keep everyone safe.

- **Use of Emergency Safety Interventions**

ESI shall be used only when a student presents a reasonable and immediate danger of physical harm to such student and others with the present ability to effect such physical harm. Less restrictive elementary alternatives to ESI, such as positive behavior interventions support, shall be deemed inappropriate or ineffective under the circumstances by the school employee witnessing the student’s behavior prior to the use of any ESI. The use of ESI shall cease as soon as the immediate danger of physical harm ceases to exist. Violent action that is destructive of property may necessitate the use of ESI. ESI will not be used for anything other than the above purposes.

\*Reference Policy GAAF, *Emergency Safety Interventions*

- **Cancellation of School**

When the superintendent believes the safety of students is threatened by severe weather or other circumstances, parents and students shall be notified of school closings or cancellations by the Alert System and announcements made over the following radio station(s): KHOK (100.7), KJLS (103.00), KFNF (101.1), KKCI (102.5), KLOE AM (730), KXXX and KQLS (100.3), KAYS (1400), KHAZ (100.5), KGCR (107.7), KLBY TV, KSNK TV, and KJCN TV.

## QJSHS

### Advisors

Each JH student will be assigned a teacher advisor for the year to help support his/her academic and social/emotional needs. Students will be asked to check-in with that advisor every **Thurs. morning from 8:00 to 8:10 for the first quarter of school.** The advisor is responsible for monitoring these particular students. Other teachers will report any concerns to this advisor so that student needs can be addressed in a timely manner.

### New Students

Goal: Quinter Junior Senior High School endeavors to set each child up for success. To meet the needs of each new student, the school will acquire necessary records and information to insure proper placement within the school.

Steps in order to meet this goal include the following:

1. It is the responsibility of parents or guardians to provide any and all available records for the student and to fill out a Student Enrollment Form. Accuracy of these records is essential and should include academic credits, past discipline issues, and past successes.
2. If there are gaps or confusion in these records, the previous school(s) will be called and further information must be obtained.
3. Upon review of the student records, **if the student is found to be behind in credits, a PANEL** (parent or guardian, counselor, teacher, SPED teacher (when appropriate), student (optional), and administrator) **will meet to review the**

**collected information and decide how to best meet the needs of the student.** Areas of discussion will include assessment data, credits, and discipline records.

Options available include:

- Attend regular classes
- Complete credit recovery classes through an area local learning center
- Other options may be considered

The PANEL will use all information to decide on an option to best meet the individual student's learning needs. The student will be aware of the decision and the reasoning behind it. Adjustments can be made by the PANEL as the student progresses through the school year. Modifications proposed will take into consideration the student's academic progress, behavior, and desires for change.

4. Each new student will be assigned a staff advisor, which is a member of the panel, and a student mentor. The new student will meet these support people as soon as possible. The student will be informed that these people are to be used as resources if he/she has questions or concerns.
5. The new student will receive a simplified list of Daily Functions at QJSHS. These rules will be shared by the advisor and mentor and should help the new student successfully navigate the new surroundings.

### **Parties**

By the time a student arrives at the junior high school, class parties should not be expected. A short time for reward may be appropriate; however, these should be short and at the end of the period.

### **Promotion, Retention, and Progress Reports**

"A+'s" are not to be assigned to a report card or permanent record. Incomplete (I's) are not to be given for nine-week grade card reports or semester grade reports except in the case of an emergency. At the end of a semester, incomplete grades will be recorded as an "F" unless special arrangements have been made. If the need to assign an "incomplete" does arise, teachers should discuss the situation with the building principal.

Teachers are expected to send progress reports to parents as needed but no less than semi-quarterly as directed by the building principal. Progress reports should provide detailed information - both positive and negative. Teachers are encouraged to contact parents when any problem occurs (academic or behavioral). Teachers should keep in mind that progress reports are not only for failing students. **The purpose of a progress report is to open the lines of communication between teachers and parents.**

*If parents want to give their children a gift, the best thing they can do is to teach their children to love challenges, be intrigued by mistakes, enjoy effort, and keep on learning. That way, their children don't have to be slaves of praise. They will have a lifelong way to build and repair their own confidence. – Carol Dweck*

### **Semester Examinations - Quinter High School Final Examination Policy**

Every teacher is required to give a semester final exam in each of the courses he/she teaches. Final exams will constitute twenty percent of a student's final grade in each class.

- **Opt Out Policy:**

Final exams will be optional for students meeting the following criteria each semester:

- I. Any student with a grade of "A" and no more than three absences in a class will be exempt from the final exam in that class.
- II. Any student with a grade of "B" and no more than two absences in a class will be exempt from the final exam in that class.
- III. Any student with a grade of "C" and no more than one absence in a class will be exempt from the final exam in that class.
- IV. Three tardies will count as one absent in regards to finals exams.
- V. High school students who opt out of finals will not need to attend school during the days that finals are given. Junior High students will be required to attend school but will not need to take final exams if they meet the opt-out requirements.

- **Rationale:**



As our focus shifts towards college and career readiness, the requirement for students to take finals is intended to help prepare students for the rigor of taking final exams during their post-secondary years.

Research shows that students who attend school regularly do better in school than those that do not. The opt-out portion of the finals policy was created to encourage regular attendance and to reward those that maintain regular attendance as well as strong academic rigor.

Parents and teachers will be required to sign a student's opt out sheet. Parents have the option of requiring a student to take the final exam in any/all classes. If required by a parent or a student chooses the option of taking the final, the final grade will only apply if it improves the student's grade.

### **SSR**

Quinter Jr./Sr. High School has established a Sustained Silent Reading Program (SSR) as part of the school improvement process. The SSR period will be held during the first fifteen minutes of a designated class period five days a week. All students and staff will read silently at this time. SSR guidelines are provided to students during the first week of the school year. Only certain types of reading material may be read. Students are required to read, those who do not do so will face disciplinary action

### **Seminar**

A seminar period will be held every day immediately following SSR during a designated class period. Teachers are responsible for ensuring that students use this time effectively to complete homework. Students who need help from another teacher or are failing a class should be sent to that specific subject area teacher during this time. Students who do not have homework during this time are expected to read for the seminar period.

Junior High students will be released from seminar ten minutes before the end of the period to dress for athletics/P.E. Junior High students who are ineligible or, on the recommendation of a teacher, need extra help will not be released from seminar/SSR until the end of the regular period.

### **College Representatives**

College representatives will come to QJSHS on Monday's, Tuesdays, Thursday, and Friday's during the seminar period. Juniors and seniors will be asked to attend only three meetings each semester. Students are not to miss an SSR period to visit with a college representative. If a student misses any part of an SSR period to visit with a college representative, the student will be required to make up the additional reading time during the seminar period the following day.

### **Organizational Meetings**

Organizational meetings can be scheduled on Tuesdays and Thursdays during seminar period. Meetings are not to be scheduled during SSR times. Ineligible students are not allowed to miss seminar time to attend organizational meetings.

### **Unusual Situations**

- **Gang Related** – Gang related drawings or sketches are unacceptable. If a student hands in anything that is suspected to be gang related such as drawings, scribbles on the side of a paper, etc. they should receive no credit. Please keep this paper and inform the parent or guardian of this activity.
- **Suspicious Behavior-** If a student does not seem to act as he/she usually does and you suspect that drugs might be the cause, please refer the student to the nurse. She has a checklist that she will go through to determine what might be causing the change in behavior. She is trained to check for such things as dilated eyes and flushed face. You don't have to tip off the student, just explain that you are concerned about them and want the nurse to check them out.

### **Additional Duties**

Staff members may volunteer to do additional duties at lunch time if it works with their supervisor and their schedule. If more than one staff member wants to perform the lunch duty, staff members will take turns.

- **Lunchroom Assistant:**
  - Type in the account number the student shares and makes sure the number belongs to that student.
  - Does **NOT allow others to see the screen** to access another person's lunch balance.
  - Informs students that the **“balance is getting close” or to “please check your balance”**.
  - **Informs the office when an account is delinquent** and the office will contact parents.

**QES**

*In a growth mindset your flaws are just a to-do list of things to IMPROVE. – Derek Sivirs*

### **Buddies**

Students ask to do this! Please get together at least once a semester. Each teacher can design an activity. Preschool works with 4<sup>th</sup> graders – Kindergarten works with 3<sup>rd</sup> graders – 1<sup>st</sup> graders works with 5<sup>th</sup> graders – 2<sup>nd</sup> graders work with 6<sup>th</sup> graders.

### **Making Memories**

Parents provide a notebook (part of the supply list for preschool). That notebook, with memory page, is sent home at the end of preschool with a note explaining the child will have a memory page to add to the notebook for each year at QES. These pages will have four to six pictures on them and be placed in a sleeve to keep them nice. The student can write captions under each picture. Our hope is to provide positive memories for every child from each year at QES.

### **Schedules**

- **Lunch** – The Fire Marshal said we cannot have more than fifty people in the lunchroom at one time. Therefore, there will be four different lunch shifts at QES.
- **Recess** - Two people must be on recess duty – at least one being a certified staff member.

### **Positive Behavior Support**

Reinforcement is a powerful behavioral principle that often guides our behavior to be positive and successful. For a response to be positive, it must be valued, preferred, and often individualized.

Positive behavioral reinforcement should also have a continuum of responses. There are **five types of reinforcements**. **The goal should always be to move the students towards natural and intrinsic reinforcement.**

- 1) **Natural Reinforcement:** This occurs naturally from the appropriate behavior. The reinforcement comes from within the child as positive thoughts and feelings. (We should notice when a student is feeling good about his/her behavior and help him/her identify when this is occurring. A teacher could quietly ask a student, “How does it make you feel when things are going well?”)
- 2) **Social Reinforcement:** These are socially mediated by teachers, parents, other adults, and peers. People express approval and praise for appropriate behavior verbally, written, and non-verbally such as clapping and nods of approval.
- 3) **Activity Reinforcement:** Activities are very effective and positive for students. They provide the opportunity for students to participate in preferred activities (such as games, computer times, etc.) These are very powerful tools.
- 4) **Tangible Reinforcement:** These include edibles (food) and non-edibles such as toys, balloons, stickers, and awards. These should be used with caution. (We don’t want students to expect things every time they do something good. These reinforcements are extrinsic and should be used to help move students to intrinsic strengthening. This will be more prevalent with younger students or older students that have not yet developed more intrinsic incentives. Other tangible reinforcements could be displaying work, certificates, and letters sent home to parents commenting on student progress.
- 5) **Token Reinforcement:** Token reinforcement involves awarding points or tokens for appropriate behavior. These rewards have little value but can be exchanged for something of value.

Positive logical consequences as the result of good behavior are powerful and desired by students. Free and frequent reinforcement should be used with a praise to reprimand ratio of 3 positives to 1 negative.

Teachers can develop whole class or small group reinforcement to help develop teamwork and collaborative skills. Teachers may also develop individual plans for a student to help that student learn a desired goal.

### **How should reinforcement be delivered?**

- 1) Reinforcement should be delivered as promised (make sure you follow through) and should be age-appropriate.
- 2) Depending on emotional maturity of student(s), reinforcement may need to be delivered immediately.
- 3) Only give reinforcement when positive growth has been identified and make sure the student knows exactly what he/she did to earn it.
- 4) If tangible or external reinforcements are used, pair these with social reinforcement. The tangible reinforcements should be paired back as student accomplishes a change in habits.
- 5) Reinforcements should change so that students do not become bored.

Reinforcements can be decided by the teacher or could be brainstormed by a class. The reinforcement should reflect the challenge student(s) have in meeting the goal.

Smaller reinforcements for a whole class could be such things as:

- extra 5 minutes of recess, 5 min free time, or time on the I-Pads to play a game

Larger reinforcements for a whole class could be:

- fun game during half of class period, able to wear a hat for whole class period, or lunch with teacher in classroom

Really big goals (should be a result of at least a nine-week goal) could result in:

- movie party, popcorn party, or do a craft

Student buy-in is essential so getting student input in the older grades is important. Students need to know that the reinforcement should fit the level of difficulty in achieving the goal. As students brainstorm they can sort their ideas into level of difficulty matched to a targeted goal.

Goals should be set by the teacher to help advance each student's ability to manage self successfully. Group goals need to be targeted as ways to help each other. They should not result in put-downs of specific students.

- Possible goals include: everyone filling out the planner, homework turned in, or everyone meeting an AR goal

## Responsibility

We accept the outcomes of our actions. We will strive to challenge ourselves to exceed peers', students', and community's expectations, and represent QES in a positive manner.

## Energy

We will strive to provide a consistent *atmosphere* of positive energy. This means we will greet with a smile, offer constructive support, praise effort, and, simply put, *walk the walk*.

## Self-Esteem

A strong sense of self-esteem leads to the ability to respect our peers and students. We **achieve** this by believing in ourselves **and** our values, seeking out opportunities **for** self-development, and continually challenging ourselves.

## Professional Integrity

We strive to be committed to our students by providing trustworthiness and confidentiality in all interactions. Our commitment to teaching is genuine and heartfelt in our *daily* encounters.

## Enthusiasm

We will show excitement and love for our jobs and the students we work with in our school and in our community. Faculty will develop lesson plans that are fun and keep students actively involved.

## Compassion

We are dedicated to practicing and teaching care, empathy, and understanding toward others. By modeling compassion, we will provide support, feedback, and help to all students in order for them to meet the challenges of an ever changing world.

## Teamwork

A successful school team consists of the parent-child-staff relationship. Communication and cooperation bind us together for the positive outcome of each student's education.

THE SPECIAL EDUCATION INSTRUCTIONAL **P A R A E D U C A T O R**  
ROLE, RESPONSIBILITY, AND SUPERVISION

I. ROLE OF THE PARAEDUCATOR:

A paraeducator is a school employee who works under the supervision of administrative and teaching staff in performing various instructional and non-instructional duties to assist with providing special education students a free and appropriate education.

Paraeducators primarily provide instructional or related services under the supervision of licensed or certified special education professionals in an accredited or approved special education program. Examples of allowable activities include instructional support under the supervision of a professional, participation in IEP meetings, parent-teacher conferences, staff development, student data collection and record-keeping such as maintaining observational and anecdotal records. If paraeducators participate in these activities, the time will be counted as student contact hours for the purpose of computing special education reimbursement. Paraeducators also may assist the special teacher with paperwork related to the special education students for whom s/he is responsible. This provides important support to those students and special teachers. By fulfilling their role, paraeducators will help increase the quality of instruction and services provided to students in a special education program.

A paraeducator may be assigned to support students with exceptionalities in a general education program when one or more students with exceptionalities are included in that program, as long as the paraeducator is assigned to and supervised by a special teacher who meets the requirements in KSA 72-962(j)(I).

The benefits of paraeducators' work are many, and the beneficiaries are the entire community - not only students. Trained paraeducators can help an entire school district deliver the quality education its community demands.

II. RESPONSIBILITIES:

The responsibility of the paraeducator is to follow the program planned by a certified professional. The professional assumes the primacy responsibility for the instruction of the students. Many times the paraeducator and the professional will have responsibilities that are comparable and overlap.

Following is a comparison of such responsibilities

Supervising Teacher

1. Diagnoses educational needs.
2. Plans instructional programs.
3. Grades students' performance.
4. Checks and scores student work.

Paraeducator

1. Scores and compiles data associated with testing and other types of assessment; carries out informal assessment.
2. Assists with the planning process; copies, transcribes, types, files, etc. planning process; copies

- |   |  |
|---|--|
| 5. Takes responsibility for new concepts    | 5. Reinforces and reviews skills previously presented by the supervising teacher.  |
| 6. Revises instruction programs.            | 6. Monitors student progress in instructional programs and relates findings to supervising teacher.  |
| 7. Designs instructional materials.         | 7. Helps develop instructional materials designed by the supervising teacher.  |
| 8. Designs and implements behavioral Plans. | 8. Monitors and reinforces student performance concerning behavioral interventions through observation; assumes data collection, compilation, and other record keeping duties.   |
| 9. Communicates with parents.               | 9. Maintains records associated with the parent conference procedure, confirms conference dates, etc. under the guidance of the supervising teacher.   |
| 10. Responsible for behavioral management.  | 10. Manages students during time when the teacher is involved in the regular performance of professional duties or has logical emergency reasons for being out of the classroom; plays supportive management role when supervising teacher is present. |
|   | 11. Attends in-service workshop for paraeducators.   |

The delineation of supervising teacher and paraeducator responsibilities offered above may be further clarified by the following list of paraeducator do's and don'ts.

**The paraeducator may:**

1. Be left alone in the classroom for short periods of time when the supervising teacher is away. The supervising teacher remains responsible for the classroom at all times and must remain accessible.
2. Work without direct supervision with individuals or groups of students.
3. Have specific instructional and management responsibilities for students.
4. Be involved in student staffings.
5. Be used to support the integration of exceptional students into regular classes.
6. Be assigned record keeping tasks relevant to classroom assignments.
7. Assist the supervising teacher in supervising students in non-instructional activities such as lunchroom, recess, field trips, etc.

### The paraeducator may not:

1. Be used as a substitute teacher in the general classroom while serving in the role of a para.
2. Independently teach new concepts and skills.
3. Be assigned to attend student staffing in lieu of the supervising teacher.
4. Be given the primary responsibility for working with individual students.
5. Be given primary responsibility for mainstreaming one or more students or used to teach regular classes.
6. Be used to carry out clerical duties assigned to other staff members in the building.
7. Take full responsibility for supervising field trips, assemblies or other non-teaching duties.

### III. SUPERVISION:

Paraeducators are in the Schools to:

- Work with a variety of students who may have diverse learning needs.
- Support the implementation of individual student's programs.
- Provide support, suggestions, and feedback regarding the strategies and instruction that have been implemented.
- Become team members for planning and evaluation of individual student programs.
- Provide all students opportunities for positive learning in interpersonal experiences.
- Provide a variety of support to both students and teachers (all other assigned duties).

Supervision of the special education paraeducator in most districts is a joint responsibility of the supervising teacher, building administrator, and NKESC administrator. The supervising teacher will be responsible for structuring the paraeducator's schedule and working with the paraeducator on a regular basis to insure the responsibilities assigned are carried out in an efficient manner. The supervising teacher may assign duties to the paraeducator according to classroom needs and capabilities of each paraeducator.

A paraeducator should not be assigned responsibilities specifically prohibited in this outline. It is important that supervision provided by the teacher be well organized and consistent. Proper supervision requires effective planning and communication, which must be initiated and fostered by the supervising teacher. It is suggested that formal communication between the paraeducator and supervising teacher concerning delegation of responsibilities and resultant paraeducator performance be documented. The building administrator and NKESC Administrator should be available for consultation with the teacher if questions or problems related to supervision of paraeducators should arise.

### IV. CODE OF ETHICS:

#### A. Relationship with the School:

- Be on time and have good attendance.
- Accept responsibility for improving skills.
- Know school policies and procedures.
- Represent the school district in a positive manner.

#### B. Accepting Responsibilities:

- Recognize the supervisor has the ultimate responsibility for instruction, etc.
- Do only things for which you are qualified or trained.
- Do not communicate progress or concerns to parents unless directed by staff.
- Refer concerns expressed by others to the teacher.

C. Relationship with Student and Parents: Discuss a child's progress and/or program only with supervising teacher in the appropriate setting

- Refrain from discriminatory practices.
- Respect the dignity, privacy, and individuality of all students, parents, and staff.
- Present yourself as a positive adult role model.

D. Relationship with the Teacher

- Recognize the teacher as supervisor and team leader
- Establish a positive relationship with the teacher
- When problems cannot be resolved, utilize district's grievance procedures
- Discuss concerns about the teacher or methods directly with the teacher

#### V. CONFIDENTIALITY:

As a paraeducator, you will hear, read, and observe information about students that is considered confidential. You will learn a great deal about the students you work with and their families. You must always respect the privacy of the students and their families. There are federal and state laws designed to protect the confidentiality of students served in special education. The law says that only educators, directly involved in delivering services to a student may have access to records and information about the student. Persons not directly involved in delivering services to a student do not have a right to this information. YOU have a right to know information about the student with whom you are involved-count yourself among those directly involved with the student. Please remember you are allowed access to information only for students with whom you are involved.

Always remember that you are a professional, and professionals honor confidentiality. Remember a breach of confidentiality is not only unprofessional, but also illegal.

Problems of confidentiality are not always intentional. Eagerness to tell about a student's accomplishment or progress may appear harmless, but you may give more information about a child's area of disability, needs, or educational plan than intended

The following are a few tips to help keep confidentiality from becoming a problem:

- Be careful with whom you share information. Is that person directly involved with the student's education?
- Don't print out or label children in public (outside of school) as "your students."
- Avoid using names if you are asked about your job.
- Suggest that questions about a student be best directed to the regular classroom teacher or special education teacher.
- Be careful not to distort, exaggerate, or confuse information.
- Never use information about a student as gossip or as a joke.
- Focus comments on student strengths and be positive.
- No matter who asks you a question about a student, if you don't want to answer or are unsure whether you should answer, DON'T. You can do this politely.
- Be direct and honest: "I'm sorry - I can't say."
- Develop a workable response to questions, write it down, practice it, and use it!

Quick Tip: If you know it because you work here, it is to be treated as confidential.

Dr. Lowell Alexander, Director, Wyandotte County Special Ed. Cooperative,  
Kansas City, KS, was the original author of this paper with editing from the KS State Dept. of Education



## **TEAM WORK**

1. Communicate with your teacher daily, this is essential to building a program which is responsive to disabled learners.
2. Offer suggestions or ideas but don't get your feelings hurt if your suggestions or ideas aren't taken.
3. Ask your teacher's opinion on your performance.
4. Discuss problems NOW. Don't let them grow bigger by ignoring them.
5. Follow instructions.
6. Remember all final decisions are up to your teacher.
7. Don't talk about school problems to people outside of school.
8. Give the teacher feedback, it helps in communication.
9. Let teachers know your interest, hobbies, background and experiences. You may be able to contribute much to special class projects and special interest centers.
10. Ask questions - the teacher may assume that you know what she (the teacher) is talking about when giving directions.
11. Learn classroom procedures, i.e. to restroom, recess, lunch, drinks, fire drills.
12. Share responsibilities - offer to do something to help equalize the work in the room. Don't wait to be told to do something. Work with the teacher as a team.
13. Be Patient: with yourself (teaching is a learned profession, it takes time), with the teacher (some days are more demanding than others), with the children (the courtesy and respect we show children will be imitated).
14. Become familiar with the types of children served in the classroom.
15. Become familiar with the academic approach of the teacher.
16. Become familiar with the various types of academic equipment and materials used in the classroom,
17. Have a positive self-concept.
18. Enthusiasm and a sensitivity to the feelings of children are very important.
19. Mutual respect and support between the teacher and the paraeducator must be shown at all times.
20. There must be consistency in handling of rules and rewards in the classroom
21. Be prepared to give any practical assistance that the teacher feels necessary for the success of the program (helping make teacher-made material, dittos, etc.) Work with the teachers, not against them. Have a positive attitude and emphasize the progress made.
22. Show some enthusiasm for your job. Be on time and be dependable.
23. Be a professional.

**Expectations for Athletes, Coaches & Parents  
participating in Quinter Athletics**  
Approved 8/13/12

Sports provide an opportunity for students to develop physically and emotionally. They learn how to work with others and to take good risks in a public area and survive. They also learn to set and achieve goals by developing positive work habits and friendships that can last a lifetime. The district believes this can be a positive experience for any student that chooses to participate. Students, parents, coaches, and community should cooperate effectively to ensure this goal.

**Expectations for Athletes**

- Be an athlete of character
- Play the game using best effort and have fun
- Demonstrate respect to your opponents, coaches, teammates, and referees
- Accept the challenges and discipline involved in athletics
- Realize that what benefits the team must be considered over any individual athlete
- Be accountable for your own actions
- Know and follow team rules and procedures
- If you have any questions and concerns, talk to the coach. Notify coach of any scheduling conflicts in advance.

**Expectations for Coaches**

- Coach for the love of the game and the love of the athlete
- Put the welfare of your athletes above winning
- Reward effort and behavior
- Create a positive/ instructional/ challenging atmosphere
- Consistently work to improve your knowledge and ability to teach the game and the athletes
- Model appropriate behavior, poise and confidence resulting in emotional stability and self-control
- Be willing to confront incorrect behavior or less than all-out effort
- Be willing to work with parents for the benefits of the individual athlete
- Inform players and parents of your expectations, procedures, rules, and lettering requirements for your program.
- Use words to motivate and encourage that will not damage the self-esteem of any player or parent
- Demonstrate respect to your opponents, coaches, and referees

**Expectations for Parents**

- View the game with team goals in mind
- Demonstrate winning and losing with dignity
- Be an encourager to all team members- encourage athletes to keep their perspective in both victory and defeat
- Be a confidence builder by maintaining perspective and by not saying or doing anything that will have their children feel like their self-worth is tied to playing time or outcome of the game.
- Accept the goals, roles, achievements, and abilities of your child
- Accept the judgment of the officials and coaches; remain in control

- If your child shares questions and concerns, encourage him/her to talk to the coach; be willing to talk to the coach together if these questions and concerns continue
- Demonstrate respect to your opponents, coaches, and referees

### **Communication**

If a parent feels the need to talk directly with a coach about a problem, he/she should call and set an appointment. Concerns should not be addressed on a game day. If a parent feels that a specific occurrence during a game needs to be discussed, parents should wait at least twenty-four hours before addressing the coach. Some concerns are appropriate to discuss while others are not.

Among the concerns that are appropriate for a parent to discuss with a coach are:

- Mental and physical treatment of your child
- Ways to help your child improve
- Concerns about your child's behavior

Inappropriate areas of concern that a parent should not discuss with a coach are:

- Playing time
- Team strategy or play calling
- Other team members

If concerns are not resolved, parents are asked to follow the chain of command. Contact the athletic director or the building principal, the superintendent, and finally the board of education.

## **Tornado Shelter Locations According to Room Maps for QJSHS**

### North Auditorium Locker Room

FACS Room (upstairs classroom)

Haury

Kuntz

M. Countryman (Counselors Office)

Soldan (SPED)

### South Auditorium Locker Room

Polifka

Wagoner

### High School Basement

Suter

Nicholson

Promethean Board Classroom

Roesch

Mense

### Junior High Boys Locker Room

None

### Junior High Girls Locker Room

Decker

Crist (A.D. office)

Getz

Ostmeyer (Library and ITV)

### Varsity Boys Locker Room

Bridges  
Betz  
Front Office/Nurse's Office  
Samuelson (Band Room)  
Kitchen and Cafeteria  
North and South Gymnasiums  
Weight Room

### **Tornado Shelter Locations According to Room Maps for QES**

#### Early Elementary Boys Bathroom

Preschool  
Kindergarten

#### Early Elementary Girls Bathroom

1<sup>st</sup> graders

#### Room E2

2<sup>nd</sup> grade

#### Teachers' Workroom

3<sup>rd</sup> grade

Copy Room

4<sup>th</sup> grade

Basement Under the Stage

5<sup>th</sup> grade

6<sup>th</sup> grade